

SECTION 5: SUMMARIZE WRITTEN TEXT

Read the passage below and summarize it using one sentence. You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points in the passage.

We know that Shakespeare took whole chunks of Plutarch word for word to use in his Roman plays – though, of course, in doing so he turned them into great poetry. Does this make Shakespeare a plagiarist? Was he a word thief?

In its legal definition, plagiarism includes “both the theft or misrepresentation of intellectual property and the substantial textual copying of another’s work”. But it is also considered to be a factor of a particular culture or time – that is, in some cultures and in some periods the idea was undefined – which makes it harder to identify precisely. However, the main problem these days is plagiarism in academic writing, which is becoming increasingly common, due to the vast amount of material that has been published which can be accessed via the Internet. This easy access, coupled with the increasing pressure put on students, has led to a rapid rise in incidents of plagiarism. It comes down to who owns the intellectual property in question, and with the advent of the Internet this has become less clearly defined.

SECTION 6: WRITE ESSAY

You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organize your ideas, present supporting details, and control the elements of standard written English. You should write 200–300 words.

Some people prefer to spend their holidays in resorts where everything is organized for them and they take little interest in the country they are visiting. Others prefer to travel around the country and to see how the people live, to get to know their customs and traditions and cuisine.

Write an essay on which type of foreign travel you think is best for both the tourist and the local community.

PART 2: READING

MULTIPLE-CHOICE, CHOOSE SINGLE ANSWER

- A Read the text and answer the multiple-choice question by selecting the correct response.
Only one response is correct.

By the 15th century, the various Zulu chiefdoms had reached the south-eastern part of Southern Africa. They were largely cattle farmers and cultivators who lived in scattered villages across the land. Like other African peoples at this time, they lived within a system of clans and tribes under independent chiefs until, in the latter part of the 18th century, the system changed, possibly due to land shortage, and a number of larger political groupings were formed. The most powerful among these were the Mthethwa under the leadership of Dingiswayo, who radically changed some aspects of traditional life during his reign.

Formerly, military activity was based on local recruitment; men from a district would fight together under their chief. So, in order to create a large unified fighting force and control the fierce rivalry between supporters of different groups, Dingiswayo reorganized his army along the lines of age rather than old local allegiances. Thus, men of a particular age group, regardless of clan or residence, formed a regiment whose loyalty was to the king alone. Fathers and sons fought in different regiments and men from the same district found themselves in completely different groups, and as a result local rivalry was prevented. This was the basic military system that Shaka, the most famous Zulu chief, inherited and built on.

Which of the following is mentioned as one of the changes made to the Zulus' traditional life?

- 1 They no longer farmed or cultivated the land.
- 2 Fathers and sons fought against each other.
- 3 The army was arranged in a new way.
- 4 Rivalry between villages was encouraged.

For Further Guidance, see page 96.

- B Read the text and answer the multiple-choice question by selecting the correct response.
Only one response is correct.

The Second World War brought a period of austerity and tough rationing in Britain, especially for food: before the war Britain had imported about 55 million tons of food, but, only a month after the war began, this had dropped to 12 million. Strangely enough, this period also saw a general improvement in health standards across the country. Rationing began at the beginning of 1940 and lasted until July 1954 when the last restrictions on meat were lifted.

Everyone was issued with an identity card and each household had a ration book. Then they had to register with a local supplier of food whose name was stamped in the ration book so that you could only buy your ration from that supplier, and only the amount you were allowed. The books contained coupons which the shopkeepers cut out every time you made a purchase, and the amount you were allowed depended, to a certain extent, on the color of your ration book. The majority of adults had a buff or brownish book. Then there was the green book for pregnant women, nursing mothers and children under five, and this allowed them first choice of fruit, a daily pint of milk and a double supply of eggs. Children between the ages of 5 and 16 had a blue book, which allowed them fruit, a full meat ration and half a pint of milk a day.

The idea was to make as sure as possible that everybody got a fair share of the food available, the worry being that as food and other consumer goods became scarcer, prices would rise and the less well-off might not be able to pay. However, some thought it unfair, as people living in rural areas could get hold of eggs, butter and milk fairly easily without coupons.

According to the text, which of the following statements is true?

- 1 Teenagers were allotted more milk than other age groups.
- 2 People who lived in the country didn't have to pay for eggs and butter.
- 3 People had a healthier diet under rationing.
- 4 Pregnant women were allowed twice as many eggs as other adults.

MULTIPLE-CHOICE, CHOOSE SINGLE ANSWER**A DETAILED STUDY**

The exercise below will help you practice answering single-answer multiple-choice items. Read each extract from Text A on page 95 and the statement that follows. Write T if the statement is true or F if the statement is false.

- 1** By the 15th century, the various Zulu chiefdoms had reached the south-eastern part of Southern Africa. They were largely cattle farmers and cultivators who lived in scattered villages across the land.

Zulus are described as farmers and cultivators.

- 2** Like other African peoples at this time, they lived within a system of clans and tribes under independent chiefs until, in the latter part of the 18th century, the system changed, possibly due to land shortage, and a number of larger political groupings were formed.

The Zulus stopped being farmers.

- 3** The most powerful among these were the Mthethwa under the leadership of Dingiswayo, who radically changed some aspects of traditional life during his reign. Formerly, military activity was based on local recruitment; men from a district would fight together under their chief.

Men from the same area were part of the same unit in the army.

- 4** So, in order to create a large unified fighting force and control the fierce rivalry between supporters of different groups, Dingiswayo reorganized his army along the lines of age rather than old local allegiances.

Dingiswayo wanted to encourage rivalry between villages.

- 5** Thus, men of a particular age group, regardless of clan or residence, formed a regiment whose loyalty was to the king alone. Fathers and sons fought in different regiments and men from the same district found themselves in completely different groups, and as a result local rivalry was prevented.

Fathers and sons fought against each other.

- 6** This was the basic military system that Shaka, the most famous Zulu chief, inherited and built on.

Shaka developed the army structure created by Dingiswayo.

Now check your answers.

MULTIPLE-CHOICE, CHOOSE MULTIPLE ANSWERS**A** Read the text and answer the question by selecting all the correct responses.

More than one response is correct.

Why do some countries drive on the left, while others – the majority – drive on the right? In fact, those that drive on the left make up about twenty-five per cent of the world's countries and are, apart from the UK itself, mostly countries that were British colonies: India, South Africa, Singapore, Jamaica, and so on. Japan does too, although it wasn't a colony, and as late as 2009, Samoa switched from driving on the right largely because they wanted to buy right-hand drive cars made in Japan and New Zealand.

The Romans introduced the custom of keeping to the left, a habit that was reinforced in medieval times when riders throughout Europe passed oncoming strangers sword arm to sword arm – this idea is based on the fact that the majority of people are right-handed. An increase in horse traffic towards the end of the 18th century meant that the convention gained strength, but it was not put into law until 1835. Legend has it that Napoleon is responsible for making the European countries which he conquered keep to the right, for the simple reason either that he was left-handed himself, or that he wanted to be different from his enemy, England. This is most probably nonsense, but an Emperor's whims can go a long way. So France, obviously, and Spain, the Netherlands and other countries Napoleon overran used this system, and over the years other countries adopted the practice to make crossing borders easier and safer. The latest European country to convert was Sweden, in 1967.

According to the text, which of the countries listed below drive on the left?

- 1 Japan
- 2 Scotland
- 3 Spain
- 4 Samoa
- 5 South Africa
- 6 Germany

B Read the text and answer the question by selecting all the correct responses.

More than one response is correct.

In 1861, Matthew Brady, a well-known portrait photographer, approached President Lincoln requesting permission to move freely about the country photographing the Civil War. Lincoln granted him permission to travel anywhere with the Union armies, and his record of this conflict brought home to millions the horrors of war.

Brady wasn't the first official war photographer. Six years earlier, Roger Fenton, a lawyer and amateur photographer, had returned from the Crimea, having been personally chosen by Queen Victoria and Prince Albert. However, his instructions were more likely to have been to send back work that boosted morale back home rather than the terrible realities of war.

Brady's coverage of the war made him a household name, but he had hundreds of assistants, and it's even possible that he didn't take any of the 7,000 pictures that were marketed under his name. But no one else could have organized the large army of photographers needed to cover the broad sweep of the war and provided access to many leading generals and politicians.

Which of the following statements are true of Matthew Brady?

- 1 He was given permission to travel anywhere in the US.
- 2 He was able to give his photographers introductions to politicians.
- 3 He took as many as seven thousand pictures of the war.
- 4 He was responsible for organizing a large number of photographers.
- 5 Before the war he had been an amateur photographer.

RE-ORDER PARAGRAPHS**ON-SCREEN**

Remember that in the exam, you will re-order the paragraphs by dragging and dropping them with your mouse.

- A** The paragraphs have been placed in a random order. Restore the original order.

Jumbled paragraphs	Correct paragraph order (1–4)
a Now, Polybius, if we forget Aristotle for the moment, was to become the main authority on the three types of constitution and the cycles through which they pass, becoming more corrupt as they do so: kingship turns into tyranny, aristocracy to oligarchy, and democracy into mob rule.	
b The constitution was then at its healthiest, while that of the Carthaginians was already in decline because, in Polybius' opinion it was becoming more democratic.	
c Polybius believed that this progression could be halted at least temporarily by keeping the three elements held in some kind of balance, and the Romans achieved this not by abstract reasoning but by trial and error.	
d The Roman state was tested almost to destruction by the defeat at Cannae by the Carthaginians led by Hannibal – and according to the historian Polybius it was only what he called the “peculiar virtues” of the Roman constitution that allowed it to survive this crisis.	

- B** The paragraphs have been placed in a random order. Restore the original order.

Jumbled paragraphs	Correct paragraph order (1–4)
a In the late 18 th century, groups of skilled workers began to control the hiring of apprentices, and bargained with employers for better working conditions, but, as the movement grew, these trade unions tried to find ways of creating an alliance among themselves.	
b The first meeting of the Trades Union Congress took place in Manchester, at which thirty-four delegates represented well over a hundred thousand trade union members.	

c	Trade unions were legalized in an Act of 1871, and by the end of the century more than one and a half million workers were members. Conditions for workers slowly improved over the years, but it wasn't until 1974 that legislation covering the health and safety of all employees was introduced.	
d	Until the 19 th century, workers were given little or no protection. Child labor was common, as were long hours worked in unsafe conditions for minimal pay.	

For Further Guidance, see page 100.

C The paragraphs have been placed in a random order. Restore the original order.

Jumbled paragraphs	Correct paragraph order (1–4)
a It is not as easy to estimate the influence of German literature on English as it is French, because it didn't begin to have any measureable impact until quite recent times. That is, not much before the Romantic Movement.	
b It was perhaps the “storm and stress” movement of the late 18 th century that had the first and most widespread effect on the rest of Europe, and chief among those who were affiliated with this movement was Goethe.	
c Goethe was a polymath, a man whose interests ranged across the whole spectrum of human knowledge. As well as writing enduring plays and fiction, he was involved in politics, and made important contributions to scientific thought.	
d It was the epistolary novel <i>The Sorrows of Young Werther</i> that had the greatest impact, which, despite upsetting many people, was the first German novel to gain recognition throughout Europe and was translated into many languages.	

RE-ORDER PARAGRAPHS

A DETAILED STUDY

The exercise below will help you focus on how to place pieces of text in their correct order. Look at Text B on page 98 again and answer the following questions.

1 Which of these best describes the topic of the whole text?

- a the history of trade unions
- b the history of Manchester
- c the dangers of working life

2 Which paragraph (a-d) describes the background situation before trade unions developed?
.....

3 Which paragraph (a-d) describes the beginning of the trade union movement?
.....

4 Which paragraph (a-d) describes the formation of a large association of trade unions?
.....

5 Which paragraph (a-d) describes development of the trade union movement up to modern times?
.....

Now check your answers.

READING: FILL IN THE BLANKS**ON-SCREEN**

Remember that in the exam, you will fill the blanks by dragging and dropping the words with your mouse.

- A** In the text below some words are missing. Choose the correct word to fill each blank from the box below. There are more words than you need to complete the exercise.

Today we (1) Aesop's fables with childhood, and the Victorians are largely (2) for that. There were at least seven separate (3) or retellings in the 19th century, all targeted at children. Rewritten as parables, they were seen as an effective way of communicating Victorian morality. Yet, in antiquity, Aesop wasn't read by children: (4) the talking animals and the sometimes childlike atmosphere of the tales, the setting was perceived at the time as being political.

relate translations stories blamed responsible associate despite though

- B** In the text below some words are missing. Choose the correct word to fill each blank from the box below. There are more words than you need to complete the exercise.

Very intelligent people often make the (1) of assuming that other people's minds work in the same way as theirs do. Economists, for example, create mathematically-based models on the (2) that people act rationally as far as their own economic (3) are concerned. You don't have to look much further than family and friends to see how off the (4) this idea is. The problem with a lot of such scientifically-based theories is that they are not friendly to facts that don't (5) the case.

make fit mistake fact interests business mark notion

- C** In the text below some words are missing. Choose the correct word to fill each blank from the box below. There are more words than you need to complete the exercise.

With today's incredible (1) of technological change a lot of age-old human skills may be getting left behind or (2) out. It's not just that if you buy a laptop today it's obsolete within (3) than a year and the rest of the world has moved on; it's more that, as workers get more expensive and equipment gets cheaper, companies are spending more on machines rather than people. Fewer people, therefore, are being (4) in necessary skills.

losing trained under less rate taught dying speed

- D In the text below some words are missing. Choose the correct word to fill each blank from the box below. There are more words than you need to complete the exercise.

Twelve hundred miles east of Australia (1) the islands of New Zealand. Long before they were (2) by Europeans, a Polynesian race of warriors, the Maoris, had sailed across the Pacific from the northeast and established a civilization (3) for the brilliance of its art and the strength of its military (4) When Captain Cook visited these islands towards the end of the 18th century, he (5) that the population numbered about a hundred thousand.

discovered counted notable lie estimated found army system

- E In the text below some words are missing. Choose the correct word to fill each blank from the box below. There are more words than you need to complete the exercise.

The most common (1) for carrying out a detailed medical examination of a dead person – a post-mortem or autopsy – is when it is necessary to (2) the cause of death. In some circumstances, a doctor may be allowed to perform a post-mortem in pursuit of medical (3) The examination is usually performed by a pathologist, and (4) dissection of the body, and tests done on blood, tissues and internal organs, but sometimes it is performed by a doctor.

purpose reason means establish specimens knowledge involves

READING AND WRITING: FILL IN THE BLANKS**ON-SCREEN**

Remember that in the exam, a drop-down menu will appear when you click on each blank with your mouse. You will select an answer from each menu.

A Below is a text with blanks. Select the appropriate answer choice for each blank.

Of all those whose names are associated with the (1) of photography, Louis Daguerre is perhaps the most famous. He started out as a student of architecture, but by the age of sixteen was working as a stage designer and his work in this field, especially his handling of lighting effects, (2) him to fame. His (3) in photography grew out of his use of the *camera obscura* to help with perspective in painting and his desire to freeze the image. To this end, he formed a partnership with the photographer Nicephore Niepce – but this was short-lived as Niepce died not long after.

Daguerre continued to experiment and made, it seems by (4) , an important discovery: he had put an exposed photographic plate – this was, of course, before the age of film – in his chemical cupboard and some days later found that the latent image had developed. There was also a broken thermometer in the cupboard, and he assumed that the vapour from the mercury had caused it. This meant it was now possible to reduce the time the plate was exposed from eight hours to thirty minutes.

This produced an image. The next step was to fix it, which he managed to do in 1837. He called this new process the Daguerreotype, then advertised and looked for sponsors, but initially very few people were interested. The discovery was made (5) in January 1839, but details of the process were not given until August the same year, the French government in the meantime having bought the rights to the process.

1 creation	discovery	invention	manufacture
2 gave	won	brought	gained
3 interest	curiosity	desire	concern
4 mistake	accident	default	purpose
5 open	general	official	public

B Below is a text with blanks. Select the appropriate answer choice for each blank.

The term “trencherman” means a good hearty eater. It could be assumed, therefore, that a “trencher” was something people used to eat off, such as a wooden (1) , or the like, which (2) as a plate – as the dictionary confirms. In fact, it was originally a large chunk or slice of stale bread used to soak up the juices, which would later be fed to the domestic animals or the poor. (3) , those who had a very strong stomach or large appetite could eat it themselves.

Before the invention of cutlery, our ancestors usually ate with their hands. It is quite surprising to realize how (4) in the day it was before cutlery – knives, forks and spoons, even drinking cups – became commonly used for eating. It is not a question of being slow to (5) the concept of such tools and their possible uses – they had been around for ages, though it was usually only the wealthier people who had them at the dinner table. So the reason for this late development or fashion must be looked for elsewhere.

1 plank	table	board	box
2 tried	used	worked	served
3 Also	Furthermore	Whereas	Alternatively
4 long	late	far	early
5 grab	grasp	grip	hold

C Below is a text with blanks. Select the appropriate answer choice for each blank.

Woodcuts, as printed illustrations, went well with type, which is why this form of printing was the only (1) used to print pictures together with moveable type until late in the 16th century. Woodblocks and type are both relief surfaces – that is, raised from the flat surface of the block – and are (2) the same height on the bed of the printing press; furthermore, the same oil-based ink can be used on both surfaces so that they can be printed simultaneously. As with cutting the woodblocks and setting the type, the ink was applied by hand, using what was (3) an “ink ball” – a pad made of leather stuffed with wool or hair and tied around a wooden handle. The ink was like a thick black oil paint and it usually (4) of a mixture of linseed oil that had been boiled until it was free of fats, and various pigments. Varnishes were then added to get the ink to the right consistency or thickness, and also as an aid to drying.

Book illustration, then, was to be one of the major factors in the development of the woodcut, and its influence lasted until the 19th century. The aesthetic side of book making – the arrangement of the text, ornamentation and pictures together on the page – required an inventive and subtle (5) to the problems of pictorial composition.

1	form	means	method	system
2	roughly	hardly	closely	evenly
3	known	called	said	told
4	combined	composed	consisted	comprised
5	approach	mixture	manner	technique

D Below is a text with blanks. Select the appropriate answer choice for each blank.

Whenever you see a film set in ancient Greece or Rome – or anywhere for that matter – the men are all wearing togas or kilts or are (1) in a cloak. How much closer to our own age do we have to come to see men wearing trousers? In fact they, or something very much like them, were worn in ancient times: the Chinese dressed in trousers tied at the waist and often at the ankles to protect them against the cold, while Asian nomads wore something similar for riding. In Persia too, they were (2) for both men and women. This was a form of dress that found its (3) to central Europe by 400 BC. In the following century, Celtic people began wearing similar garments, while the English wore ankle-length britches until about the 1100s, when they (4) knee-length britches – whether as a matter of fashion or practicality it's difficult to say. What became known as bell-bottoms, which were fashionable in the late 1960s and early 1970s, and (5) a comeback in the 21st century, were worn by English sailors from about the 1730s, but trousers only really became fashionable in the first quarter of the 19th century, and usually only for informal day wear.

1	layered	wrapped	surrounded	fitted
2	convenient	traditional	conventional	commonplace
3	way	path	route	acceptance
4	adapted	altered	changed	adopted
5	took	made	had	showed

E Below is a text with blanks. Select the appropriate answer choice for each blank.

It is thought that around 12,000 years ago the Earth's climate became relatively (1) or more temperate, allowing for a greater variety of plant life. Those early humans leading a nomadic life, who hunted and gathered food where they happened to find it, began to supplement their diet with wild grasses such as wheat and barley.

Noticing how discarded seeds and roots later germinated and sprouted may have been what (2) the first farmers to settle down and cultivate crops. We know that farmers in the Stone Age had discovered pulses – beans, peas, lentils, and so on – which they (3) up and ate as a kind of porridge. Later they learnt to domesticate sheep and goats, developing tamer and manageable (4) of these and other animals. In addition to that, they also discovered how to use the process of fermentation for brewing and making bread.

It was some time later that farmers noticed that the amount of crops produced declined if they were always grown in the same ground and, by the 1st century, the Romans were (5) crops with pasture for grazing animals to restore the soil's fertility. This practice was followed in medieval England where the fields were divided into strips, planting cereals and vegetables, and the land left uncultivated one year in three.

1	harsher	easier	milder	colder
2	made	forced	convinced	decided
3	mashed	squashed	squeezed	broke
4	types	breeds	species	sorts
5	changing	alternating	swapping	revolving

F Below is a text with blanks. Select the appropriate answer choice for each blank.

In the late 1700s, Franz Joseph Gall founded what came to be known (1) phrenology – though it was originally called 'organology' – that 'science' of the size and shape of a person's cranium being a way to estimate character and mental abilities. It was a curious mixture of early psychology and neuroscience and as such (2) towards later research into those fields of human enquiry. Most people, however, think of it as simply a question of feeling the bumps on a person's head and have seen one of those (3) of the head that map out the various mental faculties, and consider it no more a valid science than astrology. Yet it was intended as a science of the mental faculties in general, and was on to something with its theory that each mental faculty is (4) by an organ in a particular part of the brain. That is to say he correctly guessed that there were many parts to the brain and that there was specialization in terms of the functions by those parts. Brain specialization is now a well-established fact. What Gall did not (5) , though – and he couldn't reasonably be expected to – was that the function of each separate brain part is not independent but contributes to the workings of larger systems composed of those separate parts.

1	as	to	for	about
2	directed	signaled	gestured	pointed
3	models	sculptures	shapes	impressions
4	acted	controlled	radiated	chosen
5	discover	find	realize	show

PART 3: LISTENING

SECTION 1: SUMMARIZE SPOKEN TEXT

- A You will hear a short lecture. Write a summary for a fellow student who was not present at the lecture. You should write 50–70 words.

You will have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points presented in the lecture.



2.31 Play the CD to listen to the recording that goes with this item.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

- B You will hear a short lecture. Write a summary for a fellow student who was not present at the lecture. You should write 50–70 words.

You will have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points presented in the lecture.



2.32 Play the CD to listen to the recording that goes with this item.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

- C You will hear a short lecture. Write a summary for a fellow student who was not present at the lecture. You should write 50–70 words.

You will have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points presented in the lecture.



2.33 Play the CD to listen to the recording that goes with this item.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

SECTION 2: MULTIPLE-CHOICE, CHOOSE MULTIPLE ANSWERS

- A** Listen to the recording and answer the question by selecting all the correct responses. You will need to select more than one response.

Which of the following conditions need to be met by parents who want to have their children educated at home?

- 1 They must provide lesson plans.
- 2 They must ensure their child plays a sport.
- 3 They must provide regular assessments.
- 4 They must provide book lists.
- 5 They must keep a record of attendance.



2.34 Play the CD to listen to the recording that goes with this item.

- B** Listen to the recording and answer the question by selecting all the correct responses. You will need to select more than one response.

According to the text, who were originally responsible for popularizing rice in Europe?

- 1 the Chinese
- 2 the Greeks
- 3 the Spanish
- 4 the Indians
- 5 the Italians
- 6 the Arabs



2.35 Play the CD to listen to the recording that goes with this item.

- C** Listen to the recording and answer the question by selecting all the correct responses. You will need to select more than one response.

Which of the following are suggested as reasons why contemporary writers on politics are less readable and relevant than the ancient writers?

- 1 They only write about institutions.
- 2 They tend to focus on only one aspect of political systems.
- 3 Being university-based forces them to specialize.
- 4 They ask largely irrelevant questions.
- 5 They follow the example of 19th century writers.



2.36 Play the CD to listen to the recording that goes with this item.

SECTION 2: FILL IN THE BLANKS

A You will hear a recording. Write the missing words in each blank.

There have been many studies in America of the (1) and behavior of university lecturers and professors, and of well-known “free” or public thinkers who are not (2) to a university or other (3), which show that those who are recognized as being more successful or productive as scholars in their field, or are at the best universities, are much more likely to have critical opinions. That is to say that they are more likely to hold liberal views – in the American use of that word – than those of their (4) who are less creative or who have less of a (5) The better a university is, as measured by the test results of its students or by the prestige of its (6), the more likely it has been that there will be student unrest and a relatively left-of-center faculty.



2.37 Play the CD to listen to the recording that goes with this item.

For Further Guidance, see page 109.

B You will hear a recording. Write the missing words in each blank.

However simple or complex the chain of events in any given situation, when looked into it usually reveals a train of (1) relationships – they are seen to be (2) in some way. The methods of analysis aim to establish these relationships and provide a solid background for useful (3) based on what at first appear to be separate events. The first step in this process is to collect facts and then see if any particular (4) emerge. If they do, it then becomes possible to form theories related to the facts, and this type of empirical theory forms a useful basis for (5) and prediction. However, on its own this theory is not enough; the essential second step is to test it by collecting more facts and by checking predictions against events. These new facts may mean you have to (6) the theory, bearing in mind that new facts can only either disprove or (7) a theory – they cannot prove it to be right.



2.38 Play the CD to listen to the recording that goes with this item.

C You will hear a recording. Write the missing words in each blank.

It is difficult to know how to place Montesquieu – if you’re the kind of person who likes to (1) Historian, political philosopher, (2), jurist or, if you think the *Persian Letters* a novel, a novelist – he was all these things. Perhaps, as some have, he could be placed among that almost extinct species, the man of (3) The books that make up *The Spirit of the Laws* have had the most (4) on later thinkers, and in them, as in his equally great *Considerations on the Causes of the Grandeur and Decadence of the Romans*, he makes his underlying purpose clear. It is to make the random, apparently meaningless variety of events understandable; he wanted to find out what the historical truth was. His starting point then was this almost endless variety of morals, (5), ideas, laws and institutions and to make some sense out of them. He believed it was not chance that ruled the world, and that, beyond the chaos of accidents, there must be underlying causes that (6) for the apparent madness of things.



2.39 Play the CD to listen to the recording that goes with this item.

FILL IN THE BLANKS

WHAT'S TESTED

The purpose of this task is to assess your ability to identify missing words in a transcript as you listen to a recording. Only listening skills are assessed. You will hear a recording, and read a transcript that has up to seven blanks in it where words are missing. You have to type in the missing words that you hear. Each recording will be played only once. The recordings are from 30 to 60 seconds long. You will hear either two or three fill in the blanks items. The individual tasks in Listening Part 3 are not timed. You will have between 45 and 57 minutes to complete all of Listening Part 3, depending on which form of the PTE Academic you receive.

TIPS

- There is a seven-second pause before the recording begins. Use this time to skim the transcript. You will not have enough time to read it in detail, but by skimming it, you will have a better idea of what the recording will be about.
- Before the recording begins, place the cursor on the first word of the transcript so that you are ready to type when the speaker gets to the missing word.
- Watch the timer in the status box so that you will be ready to follow the text as soon as the recording begins. When the recording begins, follow the text with the cursor or your finger on the screen.
- It is important to read along at the same speed as the recording. If you fall behind do your best to find where the speaker is in the transcript. If you hear a slight pause, this often – but not always – signals that the speaker has finished one sentence and is about to start the next. In English, sentences always begin with capital letters. Scan the text for capitals during the pause.
- You can use the “tab” key to advance to the next blank after you have finished typing. This is quicker and more accurate than using the mouse.
- You will need to be able to read at the same speed that the recording is playing. If you are a naturally slow reader, you will need to practice reading more quickly.
- Be sure to check your answers when you have finished. Check that there are no typing errors or spelling mistakes. Quickly read the complete transcript with your words in it. Does it make sense? Only change words that you are sure are wrong.

A DETAILED STUDY

The exercise below will help you to practice listening for missing words. Listen to Recording A on page 108 again and read the transcript. The transcript has some words missing. The first syllable of each missing word has been provided. Listen to the recording and fill in the missing words.

There have been many studies in America of the opinions and (1) be..... of university lecturers and professors, and of well-known “free” or public thinkers who are not attached to a (2) un..... or other institution, which show that those who are (3) re..... as being more successful or (4) pro..... as scholars in their field, or are at the best universities, are much more likely to have (5) cri..... opinions. That is to say that they are more likely to hold liberal views – in the American use of that word – than those of their (6) col..... who are less creative or who have less of a reputation. The better a university is, as measured by the test results of its students or by the prestige of its staff, the more likely it has been that there will be student unrest and a (7) rel..... left-of-center faculty.

Now check your answers.

SECTION 2: HIGHLIGHT CORRECT SUMMARY

A You will hear a recording. Choose the paragraph that best relates to the recording.

1

The speaker is a trained marine biologist who became an anthropologist after hearing about an ancient people who lived on beaches and got their food from the sea. Because he was a keen fisherman, he identified with these people and began to study anthropology. They lived in a very simple way, catching fish with their hands and gathering shells, such as oysters.

2

The speaker is a marine biologist who became interested in the Strandlopers, an ancient people who lived on the coastline, because of their and his connection to the sea. Their way of life intrigued him – as a child he had spent a lot of time by the sea, exploring and collecting things – so he began to study them, and discovered some interesting information about their way of life, how they hunted, what tools they used, and so on.

3

The speaker is a marine biologist who became an archaeologist when he heard about a mythical people called the Strandlopers, or beach-walkers. He was interested in them because as a child he had lived by the sea and so he identified with them. His aim was to prove they were not a myth and set about finding evidence to prove they really existed, and in this he was successful.



2.40 Play the CD to listen to the recording that goes with this item.

B You will hear a recording. Choose the paragraph that best relates to the recording.

1

To understand the past you have to be able, as far as possible, to think as the people in the period you are studying thought. The example of what it must have been like to be a peasant in the Middle Ages is used. However, sensibilities change over time and we can't completely throw off the mentality of the present. Therefore, every age will have a slightly different perspective on the same period of the past, no matter what the facts are.

2

The text explains how, in order to understand people in the historical period they are studying, a historian must have the same ability the novelist has to get into the minds of characters. This is due to the fact that the world was different then, and the ways of thinking have changed, for example, between the Middle Ages and the 21st century. He explains this by saying historian's sensibilities change over time.

3

As a historian, if you really want to understand the sensibilities of those who lived in the past, you must be like a novelist and get into the skins of your characters and think and feel as they do. You are asked to imagine what it's like to be a peasant in medieval times, asking the sort of questions a peasant might ask. What the writer is saying is that a historian needs imaginative sympathy with ordinary people in the past.



2.41 Play the CD to listen to the recording that goes with this item.

For Further Guidance, see page 111.

HIGHLIGHT CORRECT SUMMARY**A DETAILED STUDY**

The exercise below will help you to identify the correct summary by focusing on information presented in the recording. Listen to Lecture B from page 110 again and answer the following multiple-choice questions.

1 The speaker says that to understand the past we must understand how people in that age

- a thought and acted
- b related to the natural environment

2 The Middle Ages are mentioned as an example of

- a a time of political troubles
- b a historical period

3 The peasant the speaker mentions is

- a a character in a novel
- b an ordinary person

4 The speaker emphasizes the need to

- a learn to see the world in a new way
- b have a strong, creative imagination

5 The speaker makes the point that

- a every age has a different view of history
- b history is a fascinating subject to study

Now read the paragraphs on page 110 again and choose the one that best summarizes the recording.

Now check your answers.

SECTION 2: MULTIPLE-CHOICE, CHOOSE SINGLE ANSWER

A Listen to the recording and answer the multiple-choice question by selecting the correct response.
Only one response is correct.

Which of the following statements is true about the use of contour lines in map-making?

- 1 They were first used on Ordnance Survey maps.
- 2 Before the 16th century they were used to show hills, valleys and rivers.
- 3 Land contour lines were first used on a map of France.
- 4 Contour lines originally had a military purpose.

 3.1 Play the CD to listen to the recording that goes with this item.

B Listen to the recording and answer the multiple-choice question by selecting the correct response.
Only one response is correct.

According to the text, when did signs advertising businesses become compulsory?

- 1 In the Middle Ages
- 2 During the Roman occupation of Britain
- 3 In the 17th century
- 4 In the 14th century

 3.2 Play the CD to listen to the recording that goes with this item.

C Listen to the recording and answer the multiple-choice question by selecting the correct response.
Only one response is correct.

Which of the following statements is true, according to the text?

- 1 There were no root crops in medieval times.
- 2 Potatoes and tomatoes were extremely popular.
- 3 In the 16th century people had a wider choice of food.
- 4 Spices were too expensive for the average person.

 3.3 Play the CD to listen to the recording that goes with this item.

SECTION 2: SELECT MISSING WORD

A You will hear a recording about climate change. *At the end of the recording, the last word or group of words has been replaced by a beep.* Select the correct option to complete the recording.

- 1 good production and wealth
- 2 food production and health
- 3 full production and wealth



3.4 Play the CD to listen to the recording that goes with this item.

B You will hear a recording about parental discipline. *At the end of the recording, the last word or group of words has been replaced by a beep.* Select the correct option to complete the recording.

- 1 partners
- 2 parents
- 3 peers
- 4 punishment



3.5 Play the CD to listen to the recording that goes with this item.

SECTION 2: HIGHLIGHT INCORRECT WORDS**ON-SCREEN**

Remember that in the exam, you will click on the words that are different with your mouse in order to highlight them in yellow.

- A** You will hear a recording. Below is a transcription of the recording. Some words in the transcription differ from what the speaker(s) said. As you listen, circle the words that are different.

"No news is good news" may be true for most of us most of the time – after all, we don't look forward to unpleasant things happening to us – but "Bad news is good news" is true for those who work in the news media, and, I suspect, for the rest of us, at least some of the time. It is tied up with stories and our seemingly unsatisfied need for stories. Have you ever been grasped by a story where nothing goes wrong for the characters? There's an accident in a Kingsley Amis novel that nicely illuminates this: the main character Jake comes home to find his wife chatting to a friend about a hairdresser both women know who has moved with his family to somewhere in Africa. Jake listens in, expecting tales of cannibalism and such like, but no, the friend has just received a letter saying they love the place and are settling in nicely. Jake leaves the room in disgrace.

We demand to be entertained, and while we don't object to a happy ending, the characters have to have experienced loss, pain and hardship in one form or another along the way to have earned it.



- 3.6 Play the CD to listen to the recording that goes with this item.**

- B** You will hear a recording. Below is a transcription of the recording. Some words in the transcription differ from what the speaker(s) said. As you listen, circle the words that are different.

Leisure travel was, in a sense, a British invention. This was mostly due to economic and social factors; Britain was the first country to become fully industrialized, and industrial society offered greater numbers of people time for leisure. This, coupled with improvements in transport, especially the railways, meant that large numbers of people could get to holiday resorts in a very short time.

Modern mass tourism of a sort we can easily recognize today began in 1841 when Thomas Cook organized the first packet tour, in which everything was included in the price – travel, hotel and entertainment. To cater for the large numbers of new holiday-makers, holiday camps were established, both on the coast and in the countryside, and they became immensely popular. Their popularity declined, however, with the rise of cheap overseas tours, which gave many people their first opportunity to travel about.



- 3.7 Play the CD to listen to the recording that goes with this item.**

For Further Guidance, see page 115.

SECTION 2: WRITE FROM DICTATION

You will hear some sentences. Write each sentence exactly as you hear it. Write as much of each sentence as you can. You will hear each sentence only once.



- 3.8 Play the CD to listen to the recording that goes with this item.**

- 1
- 2
- 3
- 4

HIGHLIGHT INCORRECT WORDS

A DETAILED STUDY

The exercise below will help you to practice matching a recording with a transcript. Listen to the recordings while reading the transcripts. Circle the words in the transcript that do not match the recording.

- 1 A team of marine biologists studying whale carcasses – the dead bodies of whales – has found that they create a unique environment, one that is rich in animals and bacteria, including several new species.
- 2 When a whale dies, its body slowly sinks to the ocean floor, where it becomes food for a vast ecosystem.
- 3 One whale carcass contains more nutrients than would normally filter down through the water column in 2,000 years.
- 4 Using a submersible robot, the team collected collarbones of whales from the seafloor and raised them to the surface.
- 5 Back in the lab, the team found the bones were covered in bacteria and other organisms, more than 10 of which had never been catalogued before.



- 3.9 Play the CD to listen to the recording that goes with this item.

Now check your answers.

TEST 4

PART 1: SPEAKING AND WRITING

SECTION 1: PERSONAL INTRODUCTION

Read the prompt below. In 25 seconds, you must reply in your own words, as naturally and clearly as possible. You have 30 seconds to record your response. Your response will be sent together with your score report to the institutions selected by you.

Please introduce yourself. For example, you could talk about one or more of the following:

- Your interests
- Why you want to study abroad
- Your plans for future study
- Why you need to learn English
- Why you chose *this* test

SECTION 2: READ ALOUD

Look at the text below. In 40 seconds, you must read this text aloud as naturally and clearly as possible. You have 40 seconds to read aloud.

(Allow 40 seconds for each separate text.)

- A** Writers may make the mistake of making all their sentences too compact. Some have made this accusation against the prose of Gibbon. An occasional loose sentence prevents the style from becoming too formal and allows the reader to relax slightly. Loose sentences are common in easy, unforced writing, but it is a fault when there are too many of them.
- B** There is a long history of rulers and governments trying to legislate on men's hair – both the length of the hair on their heads and the style of facial hair. For practical reasons, Alexander the Great insisted his soldiers be clean-shaven, but Peter the Great of Russia went further, insisting no Russians had beards.
- C** Early in the 19th century, Wordsworth opposed the coming of the steam train to the Lake District, saying it would destroy its natural character. Meanwhile, Blake denounced the "dark satanic mills" of the Industrial Revolution. The conservation of the natural environment, however, did not become a major theme in politics until quite recently.
- D** In the distribution of wealth, America is more unequal than most European countries. The richest tenth of the population earns nearly six times more than the poorest tenth. In Germany and France, the ratio is just over three to one. The United States also has the largest proportion of its people in long-term poverty.
- E** Chaucer was probably the first English writer to see the English nation as a unity. This is the reason for his great appeal to his contemporaries. A long war with France had produced a wave of patriotism, with people no longer seeing each other as Saxon or Norman but as English.
- F** What can history tell us about contemporary society? Generally, in the past, even in Europe until the 18th century, it was assumed that it could tell how any society should work. The past was the model for the present and the future. It represented the key to the genetic code by which each generation produced its successors and ordered their relationships.

You can hear model answers on the CD3, track 10.

SECTION 2: REPEAT SENTENCE

You will hear some sentences. Please repeat each sentence exactly as you hear it. You will hear each sentence only once.



3.11 Play the CD to listen to the recording that goes with this item.

For Further Guidance, see page 117.

REPEAT SENTENCE

A DETAILED STUDY

The exercises below will help you to practice listening carefully to and accurately repeating spoken sentences.

- A** You will hear eight sentences. First, cover all the answer options below with a piece of paper. Then, after hearing each sentence, uncover the two answer options and circle the sentence you heard.



3.12 Play the CD to listen to the recording that goes with this item.

1

- a We're warming the climate, and the rate is increasing.
- b We're warning the client that the rates are increasing.

2

- a Much of his research objectives are driven by his natural curiosity and instincts.
- b Much of his research is objective and driven by his natural curiosity about insects.

3

- a They left the area almost immediately to avoid the devastation.
- b The fire left the area almost completely devoid of vegetation.

4

- a I'll now demonstrate how the reaction can be arrested by adding a dilute acid.
- b Now the demonstrators' reactions to the arrests are adding to the dilemma.

5

- a The initial results are intriguing; however, statistically speaking, they are insignificant.
- b The initial results are intriguing; however, statistically speaking, they're not significant.

6

- a The opposition has so far not responded to our proposal.
- b The opposition has so far been unresponsive to our proposal.

7

- a I believe the children should be allowed to read more.
- b I believe that children should read aloud more.

8

- a The majority of the hardware we're using was built for a customer.
- b The majority of the hardware we're using was billed to a customer.

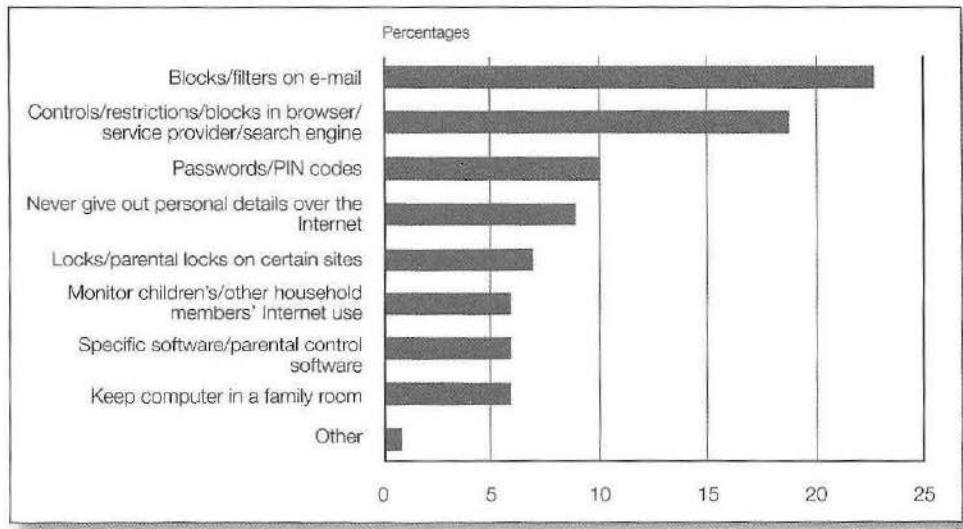
Now check your answers.

- B** Now listen to the sentences again. Repeat each sentence exactly as you hear it. Concentrate on imitating the speed, rhythm, and stress of the speaker.

SECTION 2: DESCRIBE IMAGE

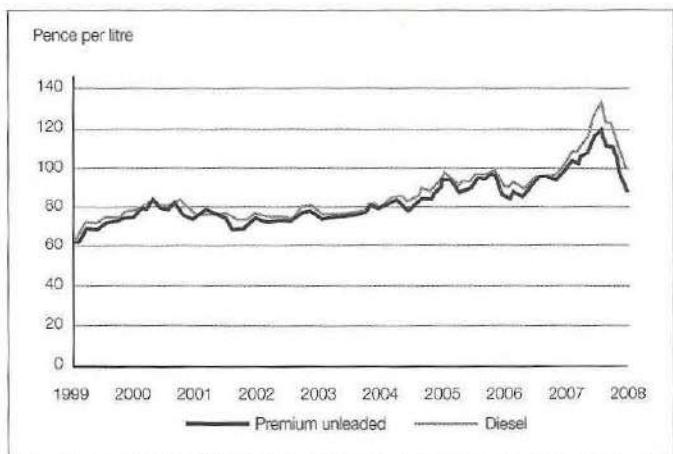
- A Look at the chart below. Describe in detail what the chart is showing. You will have 40 seconds to give your response.

Measures taken in households to, or receipt of, offensive Internet material, 2003/04, England & Wales



- B Look at the graph below. Describe in detail what the graph is showing. You will have 40 seconds to give your response.

Premium unleaded petrol and diesel pump prices, UK



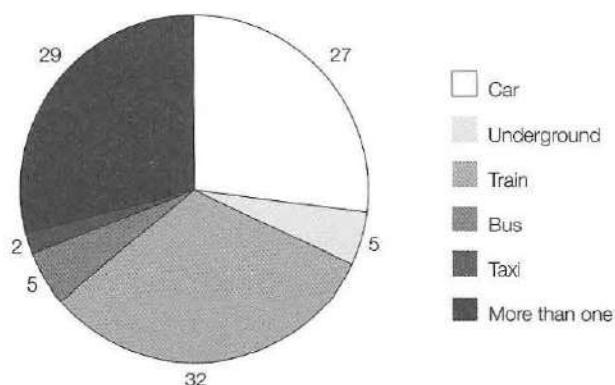
For Further Guidance, see page 120.

- C Look at the picture below. Describe in detail what the picture is showing. You will have 40 seconds to give your response.



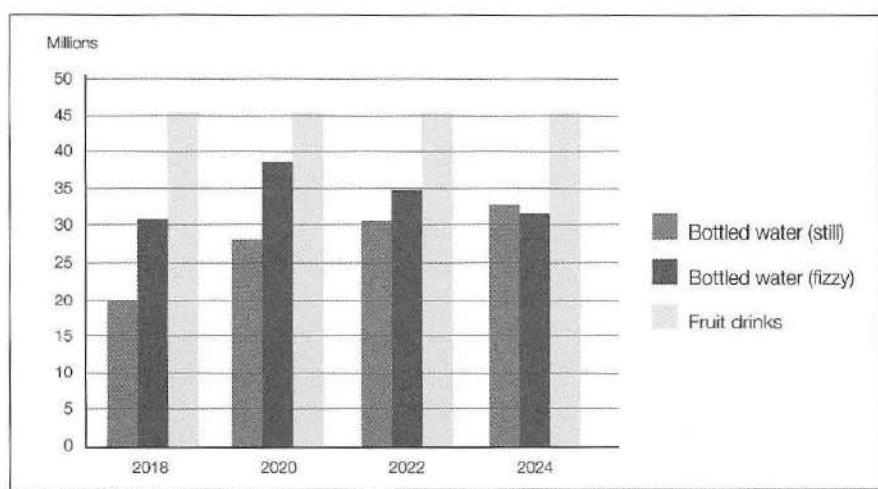
- D Look at the pie chart below. Describe in detail what the pie chart is showing. You will have 40 seconds to give your response.

Survey of means of transport used by commuters living outside the city



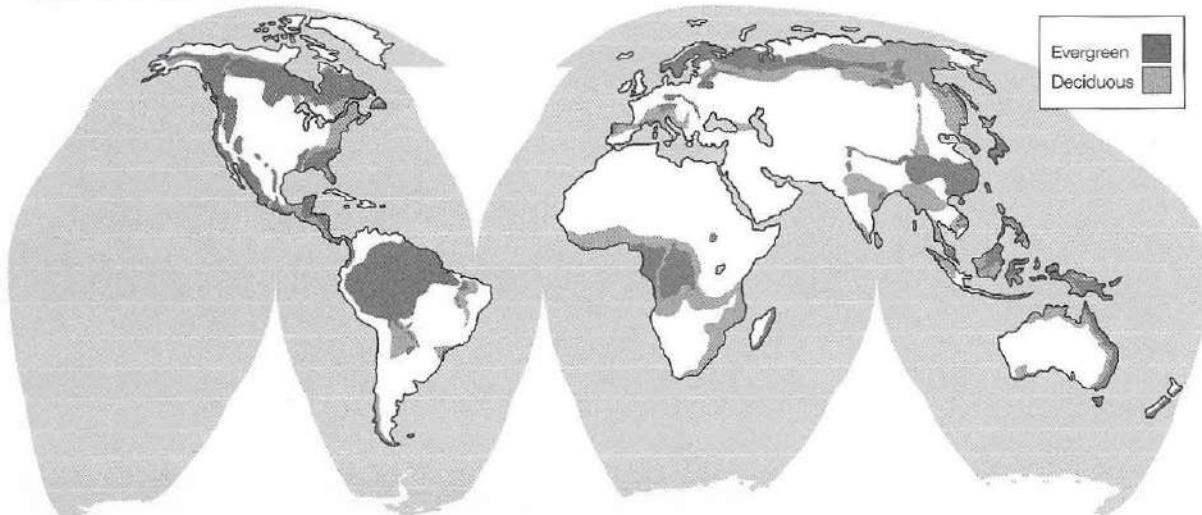
- E Look at the graph below. Describe in detail what the graph is showing. You will have 40 seconds to give your response.

Morgan Drinks Company, projected sales of soft drinks



- F Look at the map below. Describe in detail what the map is showing. You will have 40 seconds to give your response.

World forest distribution



DESCRIBE IMAGE

A DETAILED STUDY

The exercise below will help you to practice describing a graph. Look at Graph B on page 118. Read the sentences below, which have been taken from a model answer. Each sentence contains a mistake. Underline each mistake and write what it should say.

- 1 This graph shows the pump price for unleaded petrol and diesel in Europe from 1999 until 2008.
.....
- 2 The first thing to notice is that the line for diesel is always lower than for premium unleaded, which means it's generally more expensive.
.....
- 3 The other thing to notice is that the price for both fuels roughly doubled from 1999 to 2008, going from about 62 or 63 pence a litre to more than 120 pence a litre in the case of petrol.
.....
- 4 Prices for both seemed to peak in 2008, but fell dramatically later that same year, diesel ending on a price of 100 pence per litre and petrol on a price of about 80 pence per litre.
.....

Now check your answers.

SECTION 2: RE-TELL LECTURE

- A You will hear a lecture. After listening to the lecture, please retell what you have just heard from the lecture in your own words. You will have 40 seconds to give your response.

Niccolò Machiavelli (1469–1527)



- 3.14 Play the CD to listen to the recording that goes with this item.

- B You will hear a lecture. After listening to the lecture, please retell what you have just heard from the lecture in your own words. You will have 40 seconds to give your response.



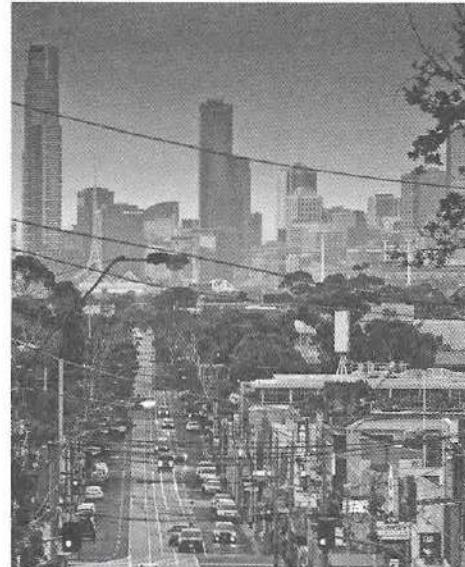
- 3.15 Play the CD to listen to the recording that goes with this item.

- C You will hear a lecture. After listening to the lecture, please retell what you have just heard from the lecture in your own words. You will have 40 seconds to give your response.



- 3.16 Play the CD to listen to the recording that goes with this item.

You can hear model answers on the CD3, track 17.

**SECTION 2: ANSWER SHORT QUESTION**

You will hear some questions. Please give a simple and short answer to each one. Often just one or a few words is enough.



- 3.18 Play the CD to listen to the recording that goes with this item.

SECTION 3: SUMMARIZE WRITTEN TEXT

Read the passage below and summarize it using one sentence. You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points in the passage.

For those political analysts whose main interest remains class divisions in society the biggest split these days is that between those who control and work with informational technology (IT) and those we might still call blue-collar workers. The old divisions of class have become a lot more difficult to apply, if not completely outdated. There's no escaping the enormous impact of information technology in the late 20th and, even more, the early 21st centuries, both economically and socially.

During the scientific revolution of the 17th and 18th centuries, the spirit of experiment was in the air, and those involved were practical people working to practical ends – often on their own or with a small group of trusted friends. Secrecy was important as there was money to be made in new inventions. What interested them were results, not theories. Most modern technological advances, however, were developed as theories first, and then made reality by large teams of scientists and experts in the field. What we have now is that more and more of this type of expertise is being used to analyse and find solutions to all kinds of business and social problems, thus creating – in the eyes of the political analysts mentioned above – a whole large new economic and social class.

.....
.....
.....
.....
.....

SECTION 4: SUMMARIZE WRITTEN TEXT

Read the passage below and summarize it using one sentence. You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points in the passage.

The English have the reputation of being a nation of tea drinkers, but this wasn't always the case. By the end of the 17th century, the English were the biggest coffee drinkers in the Western world, and coffee houses became the places to be seen. As well as gossip, you could pick up talk of the latest intellectual developments in science, politics, and so on, in this age of scientific discovery and progress. At first coffee houses were very basic; a room with a bar at one end and a few plain tables and chairs. Customers paid a penny for a bowl – not a cup – of coffee. A polite young woman was usually in charge of the bar because it was thought her presence would ensure that the customers didn't use bad language or cause any trouble. An added attraction was that coffee houses provided free newspapers and journals.

But people didn't go to the coffee houses just to drink coffee. They went to talk. They soon developed from simple cafés, where anyone with a penny could go for a drink and a chat, into clubs. People started to go to coffee houses where they would find other people who had the same jobs or who shared their interests and ideas, to talk and conduct business.

The great popularity of coffee houses lasted about a hundred years. In the later 18th century, increased trade with other countries made such luxuries as coffee cheaper and more easily available to the ordinary person. As a result people started to drink it at home. Also at this time more tea was imported from abroad, and the century of the coffee house was replaced by the domestic tea-party as the typical English social occasion.

.....
.....
.....
.....

SECTION 5: WRITE ESSAY

You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organize your ideas, present supporting details, and control the elements of standard written English. You should write 200–300 words.

Most people in what are known as the developed nations have homes full of gadgets and labor-saving devices, from vacuum cleaners and dishwashers to the latest in computer technology. Some people claim that despite all these labor-saving devices, we seem to have less free time.

In your opinion, has technology improved the quality of life or made it more complicated? Support your arguments with reasons and/or examples from your own experience and observations.

SECTION 6: WRITE ESSAY

You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organize your ideas, present supporting details, and control the elements of standard written English. You should write 200–300 words.

A recent trend in the entertainment world is to adapt classic works of literature for either TV or the movies. One argument is that this is to everyone's benefit, as it introduces people to works they might otherwise never have experienced, while others say that turning books into movies not only cheapens the original, but is rarely done successfully.

In your opinion, do works of literature translate effectively to the screen? Support your arguments with reasons and/or examples from your own experience and observations.

For Further Guidance, see page 124.

WRITE ESSAY**A DETAILED STUDY**

The exercise below will help you to plan an essay. Read the essay prompt for Section 6 on page 123. Below are parts of a response to the prompt. Decide which extract (A–G) is most suitable for each paragraph (1–4). You will not use all the extracts.

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

A

With so many books now available electronically, either as so-called e-books, or as digital files available for download on the Internet, it should surprise no one that traditional books are becoming increasingly irrelevant to young audiences. Adaptations for the movies and TV are clearly the best way to reach youngsters.

B

Some people feel that adapting classic works for the movies or TV brings these works to a wider audience, introducing people to works they might not otherwise have experienced. Adaptation, they claim, broadens our horizons and gives us access to higher culture. This is true, as long as the adaptation retains the key elements of the original work.

C

A recent trend in the entertainment world has been to adapt classic works of literature for the movies or TV. Although the results of this are often very popular, not everyone agrees that this is a good thing. I'd like to argue that it depends on the quality of the adaptation.

D

Other people feel that adapting classic works detracts from the originals, and that, in fact, the movie or TV version of a classic work may become better known than the original. Adaptation, they claim, lowers our cultural standards. This view, however, assumes that written works are necessarily of better quality than works produced for the screen, which is not necessarily the case.

E

Because so many of our shared cultural references come from classic literature, it is important that these works be introduced in schools – and the earlier the better. Increasingly, young people today are more likely to know these classic references through the movies and TV, rather than from original sources, and this is to the detriment of our collective culture.

F

Most of the works adapted for the movies and TV have been novels written recently, especially those in the fantasy or science fiction genres, because these lend themselves more easily to animation and digital special effects.

G

In my opinion, neither view is correct on its own. The truth is somewhere in the middle. One can point to cases that support both points. Some adaptations have been highly successful in faithfully presenting the original work, while other adaptations have failed miserably, and should probably have never been attempted.

Now check your answers.

PART 2: READING

MULTIPLE-CHOICE, CHOOSE SINGLE ANSWER

- A Read the text and answer the multiple-choice question by selecting the correct response.
Only one response is correct.

On meeting a person for the first time, our first question is often “What do you do?” That is, we ask what they do for a living, what their job is, because we feel this will help us place them. It helps us to define their status. We can judge where they stand socially, we can make a guess at how much they earn, and through that what kind of a standard of living they can afford. In addition, it can give us a fairly good idea of their educational background.

The problem is that people often choose a career for the wrong reasons. For instance, some people follow in the footsteps of a parent, either entering the same trade or profession, or inheriting the family business. Others make exactly the opposite decision, either out of a fierce desire for independence, or to spite a parent, or simply to get away from family. They decide that whatever else they might do, they will certainly not do what their mother or father did. People may also persuade themselves to pursue a career for which they are unsuited out of hero-worship, or as a result of meeting people they admire. It is a pity that we have to make such an important decision about our future career at a stage in our lives when we are so easily influenced by factors which have little or nothing to do with the central issue, namely, that we should do those things for which we have a natural talent.

Which of the following is not given as an example of a wrong reason for choosing a career?

- 1 Doing the same job as one's parents.
- 2 Doing a job that suits your abilities.
- 3 Deliberately not joining the family business.
- 4 Following the career path of someone you admire.

- B Read the text and answer the multiple-choice question by selecting the correct response.
Only one response is correct.

Politically, the Roman Empire laid the foundations on which modern Europe was built. Culturally, partly through native genius and partly through absorbing the achievements of the older and richer culture of Greece, its literature became the basis of European values, in particular those values that arise out of the individual's relationship to their society. Rome began to produce literature between 300 and 100 BC at about the same time as it was conquering the rich Greek colonies in the south of Italy.

Roman writers and orators began to expand their imaginative and intellectual horizons and refine the Latin language through the study of Greek literature. Early Roman literature had been basically of two kinds: the recording and examination of public life and behavior through life stories of famous men, and the particularly Roman art of satirical comedy and drama.

There were those, however, who objected to the Greek influence, most notably Cato the Censor, who did his best to uphold the virtues of no-nonsense Latin prose against Greek luxury. More typical, and in the end more successful, was the poet Ennius, who managed to keep a balance between Greek and Latin values by writing a Homeric epic poem in Latin idiom, but using Greek poetic metre.

According to the text, which of the following statements is true of ancient Roman literature?

- 1 It was mainly the biographies of famous men.
- 2 It was deeply influenced by Greek writing.
- 3 It was mostly satirical.
- 4 It was subject to heavy censorship.

MULTIPLE-CHOICE, CHOOSE MULTIPLE ANSWERS

- A** Read the text and answer the question by selecting all the correct responses.
More than one response is correct.

Before Luke Howard invented his system for classifying clouds, they had simply been described by their shape and color as each person saw them: they were too changeable and moved too quickly for anyone to think they could be classified in any useful way. Howard had been interested in clouds – and meteorology in general – ever since he was a small boy, and for thirty years kept a record of his meteorological observations. In 1802–1803, he produced a paper in which he named the clouds, or, to be more precise, classified them, claiming that it was possible to identify several simple categories within the various and complex cloud forms. As was standard practice for the classification of plant and animal species, they were given Latin names, which meant that the system could be understood throughout Europe.

Howard believed that all clouds belonged to three distinct groups; *cumulus*, *stratus* and *cirrus*. He added a fourth category, *nimbus*, to describe a cloud “in the act of condensation into rain, hail or snow”. It is by observing how clouds change color and shape that weather can be predicted, and as long as the first three types of cloud keep their normal shape there won’t be any rain.

This system came to be used across the European continent, and in the 20th century his cloud classification system was adopted, with some additions, as the international standard, but that was not his only contribution to meteorology. He wrote papers on barometers and theories of rain, and what is probably the first textbook on weather. He can also be considered to be the father of what is now called “urban climatology”. Howard had realized that cities could significantly alter meteorological elements. One of these he called “city fog”. Nowadays we call it “smog”, a combination of smoke and fog.

Which of the following achievements can be attributed to Luke Howard?

- 1 He wrote a book about barometers.
- 2 He was the first to notice the different shapes and colors of clouds.
- 3 He was the first to identify and classify different cloud forms.
- 4 His classification system became used all over the world.
- 5 He was the first to use the word “smog”.
- 6 He realized that cities could have an effect on the weather.

For Further Guidance, see page 128.

- B** Read the text and answer the question by selecting all the correct responses.
More than one response is correct.

When does a hobby or pastime, or whatever you want to call what you do in your leisure time for rest and relaxation, cease to be a hobby or a pastime and become something a bit more serious, such as something you realize can be turned into financial gain, or an obsession that can mess up your life as much as any other addiction? The whole point of them, of course, is that they are done out of personal interest and for pleasure and enjoyment, not for financial gain.

Most people’s hobbies turn out to be easy and stress-free pastimes such as collecting things, making things, sports, playing a musical instrument, reading, and so on. And – so it is claimed – they are good for you, too. Pursuing a hobby can have calming and helpful beneficial effects. For a start, it can take your mind off your problems, and the more interests you have, the more you enjoy life.

One way in which the subject becomes a little bit serious is when you are applying for a job and writing out your curriculum vitae, or résumé. There’s invariably a section which asks what your outside interests are, and because getting a job is a serious business, and you want to impress your prospective employers, you might find yourself claiming that you like nothing better at weekends than being flown by helicopter to the top of the Alps and then making your way home by snowboard and hang-glider. Perhaps people find themselves doing this because they feel that applying for a job and coming across well at interview is a test of character and being an aficionado of extreme sports is a lot cooler than stamp collecting. But why turn what is supposed to be calming and relaxing into a cause for anxiety?

In my opinion, neither...
to cases that support both points. Some adapt...
the original work, while other adaptations have failed miserably, and o...
attempted.

Now check your answers.

Which of the following statements are true about hobbies and pastimes, according to the text?

- 1 They are often used as therapy.
- 2 They are not pursued for economic profit.
- 3 Your leisure time activities reveal your true character.
- 4 Many people do extreme sports because it's cool.
- 5 Most people's hobbies are simple and undemanding.

MULTIPLE-CHOICE, CHOOSE MULTIPLE ANSWERS**A DETAILED STUDY**

The exercise below will help you to practice answering multiple-answer multiple-choice items. Read Text A on page 126 and answer the following questions.

- 1 What did Howard write about barometers?
 - a papers
 - b textbooks

- 2 How were clouds described before Howard's classification system?
 - a by their height in the atmosphere
 - b by their shape and color

- 3 What is mentioned about Howard's system?
 - a It was the first to organize cloud forms in groups.
 - b It was based on an earlier system.

- 4 What cloud identification system is used internationally?
 - a One based on Howard's ideas.
 - b One based on theories of rain.

- 5 What term did Howard coin?
 - a smog
 - b city fog

- 6 What is Howard considered the father of?
 - a rain theory
 - b urban climatology

Now check your answers.

RE-ORDER PARAGRAPHS**ON-SCREEN**

Remember that in the exam, you will re-order the paragraphs by dragging and dropping them with your mouse.

- A** The paragraphs have been placed in a random order. Restore the original order.

Jumbled paragraphs	Correct paragraph order (1–4)
a By 1817, trousers were shoe-length. Popular with the king, they became accepted as standard daywear by 1825, and were worn with a waistcoat and, by day, a frock coat, but with a tailcoat in the evening.	
b Jackets didn't become fashionable for casual wear until the 1850s. The jacket was derived from the short jacket worn by boys and working men, and in the age of mass-production and ready-made suits, its simple style was easier to produce than the tailored coat.	
c It was George "Beau" Brummell, the champion of simple English style, who started a trend for wearing tight black trousers in the early 1800s.	
d The favorite patterns for trousers were strong plaids, stripes and checks. The loose straight cut came in about the 1860s, and front creases in the 1880s. By the turn of the century, they had become the common way to dress.	

- B** The paragraphs have been placed in a random order. Restore the original order.

Jumbled paragraphs	Correct paragraph order (1–5)
a Between May and August 1783, two volcanic eruptions had occurred, one in Iceland and one in Japan. The northern hemisphere had been covered in a "great fog".	
b A year earlier, a volcano had erupted in Indonesia, sending up vast quantities of fine volcanic dust into the atmosphere. Circling the Earth, the dust reflected sunlight back into space.	
c This, of course, was an extraordinary event. In fact, it is considered one of the most catastrophic global events in recorded history. But something like it had happened before, and within living memory.	

d	The Earth literally darkened, temperatures dropped. Throughout western Europe and North America crops failed, and cattle died. A large portion of the world lay under a huge volcanic cloud.	
e	In the spring of 1816, the weather suddenly changed. The unseasonably warm spring turned cold and people were forced indoors by continual rain. The skies darkened and there was no summer.	

C The paragraphs have been placed in a random order. Restore the original order.

Jumbled paragraphs	Correct paragraph order (1–5)
a Only four years later did football become an official competition at the Games. At this stage it was, of course, for amateurs only.	
b Ironically, the first tournament was won by an amateur team from the north-east of England, who had been especially invited after the British Football Association refused to be associated with the competition.	
c The first international football match was played in 1872 between England and Scotland, when football was rarely played anywhere outside Great Britain.	
d As an alternative, Sir Thomas Lipton decided to organize an event for professionals. Often described as The First World Cup, it took place in Turin in 1909 and featured the most prestigious professional clubs from Italy, Germany and Switzerland.	
e However, as football increased in popularity, it was admitted to the Olympics™ in 1900 and 1904, but only as a sideshow and not in the competition for medals.	

READING: FILL IN THE BLANKS**ON-SCREEN**

Remember that in the exam, you will fill the blanks by dragging and dropping the words with your mouse.

- A** In the text below some words are missing. Choose the correct word to fill each blank from the box below. There are more words than you need to complete the exercise.

You may think that the World Cup, like the Olympic Games™, only occurs once every four years. It is the (1) rounds that take (2) every four years, but the competition as a whole is an ongoing (3) , since the qualifying rounds take place over the preceding three years. The final phase of the tournament now involves thirty-two teams competing over a four-week (4) in a previously nominated (5) nation. It has become the most widely-viewed sporting event in the world.

event final home host last period place time

- B** In the text below some words are missing. Choose the correct word to fill each blank from the box below. There are more words than you need to complete the exercise.

Ideas as well as people can take (1) stage at the right time and the right place. If new ideas are to have a wide-ranging (2) , they had better occur at the right time – usually when old theories are worn out or have reached a dead (3) Then they make people think along new lines and in ways that may (4) in unexpected directions. These ideas needn't be new in themselves. They can be older, half-forgotten ideas brought back to life, or new combinations of (5) ones presented in a new light.

center effect end familiar front known lead stop

- C** In the text below some words are missing. Choose the correct word to fill each blank from the box below. There are more words than you need to complete the exercise.

Most of us believe that when we are making decisions about money we are being clear-headed and sensible, and assume that any rational person would (1) in the same way and make the same decisions. But our (2) are always based on the private logic of our own (3) mind-set, our deep beliefs about money and what it's for, and no two people are the same. Even when two people come to the same (4) , they have probably used quite different logical paths.

answer behave choices conclusion economical financial ideas

For Further Guidance, see page 133.

- D In the text below some words are missing. Choose the correct word to fill each blank from the box below. There are more words than you need to complete the exercise.

There are, I have been (1) , some languages that don't have a word for rubbish, garbage, or whatever you call it. For their speakers, nothing is useless or goes to (2) - just as our ancestors used to hoard, patch up, reuse and hand things (3) to the next generation rather than throw them (4) These days, however, rubbish and how to (5) of it has become a major problem: we are running out of places to put it.

away dispose waste over said down rid told

- E In the text below some words are missing. Choose the correct word to fill each blank from the box below. There are more words than you need to complete the exercise.

A "duel of honour" was a way of settling disputes between gentlemen over some injury or insult. The (1) had to be arranged privately because duelling was never (2) , but it became common in the 17th century. A social code governed the duel of honour and, as long as the rules were (3) to, the survivor could usually escape without being punished by the law. Duels were fought with either pistols or swords, but pistols became the more usual (4) after swords went out of fashion at the end of the 18th century.

battle fight gun kept legal obeyed weapon

FILL IN THE BLANKS**A DETAILED STUDY**

The exercise below will help you to use context clues to eliminate answer choices. Look at Text C on page 131 and answer the following questions.

- 1 What part of speech must the word in the first blank be?

.....

- 2 Based on your answer to the previous question, which of the answer choices cannot go in the first blank?

.....

- 3 What part of speech must the word in the second blank be?

.....

- 4 Based on your answer to the previous question, which of the answer choices cannot go in the second blank?

.....

- 5 What part of speech must the word in the third blank be?

.....

- 6 Based on your answer to the previous question, which of the answer choices cannot go in the third blank?

.....

- 7 What part of speech must the word in the last blank be?

.....

- 8 Based on your answer to the previous question, which of the answer choices cannot go in the last blank?

.....

- 9 Is the blank part of an idiomatic expression?

.....

Now check your answers.

READING AND WRITING: FILL IN THE BLANKS**ON-SCREEN**

Remember that in the exam, a drop-down menu will appear when you click on each blank with your mouse. You will select an answer from each menu.

A Below is a text with blanks. Select the appropriate answer choice for each blank.

The human body is designed to (1) physically rather than mentally to stressful situations. This instinctive reaction to a situation is (2) as the “fight or flight” response. The body is prepared to either stand and deal with the problem by fighting it, or to escape to safety. Even if the problem or threat is emotional and not physical, the body behaves in the same way: the heart beats faster, the muscles tense, and the skin sweats more. If someone finds themselves in a situation where there is no (3) to escape or overcome the (4) of the threat, then stress and anxiety will occur.

Some of the first signs that the pressure is getting to you are loss of concentration, inability to sleep, loss of temper for minor reasons, headaches, aching limbs and a general feeling of uneasiness. These (5) can lead on to more serious problems, such as high blood pressure which increases the risk of a heart attack. Stress weakens the body’s defence system, so you are more likely to get minor ailments like colds. It can also lead to baldness. Mentally, it becomes harder and harder to perform your normal day-to-day activities, and can lead to a nervous breakdown. Recognizing all this is the first step (6) getting back to health and being able to cope with the causes of stress.

1 deal	respond	cope	act
2 called	named	known	referred
3 chance	occasion	hope	likelihood
4 reason	cause	manner	purpose
5 symptoms	infections	moods	pains
6 away	back	towards	forward

B Below is a text with blanks. Select the appropriate answer choice for each blank.

Most of the rubbish we produce – about two-thirds of it – goes into landfills. Now, it is (1) that the average UK household produces about one and a half tons of rubbish a year. These figures may not sound alarming, but the UK is geographically small and it all adds up, and there aren’t many places (2) where we can dig huge holes and fill them with our rubbish, which is why ever-increasing amounts of waste from western countries are being exported to the developing world. Furthermore, (3) European recycling laws and higher landfill taxes mean that the days of dumping waste into landfill sites are almost at an end.

Landfill is cheap but wasteful and, as we have seen, unsustainable in the long run, whereas burning or incineration is expensive and wasteful. Besides, local communities don’t want huge incineration plants in their back yards.

Recycling is considered by many to be the best solution, but it isn’t nearly as good as most people think. The recycling process degrades most materials, so that they can only be used in limited ways. Also, many of the products we buy that are (4) as recyclable can only be recycled with great difficulty and at great (5) Perhaps the best idea is to have reusable packaging, such as returnable bottles and refillable packets.

1 researched	estimated	surveyed	assumed
2 still	over	around	left
3 harder	stricter	austere	extreme
4 labelled	marked	produced	branded
5 effort	cost	price	hardship

C Below is a text with blanks. Select the appropriate answer choice for each blank.

We all have our own ideas about what constitutes anti-social behavior, some of us being more tolerant than others, but the (1) definition allows for a fairly broad interpretation. To quote the Crime and Disorder Act of 1998, it is behavior which "causes or is likely to cause harassment, alarm or distress to one or more people who are not in the same household as the perpetrator". Such behavior (2) writing graffiti, which can make even the cleanest urban space look squalid, making excessive noise, especially at night, and throwing litter onto the streets. Such behavior, however, affects everyone in the community, and requires the community to work together to find ways of dealing with it.

Just as the problems are many and varied, the solution too must work effectively on many levels. Anti-social behavior is not confined to any particular (3) group, and it affects the quality of life of young and old (4) This in turn means that it needs an active partnership between all of the various social groups that make up society. More than an efficient police force is required. Schools, for example, need to have effective rules to deal with truancy and bullying. Landlords should take (5) for anti-social behavior by or against their tenants. The same also goes for local authorities and social services when taking decisions that affect the community. Furthermore, they need to share information as openly as possible.

1 real	actual	legal	proper
2 concerns	includes	means	involves
3 generation	child	community	age
4 both	alike	together	separately
5 blame	responsibility	action	measures

D Below is a text with blanks. Select the appropriate answer choice for each blank.

Is altruism, the state of acting unselfishly on behalf of others, a particularly human trait, or is it a behavior other species practice too? What's more to the point, is it in fact a trait we have at all, or can all our actions be finally attributed to self-interest, however selfless they might at first (1) ? For example, if you rush into your neighbour's burning house and save him and his family, this is naturally seen as a good and noble deed, but some would argue that it wasn't a natural human instinct that (2) you to put your life at (3) , but that your true motive was that you would expect your neighbour to do the same for you under (4) circumstances. Other species do co-operate and work together for the mutual benefit of the group, mainly in terms of hunting for food and defence and is for the collective good. But altruism proper suggests that little or no advantage attaches to the altruistic act – you might even lose your life in the process. Cynics will say that at bottom all our actions are (5) in some way or another, while those who take a rosier view believe that altruism, and goodness, are a part of human nature. Aristotle himself was a bit of an optimist in this matter, believing that all people were basically good, but that this quality could only be brought out within society and that, therefore, we are, in the original sense of the word, political animals.

1 be	claim	occur	appear
2 made	caused	took	provoked
3 danger	trouble	risk	peril
4 other	same	different	similar
5 motivated	selfish	bad	deceitful

E Below is a text with blanks. Select the appropriate answer choice for each blank.

In the past people traveled, if they had to, for particular and practical reasons, for example, to trade in other countries, to find better land to (1) , to get away from an unpleasant political regime or situation, or to go on a pilgrimage. But at what point did travel become tourism? Certainly, pilgrimages had a sort of holiday air about them, as any reader of Chaucer's *Canterbury Tales* will know. And people on pilgrimages to other countries did touristy things like bringing back (2) "Travel," however, as Skeat's etymological dictionary points out, was the same word as "travail," meaning effort or labor, because of "the toil of traveling in olden times." Over time, the pilgrimage became the Grand Tour which was fashionable in the 16th century and after. This was a (3) around Europe made by the sons of the wealthy with the supposed purpose of (4) them in the great cultures of the past, the architecture and works of art, especially in Italy. So it could be said that the Grand Tour had (5) of the pilgrimage about it. It is therefore possible, at a pinch, to date the origins of tourism to the medieval pilgrimage. But the word itself was only officially used for the first time in 1937, and referred to people traveling abroad for periods of over twenty-four hours.

1 grow	harvest	cultivate	pick
2 postcards	visas	photos	souvenirs
3 trip	travel	voyage	ride
4 educating	teaching	involving	filling
5 something	aspects	attitudes	similarities

F Below is a text with blanks. Select the appropriate answer choice for each blank.

The words "garden" and "paradise" are related by more than just having similar definitions. Both mean a piece of ground, often enclosed or walled, where fruit, flowers, herbs or vegetables can be grown. The word paradise has its root in the ancient Persian *pairi-daeza*, meaning "a place walled in, a park, a pleasure ground". Formal gardens have a long (1) , from the gardens of the pharaohs in Egypt to today's neat suburban gardens and urban allotments and rooftop gardens. They are places of refuge, where one can go for solitude, peace and quiet, for thought. Nature, which in its wild (2) is unpredictable and dangerous, is tamed and domesticated and made to serve man. Trade and military conquest carried the cultural development of the Egyptian garden to Persia, where emperors built private pleasure gardens full of shade and water, large enclosed game reserves and terraced parks (3) with trees and shrubs. In Egypt, to begin with, gardens in private homes and villas were mostly used for growing vegetables and located close to a canal or the river, later, however, they were often surrounded by walls and their purpose incorporated pleasure and beauty besides utility. This, of course, was for the rich. The poor, meanwhile, kept a patch for growing vegetables, rather like today's allotments. But central Persia is largely hot and dry and it is water that makes such gardens possible. Therefore they came up with a brilliantly (4) system of aqueducts which brought melted snow down to the central plains from the mountains in the north-east for irrigation. In fact, water became the essence of the Persian garden. A rich variety of species thrived while thin channels delivered water throughout the garden, feeding fountains and pools and (5) the atmosphere.

1 past	history	record	story
2 state	situation	places	areas
3 full	bedded	planted	covered
4 built	manufactured	engineered	formed
5 wetting	spraying	soothing	cooling

PART 3: LISTENING

SECTION 1: SUMMARIZE SPOKEN TEXT

- A You will hear a short lecture. Write a summary for a fellow student who was not present at the lecture. You should write 50–70 words.

You will have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points presented in the lecture.



3.19 Play the CD to listen to the recording that goes with this item.

.....
.....
.....
.....
.....
.....
.....
.....

- B You will hear a short lecture. Write a summary for a fellow student who was not present at the lecture. You should write 50–70 words.

You will have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points presented in the lecture.



3.20 Play the CD to listen to the recording that goes with this item.

.....
.....
.....
.....
.....
.....
.....
.....

- C You will hear a short lecture. Write a summary for a fellow student who was not present at the lecture. You should write 50–70 words.

You will have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points presented in the lecture.



3.21 Play the CD to listen to the recording that goes with this item.

.....
.....
.....
.....
.....
.....
.....
.....

SECTION 2: MULTIPLE-CHOICE, CHOOSE MULTIPLE ANSWERS

A Listen to the recording and answer the question by selecting all the correct responses. You will need to select more than one response.

Which of the following are mentioned as health problems caused by noise?

- 1 Extreme irritation
- 2 A certain degree of hearing loss
- 3 Problems with speech
- 4 Mental problems
- 5 Behavioral and anger problems

 3.22 Play the CD to listen to the recording that goes with this item.

B Listen to the recording and answer the question by selecting all the correct responses. You will need to select more than one response.

According to the text, which of the following countries has a Poet Laureate?

- 1 the Caribbean
- 2 Ireland
- 3 Saint Lucia
- 4 the USA
- 5 Germany
- 6 France

 3.23 Play the CD to listen to the recording that goes with this item.

C Listen to the recording and answer the question by selecting all the correct responses. You will need to select more than one response.

Which of the following are mentioned as being difficult to re-adapt to when returning to your native country after a long absence?

- 1 Technological change
- 2 More than nine years' absence
- 3 The difference in time zones
- 4 The way people go about their daily lives
- 5 People's terms of reference in conversation
- 6 Changes in government

 3.24 Play the CD to listen to the recording that goes with this item.

SECTION 2: FILL IN THE BLANKS

A You will hear a recording. Write the missing words in each blank.

Privacy and the right to privacy are increasingly becoming hot (1) in the media, which is a touch (2), given that it is often the media that is responsible for invasion of privacy. This is not just about those whose careers put them in the public eye, but ordinary people who through no fault of their own have come to public notice because of some event that has attracted the attention of the media. It might be that a member of their family has been (3) for some crime, (4) or wrongfully, or perhaps they are the (5) of some natural disaster. Some people argue that those who have chosen to be in the public sphere, and have teams of public (6) people to make sure they get as much public attention as possible – actors, rock stars, politicians and the like – have given up their right to privacy and get everything they deserve.



3.25 Play the CD to listen to the recording that goes with this item.

B You will hear a recording. Write the missing words in each blank.

There is such a thing as information (1) There is just so much information out there now that we can't (2) with it or fully absorb it, or even decide which bits of it we want to keep in our minds, or which to (3) There is a similar thing going on with the range of choices we have as (4) There is so much stuff out there, so much to choose from, that, according to some experts, this situation is making us (5) Most of us believe that the more we have to choose from the better, yet apparently our dissatisfaction with this wealth of choice, or rather the anxiety it produces, is part of a larger (6) It seems that, as society grows more (7) and people become freer to do what they want, the unhappier they become.



3.26 Play the CD to listen to the recording that goes with this item.

C You will hear a recording. Write the missing words in each blank.

Post-modernism is broadly speaking a (1) against the movement or the period, or perhaps simply the values and beliefs of, modernism. Most people, even those who seem to know what it is or was about, tend to define it in (2) terms by telling us what it isn't, or doesn't do. (3) the term had a fairly limited application and referred to a new anti-modernist style of architecture. But it spread like a virus to include almost all aspects of (4) culture. One thing we can be sure about is that it wanted to get rid of what were called the grand narratives by which we explained how the world – and history – got us from the past to the present. Another feature of post-modernism is its belief that truth and reality are human-centered and (5) That is, the primary (6) of truth in the present age is the self. This, I believe, has now all passed and been thrown in the rubbish bin of history. Yet it is difficult to know whether the age of information technology confirms the passing of post-modernism or is a consequence of it.



3.27 Play the CD to listen to the recording that goes with this item.

SECTION 2: HIGHLIGHT CORRECT SUMMARY

A You will hear a recording. Choose the paragraph that best relates to the recording.

1

The subject is culture and the two kinds of it – material, which is to do with technology and science, such as genetics, and non-material, which is basically what we think about it, our beliefs and so forth. The speaker's main point is how our beliefs and attitudes resist developments in the material culture even when they know they are beneficial.

2

In comparing material with non-material culture – the first being the objects and technologies we create, and the second our customs, beliefs and attitudes – the speaker gives greater emphasis to the material culture. He gives the example of the development of genetic science and the benefits it has brought to mankind, despite a fair amount of opposition.

3

For the purposes of argument, culture is divided into material and non-material, and the speaker's aim is to show how they both affect each other. Material developments in tools and technology can affect non-material culture, our customs and beliefs, and the other way around. Genetics is used as an example as it has changed the way we think about life, but also our beliefs have affected its rate of development.

 3.28 Play the CD to listen to the recording that goes with this item.

B You will hear a recording. Choose the paragraph that best relates to the recording.

1

The main point is to question whether the biographical facts of a writer's life are of any importance in evaluating his work. Hemingway is the example used here, and there does seem to be a direct connection between the events of his life and those in his books, but knowing this should not get in the way of a true critical judgement of the works.

2

The writer Ernest Hemingway had a particularly eventful and exciting life and a lot of his real-life experiences got into his books. The speaker thinks this is irrelevant and doesn't believe that having lived such a full life makes the books any better, but he regrets that people now would prefer to read the biographies of writers rather than the books they wrote.

3

It is difficult to tell whether the speaker approves of Hemingway's lifestyle or not. He was famously *macho* and spent a lot of time hunting wild animals, going to wars and getting into fights. All these things got into his books, and the speaker thinks that this is not necessarily a good thing as it means that too many people prefer to read about his life than read his books.

 3.29 Play the CD to listen to the recording that goes with this item.

SECTION 2: MULTIPLE-CHOICE, CHOOSE SINGLE ANSWER

- A** Listen to the recording and answer the multiple-choice question by selecting the correct response.
Only one response is correct.

Which of the following is not mentioned as being a type of genre fiction?

- 1 mainstream
- 2 gothic
- 3 fantasy
- 4 romance
- 5 crime



3.30 Play the CD to listen to the recording that goes with this item.

- B** Listen to the recording and answer the multiple-choice question by selecting the correct response.
Only one response is correct.

According to the text, which of the following statements is true about stress?

- 1 Most people with stress-related problems do not consult their doctor.
- 2 A tolerance for stress is easily acquired.
- 3 Stress levels depend on the kind of job you have.
- 4 Working long hours can also contribute to stress.



3.31 Play the CD to listen to the recording that goes with this item.

- C** Listen to the recording and answer the multiple-choice question by selecting the correct response.
Only one response is correct.

According to the text, which of the following statements is true?

- 1 Our genetic inheritance plays a greater role than the environment in making us who we are.
- 2 Our temperaments are determined by our environment.
- 3 Some scientists now believe intelligence is genetically determined.
- 4 All non-physical traits are inherited.



3.32 Play the CD to listen to the recording that goes with this item.

SECTION 2: SELECT MISSING WORD

A You will hear a recording about using the library. *At the end of the recording, the last word or group of words has been replaced by a beep.* Select the correct option to complete the recording.

- 1 out where books are kept
- 2 yourself in the reference section
- 3 the article you're looking for
- 4 time to go to the library



3.33 Play the CD to listen to the recording that goes with this item.

B You will hear a recording about the sense of touch. *At the end of the recording, the last word or group of words has been replaced by a beep.* Select the correct option to complete the recording.

- 1 is surely misunderstood
- 2 still poorly understood
- 3 will surely be understood
- 4 is rarely understood



3.34 Play the CD to listen to the recording that goes with this item.

SECTION 2: HIGHLIGHT INCORRECT WORDS**ON-SCREEN**

Remember that in the exam, you will click on the words that are different with your mouse in order to highlight them in yellow.

- A** You will hear a recording. Below is a transcription of the recording. Some words in the transcription differ from what the speaker(s) said. As you listen, circle the words that are different.

When societies were still mostly rural and agricultural, waste dispersal was hardly an issue, partly because people tended to make use of everything and partly because there was plenty of space to bury rubbish. It was when societies became predominantly urban and industrious that problems arose – mainly to do with wealth. City authorities had a hard time trying to find effective ways of getting rid of all the rubbish. One of these was to get people to set out their rubbish into different types, just as these days we are encouraged to separate our rubbish into different categories for easier removal and recycling. So, for example, kitchen rubbish was set aside and used for feeding animals. However, fears of disease put an end to that. In fact, it wasn't until the 20th century that all waste was simply thrown together and put into landfills.



- 3.35** Play the CD to listen to the recording that goes with this item.

- B** You will hear a recording. Below is a transcription of the recording. Some words in the transcription differ from what the speaker(s) said. As you listen, circle the words that are different.

Archery, the practice or art of shooting with a bow and arrow, has played an important part in English history, being the major weapon of the foot-soldier and instrumental in winning many battles in wars with the French – with whom we seemed to be continuously at war during the Middle Ages. The English featured the longbow over the short bow and the crossbow, the latter being the main firearm of militias on the European continent. The crossbow fired a metal bolt released by a trigger, rather like a gun, and had the farthest range of any of the bows, but the main advantage of the longbow was its accuracy. The importance placed on archery is illustrated by the fact that medieval kings in England encouraged the practice and one of them, Edward III, went so far as to ban all sports on Sundays and holidays except archery. Because there were no standing armies in those days, and in the event of war rulers had to call on the populace, everything was done to make sure there were large numbers of competent, if not expert archers, to recruit.



- 3.36** Play the CD to listen to the recording that goes with this item.

SECTION 2: WRITE FROM DICTATION

You will hear some sentences. Write each sentence exactly as you hear it. Write as much of each sentence as you can. You will hear each sentence only once.



- 3.37** Play the CD to listen to the recording that goes with this item.

- 1
- 2
- 3
- 4

WRITE FROM DICTATION**A DETAILED STUDY**

The exercise below will help you to practice listening carefully and to write from dictation. Each sentence below has some words missing. You will hear the complete sentences. Listen and write the missing words.

- 1 The airline the recent round of airfare on higher costs for aviation fuel.
- 2 Because deep-drilling is , most geothermal energy exploration is limited to reservoirs of steam or hot water located
- 3 A bank all its customers' money on hand, which means that if a majority their funds at the same time, the bank would be unable to pay them.
- 4 Although there are some the two countries, the United States and Canada are very different in terms of climates, resources, and population sizes.



3.37 Play the CD to listen to the recording that goes with this item.

Now check your answers.

KEY AND EXPLANATION

TEST 1

PART 1: SPEAKING AND WRITING

Page 8

SECTION 2: REPEAT SENTENCE

- 1 Please come to the next seminar properly prepared.
- 2 You'll find the economics section on the second floor of the library.
- 3 Next time, we'll discuss the influence of the media on public policy.
- 4 There is plenty of cheap accommodation off-campus.
- 5 The lecture on child psychology has been postponed until Friday.
- 6 The meeting will take place in the main auditorium.
- 7 You must establish a day and a time with your tutor.
- 8 There will be no extensions given for this project.
- 9 New timetables will be posted on the student noticeboard.
- 10 All students are encouraged to vote in the forthcoming elections.

Pages 10–11

SECTION 2: DESCRIBE IMAGE

(Model answers)

A

This pie chart shows where people get the news from. The largest number, forty percent, get the news from the television, but this is closely followed by newspapers, which are used by thirty six percent. It seems surprising that the Internet comes third with only fifteen percent of people getting the news from there. Finally, only nine percent get the news from other sources.

B

This graph shows the unemployment rate amongst people of different ages from 1992 to 2010. The rates for people aged 16–17 were the highest over the whole period, reaching 45% in 2009 and 2010. Between 1992 and

1995 the unemployment level for those aged 18–20 was about 25%, then dropped below 20% until 2008 when they continued to rise, reaching 27 to 28% in 2010. The levels of unemployment for those aged between 21–24 both with and without a degree followed a similar pattern, beginning at about 15% in 1992 and ending at about 12% and 14% respectively in 2010. But apart from a period from about 1993–6 the level of unemployment was higher for those without a degree.

C

This bar graph shows how many tonnes of carbon dioxide were emitted by residents in various places. The lowest figure is for London, where only about six tonnes were emitted by each resident. The North East was by far the worst, with about twelve tonnes of CO₂ emissions per resident. It was followed by Yorkshire and The Humber with approximately 9.5 tonnes per resident. Residents of all other regions emitted between about seven and eight tonnes of CO₂ in 2008.

D

This bar graph shows the growth in the number of households with Internet access over the four year period from 2006 to 2009. Growth has been fairly steady over the period shown at around four or five percent each year. According to the graph, about seventy percent of households had Internet access by 2009. This compares to only about 57 percent in 2006.

E

Two things are illustrated by this graph which covers a twenty-year period running from 1989 until 2009: the number of overseas visitors to the UK and the number of UK residents going abroad. Both show steady growth until about 2008, although there was a slight dip in the number of overseas visitors to the UK between 2001 and 2002. In 2008, both types of travel dropped, with a particularly sharp decrease in the number of UK residents going abroad. Generally, throughout this period, more people from the UK went abroad than there were visitors to the UK.

F

This demographic graph breaks down the estimated population of the UK in 2010 by age and gender. The largest age group consists of men and women in their early 40s. Other large age groups in both sexes are the 20 to 30 age group, and the early 60s. Up until the 70s, the numbers of men and women remain fairly equal, but then in old age, women outnumber men. It seems surprising that there are not more children and young people in the UK population today.

Page 12

FURTHER PRACTICE AND GUIDANCE: PART 1, SECTION 2: DESCRIBE IMAGE

(Suggested answers)

- 1 A line graph.
- 2 A comparison between the unemployment rates for different groups of young people.
- 3 The rates were significantly lower for the 16–17-year-old group but the rates for the other three groups a slight but erratic decline.
- 4 The rates rose quite significantly for all groups, the most significant increase being amongst young people aged under 21.
- 5 Although there have been dips, the overall general trend has been one of increasing unemployment, with the rates in 2010 being more than 10% higher than in 1992.

Page 14

SECTION 2: RE-TELL LECTURE

(Model answers)

A

The general topic of the lecture is modernism and architecture, but the speaker focuses on the work of modernist architect, Frank Gehry, in particular the Guggenheim Museum in Bilbao. Gehry wanted to break away from the usual straight line designs of other architects and experiment with other shapes – especially curves. He thought of architecture as an art like sculpture, and the museum is a brilliant example of his art.

B

The main point of the lecture is how various sciences can come together to enrich each other, in particular here mathematics and biology. The speaker talks first about their personal experience of school and choosing to study biology to avoid doing maths or subjects like it, but explains that maths has a lot to contribute to biology. The speaker then gives two examples. The first is the use of knot theory to analyse DNA. The second is using abstract geometry to study viruses.

C

The lecture is about daily life in ancient Rome. The speaker says that what we know is mostly about the aristocracy, but we know much less about the lives of ordinary people and how much say they had politically and socially. Most people lived very difficult lives. The speaker points out that it was the duty of the emperor to take care of ordinary people. He gives the examples of Claudius and Hadrian, both of whom had to be reminded of their duty.

SECTION 2: ANSWER SHORT QUESTION

- 1 editorial
- 2 microscope
- 3 a virus
- 4 mammals
- 5 democracy
- 6 a receipt
- 7 CV, curriculum vitae, résumé
- 8 agricultural, rural
- 9 astronomy
- 10 public relations

Page 15

FURTHER PRACTICE AND GUIDANCE: PART 1, SECTION 2: RE-TELL LECTURE

- 1 The work of Frank O. Gehry.
- 2 An architect associated with Modernism – a modernist architect.
- 3 They use basic shapes, such as rectangles and straight lines.
- 4 Use other kinds of shapes, such as curves.
- 5 It allowed him to experiment with complex shapes and to work on the whole design as one piece.

- 6 He felt it was like sculpture.
- 7 The Guggenheim Museum in Bilbao.
- 8 He was a talented architect.

Page 17

SECTION 3: SUMMARIZE WRITTEN TEXT

(Model answer)

Closure or privatization of inefficient national services may have short-term economic benefits, but can cause long-term damage both socially and culturally because some services are social provisions, not businesses.

SECTION 4: SUMMARIZE WRITTEN TEXT

(Model answer)

History should not be used to promote national myths by glorifying a country's great victories and figures, but rather it should be approached in an analytical and critical way.

Page 18

SECTION 5: SUMMARIZE WRITTEN TEXT

(Model answer)

In Trinidad, traditionalists think their Carnival is being destroyed by commerce, while others believe that opening the event up to foreign business will bring tourists and income to the country.

SECTION 6: WRITE ESSAY

(Model answer)

An important point to remember here is that these opinions were voiced when computers were in their infancy, and now, with the passage of time, we should have a clearer picture.

It is not simply a case of either/or. These days most of us find computers indispensable, whether at work or at home, and they do speed up certain daily routines – for example, doing your shopping online. On the other hand, a lot of time is wasted on such things as playing games and unnecessary personal communications – this time could be better spent. On a larger scale, in terms of big business and industry, computerized manufacturing and automated assembly lines have greatly increased production.

However, this too has its downside, as many jobs are lost as a result.

Whether computers make us smarter or happier is, again, not easy to answer definitively. It is claimed that playing computer games improves certain skills: this may be so, but there is no doubt that spending excessive amounts of time alone at the computer can damage your health and relationships, as well as take time away from other beneficial activities such as reading, socializing, playing sports, and so on. However, there is no denying that using computers does make at least some people happy.

While I find it hard to give a definite opinion on whether or not computers make us more productive, smarter and happier, I agree entirely with the opinion that information is not knowledge. Given that it is so easy to turn to the computer when we want to find something out, we no longer feel the need to learn things. This does seem to me a loss, both at an individual level and for society as a whole.

Page 19

FURTHER PRACTICE AND GUIDANCE: PART 1, SECTIONS 3–5: SUMMARIZE WRITTEN TEXT

Topic sentences underlined

How do we measure efficiency? To economists – or to a certain type of economist – it is simply a question of profitability, even when it concerns what most people consider a social provision such as public transport. What is lost when railway lines and bus routes to small, out-of-the-way communities are cut in the name of efficiency? After all, if a line or a route is only used occasionally by a few people, it would be much cheaper to rip up the lines and let everyone use their cars.

For many governments, the way to turn inefficient national services into profitable businesses has been to sell off these services – and their responsibilities – to private enterprises. Cost, in terms of profit and loss, is of course an important factor, but other factors need to be considered when dealing with the livelihoods of whole communities, however small. Among these are the social, environmental, human and

cultural costs incurred by cutting off more remote communities from greater opportunities, including economic activities that benefit society as a whole.

Taking away such links – the usual result of privatization – may well lead to economic benefits in the short term, but, as the last twenty to thirty years have shown, also leads to long-term social and cultural damage. Of course, no business with its eye on profits is going to “waste” money supporting underused services. Only large collective bodies such as national and local governments can do that. These services are, after all, a social provision, not businesses.

(Model answers)

Paragraph 1

Summary sentence: To economists, efficiency is a question of profitability.

Paragraph 2

Summary sentence: Many governments have turned their inefficient national services into profitable businesses by selling them.

Paragraph 3

Summary sentence: Privatization may have short-term economic benefits, but it can cause long-term social and cultural damage.

Single-sentence summary

Privatization of inefficient national services may have short-term economic benefits, but it can cause long-term social and cultural damage because certain services are social provisions, not businesses.

PART 2: READING

Page 21

MULTIPLE-CHOICE, CHOOSE SINGLE ANSWER

A: 2

1 is incorrect because although Rowley is a farm laborer, that's not the main reason he is mentioned.
3 is incorrect because Rowley does not support that view.
4 is incorrect because although Rowley speaks in a slightly humorous way, that's not the main reason he is mentioned.

2 is correct because the writer says: “Rightly is they called pigs,” said Rowley, a farm laborer looking at the

wallowing animals before passing on to the cow sheds ... This raises all sorts of questions about language and how we perceive the world ...

B: 1

2 is incorrect because the writer says publishing companies must adapt, not that they have been unable to.
3 is incorrect because the writer raises this as a possibility in the first paragraph, rather than stating it will definitely happen.
4 is incorrect because the writer says that e-books provide opportunities to many writers, but does not say that most e-books are not by conventionally published writers.
5 is incorrect because the writer does not mention the number of sales of e-books and traditional books.

1 is correct because the writer says: ... For many writers, however, e-publishing provides new freedoms and opportunities.

Page 23

FURTHER PRACTICE AND GUIDANCE: PART 2: MULTIPLE-CHOICE, CHOOSE SINGLE ANSWER

1c

The writer says: For many writers, however, e-publishing provides new freedoms and opportunities.

2b

The writer says: Such companies must adapt

3a

The writer says: ... a drastic change in how we read.

4c

The writer says: Many e-books are published by writers who do not have a readership through mainstream publishers

5d

The writer says: ... there is no reason why the e-book and the traditional printed book should not exist happily side by side.

Page 25

MULTIPLE-CHOICE, CHOOSE MULTIPLE ANSWERS

A: 2, 3, 5, 6

1 is incorrect because leisurely pace in the text means “slow speed”.

4 is incorrect because bustle in the text means “excited activity”.
7 is incorrect because loiter in the text means “wait idly”.

2, 3, 5 and 6 are correct because they all mean “walk” in different ways.

B: 3, 4

1 is incorrect because the writer mentions the example of John Maynard Keynes, who worked for the Treasury.
2 is incorrect because the writer says that most people in England would think of France and be able to name a French intellectual.
5 is incorrect because in the first paragraph the writer describes English peoples' idea of what a typical intellectual is and does.

3 is correct because the writer says: Our aversion to intellectuals, or to the term, may go back to when we were at school where nobody likes a “swot”. In fact, almost any kind of braininess is disparaged: scientists are mad-haired “boffins”, tech-savvy kids are “nerds”, and people can be “too clever by half”.
4 is correct because the writer says: ... a situation not helped by many of the people who we consider to be intellectuals denying the fact.

Page 26

RE-ORDER PARAGRAPHS

A

Correct order: 1c 2b 3a 4d

B

Correct order: 1d 2c 3a 4b

C

Correct order: 1d 2b 3a 4c

Page 28

FURTHER PRACTICE AND GUIDANCE: PART 2:

RE-ORDER PARAGRAPHS

1 Paragraph d cannot go first because This must refer to something that came before it.

2 Paragraph c probably goes first because it refers to the *First World War* specifically. All the other Paragraphs refer simply to “the war” or “wartime,” which implies that the specific war must have been defined earlier.

3 Paragraph b goes second because it builds on the information presented in the first Paragraph. Paragraph c indicates that before the war people did not have very much money and needed to rent houses. Paragraph b says that this led to the building of houses that people could afford to rent.

4 Paragraph a goes third because it describes how home construction during the war declined. That is, it draws a contrast with the sentences coming before it.

5 Paragraph d goes last because *This* refers to the *shortage of close to a million houses* referred to in Paragraph a.

Pages 29–30

READING: FILL IN THE BLANKS

A

- 1** individual (We need an adjective to describe *tutorials*.)
- 2** offers (We need a verb to describe what the course does.)
- 3** understanding (We need a gerund to add to the list of what the course offers.)
- 4** necessary (The word *necessary* here means "which are necessary".)
- 5** field (The phrase *related field* means "a similar area of work".)

B

- 1** comes (This forms the phrasal verb *comes up to*, which means "reaches".)
- 2** force (We need a noun for what knocks a person down.)
- 3** objects (We need a plural noun.)
- 4** debris (The noun *debris* refers to the material picked up by the tsunami.)

C

- 1** grains (*Grains of sand* is a collocation.)
- 2** fertile (We need an adjective to describe *land* and to contrast with *desert*.)
- 3** planting (We need a gerund to refer to putting plants in the ground.)
- 4** nourishment (We need a noun to refer to what this plant gets from sand.)
- 5** surface (This refers to where the grass is, in contrast to the roots under the surface.)

D

- 1** scheme (*Health insurance scheme* and *pension scheme* are collocations.)
- 2** ensure (We need a verb that means "make sure".)
- 3** avoid (*Discrimination* is a negative thing, so we need to avoid it.)
- 4** includes (*Includes* collocates with *in* later in the sentence.)
- 5** treatment (We need a noun to describe what the employer does.)

E

- 1** thought (*Thought* here means "idea".)
- 2** mention (*Not to mention* is a collocation.)
- 3** ashamed (We need an adjective that means something similar to *guilty*.)
- 4** others (*Others* here refers to "other events".)
- 5** information (Names, numbers and dates are examples of information.)

Pages 31–33

READING AND WRITING: FILL IN THE BLANKS

A

- 1** claim (If you *claim to have* something, you say that you have it.)
- 2** caused (We need a verb to describe the fact that people and circumstances *cause* annoyance and frustration.)
- 3** fun (If you *make fun of someone*, you laugh at them.)
- 4** forward (*Put forward* is a phrasal verb which means "suggest, propose".)
- 5** effective (We need an adjective that means "working well, producing the desired results".)

B

- 1** global (The text is about the whole world, and *global* means "of the whole world".)
- 2** Indicators (This means "things that show the size of an effect", and it is followed by a list of such things.)
- 3** growth (*Population growth* is a collocation.)
- 4** crucial (This means "vitally important" and it collocates with *to*.)
- 5** rare (This refers to the fact that the habitats are becoming less common.)

C

- 1** stable (This means "unchanging".)
- 2** runs (*Runs in families* is a collocation.)
- 3** function (*Brain function* is a collocation.)
- 4** significant (*Significant number* is a collocation.)
- 5** searching (This means "looking for" and collocates with *for*.)

D

- 1** fact (*Fact of life* is a collocation.)
- 2** distinct (This means "separate", and *distinct types* is a collocation.)
- 3** speaking (*Strictly speaking* is a collocation.)
- 4** unsuspecting (This means "unaware, not knowing about a problem".)
- 5** skill (*Considerable skill* is a collocation.)

E

- 1** envisioned (This means "imagined".)
- 2** essentials (*The essentials of life* is a collocation.)
- 3** reconstruction (This means "rebuilding, recreation".)
- 4** harmony (*In harmony with* is a collocation.)
- 5** exploit (This means "use for your own benefit".)

F

- 1** admit (This collocates with *to + -ing*.)
- 2** persuade (If you persuade yourself that something is true, you believe it.)
- 3** deal (This means "bargain".)
- 4** getting (*There's no getting away from* is an idiom that means "you can't avoid".)

Page 34

FURTHER PRACTICE AND GUIDANCE: PART 2: READING AND WRITING: FILL IN THE BLANKS

- | | |
|------------------------|------------------------|
| 1 threat | 11 saying |
| 2 reality | 12 talking |
| 3 theory | 13 unsuspecting |
| 4 fact | 14 incredulous |
| 5 isolated | 15 ignorant |
| 6 distinguished | 16 sceptical |
| 7 precise | 17 courage |
| 8 distinct | 18 skill |

- | | |
|------------|-------------------|
| 9 speaking | 19 gift |
| 10 telling | 20 qualifications |

PART 3: LISTENING

Page 36

SUMMARIZE SPOKEN TEXT

(Model answers)

A

The speaker says modern economic circumstances have changed the nature of loyalty. People no longer work for the same company for life, and companies today must adapt to a large employee turnover as workers take up new opportunities elsewhere. People will be loyal while they are in a given job, but may move on. However, companies do function better socially and economically when they have a core group of long-term employees.

B

The speaker explains why Latin writing was so outstanding, especially as compared to the other arts. The main reason was the nature of the language itself, which is capable of great compression. Another factor was the Roman educational system, which concentrated on language and literature. One drawback was that, as education was only available to the rich, the subject matter of Latin literature is fairly limited.

C

The two main types of aid for developing countries are mentioned. One is long-term aid for countries with problems that money alone cannot fix (drought, poor agriculture), and the other is emergency aid, which includes the basic things needed immediately following a natural disaster. For long-term problems, it is more important to teach the skills needed to develop the economy, and to organize and run social services than to give cash aid.

Page 37

FURTHER PRACTICE AND GUIDANCE: PART 3, SECTION 1: SUMMARIZE SPOKEN TEXT

(Model answers)

Extract 1

Some say that giving money to

developing countries isn't the best way to help them in the long term. There are two main types of aid for developing countries, the first of which is long-term aid to countries with problems that money can't fix, like drought or poor agriculture.

Extract 2

The second type of aid is emergency aid following natural disasters like earthquakes or tsunamis. This includes food, clothing, shelter, and medical aid.

Extract 3

Countries with long-term problems need more than just money. A lot of the money doesn't go where it should. It's more important to teach the skills needed to develop the economy and social services, and to build the bureaucracy to organize and run these services.

Page 39

MULTIPLE-CHOICE, CHOOSE MULTIPLE ANSWERS

A: 1, 2, 4

3 is incorrect because the writer says that individual gardens expressed their owners' political affiliations, but this was not an influence on the English landscape garden. 5 is incorrect because no mention is made of *gardens* from classical Greece and Rome, only of classical Greek and Roman temples and statues.

1 is correct because the speaker says: *There then came a backlash against this rigid formality, led by, among others, the poet Alexander Pope. Pope and his allies argued for a more natural nature.* 2 is correct because the speaker says: *Until the picturesque style emerged as part and parcel of the Romantic Movement, gardens had been strictly formal ... There then came a backlash against this rigid formality ...* 4 is correct because the speaker says: *Lord Burlington was a major figure in the landscape garden movement, and he was famously influenced by ... the picturesque or romanticized landscapes of Italian classical painting.*

B: 2, 3, 6

1 is incorrect because the technique was used in Japan in the past. 4 is incorrect for the same reason. 5 is incorrect for the same reason.

2, 3 and 6 are correct because the

speaker says: *At the same time, the craft seems to have been widely established, even commonplace, elsewhere: for example, in India, Mexico and Peru, where the same techniques continue to be practised today.*

C: 2, 4, 5

1 is incorrect because France is mentioned as a country where people who don't vote are punished, not by law, but by having a government they didn't elect raise their taxes. 3 is incorrect for the same reason. 6 is incorrect because the law is no longer acted on in Greece.

2 is correct because the speaker says: *... in Bolivia, non-voters may be banned from using banks or schools for up to three months.* 4 and 5 are correct because the speaker says: *In Austria, for example, failure to vote results in an automatic fine, as it does in Australia.*

Page 40

FILL IN THE BLANKS

A B

- | | |
|---------------|---------------|
| 1 relatively | 1 specialized |
| 2 influence | 2 impact |
| 3 manufacture | 3 familiar |
| 4 quantities | 4 composition |
| 5 financial | 5 hearing |

C

- | |
|---------------|
| 1 gathering |
| 2 permanently |
| 3 tools |
| 4 erosion |
| 5 colonists |

Page 41

HIGHLIGHT CORRECT SUMMARY

A: 2

The speaker says: *A cliché, as you know, is an overused and worn out phrase ... there is no greater danger to either education or thinking than the popular phrase ... Now, if you think of graphic design as a language with its own vocabulary, grammar, and so on, it too must have its clichés. ... the visual cliché is essential in the world of graphic communication. This is certainly true when it comes to advertising and propaganda. The visual cliché can give immediate life to an idea*

and a clear meaning to what could be a mere abstraction.

B: 1

The speaker says: All whales, dolphins and porpoises are social animals, although the degree of sociability varies greatly from one species to another. ... we can expect the group size adopted by a species to be the most suitable for its environment and lifestyle. ... Some of the reasons for living in groups include greater efficiency in searching for and catching food, benefits for mating, learning, defence, and sensory integration. ... For example, if one animal discovers a shoal of fish or a hungry shark, it can immediately pass on this information to the others in the group so that all may benefit.

Page 42

FURTHER PRACTICE AND GUIDANCE: PART 3, SECTION 2: HIGHLIGHT CORRECT SUMMARY

1a 2b 3b 4a 5a 6b 7a 8b

Page 44

MULTIPLE-CHOICE, CHOOSE SINGLE ANSWER

A: 3

1 is incorrect because, although the speaker mentions this aspect, he does not say it influenced him in his choice of career. 2 is incorrect for the same reason. 4 is incorrect for the same reason.

3 is correct because the speaker says: I suppose the reason I got into geology was, well, as a kid I was fascinated by fossils – the fact that they went back countless years, long before there were any people on the planet. That was exciting and, um, they were beautiful too. And one thing led to another.

B: 2

1 is incorrect because the speaker says classes will improve someone's writing, but you can't teach someone to write extremely well. 3 is incorrect because the speaker says that close reading is part of his writing classes. 4 is incorrect because there is no mention of developing a love of language in writing classes.

2 is correct because the speaker says: Obviously, you can't teach someone to have a talent for storytelling, or a love of language; but there are important lessons to be gotten across that will improve their writing and, at the very least, make it publishable.

C: 4

1 is incorrect because the speaker does not mention being amused nor does he mock the report. 2 is incorrect because he says that he is not at all sure about the report, not that he doesn't believe any of it. 3 is incorrect because he doesn't say that he is angered by it. 4 is correct because he says: I must say at the outset that I'm not at all sure about the findings of a recent survey I've been studying

Page 45

SELECT MISSING WORD

A: 3

The text is about how the brain works and, in particular, how different areas of the brain perform different functions. It describes a patient who had damage to one part of the brain. This affected his ability to talk, but not his ability to understand. So, the missing words are: understood spoken language.

B: 1

The text is about the development of paper money. The Chinese used paper money, and bankers in Spain and Italy used bills of exchange. The Swedes are thought to be the first to use paper money in Europe. So, the missing word is: notes.

Page 46

HIGHLIGHT INCORRECT WORDS

A

When the European Economic Community was established in 1957, its aim was, in broad terms, to move towards closer political and economic co-operation. Today, the much bigger (larger) European Union has a far-reaching importance (influence) on many aspects of our lives, from the conditions we work under, to the safety standards we must adhere to, and the environment in which we live.

In order to achieve the free flow of goods and services, work (workers) and capital between the member countries, they needed to establish mutual politics (policies) in areas as diverse as agriculture, transport, and working conditions. When they had agreed on these policies, they became legal (law). Now, though, the EU is concerned with a far wider range of issues.

B

Stem cells are the body's master cells, the rare (raw) material from which we are built. Unlike normal body cells, they can reproduce an indefinite number of times and, when manipulated in the right way, can turn themselves into any sort (type) of cell in the body. The most versatile stem cells are those found in the embryo at just a few days old. This ball of a few dozen stem cells eventually goes on to form everything that makes up a human (person).

In 1998, James Thompson pronounced (announced) that he had isolated human embryonic stem cells in the laboratory. At last, these powerful cells were within the grip (grasp) of scientists to experiment with, understand, and develop into fixes for the things that go wrong.

WRITE FROM DICTATION

1 Hundreds of scientific papers have been published on global warming.

2 Political power only disappears when this stage has been completed.

3 Social networks are changing the way we communicate.

4 The cotton industry purchased all its raw cotton from abroad.

Page 47

FURTHER PRACTICE AND GUIDANCE: PART 3, SECTION 2: HIGHLIGHT INCORRECT WORDS

1 One way to think about voltage is to imaginary (imagine) it as the pressure that pushes charges along a conductor.

2 The electrical resistance of a conductor would then become (be) a measure of the difficulty of pushing those charges along.

3 Now, if we use an analogy of water flowing in a pipe, a long narrow pipe resists flow more than

- a short fat one does – a long narrow one has more resisting (*resistance*).
- 4 Currents work in the similar (*same*) way: long thin wires have more resistance than do short thick wires.
- 5 Conversely, short fat wires have least (*less*) resistance.

TEST 2

PART 1: SPEAKING AND WRITING

Page 48

SECTION 2: REPEAT SENTENCE

- 1 The Arts Magazine is looking for a new Assistant Editor.
- 2 The lecture will deal with the influence of technology on music.
- 3 Make sure you correctly cite all your sources.
- 4 There are hundreds of clubs and societies to choose from.
- 5 Does the college refectory offer vegetarian dishes on a daily basis?
- 6 All essays and seminar papers submitted must be emailed to your tutor.
- 7 He was not the only one to call for legal reform in the 16th century.
- 8 The Drama Society is now auditioning for parts in the student play.
- 9 There is a position available for a Junior Lecturer in Media Studies.
- 10 There will be a significant rise in tuition fees starting next year.

Page 49

FURTHER PRACTICE AND GUIDANCE: PART 1, SECTION 2: REPEAT SENTENCE

A

1b 2b 3b 4b 5a 6a 7b 8a

Pages 51–52

SECTION 2: DESCRIBE IMAGE

(Model answers)

A

This pie chart shows how many hours a year people spend on average visiting their local doctor in England. At 35 hours a year, people in the south-east spend the largest amount of time, with the east not far behind at 33 hours a year. People in the north-east and the north-west, at 13 and 15 hours respectively, spend the least time with their local doctor. People in the west visit their doctor for 17 hours a year, while the figure for the south-west is 20 hours.

B

This graph shows how many students on average are late for college on each day of the working week. It's noticeable, but not surprising, that Monday is the day when the largest number of students is late – as many as thirty. Friday has the second largest number of late students, with an average of about seventeen. Wednesday follows with about fifteen late-comers. Tuesdays and Thursdays are roughly the same, with the fewest late arrivals, numbering about ten.

C

This table compares how males and females over age sixteen use their time doing various things each day. It covers many kinds of activities, including how much time they spend sleeping, eating, and watching TV. One striking difference is that men have about five and a quarter hours' leisure time, whereas women have about half an hour less than this. The biggest difference is time spent doing housework. Women spend three hours a day doing housework, while men spend just under half that amount. Otherwise, there is not much difference between the time males and females spend on other activities.

D

This graph compares the proportion of households and businesses in the UK with Internet access and broadband connection to those in the rest of the European Union. It shows that the UK is about ten percent above the EU average for Internet access at home. Just over thirty percent of households in the EU have a broadband connection, while the UK is twelve percent above the EU average. For businesses, there is less difference. In fact,

ninety percent of enterprises in both the UK and the EU have Internet access while, for broadband connections, the UK is only slightly higher.

E

The graph shows population change in the twelve years from 1998 to 2010. It shows both natural change, which I assume means births and deaths, and net migration and how these contribute to population growth. Between 1998 and 2002, there was a decline in growth due to natural change, but after that there was a steady rise during the rest of the period, peaking at an increase of just under 250,000. Figures for net migration peaked in 2005 at over 250,000, then fell to under 200,000 in 2009 before picking up again to reach about 225,000 in 2010. In general, the population rose over the period covered.

F

This pie chart shows how much time students spend reading various types of text. It is surprising to see that, given that they are students, only 7% of reading time is spent on reference books. 15% of their time is spent reading on the Internet. Newspapers take up the largest portion of students' reading time at 32%, closely followed by fiction at 26%. The third most popular kind of reading matter is magazines, which take up 20% of students' reading time.

Page 53

FURTHER PRACTICE AND GUIDANCE: PART 1, SECTION 2: DESCRIBE IMAGE

(Suggested answers)

A

1 A table.

2 A comparison between the way males and females over age sixteen spend their time each day.

3 For most categories, males and females spend similar amounts of time each day doing different activities.

4 The housework category shows the largest difference: females spend three hours a day doing housework, while males devote less than an hour and a half daily to this activity.

B

- 1 compares 4 approximately
 2 instance 5 seen
 3 on 6 average

Page 54**SECTION 2:
RE-TELL LECTURE**

(Model answers)

A

People on both the left and right wings politically have adopted de Tocqueville. He appealed to the left wing because he accepted democracy and he appealed to the right wing during the Cold War. Although he was an aristocrat, his views differed from his family and other aristocrats. He believed that, in the future, people would be more equal.

B

The instrument writers use affects their style. Writing with a quill took a long time so writers tended to write in short sentences. They had a balanced style and their output was small. Writing with a fountain pen led to a more flowing style. Writing with a typewriter produced a more journalistic style and writers produced much more work. Some people feel that writers who dictated their work, such as Henry James, became too conversational.

C

The lecturer said that art and technology can exist together. She said that photography forced artists to see in new ways and photographs can have a lot of emotional impact. Some people think photography is easier than traditional art. However, they don't realise that it takes skill to produce good photos and that many traditional artists, such as Vermeer, used technology to help them create their images.

**SECTION 2:
ANSWER SHORT QUESTION**

- | | |
|-----------------|-----------------|
| 1 coastguard | 6 weather |
| 2 May | 7 (the) referee |
| 3 download(ing) | 8 (the) final |
| 4 (an) X-ray | 9 landscape(s) |
| 5 shoplifting | 10 a printer |

Page 55**FURTHER PRACTICE AND
GUIDANCE: PART 1, SECTION
2: ANSWER SHORT QUESTION**

E 1	F 6	G 4	H 3	J 5
K 2	M 9	O 7	Q 10	S 8

Page 56**SECTION 3:
SUMMARIZE WRITTEN TEXT**

(Model answer)

Britain was slow to create a paid and organized police force, and before the 19th century, police work was done by unpaid individuals, or paid for privately or by local organizations.

**SECTION 4:
SUMMARIZE WRITTEN TEXT**

(Model answer)

Irony is difficult to define, but it usually requires an audience combining some people who get the point and some people who don't, and because of this, it has an air of intellectual snobbery about it.

Page 57**SECTION 5: WRITE ESSAY**

(Model answer)

These days, perhaps unfortunately, most people and many institutions of higher education are focused on the job market. It is the way things are, and if universities and colleges cannot provide the preparation for a career, or at least help you get a job that is better than one you would get without further education, they will soon go out of business. However, I don't think it is or should be a question of either one or the other.

On a personal note, I studied Latin at school, and both enjoyed it and found it to provide good mental discipline, as well as introducing me to a fascinating period of history along with some great poets and writers. I didn't study Ancient Greek, but I wish I had. While Latin and Greek may appear to be of no practical use, I believe, they do provide a solid foundation for learning any language and, indeed, for understanding how language works. Knowledge of Latin or Greek also improves your handling of your own language. So, they both fall into that category of training the mind,

which I think is the first priority in education, and any subject which does this should be included in the school curriculum. Moreover, there is no reason why they should not be taught alongside more practical subjects such as computing.

In my opinion, during their time at school, students should be given as broad a range of subjects to choose from as possible. For a long time, the classical languages, especially Latin, were compulsory subjects in the same way as mathematics. I believe Latin and Greek should remain an option because education, after all, provides general preparation for life, not just for a specific job.

SECTION 6: WRITE ESSAY

(Model answer)

To begin with the reasons why more and more students are studying abroad, I can only draw on personal experience and other students I have spoken to. First, studying abroad is not necessarily cheaper. I am studying in England, which is rather expensive, whereas in my own country, education is free, the only expenses being your own upkeep, accommodation and, of course, the books you need.

Second, whether or not you get a better education at a foreign university depends, as in your own country, on which university you manage to get into – some are better than others. Therefore, the main reason for studying at a university abroad is, in my experience, the expectation of better job prospects. This has a lot to do with the economic climate in general. I believe I could receive a good education at home, but there are very few jobs for young people, and you don't want to end up driving a taxi after four years of study.

Having made the decision to study abroad, I think the advantages outweigh the disadvantages. First of all, you have to become proficient in another language – an education in itself. In my case, the language I have had to perfect is English, which has become the global language and therefore a huge asset in the job market, as well as introducing me to some of the best literature in the world.

Living in a different culture is also very interesting. The initial daily frustrations that occur through

not fully understanding the way things are done, or said, in a new culture, plus a certain degree of homesickness are certainly disadvantages of going abroad to study. However, you soon make new friends and get over all that.

Page 58

FURTHER PRACTICE AND GUIDANCE: PART 1, SECTION 6: WRITE ESSAY

Paragraph 1: f

The first paragraph should begin with an introductory statement of the issue and indicate what the next paragraph will be about.

Paragraph 2: c

The second paragraph should discuss the advantages of studying abroad. These should be supported with reasons and/or examples.

Note that when you are asked to discuss the advantages and disadvantages of an issue, you may start with either one, although it is more usual to start with the advantages. For this reason, the answers for paragraphs 2 and 3 can also be reversed.

Paragraph 3: e

The third paragraph should discuss the disadvantages of studying abroad. These should be supported with reasons and/or examples.

As noted above, the contents of paragraphs 2 and 3 can be reversed: if paragraph 2 discusses the disadvantages, paragraph 3 will discuss the advantages.

Paragraph 4: g

The final paragraph of an essay should contain a summary. In this case, the summary will be of the advantages and disadvantages, in the same order they are presented in the essay. The conclusion should let the reader know your own view.

PART 2: READING

Page 60

MULTIPLE-CHOICE, CHOOSE SINGLE ANSWER

A: 3

1 is incorrect because legal scholarship aimed to have an effect on the present, not on the past. 2 is incorrect because no mention

is made of this idea. 4 is incorrect because no mention is made of the desire to perfect the methods of historical research.

3 is correct because the writer says: *The idea here was to get as accurate a picture as possible of the law and its practice in ancient, especially Roman, times. Legal historians did this with a view to refining the laws and applying them to the present historical situation.*

B: 2

1 is incorrect because, although the eye is described as complex, that isn't given as a reason for studying other species. 3 is incorrect because it is contradicted by the text which says that the eye can change and remain useful if the changes are slight and gradual. 4 is incorrect because other species are examined to see what stages are possible, not because they have more complex eyes.

2 is correct because the writer says: *... the search for the stages through which an organ in any one species has come to perfection, which ideally would mean looking exclusively at its past generations, is rarely possible. Therefore, researchers are forced to examine species and genera of the same group to discover what stages or gradual developments are possible.*

Page 61

MULTIPLE-CHOICE, CHOOSE MULTIPLE ANSWERS

A: 3, 5, 7

1 is incorrect because the writer says that a new bride is not allowed to drink milk from her new family's cows. 2 is incorrect because she mustn't use the name of senior male relatives only. 4 is incorrect because a new bride has to avoid certain areas of the village, not the front entrance of her new home. 6 is incorrect because she has to avoid touching the drinking utensils.

3 is correct because the writer says: *A Xhosa bride in southern Africa, in contrast with her western counterpart, is expected to show both reluctance and sadness during her wedding 5 is correct because the writer says: Further constraints are having to wear a handkerchief low over her forehead, never showing her bare head to her husband's relatives 7 is correct because the*

writer says: *Furthermore, she is not allowed to use the personal names of her mother-in-law, nor those of her husband's aunts and elder sisters.*

B: 1, 4, 5

2 is incorrect because this was true in the past. 3 is incorrect because it was only for a brief period in the 20th century that designers were mainly interested in aesthetic appeal. 6 is incorrect because modern designers focus on the function of furniture, rather than on the decorative aspect.

1 is correct because the writer says: *Function and economy, therefore, are of the utmost importance. 4 is correct because the writer says: ... in the modern home, furniture should fulfil a specific purpose, and need as little care and attention as possible. 5 is correct because the writer says: Limited space must be used imaginatively,*

Page 63

FURTHER PRACTICE AND GUIDANCE: PART 2: MULTIPLE-CHOICE, CHOOSE MULTIPLE ANSWERS

1a

In the past, designers ... were not constrained by the limits of space, economy, or even practicality that inhibit the contemporary designer. The writer is saying that economy and practicality constrain modern designers.

2b

In the past, designers of furniture usually worked for royalty, the nobility, landowners and rich merchants ... fine furniture and interiors were designed to show off not only the riches of the owners ... The writer is implying that because furniture designers worked for the wealthy, only they could afford well-designed furniture.

3a

In the third paragraph, the writer describes modern furniture designs and says: *Function and economy, therefore, are of the utmost importance.*

4b

The writer states directly: *... in the modern home, furniture should fulfil a specific purpose, and need as little care and attention as possible.*

5a

By saying: *Limited space must be used imaginatively ...*, the writer implies that modern homes are small and that furniture must not take up much space.

6a

The writer both states directly and implies throughout the text that modern furniture designs favor function and practicality over aesthetics and decoration. Therefore, the decorative aspect is less important than the functional aspect.

Page 65**RE-ORDER PARAGRAPHS****A**

Correct order: 1c 2a 3d 4b

B

Correct order: 1d 2c 3b 4a

C

Correct order: 1b 2a 3d 4c

Pages 67–68**READING:
FILL IN THE BLANKS****A**

1 introduces (We need a verb to complement *to* later in the sentence: *introduce someone to something*.)

2 backgrounds (We need a noun to go with *academic, business* and *political* to describe where the students come from.)

3 equally (We need an adverb to say that the course is for two types of people.)

4 simply (We need an adverb to contrast the complexity of doctoral research with the simpler aim of improving understanding.)

B

1 aim (We need a noun to describe the reason for advertising.)

2 products (We need a noun to describe what is sold through advertising.)

3 purpose (*Serve the purpose* is a collocation.)

4 shows (We need a verb that means "depicts, contains a picture of".)

C

1 key (We need an adjective that means "very important".)

2 trends (We need a noun to describe the main forces at work in society.)

3 staff (We need a noun to contrast with "the student bodies".)

4 role (We need a noun to describe the function of the university.)

5 found (We need a verb to describe where we see ideas and social criticism.)

D

1 involved (If you are *involved in something*, you take part in it.)

2 practical (We need an adjective that means "suitable, appropriate".)

3 input (We need a noun that means "advice, opinion".)

4 safety (We need a noun to describe one advantage of employing an architect.)

E

1 financed (We need a verb that means "paid for".)

2 notes (Banks *issue notes*.)

3 rate (We need a noun that means "speed, pace".)

4 supplies (We need a noun to describe the new sources of gold.)

5 means (*Means of exchange* is a collocation.)

Page 69**FURTHER PRACTICE AND
GUIDANCE: PART 2: FILL IN
THE BLANKS**

1 a singular noun

2 illustrates, products, shows, produces

3 a plural noun

4 aim, illustrates, purpose, point, shows, produces

5 products

6 a singular noun

7 illustrates, products, shows, produces

8 yes – *serve the purpose*

9 a verb in the third person singular

10 aim, products, purpose, point, produces

Pages 71–73**READING AND WRITING:
FILL IN THE BLANKS****A**

1 appear (This means "come into existence".)

2 added (This means "put on as an extra feature".)

3 entirely (This means "completely".)

4 potential (If you *see the potential of something*, you realize the future possibilities it has.)

5 popularize (This means "make available to ordinary people".)

B

1 permanent (This means "lasting for a long time".)

2 plots (This refers to the stories in books and films.)

3 regarded (This means "thought of" and collocates with *as*.)

4 performance (*Public performance* is a collocation.)

5 content (This means "information".)

C

1 covered (This collocates with *with*.)

2 useful (This describes the oak tree and the passage later mentions some of its uses.)

3 remains (When villages and towns, etc., disappear, they leave behind *remains*.)

4 preserved (This means "kept in the same form or shape".)

5 levels (The text is referring to the levels at which different trees grew.)

D

1 whereas (This contrasts the feelers of butterflies with those of moths.)

2 mistaken (This collocates with *for*.)

3 liable (If something is *liable to do* something, it tends to do it.)

4 slight (This means "small, subtle".)

5 blends (*Blend in with* is a collocation.)

E

1 aside (If you *put something aside for the moment*, you ignore it temporarily.)

2 despite (This means "in spite of" and can be followed by a noun.)

3 decisions (This collocates with *made*.)

4 benefit (This means "advantage".)

5 courses (*Courses of action* is a collocation.)

F

1 described (This collocates with *as*.)

2 react (This collocates with *with*.)

3 travel (We use *travel* to talk about the motion of particles.)

4 complicated (This means “difficult, complex”, and is then contrasted with a simple explanation.)

5 characteristics (This refers to the properties of the waves and particles; the ways they behave.)

PART 3: LISTENING

Page 74

SUMMARIZE SPOKEN TEXT

(Model answers)

A

It is not language change that the speaker is complaining about because this is in the nature of language and there is nothing to stop it. What matters to him is that, generally, standards of both spoken and written English have dropped among his students and, more seriously perhaps, among professional writers such as journalists.

B

Something comparable to today's newspapers began during the time of Julius Caesar, who set up the posting of news-sheets in the busiest meeting places in Rome. These contained the latest news concerning wars, sports, gossip, and so on. Scribes, who were often slaves, would act as news gatherers for those not in Rome, and could even make enough money out of it to buy their freedom.

C

Drawing a comparison with changes in fashion, the speaker examines the ups and more frequent downs in the reputation of the poet, Alexander Pope. Hugely popular in his own day, succeeding generations – the Romantics followed by the Victorians – found him not to their taste, and heavily criticized him and his poetry. It was not until the early 20th century that his work became appreciated and popular again.

Page 75

MULTIPLE-CHOICE, CHOOSE MULTIPLE ANSWERS

A: 3, 4

1 is incorrect because no mention is made of beans. 2 is incorrect because flat boards were part of the press. 5 and 6 are incorrect because the large presses used on olives and

grapes were unsuitable for printing.

3 and 4 are correct because the speaker says: ... *the common screw presses used for crushing oil seeds and herbs, or even for doing more domestic chores such as pressing fabrics, adapted for printing.*

B: 2, 3, 6

1 and 5 are incorrect because pianos and pianolas are mentioned in the context of life before recorded music. 4 is incorrect because this is mentioned as something that changed the sound of the orchestra. 2 is correct because the speaker says: *New technologies ... can alter the sound of music and, in the case of electronic recording systems, affect the economics and distribution of music.* 3 and 6 are correct because the speaker says: ... *with the Internet, sites to download music from, file-sharing, and so on, we have access to more music than ever before – and a lot of it for free.*

C: 1, 4

2 and 3 are incorrect because these were Rousseau's beliefs before he wrote *The Social Contract*. 5 is incorrect because this idea wasn't suggested in *The Social Contract*. 1 is correct because the speaker says: ... *because it is easier to survive by joining forces with others, people form societies to better fight anything that might endanger their situation.* 4 is correct because the speaker says: *In such conditions, man is brutish and competitive by nature, and there is no law or morality.*

Page 76

FURTHER PRACTICE AND GUIDANCE: PART 3, SECTION 2: MULTIPLE-CHOICE, CHOOSE MULTIPLE ANSWERS

1 printing presses

2 crushing oil seeds and herbs, and pressing fabrics

3 crushing olives and grapes

4 wood

5 They were large and had too much pressure.

6 flat boards

7 iron presses

Page 78

FILL IN THE BLANKS

A

1 imported

2 mill

3 provided

4 availability

5 production

C

1 state

2 struggle

3 source

4 engages

5 recruitment

6 biased

7 originate

Page 79

HIGHLIGHT CORRECT SUMMARY

A: 3

The speaker says: *Experts believe that we store memories in three ways. First, there is the sensory stage which is to do with perception and lasts only a fraction of a second, ... These first perceptions and sensations are then stored in the short-term memory, which is the second stage. Finally, important information or information that has been reinforced by, for example, repetition, is then filtered into the long-term memory.*

B: 1

The speaker says: *The first approach, which prevailed up until the middle of the 20th century, was that the Revolution was part of the age-old battle between parliament and the monarchy, ... the second approach saw it as a working-class revolution, ... In other words, they saw it as a class war, and a forerunner of the French Revolution and those that came after. Historians who supported the third approach saw that things weren't as clear cut as the others thought. ... they focused on the details of the period immediately leading up to its outbreak and allowed for its unpredictability.*

Page 80**MULTIPLE-CHOICE, CHOOSE SINGLE ANSWER****A: 2**

1 is incorrect because the speaker says: *The criteria mentioned seem a bit fuzzy to me.* 3 is incorrect because the speaker says: *Also, you can strike the first blow and still plead self-defence.* 4 is incorrect because the speaker says that you have to try to convince a jury that you acted reasonably in the situation.

2 is correct because the speaker says: *It seems to depend on ... the relative strengths of those involved.*

B: 3

1 is incorrect because the speaker says that the editor may view the work as if they themselves had written it. 2 is incorrect because no mention is made of editors understanding authors' difficult lives. 4 is incorrect because the speaker says editors might *take no account of the author's original intentions*, not that they find it difficult to see them.

3 is correct because the speaker says: *Editors might, from their experience as writers, possibly unconsciously, try to make over the submitted novel as they themselves would have written it.*

C: 5

1 is incorrect because the speaker says we only tend to think of people who speak more than one language as being "bright", not that they actually are brighter. 2 is incorrect because the speaker says they often find one language more suitable than another for expressing certain kinds of thoughts and feelings, not that they have difficulty expressing emotions. 3 is incorrect because the writer refers to mental exercise, not physical exercise. 4 is incorrect because the idea of having a split personality is mentioned, not the idea of having an attractive personality.

5 is correct because the speaker says: *And it's true that we tend to think of people who can speak two or more languages as being bright.*

Page 81**SELECT MISSING WORD****A: 4**

The text is about photography. In the beginning, cameras were very large, but then they became smaller. This meant that the camera user was less obvious and could move around while taking pictures. So, the missing words are: *as they took pictures.*

B: 2

The text is about the aspirations of young people. It talks about the careers they aspire to and the benefits of those careers. However, it is also important to think about whether young people will actually be able to pursue their ideal career. So, the missing word is: *realistic.*

Page 82**FURTHER PRACTICE AND GUIDANCE: PART 3, SECTION 2: SELECT MISSING WORD****A: 1**

About an hour can go with the verb *last*.

B: 2

Parts of the world describes where the crop failures occurred.

C: 3

Comments and questions are taken from an audience.

D: 2

Funds can be borrowed. Borrowed money must usually be paid back over time and at an interest rate set by the lender. The speaker believes the funds they need can be borrowed *at low interest rates.*

E: 3

Some students feel that online courses are *less enjoyable* than traditional classes, due to their lack of community.

Page 84**HIGHLIGHT INCORRECT WORDS****A**

In the 19th century, few people could afford to travel abroad; it was expensive and there weren't the massive (*mass*) transport systems that we have today. So curiosity

about foreign lands had to be satisfied through books and drawings. With the advent of photography, a whole new version (*dimension*) of "reality" became available. Publishers were not slow to realize that here was a large new market of people eager (*hungry*) for travel photography and they soon had photographers out shooting the best known European cities, as well as more exotic places further afiel (*away*). People bought the pictures by the millions, and magic lantern shows were presented in schools and leisure (*lecture*) halls. Most popular of all, however, was the stereoscopic picture which pretended (*presented*) three-dimensional views and was considered a marvel of Victorian technology.

B

Classified advertisements placed by individuals in newsprint (*newspapers*) and magazines are not covered by the Advertising Standards Authority's "court (*code*) of practice". If you happen to buy goods that have been wrongly described in such an advertisement, and have lost money as a result, the only thing you can do is bring a case against the person who placed the advertisement for misrepresentation or for breach of contrast (*contract*). In this case you would use the small claims procedure, which is a relatively cheap way to sue for the recovery of a debt. If you want to pursue a claim, you should take into account whether the person you are suing will be able to pay damages, should any be rewarded (*awarded*). Dishonest traders are wary (*aware*) of this and often pose as private sellers to explo (*exploit*) the legal loopholes that exist: that is, they may claim they are not in a position to pay damages.

WRITE FROM DICTATION

1 Like humans, owls can see in three dimensions.

2 Modern art now does better than stocks as an investment.

3 Commercial necessity was the reason given for the decision.

4 Grants are available to those in financial difficulty.

Page 85

**FURTHER PRACTICE AND
GUIDANCE: PART 3, SECTION
2: WRITE FROM DICTATION**

- 1 is intended primarily for
- 2 remnants of ancient glaciers
- 3 account for / of all workplace illnesses
- 4 Evidence suggests / changes shape in response to

TEST 3

**PART 1: SPEAKING AND
WRITING**

Page 86

**SECTION 2:
REPEAT SENTENCE**

- 1 You will be informed of the results by e-mail.
- 2 Please have copies of your seminar papers in the library a week in advance.
- 3 Most students are not eligible to claim housing benefit.
- 4 If you want to quit the student union, tell the registrar.
- 5 Does the university have an ice-hockey team?
- 6 Without doubt, his primary motive was economic.
- 7 The modern approach to the problem is to stress the symbolic side of human nature.
- 8 Many privately-owned firms have been eaten up by larger corporations.
- 9 I'm afraid Professor Jones doesn't suffer fools gladly.
- 10 Most of these criticisms can be shown to be false.

Page 87

**FURTHER PRACTICE AND
GUIDANCE: PART 1, SECTION
2: READ ALOUD**

- 1 The starting point of Bergson's theory is the experience of time and motion.
- 2 Time is the reality we experience most directly, but this doesn't mean that we can capture this experience mentally.

3 The past is gone and the future is yet to come.

4 The only reality is the present, which is real to us through our experience of it.

Page 88–89

**SECTION 2: DESCRIBE
IMAGE**

(Model answers)

A

This graph shows how popular several new EU member states and other parts of the world have become among holidaymakers during the period 2003–2007. By far the greatest increase has been in visitors to Latvia, a number which grew by more than 1,100% during this time period. Slovakia and Poland show the next largest increases, while China and Israel were at the bottom showing a growth of about 160%.

B

This graph shows that there has been a steady decline in the readership of national daily newspapers in Britain during the period 1978 to 2009. The percentage of readers has declined by about 30%, which is roughly a fall in readership of 10% every ten years.

C

In the ten years covered by the graph, overall sickness absence has fallen, though it remained higher in the public sector than in the private sector. In 2000, both private and public sector worker levels were above 3 percent, with public sector workers at a high of about 3.7 or 3.8 percent and private sector workers at about 3.2 percent. By the end of 2010, just above 3 percent of public sector employees were absent from work, compared with only slightly more than 2 percent of private sector employees. The gap between the two sectors was at its widest in the final quarter of 2008. So, on average, sickness rates are higher in the public than the private sector.

D

This graph shows e-security problems faced by businesses in the UK in 2001, 2003 and 2005. Virus infections and disruptive software remained the biggest problems in all the years covered, with 35% of businesses having such incidents

in 2005, compared to 41% in 2001 and 50% in 2003. The next most common type of problem was staff misuse of information systems, rising from about 12% in 2001 to about 22% in 2003 and 21% in 2005. Unauthorised access by outsiders remained constant in 2003 and 2005 at about 16%, up on 2001's 13%. Finally, theft or fraud involving computers was at its highest in 2003 at about 12%, having risen from 6% in 2001 and then dropping to 8% in 2005.

E

The graph compares expenditure per household between the countries of the UK, and some specific regions of England. England as a whole is just above the average, while Northern Ireland, Scotland and Wales spend less than the average. Wales spends the lowest, at almost fifteen percent below the average, in contrast to the capital, London, at over fifteen percent above the national average, making it the biggest spender. Apart from London, South East and East England, the rest of the country spend below average.

F

The picture shows a view of a city, possibly taken from a hill or a very tall building. In the foreground, there are many small, low buildings. It might be a slum area, where very poor people live. In the background you can see skyscrapers, which may house wealthier people, or it may be a business district. It could be in South America, but could be anywhere really, where poor people come to the cities looking for work and a better life.

Page 90

**FURTHER PRACTICE AND
GUIDANCE: PART 1, SECTION
2: DESCRIBE IMAGE**

(Suggested answers)

A

1 part of a city

2 low houses of poor quality / a slum / badly-built housing / etc.

3 skyscrapers / office buildings / well-built, modern buildings / etc.

4 any major city which has this type of contrasting architecture, e.g. Sao Paulo in Brazil

B
1 of 2 In 3 there 4 looks 5 In 6 by
7 in

Page 91

SECTION 2: RE-TELL LECTURE

(Model answers)

A
The lecturer questions the idea that species are so perfectly adapted to the climate and environment they inhabit that they cannot be moved to another set of conditions and survive. The main argument is that species are more adaptable than we think; using rats as an example of adaptability to show both plants and animals can survive a change of climate and environment.

B
The subject is motivation and success and how an understanding of what it is would benefit both business and education. Incentives are not the answer because it is a mental attitude that involves being prepared to work hard and above all learn from mistakes. Nor is it a question of talent since those who are gifted also need to put in the hours to develop their talent. In fact, hard work can outdo talent.

C
The speaker says that while it is good to know what our likes and dislikes are, and when you are studying literature, the fact that you like a book is not a good criterion for judging it as literature. Saying you like or dislike a work – whether it's music or art or literature – is not valid or useful criticism.

Page 92

SECTION 2: ANSWER SHORT QUESTION

- 1 a portrait
- 2 in a city
- 3 an eclipse / a solar eclipse
- 4 West
- 5 (at the) till / checkout
- 6 a basement apartment
- 7 a keyboard
- 8 (a) negative (feeling)
- 9 a decade
- 10 plumber

SECTION 3: SUMMARIZE WRITTEN TEXT

(Model answer)

Comparing the standard of living among countries using national income in dollars as a measure can be misleading, because official exchange rates are often set artificially.

SECTION 4: SUMMARIZE WRITTEN TEXT

(Model answer)

The writer compares personal photographs, which record the past and evoke feeling of nostalgia, with news photographs, which must have an immediate emotional impact to make us believe they show a present reality.

Page 93

FURTHER PRACTICE AND GUIDANCE: PART 1, SECTION 3: SUMMARIZE WRITTEN TEXT

1e 2c 3a 4d

Page 94

SECTION 5: SUMMARIZE WRITTEN TEXT

(Model answer)

This text is about plagiarism and how it is difficult to define legally because it has a different meaning for different cultures and within cultures at different times, using Shakespeare as an example.

SECTION 6: WRITE ESSAY

(Model answer)

Tourism is a huge industry and those countries that attract millions of visitors every year are geared towards catering to these tourists. Most people only have about two weeks to spend abroad and a holiday that is organized seems the most suitable to them. There are those, too, who prefer to be free to go off the beaten track and experience the local culture as fully as possible. I think both types of tourist have something to offer the local communities they visit, and with some benefit to themselves.

Organized tourism, which usually means staying in a hotel with all meals provided and excursions to places of historical and cultural interest thrown in, obviously benefits local communities economically. Hotels get built,

restaurants open, and employment increases – though it may only be seasonal. Visitors get a taste of the local culture, but it would be difficult to measure how much they bring to it, apart from money. A negative aspect of this is that the impact of mass tourism on a community may destroy the traditional culture, not to mention the landscape.

On the other hand, those who like to move about freely from place to place and soak themselves in the local culture may not bring the economic benefits that mass tourism does, but in their efforts to understand local customs and ways of life, may bring greater understanding of their own culture to the country they are visiting. Of course, this is not something that can be measured. Also with more time on their hands, contacts and friendships may be established which benefit all concerned.

Personally, I think the second type of tourism is the best, providing cross-cultural understanding while leaving the cultures intact, but mass tourism is here to stay, and provides greater economic benefits to local communities.

PART 2: READING

Page 95

MULTIPLE-CHOICE, CHOOSE SINGLE ANSWER

A: 3

1 is incorrect because no change to farming is mentioned. 2 is incorrect because fathers and sons fought in different regiments, but did not fight against each other. 4 is incorrect because in fact local rivalry was prevented.

3 is correct because the writer says: ... *Dingiswayo reorganized his army along the lines of age rather than old local allegiances.*

B: 4

1 is incorrect because teenagers up to 16 were allowed half a pint of milk a day, while some other groups were allowed a pint. 2 is incorrect because people in the country could get eggs without coupons, but they still had to pay for them. 3 is incorrect because the text mentions a general improvement in health standards, not a healthier diet.

4 is correct because the writer says: ... *Then there was the green book for pregnant women, ... and this allowed them first choice of fruit, a daily pint of milk and a double supply of eggs*

Page 96

FURTHER PRACTICE AND GUIDANCE: PART 2: MULTIPLE-CHOICE, CHOOSE SINGLE ANSWER

1T 2F 3T 4F 5F 6T

Page 97

MULTIPLE-CHOICE, CHOOSE MULTIPLE ANSWERS

A: 1, 2, 4, 5

3 is incorrect because the writer says: *Legend has it that Napoleon is responsible for making the European countries which he conquered keep to the right, ... So France, obviously, and Spain, ... used this system,* 6 is incorrect because the writer says: ... *over the years other countries adopted the practice to make crossing borders easier and safer. The latest European country to convert was Sweden, in 1967.* So Germany must have adopted driving on the right before 1967.

1 is correct because the writer says: *Japan does too* 2 is correct because the writer says: *In fact, those that drive on the left make up about twenty-five per cent of the world's countries and are, apart from the UK itself, ... and Scotland is part of the UK.* 4 is correct because the writer says: ... *as late as 2009, Samoa switched from driving on the right* 5 is correct because the writer says: ... *apart from the UK itself, mostly countries that were British colonies: India, South Africa.*

B: 1, 2, 4

3 is incorrect because it's possible that he didn't take any of the photos himself. 5 is incorrect because before the war he was a well-known portrait photographer.

1 is correct because the writer says: *Lincoln granted him permission to travel anywhere* 2 and 4 are correct because the writer says: *But no one else could have organized the large army of photographers needed to cover the broad sweep of the war and provided access to many leading generals and politicians.*

Page 98

RE-ORDER PARAGRAPHS

A

Correct order: 1d 2b 3a 4c

B

Correct order: 1d 2a 3b 4c

C

Correct order: 1c 2d 3b 4a

Page 100

FURTHER PRACTICE AND GUIDANCE: PART 2: RE-ORDER PARAGRAPHS

1a 2d 3a 4b 5c

Pages 101–102

READING: FILL IN THE BLANKS

A

- 1 associate (We need a verb. *Associate* collocates with *with*.)
- 2 responsible (We need an adjective. *Responsible* collocates with *for*.)
- 3 translations (We need a plural noun to describe the versions of the stories.)
- 4 despite (We need a word that will contrast the childlike atmosphere and the political perception.)

B

- 1 mistake (*Make a mistake* is a collocation.)
- 2 notion (We need a noun that means 'idea').
- 3 interests (*Your economic interests*)
- 4 mark (If something is *off the mark*, it is incorrect.)
- 5 fit (If something *fits the case*, it is appropriate for that situation.)

C

- 1 rate (*Rate of change* is a collocation.)
- 2 dying (*Dying out* is a phrasal verb which means "disappearing".)
- 3 less (We need a comparative form to go with *than*.)
- 4 trained (We need an adjective which collocates with *in*.)

D

- 1 lie (We need a verb which means "are found, are located".)

2 discovered (We need a verb to describe the actions of the Europeans.)

3 notable (We need an adjective which collocates with *for*.)

4 system (*Military system* is a collocation.)

5 estimated (We need a verb which means "calculated".)

E

1 reason (*Reason* collocates with *for*.)

2 establish (*Establish the cause of (death)* is a collocation.)

3 knowledge (*Medical knowledge* is a collocation.)

4 involves (We need a verb which means "includes as part of the process".)

Pages 103–105

READING AND WRITING: FILL IN THE BLANKS

A

- 1 invention (As an artificial process, photography was invented, not discovered.)
- 2 brought (*Bring to fame* is a collocation.)
- 3 interest (*Interest* collocates with *in*.)
- 4 accident (*By accident* is an idiom which means "accidentally, without meaning to".)
- 5 public (*Make something public* is an idiom which means "tell people about something".)

B

- 1 board (*A board* is a flat piece of wood.)
- 2 served (This means "acted as".)
- 3 Alternatively (We use this word when we present an option.)
- 4 late (*Late in the day* is an expression.)
- 5 grasp (This collocates with *concept*.)

C

- 1 method (This means "way of doing something".)
- 2 roughly (This means "approximately".)
- 3 called (The pad was *called* an ink ball. If the gap had been followed by *as*, then *known* would have been correct.)

4 consisted (This collocates with *of*.)
5 approach (You take an *approach to a problem* when you try a particular way to find a solution.)

D

- 1** wrapped (When an item of clothing such as a cloak goes around you, you are *wrapped in it*.)
2 traditional (Both men and women in Persia wore trousers as part of their cultural traditions.)
3 way (If something *finds its way* somewhere, it eventually goes there.)
4 adopted (This means "started using".)
5 made (*Make a comeback* is an idiom which means "become popular again".)

E

- 1** milder (This refers to the weather being less severe than it was.)
2 decided (Here, this means "convinced, persuaded".)
3 mashed (*Mash up* is a phrasal verb which describes how they broke beans, peas and lentils into pieces.)
4 breeds (Each individual kind of a domesticated animal is known as a *breed* (*of dog, of sheep, etc.*)).
5 alternating (This describes the agricultural cycle the Romans used.)

F

- 1** as (This collocates with *known*.)
2 pointed (*Pointed towards* means "gave an idea of the future development of".)
3 models (The objects behind described are *models* of the human head.)
4 controlled (This collocates with *by*.)
5 realize (This means "understand".)

PART 3: LISTENING**Page 106****SUMMARIZE SPOKEN TEXT**

(Model answers)

A

In the interview, a professor talks about psycho-geography, saying it is not an academic discipline. It is basically the study of the psychological effects of the environment on us, especially the urban environment, and its aim is to get us to be more attentive to and critical of our surroundings and

the atmosphere and emotions they evoke.

B

The speaker tells us how difficult it is to talk of the history of the novel if we don't have a definition of what the novel is and does. This is complicated by the various types of novels and their subject matter. He does say, though, that the English novel, as we understand novels today, began in the late 17th century.

C

This is about the problem of consciousness and the possibility – or impossibility – of knowing for certain how another person thinks or feels. We may, through our own experience and observing others, make rational and sometimes accurate guesses, but we can never really know for sure.

Page 107**MULTIPLE-CHOICE, CHOOSE MULTIPLE ANSWERS****A: 1, 4**

2 is incorrect because the speaker says: ... *it must also be demonstrated that ... they have adequate opportunities for physical education*, but this does not mean they necessarily have to do a sport. **3** is incorrect because the speaker says: *Furthermore, while there is no formal assessment, officers from the LEA will come and inspect what is being done and look at the child's exercise books*. **5** is incorrect because no mention is made of a record of attendance.

1 and **4** are correct because the speaker says: *Schedules, lesson plans and book lists must be shown*,

B: 3, 6

1 and **4** are incorrect because there is no mention of China or India bringing rice to Europe. **2** is incorrect because the writer's only mention of Greek is that the word rice ... *is derived from the Aramaic ourouzza and came to us by way of Greek and Arabic*. **5** is incorrect because, although rice was grown in Italy, it was brought by the Spanish and not by Italians.

3 and **6** are correct because the speaker says: ... *it was the Arabs who introduced rice to their Spanish territories in the 7th century, but it didn't spread to the rest of Europe until much later when, in the 15th*

century, Spaniards began to cultivate their own short-grain variety at Pisa in Italy.

C: 2, 3

1 is incorrect because contemporary writers do not only write about institutions. **4** is incorrect because the questions they ask are not irrelevant, although they may be about a small specialized area. **5** is incorrect because the speaker says: *In the 19th century, there were still writers who used the same freedom of enquiry as the ancients, and are all the more readable – and relevant – because of it.*

2 is correct because the speaker says: ... *modern writers on politics might concentrate on one particular institution in that system – the House of Lords in England – or on voting patterns within a country*. **3** is correct because the speaker says: *Many writers on politics these days are university-based and so have to have specialized interests, ...*

Page 108**FILL IN THE BLANKS**

A	B
1 opinions	1 causal
2 attached	2 linked
3 institution	3 generalizations
4 colleagues	4 patterns
5 reputation	5 analysis
6 staff	6 modify
	7 support

C

- 1 categorize
 2 sociologist
 3 letters
 4 influence
 5 customs
 6 account

Page 109**FURTHER PRACTICE AND GUIDANCE: PART 3, SECTION 2: FILL IN THE BLANKS**

- 1 behavior
 2 university
 3 recognized
 4 productive
 5 critical
 6 colleagues
 7 relatively

Page 110

HIGHLIGHT CORRECT SUMMARY

A: 2

The speaker says: *I'm a marine biologist – and ... I'm interested in the Strandlopers, ... In fact, it was through my early interest in all things to do with the sea that I first heard of them. ... the Strandlopers lived off the sea and seashore gathering food such as mussels, oysters, crabs, and so on, just as I did. ... we do have archaeological evidence such as pottery, discarded shells, the bones of seals and large fish, and so on. ... they might have used a primitive form of fishing line ... Anyway, the more we search the more we discover ... I find it endlessly fascinating.*

B: 1

The speaker says: *To reach some kind of understanding of a period in the past ... requires a creative act of the imagination ... What must it have been like to be a peasant under a feudal baron? ... So, you have to imagine the terms under which life was lived in those days ... Now, of course, every age views the past from its own present ... which is why each age has to write its history over again. It's not so much that more facts or evidence come to light – if they do – but that sensibilities change too.*

Page 111

FURTHER PRACTICE AND GUIDANCE: PART 3, SECTION 2: HIGHLIGHT CORRECT SUMMARY

1a 2b 3b 4a 5a

Page 112

MULTIPLE-CHOICE, CHOOSE SINGLE ANSWER

A: 3

1 is incorrect because contour lines were used in the 16th century and the Ordnance Survey wasn't set up until 1791. 2 is incorrect because before the 16th century contour lines weren't used. 4 is incorrect because they were first used on a map of France and there is no mention of a military purpose.

3 is correct because the speaker says:

The first time land contours were used was on a map of France,

B: 4

4 is correct because the speaker says: *... in the 14th century, English merchants were obliged to have them outside their shops.*

C: 3

1 is incorrect because the speaker says there were no root crops to feed the animals in winter, not that there were no root crops at all. 2 is incorrect because the speaker says: *Spanish and Portuguese explorers had brought back such novelties as potatoes, tomatoes, ... it took people some time to accept some of these new foods, as they feared they were poisonous.* 4 is incorrect because the speaker says: *... including exotic spices to add flavor to the usual diet.* 3 is correct because the speaker says: *By the 16th century, however, choice in foodstuffs had grown*

Page 113

SELECT MISSING WORD

A: 2

The text is about how future climate change may affect people. It describes the extent of possible warming, and how the effects will vary from region to region. It then lists effects on humans, starting with effects on water resources, so the missing words are: *food production and health.*

B: 3

The text is about how parents discipline their children. It discusses various forms of discipline, including corporal punishment, and the effects on children's relationships at school. The final sentence contrasts less harsh methods with corporal punishment, and talks about the effect on children's attitudes towards their school and people at school, and so the missing word is: *peers.*

Page 114

HIGHLIGHT INCORRECT WORDS

A

"No news is good news" may be true for most of us most of the time – after all, we don't look forward to unpleasant things happening to us – but "Bad news is good news" is true for those who work in the

news media, and, I suspect, for the rest of us, at least some of the time. It is tied up with stories and our seemingly unsatisfied (*insatiable*) need for stories. Have you ever been grasped (*gripped*) by a story where nothing goes wrong for the characters? There's an accident (*incident*) in a Kingsley Amis novel that nicely illuminates (*illustrates*) this: the main character Jake comes home to find his wife chatting to a friend about a hairdresser both women know who has moved with his family to somewhere in Africa. Jake listens in, expecting tales of cannibalism and such like, but no, the friend has just received a letter saying they love the place and are settling in nicely. Jake leaves the room in disgrace (*disgust*).

We demand to be entertained, and while we don't object to a happy ending, the characters have to have experienced loss, pain and hardship in one form or another along the way to have earned (*deserved*) it.

B

Leisure travel was, in a sense, a British invention. This was mostly (*mainly*) due to economic and social factors; Britain was the first country to become fully industrialized, and industrial society offered greater (*growing*) numbers of people time for leisure. This, coupled with improvements in transport, especially the railways, meant that large numbers of people could get to holiday resorts in a very short time.

Modern mass tourism of a sort we can easily recognize today began in 1841 when Thomas Cook organized the first packet (*package*) tour, in which everything was included in the price (*cost*) – travel, hotel and entertainment. To cater for the large numbers of new holiday-makers, holiday camps were established, both on the coast and in the countryside, and they became immensely popular. Their popularity declined, however, with the rise of cheap overseas tours, which gave many people their first opportunity to travel about (*abroad*).

WRITE FROM DICTATION

1 This has been a major source of confusion for academics.

2 None of the alternatives is satisfactory.

3 The aim of the course is to provide a broad theoretical basis.

4 Has all the evidence been properly examined?

Page 115

FURTHER PRACTICE AND GUIDANCE: PART 3, SECTION 2: HIGHLIGHT INCORRECT WORDS

1 A team of marine biologists studying whale carcasses – the dead bodies of whales – has found (*learned*) that they create a unique environment, one that is rich in animals and bacteria, including several new species.

2 When a whale dies, its body slowly sinks to the ocean floor (*bottom*), where it becomes food for a vast ecosystem.

3 One whale carcass contains more nutrients (*nutrition*) than would normally filter down through the water column in 2,000 years.

4 Using a submersible robot, the team collected collarbones of whales from the seafloor and raised (*brought*) them to the surface.

5 Back in the lab, the team found the bones were covered in bacteria and other organisms, more than 10 of which had never been catalogued (*identified*) before.

TEST 4

PART 1: SPEAKING AND WRITING

Page 116

SECTION 2: REPEAT SENTENCE

1 You are not permitted to take reference books out of the library.

2 The seminar will now take place a week on Tuesday.

3 You don't have to be on Professor Smith's course to attend this lecture.

4 The library will be closed for three days over the bank holiday weekend.

5 I think we should get together over the weekend to discuss this assignment.

6 There's an hourly bus service from the campus into town.

7 This is the third time you've asked for an extension on this project.

8 They say Professor Jones's lectures are always interesting, and funny.

9 Being a student representative on the union really cuts into my study time.

10 I've got a tutorial in an hour and I haven't had any time to prepare for it.

Page 117

FURTHER PRACTICE AND GUIDANCE: PART 1, SECTION 2: REPEAT SENTENCE

1b 2a 3b 4a 5a 6b 7b 8a

Pages 118–119

SECTION 2: DESCRIBE IMAGE

(Model answers)

A

This chart shows the various means that can be used to prevent unwanted material on computers and the percentage of people who use them. By far the most common method used, by about 23% of people, was putting blocks or filters on their e-mail accounts. About 19% did the same for their Internet browser or search engine, while about 10% use passwords. Other methods favored by less than 10% include never giving out personal details, and either monitoring children's use of the Internet, or putting locks on certain sites.

B

This graph shows the pump price for unleaded petrol and diesel in the UK from 1999 until 2008. The first thing to notice is that the line for diesel is always higher than for premium unleaded, which means it's generally more expensive. The other thing to notice is that the price for both fuels roughly doubled from 1999 to 2008, going from about 62 or 63 pence a litre to more than 120 pence a litre in the case of diesel. Prices for both seemed to peak in 2008, but fell dramatically later that same year, diesel ending on a price of 100 pence per litre and petrol on a price of about 90 pence per litre.

C

The picture shows a number of wooden houses on the bank of a river or lake. At first, I thought no one could live there because the houses don't look very sturdy, but then I noticed the clothes hanging out to dry. Obviously the people who live there must be quite poor.

There are boats in the picture, which might be used for fishing or for transport. The trees look a bit like palm trees, so maybe this is somewhere tropical.

D

This pie chart illustrates the various means of transport people who live outside the city use to get to work by percentage. The largest number of commuters, just over 30%, use the train while 27% travel by car. Surprisingly, very few people use only the bus or the underground, so most bus and underground users must be included in the 29% who use more than one form of transport to get to work.

E

This graph shows projected sales of soft drinks for the Morgan Drinks Company in millions per year from 2018 to 2024. The graph shows that the company expects to sell 20 million bottles of still water in 2018, rising to over 30 million by 2024. Fizzy water, on the other hand, will increase from thirty million bottles to about 38 million bottles in 2020, and then fall gradually. Sales of fruit drinks will remain stable at around 45 million bottles a year.

F

The map shows which parts of the world are most densely forested, and shows two types of forest – evergreen and deciduous. The most densely-forested area is in South America. At about the same latitude, there are thick forests in parts of Africa. I imagine in both these cases they are tropical rainforests. Central America and the northern parts of Canada are also densely forested, as are the northern parts of Europe and Asia, from Scandinavia and across Siberia to Mongolia. In the east, parts of China and Indonesia show the most forested areas.

Page 120

FURTHER PRACTICE AND GUIDANCE: PART 1, SECTION 2: DESCRIBE IMAGE

1 This graph shows the pump price for unleaded petrol and diesel in Europe from 1999 until 2008. the UK

2 The first thing to notice is that the line for diesel is always lower than for premium unleaded, which means it's generally more expensive. higher

3 The other thing to notice is that the price for both fuels roughly doubled from 1999 to 2008, going from about 62 or 63 pence a litre to more than 120 pence a litre in the case of petrol, diesel

4 Prices for both seemed to peak in 2008, but fell dramatically later that same year, diesel ending on a price of 100 pence per litre and petrol on a price of about 80 pence per litre. 90

Page 121

SECTION 2: RE-TELL LECTURE

(Model answers)

A

This lecture is about Machiavelli and his book *The Prince*, and how he got a bad reputation as a ruthless man who will do anything to get what he wants. The lecturer's aim is to try and persuade us to look at the book in its historical context to see why he wrote it and to show that his reputation is undeserved. Machiavelli loved his home town, Florence, and was prepared to do anything to protect it. At the time, it was threatened by several enemies, so only harsh measures would do.

B

The lecturer talks about the subject of happiness and how, although it was once mainly the concern of philosophers, it has now become an academic subject and a concern of governments, who try to incorporate it into policy. The speaker is a bit cynical about how the theories about happiness have been presented by non-philosophers, and how the conclusions they come to are mostly obvious to the average person.

C

After a brief mention of the megalopolis, the lecturer focuses on the small city state, particularly ideal cities like those imagined by Plato and da Vinci. He puts forward possible reasons why the number of citizens was limited to about five thousand, suggesting that small numbers made voting easier and were easier to feed on food produced locally, instead of having to import it.

SECTION 2: ANSWER SHORT QUESTION

- 1 (the) Suez (Canal)
- 2 (in) a freezer
- 3 (a/your) driving/driver's licence
- 4 (to) a gym, gymnasium
- 5 (an) aqualung
- 6 (a) supermarket
- 7 radiology
- 8 (to) an art gallery / (to) a museum
- 9 liters
- 10 (your/the) wrist

Page 122

SECTION 3: SUMMARIZE WRITTEN TEXT

(Model answer)

This is about the effect of information technology on the structure of society according to some analysts, with IT experts becoming the elite and many blue-collar workers losing their jobs.

SECTION 4: SUMMARIZE WRITTEN TEXT

(Model answer)

Although the English are known as tea drinkers, in the 17th and 18th centuries, they went to coffee houses, where they would discuss ideas and do business.

Page 123

SECTION 5: WRITE ESSAY

(Model answer)

While it is true that many, if not most, households in the developed world are full of gadgets and labor-saving devices, and it is also true that it appears that people have less free time, I'm not sure how closely related the two things are. Is it really the case that all this modern technology is directly responsible for us having less free time?

In the home, having a dishwasher, rather than doing the dishes by hand, probably gives you the time to do another household chore and not necessarily the time to sit down and watch a TV show or read a book. At work, modern technology has certainly made things faster. At the most basic level, to e-mail a business document takes seconds, whereas before computers it would take far longer. However, this again seems to

create time for more work, not less. Perhaps labor-saving means less effort rather than less work.

As for the quality of life, I believe that, on the whole, having this technology has made things better in many ways. Computers, after all, have entertainment value as well as being tools for work. However, if you believe that having a decent amount of free time in which to do the things you want is an important aspect of quality of life, then you'll probably feel that all this technology has made things worse and perhaps even more complicated.

To conclude, the only other complication I can see is when the technology is new to you and you have to learn how to use it. Computers are a fact of life now and children learn very quickly, often better than their parents, how to use them.

SECTION 6: WRITE ESSAY

(Model answer)

A recent trend in the entertainment world has been to adapt classic works of literature for the movies or TV. Although the results of this are often very popular, not everyone agrees that this is a good thing. I'd like to argue that it depends on the quality of the adaptation.

Some people feel that adapting classic works for the movies or TV brings these works to a wider audience, introducing people to works they might not otherwise have experienced. Adaptation, they claim, broadens our horizons and gives us access to higher culture. This is true, as long as the adaptation retains the key elements of the original work.

Other people feel that adapting classic works detracts from the originals, and that, in fact, the movie or TV version of a classic work may become better known than the original. Adaptation, they claim, lowers our cultural standards. This view, however, assumes that written works are necessarily of better quality than works produced for the screen, which is not necessarily the case.

In my opinion, neither view is correct on its own. The truth is somewhere in the middle. One can point to cases that support both points. Some adaptations have been highly successful in faithfully presenting the original work, while

other adaptations have failed miserably, and should probably have never been attempted.

Page 124

FURTHER PRACTICE AND GUIDANCE: SECTION 6: WRITE ESSAY

Paragraph 1: C

The first paragraph begins with an introductory statement outlining the issue, and indicates what the rest of the essay will discuss.

Paragraph 2: B

The second paragraph indicates one view on the issue. The phrase "some people" is used to identify the first group.

Paragraph 3: D

The third paragraph describes the opposing view. The phrase "other people" indicates that this paragraph must come after "some people".

Paragraph 4: G

The final paragraph contains a summary that indicates the author's stance. In this case, the summary indicates that the writer does not believe that either stance presents the whole truth about the issue.

Not used: A, E, F

A The fact that young people are increasingly reading electronic books is not relevant to the prompt.

E How young people become acquainted with shared cultural references is not relevant to the prompt.

F This detail is not relevant to the prompt.

PART 2: READING

Page 125

MULTIPLE-CHOICE, CHOOSE SINGLE ANSWER

A: 2

1 is incorrect because the writer says: *The problem is that people often choose a career for the wrong reasons. For instance, some people follow in the footsteps of a parent, ...* 3 is incorrect because the writer says: *... some people follow in the footsteps of a parent, ... inheriting the family business. Others make exactly the opposite decision, ...*

4 is incorrect because the writer says: *People may also persuade themselves to pursue a career for which they are unsuited ... as a result of meeting people they admire.*

2 is correct because this is given as the right reason for choosing a career as the writer says: *... we should do those things for which we have a natural talent.*

B: 2

1 is incorrect because although life stories of famous men are mentioned, the text does not say that ancient Roman literature was mainly composed of them. 3 is incorrect because although satire is mentioned, the text does not say that ancient Roman literature was mainly composed of it. 4 is incorrect because there is no mention of Roman literature being censored.

2 is correct because the writer says: *Culturally, partly through native genius and partly through absorbing the achievements of the older and richer culture of Greece, its literature became the basis of European values, ...*

Page 126–127

MULTIPLE-CHOICE, CHOOSE MULTIPLE ANSWERS

A: 3, 4, 6

1 is incorrect because he wrote papers on barometers. 2 is incorrect because the writer says: *Before Luke Howard invented his system for classifying clouds, they had simply been described by their shape and color as each person saw them ...* 5 is incorrect because Howard used the term "city fog", not "smog".

3 is correct because the writer says: *Before Luke Howard invented his system for classifying clouds, they had simply been described by their shape and color as each person saw them ...* 4 is correct because the writer says: *... in the 20th century his cloud classification system was adopted, with some additions, as the international standard ...* 6 is correct because the writer says: *Howard had realized that cities could significantly alter meteorological elements.*

B: 2, 5

1 is incorrect because the writer does not mention the use of hobbies as therapy. 3 is incorrect because the writer discusses how people might use hobbies to create a particular impression, not that

they reveal your true character. 4 is incorrect because the writer is not talking about people who do extreme sports, but about people who claim to do extreme sports.

2 is correct because the writer says: *When does a hobby ... cease to be a hobby or a pastime and become something a bit more serious, such as something you realize can be turned into financial gain ...* 5 is correct because the writer says: *Most people's hobbies turn out to be easy and stress-free pastimes ...*

Page 128

FURTHER PRACTICE AND GUIDANCE: PART 2: MULTIPLE-CHOICE, CHOOSE MULTIPLE ANSWERS

1a

This is supported by: *He wrote papers on barometers.*

2b

This is supported by: *Before Luke Howard invented his system for classifying clouds, they had simply been described by their shape and color ...*

3a

This is supported by: *Howard believed that all clouds belonged to three distinct groups; cumulus, stratus and cirrus.*

4a

This is supported by: *This system came to be used ... with some additions, as the international standard. This refers to Howard's system.*

5b

This is supported by: *One of these he called "city fog". Nowadays we call it "smog" ...*

6b

This is supported by: *Howard had realized that cities could significantly alter meteorological elements.*

Pages 129–130

RE-ORDER PARAGRAPHS

A

Correct order: 1c 2a 3d 4b

B

Correct order: 1e 2b 3d 4c 5a

C

Correct order: 1c 2e 3a 4d 5b

Pages 131–132**READING:
FILL IN THE BLANKS****A**

- 1 final (We need an adjective. The *final rounds* of a competition are those that happen towards the end of the competition.)
 2 place (*Take place* is a phrase which means “happen, occur.”)
 3 event (We need a noun to refer to the World Cup.)
 4 period (The text is talking about the time over which the competition happens.)
 5 host (The *host nation* is the country where an international sporting event is taking place.)

B

- 1 center (If something *takes center stage*, it is the focus of people’s attention.)
 2 effect (We need a noun to refer to the result of new ideas.)
 3 end (If something *reaches a dead end*, it can’t progress or develop any further.)
 4 lead (We need a verb. If something *leads you in an unexpected direction*, it produces an unexpected result.)
 5 familiar (We need an adjective to contrast older ideas with new combinations of ideas.)

C

- 1 behave (We need a verb. *Behave* collocates with *in the same way*.)
 2 choices (We need a noun to refer to the decisions about money we make.)
 3 financial (We need an adjective to specify the kind of mind-set (set of opinions) which is being discussed.)
 4 conclusion (*Come to a conclusion* is an idiom.)

D

- 1 told (We need a verb. You are *told* things by other people.)
 2 waste (*Go to waste* is an idiom.)
 3 down (*Hand down* is a phrasal verb which means “give something to your children, to the next generation.”)
 4 away (*Throw away* is a phrasal verb which means “dispose of, get rid of.”)
 5 dispose (*Dispose* collocates with *of*.)

E

- 1 fight (A duel was a kind of fight.)
 2 legal (We need an adjective to refer to the fact that it was not lawful to fight duels.)
 3 kept (If you *keep to* rules, you obey them.)
 4 weapon (We need a noun to refer to swords and pistols.)

Page 133**FURTHER PRACTICE AND
GUIDANCE: PART 2, READING:
FILL IN THE BLANKS**

- 1 a 3rd-person verb in the present tense
 2 choices, conclusion, economical, financial, ideas
 3 a plural noun
 4 answer, behave, conclusion, economical, financial
 5 an adjective
 6 answer, behave, choices, conclusion, ideas
 7 a noun
 8 behave, economical, financial
 9 yes, *come to the same conclusion*

Pages 134–136**READING AND WRITING:
FILL IN THE BLANKS****A**

- 1 respond (*Respond* collocates with *to* later in the sentence.)
 2 known (*Known* collocates with *as*.)
 3 chance (If there is *no chance to escape*, it isn’t possible to escape.)
 4 cause (A *cause* is something that makes something else happen. In this case, it refers to whatever makes us feel threatened.)
 5 symptoms (This refers to the outward signs of a disease.)
 6 towards (*The first step towards* doing something is the start of a process.)

B

- 1 estimated (*It is estimated that* means that people calculate or guess the amount of something.)
 2 left (*Left* means “remaining, still in existence.”)
 3 stricter (Laws can be *strict*.)
 4 labelled (When a product has information on it that tells you it is recyclable, it is *labelled as* recyclable.)

- 5 cost (*At great cost* is an idiom.)

C

- 1 legal (The next sentence goes on to refer to a *legal* context where anti-social behavior is defined.)
 2 includes (Graffiti is given as one example of what constitutes anti-social behavior.)
 3 age (An *age group* is a set of people who are all the same age.)
 4 alike (If something affects young and old *alike*, it affects both groups in the same way.)
 5 responsibility (*Take responsibility for* is a collocation.)

D

- 1 appear (If our actions *appear* to be selfless, that’s what they seem to be like.)
 2 caused (If something *causes you to do* something, it makes you do it, or forces you to do it.)
 3 risk (*At risk* is a collocation.)
 4 similar (*Under similar circumstances* means “in the same situation”.)
 5 selfish (We need an adjective to contrast with *altruistic* in the previous sentence.)

E

- 1 cultivate (We *cultivate the land* when we grow things on it.)
 2 souvenirs (We need a noun to describe in general what people on pilgrimages brought home from their trips.)
 3 trip (This is a synonym for *tour* in the phrase *Grand Tour*.)
 4 educating (If you *educate someone in* something, you teach them about it.)
 5 something (The meaning here is that the Grand Tour was like a pilgrimage in some ways. *Have something of the X about it* is a phrase meaning “resemble X in some ways.”)

F

- 1 history (If something *has a long history*, it has existed for a long time.)
 2 state (*State* here means “condition.”)
 3 planted (If an area has had trees placed in it, it has been *planted* with them.)
 4 engineered (If something is *brilliantly engineered*, it is built in a very clever way.)
 5 cooling (The water that came along the thin channels reduced the temperature.)

PART 3: LISTENING

Page 137

SUMMARIZE SPOKEN TEXT

(Model answers)

A

In the interview, a professor of English is asked whether English is an easy subject at university, because all you have to do is read books. The professor argues that this is not true, saying that not only do students have to read a lot of books in a short time, but they also develop critical abilities and gain an understanding of the cultural context surrounding the books they read.

B

The speaker draws on personal experience to describe the behavior of crowds. He tells us of how he got caught up in a demonstration that turned violent and how he felt about this and how his feelings changed during the demonstration. He concludes that in crowds the individual is lost in the group mind and follows where the crowd goes, which gives one a sense of freedom from responsibility.

C

This is about John Milton the poet, but the speaker believes you can get a better idea of what Milton believed socially and politically by reading his prose writings. He wrote about many subjects, including divorce, but the most relevant to us today is his pamphlet or essay on freedom of expression and publication, and which is against all forms of censorship.

Page 138

MULTIPLE-CHOICE, CHOOSE MULTIPLE ANSWERS**A: 2, 4, 5**

1 is incorrect because this is not described as a health problem.
3 is incorrect because noise may interfere with spoken communication, not with speech as such.

2 is correct because the speaker says: *Traffic noise is one of the health hazards, as it can lead to other problems, like noise-induced hearing impairment.* 4 is correct because the speaker says: ... while this doesn't drive you mad in the medical sense, it is intensely annoying and can lead to mental health problems. 5 is correct because

the speaker says: *There is increasing evidence that noise ... can give rise to serious health and social problems. Some of which, such as its effects on people's behavior and anger levels,*

B: 2, 3, 4

1 is incorrect because although Saint Lucia is mentioned, which is in the Caribbean, no mention is made of a Poet Laureate of the Caribbean. 5 is incorrect because the speaker says: *But I think Germany might have – no, it wasn't Germany. Somewhere else, but I don't remember.*
2 is correct because the speaker says ... and Ireland and Scotland. 3 is correct because the speaker says: *He was the Poet Laureate of Saint Lucia.*
4 is correct because the speaker says: *But he was or is the American Poet Laureate, isn't he?*

C: 4, 5

1 is incorrect because travel is only mentioned in the example of recovering from jet-lag. 2 is incorrect because countryside is only mentioned in the context of urban change. 3 is incorrect because time zones are only mentioned in the example of recovering from jet-lag. 6 is incorrect because although changes in government are mentioned, they are not mentioned as a difficulty.

4 is correct because the speaker says: *It is in the smaller, everyday things that you might experience what is known as culture shock, although it's not really a shock, but puzzling all the same. For example, the precise way to behave at a supermarket checkout may have changed.* 5 is correct because the speaker says: *And in ordinary conversation, the frames of reference have changed, and quite often you find that you don't really know what people are talking about, even though they are speaking your native tongue.*

Page 139

FILL IN THE BLANKS**A**

- | | |
|--------------|--------------|
| 1 topics | 4 rightfully |
| 2 ironic | 5 victims |
| 3 imprisoned | 6 relations |

B

- | | |
|------------|-------------|
| 1 overload | 5 miserable |
| 2 cope | 6 trend |

- | | |
|-------------|----------------|
| 3 discard | 7 affluent |
| 4 consumers | |
| C | |
| 1 reaction | 4 contemporary |
| 2 negative | 5 internal |
| 3 Initially | 6 source |

Page 140

HIGHLIGHT CORRECT SUMMARY**A: 3**

The speaker says: *I want to take a quick look at how material culture ... affects the non-material culture, our customs, behavior, beliefs, attitudes, and so on. Now, of course, it works both ways ... Take, for example, genetic science. While many, if not most, people welcome the advances made in this field ... many, too, object to the idea of cloning.*

B: 1

The speaker says: *Ernest Hemingway ... was badly wounded, hospitalized, and fell in love with a nurse. He wrote a novel about a man who was badly wounded in the First World War, was hospitalised and who fell in love with a nurse. The Spanish Civil War and the Second World War followed as did books about his experiences in them. Now, how much can we draw on a writer's biography to explain his work? It should, I believe, be irrelevant to the judgement you bring to the merits of the individual work.*

Page 141

MULTIPLE-CHOICE, CHOOSE SINGLE ANSWER**A: 1**

2 and 4 are incorrect because the speaker says: *The division of literary works into genres ... makes life easier for the person browsing in a bookshop. He or she can go directly to where their favorite kind of book is shelved, be it science fiction, gothic, romance, and so on.* 3 is incorrect because the speaker says: ... for the most part, such writers: are writing fantasies. 5 is incorrect because the speaker says: *However, some genre writers, particularly writers of detective and police fiction,*

1 is correct because mainstream fiction is contrasted with genre fiction.

B: 4

1 is incorrect because the speaker says: *Each year, about six million people in Britain consult their doctors because they feel stress or anxiety, and it is estimated that at least another six million suffer from stress-related illness but do not seek medical advice.* 2 is incorrect because the speaker does not say this is easy and says: *I suppose, too, that it's possible for someone to train themselves to be able to take higher levels of stress by repeatedly putting themselves in a stressful situation – to build up a tolerance for stress.* 3 is incorrect because the speaker says: *But stress is a fact of life for all of us*

4 is correct because the speaker says: *Long working hours, fear of losing their jobs, the difficult journey to and from work in crowded trains and buses, all contribute to increased levels of stress.*

C: 3

1 is incorrect because the speaker says: *Research into the human genome has recently made it clear that both sides are partly right.* 2 is incorrect because the speaker says: *On the nature side, we have what we get from our genes ... such as temperament.* 4 is incorrect because the speaker does not claim that *all* non-physical traits are inherited. 3 is correct because the speaker says: *... some now claim that such traits as intelligence and personality are also encoded in our genes.*

Page 142**SELECT MISSING WORD****A: 3**

The text is about how students should go about research in the library. The speaker describes various ways of finding information, then suggests looking in the reference shelves and the newspaper section. However, in newspapers, it might be more difficult to find the precise information needed. So, the answer is: *the article you're looking for.*

B: 2

This text is about the nature of touch. The speaker describes active and passive touching and says that the way touch works is complicated. So the answer is: *still poorly understood.*

Page 143**HIGHLIGHT INCORRECT WORDS****A**

When societies were still mostly rural and agricultural, waste dispersal (*disposal*) was hardly an issue, partly because people tended to make use of everything and partly because there was plenty of space to bury rubbish. It was when societies became predominantly urban and industrious (*industrial*) that problems arose – mainly to do with wealth (*health*). City authorities had a hard time trying to find effective (*efficient*) ways of getting rid of all the rubbish. One of these was to get people to set (*sort*) out their rubbish into different types, just as these days we are encouraged to separate our rubbish into different categories for easier removal and recycling. So, for example, kitchen rubbish was set aside and used for feeding animals. However, fears of disease put an end to that. In fact, it wasn't until the 20th century that all waste was simply thrown together and put (*ploughed*) into landfills.

B

Archery, the practice or art of shooting with a bow and arrow, has played an important part in English history, being the major (*main*) weapon of the foot-soldier and instrumental in winning many battles in wars with the French – with whom we seemed to be continuously (*constantly*) at war during the Middle Ages. The English featured (*faavored*) the longbow over the short bow and the crossbow, the latter being the main firearm of militias (*militaries*) on the European continent. The crossbow fired a metal bolt released by a trigger, rather like a gun, and had the farthest (*longest*) range of any of the bows, but the main advantage of the longbow was its accuracy. The importance placed on archery is illustrated by the fact that medieval kings in England encouraged the practice and one of them, Edward III, went so far as to bar (*ban*) all sports on Sundays and holidays except archery. Because there were no standing armies in those days, and in the event of war rulers had to call on the populace, everything was done to make sure there were large numbers of competent, if not expert archers, to recruit.

WRITE FROM DICTATION

- 1 The field of social history has always been difficult to define.
- 2 All essays must be accompanied by a list of references.
- 3 Authoritarian regimes were more common in the past than they are today.
- 4 The new law was harder to impose than the government thought.

Page 144**FURTHER PRACTICE AND GUIDANCE: PART 3, LISTENING: WRITE FROM DICTATION**

- 1 blamed, price hikes
- 2 technically challenging, near the surface.
- 3 typically does not keep, tried to withdraw
- 4 similarities between, their respective

LISTENING SCRIPTS

TEST 1

Page 8

SECTION 2: REPEAT SENTENCE

You will hear some sentences. Please repeat each sentence exactly as you hear it. You will hear each sentence only once.

- 1 Please come to the next seminar properly prepared.
- 2 You'll find the economics section on the second floor of the library.
- 3 Next time, we'll discuss the influence of the media on public policy.
- 4 There is plenty of cheap accommodation off-campus.
- 5 The lecture on child psychology has been postponed until Friday.
- 6 The meeting will take place in the main auditorium.
- 7 You must establish a day and a time with your tutor.
- 8 There will be no extensions given for this project.
- 9 New timetables will be posted on the student noticeboard.
- 10 All students are encouraged to vote in the forthcoming elections.

Page 14

SECTION 2: RE-TELL LECTURE

You will hear a lecture. After listening to the lecture, please retell what you have just heard from the lecture in your own words. You will have 40 seconds to give your response.

A
So, continuing our series of lectures on Modernism, we now turn to architecture and, in particular, to the work of Frank O. Gehry. Now, I'm not going to go into his career in detail; it is enough to say that early on he was, like other modernist architects, tied to the rectangle, the straight line, and so on. Often their buildings would have this basic shape and they would just, um, add bits of decoration like splashes of color or pointless balconies. Soon enough, Gehry wanted to break away from straight lines and grid-like designs. He wanted the freedom

to experiment with other shapes – curves and unusually-angled roofs. What helped him with this was the computer, which allowed him to visualize and experiment with complex shapes, and to work on the whole design as one piece, without the added decoration being thrown in as an afterthought. Architecture as art, if you like ... or, or sculpture even. He himself said that he had struggled with crossing the line between architecture and sculpture. Now, I want to talk about one building in particular ... um ... the Guggenheim Museum in Bilbao, which I think you'll agree is a masterpiece.

B
Now, you might think it strange that in a lecture on biology, I will be talking a lot about mathematics ... um ... If I may digress a bit ... When I was a student, mathematics, the language of clear abstraction, had nothing to do with life sciences like biology, the sphere of messy organic forms, cutting up frogs in the lab, and so on ... um ... In fact, I started doing biology precisely to avoid maths and physics. So, I've had a lot of catching up to do.

We are all aware of how the sciences have come to inter-relate more and more, and not only will mathematics impinge more and more on biology but also, I am told, in the 21st century, the driving force behind mathematics will be biology. This is partly because mathematicians are always on the look out for more areas to conquer. But a far greater reason is that the subject has been boiled down to physics and chemistry – obvious attractions for mathematicians.

A number of mathematical fields can be applied to biology. For example, knot theory is used in the analysis of the tangled strands of DNA, and abstract geometry in four or more dimensions is used to tell us about viruses. Again, neuroscience appears to be maths-friendly and equations can also explain why hallucinogenic drugs cause the users to see spirals.

So, if mathematicians are taking such a keen interest in biology, the least we can do as biologists is return the compliment.

C

Most of what the general public knows about daily life in ancient Rome comes from art, architecture and literature, which tell us more about the elites, especially ... um ... the goings-on of the emperors ... but how much do we know of the lives of ordinary Romans? Did they have a voice, apart, that is, from what we can gather from graffiti? The usual picture is one of time spent at festivals, baths and, typically, the games. However, for many Romans, terrible living conditions, poverty, debt and the chance of being sold into slavery at any moment – that is, if they weren't slaves already – left no time or energy for such forms of entertainment, or for any interest in politics, for that matter.

Indeed, after the death of Augustus, executive power was taken from the elected assemblies of the Roman people. Now it was the emperor's job to look after the people, and his generosity often depended on the mood and behavior of the people – on how often and how violently they protested and rioted. One example would be Claudius ensuring a steady grain supply, even in winter, after rioters pelted him with stale crusts of bread. There is an anecdote about, um, Hadrian. While touring the provinces, an old lady approached him with a complaint; he made excuses and tried to get away. She said that if he wouldn't give her a hearing, he shouldn't be emperor. She got her hearing.

SECTION 2: ANSWER SHORT QUESTION

You will hear some questions. Please give a simple and short answer to each one. Often just one or a few words is enough.

- 1 Which section of a newspaper gives the editor's opinion?
- 2 What instrument would you use to examine very small objects or life forms?
- 3 What is a destructive program that spreads from computer to computer?
- 4 What term is used for animals such as humans that usually give birth to live young: mammals or reptiles?

2 is correct because the speaker says: *Traffic noise is one of the health hazards, as it can lead to other problems, like noise-induced hearing impairment.* 4 is correct because the speaker says: ... while this doesn't drive you mad in the medical sense, it is intensely annoying and can lead to mental health problems. 5 is correct because

FILL IN THE BLANKS

A

- | | |
|--------------|--------------|
| 1 topics | 4 rightfully |
| 2 ironic | 5 victims |
| 3 imprisoned | 6 relations |

B

- | | |
|------------|-------------|
| 1 overload | 5 miserable |
| 2 cope | 6 trend |

are writing fantasies. 5 is incorrect because the speaker says: *However, some genre writers, particularly writers of detective and police fiction, ...*

1 is correct because mainstream fiction is contrasted with genre fiction.

- 5 What do you call a system of government in which people vote for the people who will represent them?
- 6 What do we call the piece of paper that proves you have bought an item?
- 7 What do you call the document that gives details about your qualifications and work experience?
- 8 How would you describe an economy based largely on farming?
- 9 What is the study of the stars and planets called?
- 10 In business and advertising, what does PR stand for?

PART 3: LISTENING

Page 36

SECTION 1: SUMMARIZE SPOKEN TEXT

You will hear a short lecture. Write a summary for a fellow student who was not present at the lecture. You should write 50–70 words.

You will have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points presented in the lecture.

A

Interviewer: I understand that one major concern of yours in running a successful company, especially in the current economic climate, is the question of worker loyalty. Are you saying that such a thing no longer exists and, if so, what are some of the reasons for this, and how important is loyalty to the smooth and successful running of a company such as yours?

Interviewee: Well, I do think it's important, but I also realize that we can't go back to the old-fashioned sense of loyalty where an employee would spend his whole working life with one company or business. Our grandparents', even our parents', generation expected long-term employment, and their loyalty was rewarded with health care and a pension. This is no longer the case. Many companies are no longer willing, or perhaps even able, to provide such a financial package. Besides, to a younger generation,

sticking at the same job all your life isn't a very exciting or inspiring prospect.

Some reasons for this might be the shortening of contracts, outsourcing, automation, and people holding down more than one job. In other words, we've all had to adapt to the realities of a rapidly changing, fast-paced economy. However, all this is not to say that loyalty is dead, rather it has changed emphasis. Today it is more about trust, in that an employee will promise to bring his skills and engage fully in his work for as long as she or he is there. People change jobs a lot more these days, but I still believe that a company is better off with at least a core of people who stay for the long term.

B

I'd now like to turn to the Roman, um, Latin writers of the period. Their achievements in the other arts – architecture, painting and sculpture – were rather secondary, and mostly in imitation of the Greeks. And, it's true that Latin writers also wanted to emulate the Greeks and used their writers as models, but somehow the language wouldn't allow it. What I mean to say is, the particular qualities of the Latin tongue made for the excellence of their writings, especially the poetry. For one thing, Latin is capable of great compression – that is to say, it can convey in five or six words what we would need twice the number to say.

What also helped Latin writing flourish was the nature of Roman education. Whatever its faults as they would appear to us, its linguistic and literary emphasis seemed designed to produce orators and writers. A drawback of the system was that education was only available to the richer classes of society, and so Roman literature is mainly a product of those classes. This in turn meant that the subject matter was fairly limited and narrow in its social reach – though there were exceptions.

C

Some economists argue that financial aid to developing countries is, in the long run, inefficient and even counter-productive. However, there are two main types of aid that we will deal with here. First, there

is long-term aid to countries such as Ethiopia and Somalia, where there are recurrent problems such as drought and poor agricultural production, and where there is little or no industry to speak of – problems that won't go away with an injection of money.

Then there is emergency aid, which also appeals for contributions from the public, when a disaster of one kind or another strikes. Recent examples would be the earthquake in Haiti, and the tsunami in Japan.

In the case of emergency aid, it arrives in the first instance as food, clothing, shelter, and medical aid, all of which are of immediate practical use and great benefit.

With countries that have long-term developmental problems, just pumping in money is not enough and, sad to say, a lot of the money doesn't go where it should. What is more important is providing know-how: teaching the skills and expertise needed to help develop the economy and social services such as health, sanitation, and so on. It is also necessary to help build the institutions – a bureaucracy, if you like – that can organize and run these services.

Page 37

FURTHER PRACTICE AND GUIDANCE: PART 3, SECTION 1: SUMMARIZE SPOKEN TEXT

Listen to each of the following extracts from a lecture in turn. Make notes as you listen. At the end of each extract, pause the CD and use your notes to summarize the extract in your own words.

Extract 1:

Some economists argue that financial aid to developing countries is, in the long run, inefficient and even counter-productive. However, there are two main types of aid that we will deal with here. First, there is long-term aid to countries such as Ethiopia and Somalia, where there are recurrent problems such as drought and poor agricultural production, and where there is little or no industry to speak of – problems that won't go away with an injection of money.

Extract 2:

Then there is emergency aid, which also appeals for contributions from the public, when a disaster of one kind or another strikes. Recent examples would be the earthquake in Haiti and the tsunami in Japan. In the case of emergency aid, it arrives in the first instance as food, clothing, shelter, and medical aid, all of which are of immediate practical use and great benefit.

Extract 3:

With countries that have long-term developmental problems, just pumping in money is not enough and, sad to say, a lot of the money doesn't go where it should. What is more important is providing know-how: teaching the skills and expertise needed to help develop the economy and social services such as health, sanitation, and so on. It is also necessary to help build the institutions – a bureaucracy, if you like – that can organize and run these services.

Page 39**SECTION 2:
MULTIPLE-CHOICE, CHOOSE
MULTIPLE ANSWERS**

Listen to the recording and answer the question by selecting all the correct responses. You will need to select more than one response.

A

The heyday of the English landscape garden was the 18th century, and it stood for many things: the appreciation of natural beauty, of course, but also the idea of a civilized life, good taste, one's personal philosophy, and one's social status. Gardens also – though it is hard for us to credit – became expressions of their owners' political affiliations.

Until the picturesque style emerged as part and parcel of the Romantic Movement, gardens had been strictly formal, laid out with mathematical precision following the Italian and French examples. There then came a backlash against this rigid formality, led by, among others, the poet Alexander Pope. Pope and his allies argued for a more natural nature.

Lord Burlington was a major figure in the landscape garden movement, and he was famously influenced

by his love of the Italian architect, Andrea Palladio, along with the picturesque or romanticized landscapes of Italian classical painting. With these in mind, he scattered his gardens and parks with classical Greek and Roman temples and statues. In other words, he wanted to make the garden look like those paintings.

B

Woodblocks used for pictorial illustration became fairly common in 15th century Europe, but had been used long before that for printing designs on textiles. Most of these were simple in design and quite crudely cut, but some were skillfully drawn and cut, while others even contained pictorial imagery.

Records show that woodblock printing on fabrics was practised by the Egyptians as early as 2000 years BC. The oldest existing printed fabric, which is Egyptian, dates from the 4th century. At the same time, the craft seems to have been widely established, even commonplace, elsewhere: for example, in India, Mexico and Peru, where the same techniques continue to be practised today. And the technique was almost certainly used by both the Japanese and the Chinese too.

C

Political parties in most democracies not only have to win more votes than their rivals to get into power, they also have to persuade the electorate that it is worth their going out to vote in the first place. In the UK, turnout is frequently low, and one reason cited is ... the weather! Some countries, therefore, have made voting compulsory; it is against the law not to vote and failing to vote is a punishable offence.

In Austria, for example, failure to vote results in an automatic fine, as it does in Australia. As a consequence, voter turnout is rarely less than 92% in both these countries. Other countries have penalties that affect the individual in more practical ways. In Greece, for example, although it is no longer acted on, passports were confiscated or not granted; and in Bolivia, non-voters may be banned from using banks or schools for up to three months.

The punishment in countries such as France, Germany, the UK, and so on is seeing the government you didn't elect raise your taxes.

Page 40**SECTION 2:
FILL IN THE BLANKS**

You will hear a recording. Write the missing words in each blank.

A

Almost everyone has heard of the London Stock Exchange, but relatively few know anything about the London Metal and Commodity Exchanges – yet these markets have a greater influence on world economies because they set global prices for some of the essential raw materials for industry and food manufacture.

The LME provides three basic services to the world's non-ferrous metal trade. First, it is a market where large or small quantities of metal of a guaranteed minimum standard can be bought and sold on specific trading days. Second, it acts as a barometer of world metal prices. And third, it is a "hedging" medium: that is, it can help traders get some protection from price fluctuations that occur for economic, political or financial reasons.

B

It isn't necessary to have a specialized knowledge of, say, the intricacies of counterpoint, or even to be able to read music to understand it. Usually, getting the point of a piece of music, its emotional and dramatic impact, is immediate or simply requires you to become more familiar with it. Of course, prolonged study of music and its composition, as in any other field, will increase your understanding, but not necessarily your enjoyment. Now, I realize that it can require a good deal of willingness on our part to risk new sensations, and there is a lot of music that will seem unfamiliar and alien to you on a first hearing.

C

Before farming was introduced into Scotland, people lived by hunting, fishing, and gathering wild foodstuffs. This way of life meant that they usually didn't settle

permanently in one place, but were to an extent nomadic, moving about in search of a livelihood, perhaps returning to the same places at certain times of the year. It is believed that the islands of Orkney were known to these people, but, so far, only a few flint tools have been found to verify this. This is because coastal erosion has destroyed many ancient sites and these may have contained relics of some of these earliest pioneering colonists.

Page 41

SECTION 2: HIGHLIGHT CORRECT SUMMARY

You will hear a recording. Choose the paragraph that best relates to the recording.

A

A cliché, as you know, is an overused and worn out phrase – and ... um ... these are to be avoided like the plague in your essays. Indeed, someone once said, I quote, “there is no greater danger to either education or thinking than the popular phrase”. Let me digress a little further; originally a cliché was a printer’s term, back in the days when letters were set one by one, for a ready-made block of type of frequently used phrases, usually in the newspaper business. So ... there you are ... um ... clichés were also known as stereotypes.

Now, if you think of graphic design as a language with its own vocabulary, grammar, and so on, it too must have its clichés. Obvious examples would be, um, the twin Greek masks of comedy and tragedy that symbolize the theater and, more popularly known, the heart as a symbol of love, especially on Valentine cards, and so on. Far from being a terrible fault – as it would be in literature – the visual cliché is essential in the world of graphic communication. This is certainly true when it comes to advertising and propaganda. The visual cliché can give immediate life to an idea and a clear meaning to what could be a mere abstraction.

B

All whales, dolphins, and porpoises are social animals, although the degree of sociability varies greatly from one species to another.

Differences of behavior have not evolved by chance. Living in close proximity to other animals has certain costs and benefits, so we can expect the group size adopted by a species to be the most suitable for its environment and lifestyle. River dolphins, for example, have a fairly simple social system, forming small groups of just a few animals – rarely more than ten. On the other hand, many of the oceanic dolphins may roam the seas in groups of thousands. Also, there can be differences within species: for example, with sperm whales, females and juveniles form groups while adult males are solitary.

Some of the reasons for living in groups include greater efficiency in searching for and catching food, benefits for mating, learning, defence, and sensory integration. Now, sensory integration is the means by which each animal contributes to the information gained by the group as a whole, and this plays an important part in defence and in the search for food. For example, if one animal discovers a shoal of fish or a hungry shark, it can immediately pass on this information to the others in the group so that all may benefit. A single animal or small group may remain unaware of the food or predator, and so miss a meal or suffer an attack.

Page 44

SECTION 2: MULTIPLE-CHOICE, CHOOSE SINGLE ANSWER

Listen to the recording and answer the multiple-choice question by selecting the correct response. Only one response is correct.

A

I suppose the reason I got into geology was, well, as a kid I was fascinated by fossils – the fact that they went back countless years, long before there were any people on the planet. That was exciting and, um, they were beautiful too. And one thing led to another. What fascinates me ... let me give you an example: suppose we dredge up from the sea floor some silt washed down by a river and, um, suppose that for political or other reasons we can’t enter the country through which that river runs. Well, by

careful study of the particles of that silt, we can form a pretty accurate picture of the nature of that country. Not just the rocks, I mean, but the vegetation and animal life of the area. I sometimes think what we do is a bit like, um, Sherlock Holmes. You know, he takes a look at a man’s shoes and can tell you which field in which county in England he’s been in, and when. That sort of detective aspect of the work is always interesting and exciting. OK, we do spend time in the lab and at the computer, but we do get out and about, and go to interesting places for fieldwork.

B

What troubles me when I’m asked the question, “Can creative writing be taught?” – usually asked in a skeptical tone of voice – is not that I can’t find an answer, but trying to figure out why I’m being asked. What do they want me to say? “No, of course it can’t. I just like taking people for a ride. I’m a con artist.”

Obviously, you can’t teach someone to have a talent for storytelling, or a love of language, or how to write extremely well, but there are important lessons to be gotten across that will improve their writing and, at the very least, make it publishable.

For me, the best starting point is the habit of close reading, really close, and responding to the language. Forget about grand themes and ethical content, whatever, for the moment and ask if the author writes badly or well. So, writing can be taught through reading, through literature. Then I’d say, when it comes to your own writing, that you need to learn how to edit: to know when to say, “You don’t need that word or that sentence. And that whole paragraph can go.” It’s one of the most important lessons a writing class can teach. As for producing a Tolstoy or a Dickens ... well, people like that tend to get there by their own route.

C

It is not often I get the chance to talk about the psychology of pop music, or rather the lyrics and the effect they have on young people. I must say at the outset that I’m not at all sure about the findings of a recent survey I’ve been studying, conducted over a period of 30

years. In short, it claims that late adolescents and college students are more narcissistic than ever before. This might well be true, and it might also be true that pop lyrics are becoming more self-absorbed, negative and violent. But this might reflect the psychology of the writers and performers more than their listeners. Also, as the writers of the study are alarmed to discover, this radical increase in narcissism comes with higher levels of loneliness and depression which, if you think about it for a second, is hardly surprising. Furthermore, they have detected a link with heightened anger and problems maintaining relationships. Now, a couple of points: first, adolescents are pretty much self-absorbed anyway, but it's rarely pathological; also, you can read almost anything you want into song lyrics from any era. Again, people nowadays find it easier to express themselves emotionally than their counterparts did 30 years ago. Last, the survey suggests a complete personality change over the period covered, yet I doubt that personality traits can change so much from one generation to another or, for that matter, from one culture to another.

Page 45

SECTION 2: SELECT MISSING WORD

You will hear a recording about the brain. *At the end of the recording, the last word or group of words has been replaced by a beep. Select the correct option to complete the recording.*

A

We learn most about ourselves and the way we function, both physically and mentally, when things go wrong. For a long time it was thought that the brain acted as a whole in governing the body's functions. Then, in 1861, Paul Broca, a French anatomist and anthropologist, discovered that different parts of the brain perform different functions. After carrying out a postmortem examination on a patient who had had a severe speech impediment, he discovered, as he had expected, damage to a section of the left frontal lobe of the brain. The left side of the brain governs language ability. The patient's problem had been that he

could only utter one syllable, though he fully [BEEP]

You will hear a recording about money.

At the end of the recording, the last word or group of words has been replaced by a beep. Select the correct option to complete the recording.

B

The Chinese were, as far as we know, the inventors of paper money and, because it was so easy to move around compared with coins, it was named "flying money". They were also the first to experience an economic problem which has become all too familiar: by the 12th century, there was enough money in circulation to cause serious inflation.

In Europe, it wasn't until about 1400 that bankers in Spain and Italy began to honor "bills of exchange", which were a kind of private paper money not in general use. They were documents used by those involved in a business transaction in which payment was made through a third party to avoid the cost of foreign exchange. However, it is the Swedes who are generally credited with producing the first proper European bank [BEEP]

Page 46

SECTION 2: HIGHLIGHT INCORRECT WORDS

You will hear a recording. Below is a transcription of the recording. Some words in the transcription differ from what the speaker(s) said. As you listen, circle the words that are different.

A

When the European Economic Community was established in 1957, its aim was, in broad terms, to move towards closer political and economic co-operation. Today, the much larger European Union has a far-reaching influence on many aspects of our lives, from the conditions we work under, to the safety standards we must adhere to, and the environment in which we live.

In order to achieve the free flow of goods and services, workers and capital between the member countries, they needed to establish

mutual policies in areas as diverse as agriculture, transport, and working conditions. When they had agreed on these policies, they became law. Now, though, the EU is concerned with a far wider range of issues.

B

Stem cells are the body's master cells, the raw material from which we are built. Unlike normal body cells, they can reproduce an indefinite number of times and, when manipulated in the right way, can turn themselves into any type of cell in the body. The most versatile stem cells are those found in the embryo at just a few days old. This ball of a few dozen stem cells eventually goes on to form everything that makes up a person.

In 1998, James Thompson announced that he had isolated human embryonic stem cells in the laboratory. At last, these powerful cells were within the grasp of scientists to experiment with, understand, and develop into fixes for the things that go wrong.

SECTION 2: WRITE FROM DICTATION

You will hear some sentences. Write each sentence exactly as you hear it. Write as much of each sentence as you can. You will hear each sentence only once.

1 Hundreds of scientific papers have been published on global warming.

2 Political power only disappears when this stage has been completed.

3 Social networks are changing the way we communicate.

4 The cotton industry purchased all its raw cotton from abroad.

Page 47

FURTHER PRACTICE AND GUIDANCE: PART 3, SECTION 2: HIGHLIGHT INCORRECT WORDS

Listen to the recordings while reading the transcriptions. Circle the words in the transcription that do not match the recording.

1 One way to think about voltage is to imagine it as the pressure that pushes charges along a conductor.

2 The electrical resistance of a conductor would then be a measure

of the difficulty of pushing those charges along.

3 Now, if we use an analogy of water flowing in a pipe, a long narrow pipe resists flow more than a short fat one does – a long narrow one has more resistance.

4 Currents work in the same way: long thin wires have more resistance than do short thick wires.

5 Conversely, short fat wires have less resistance.

TEST 2

Page 48

SECTION 2: REPEAT SENTENCE

You will hear some sentences. Please repeat each sentence exactly as you hear it. You will hear each sentence only once.

1 The Arts Magazine is looking for a new Assistant Editor.

2 The lecture will deal with the influence of technology on music.

3 Make sure you correctly cite all your sources.

4 There are hundreds of clubs and societies to choose from.

5 Does the college refectory offer vegetarian dishes on a daily basis?

6 All essays and seminar papers submitted must be emailed to your tutor.

7 He was not the only one to call for legal reform in the 16th century.

8 The Drama Society is now auditioning for parts in the student play.

9 There is a position available for a Junior Lecturer in Media Studies.

10 There will be a significant rise in tuition fees starting next year.

Page 49

FURTHER PRACTICE AND GUIDANCE: PART 1, SECTION 2: REPEAT SENTENCE

A

You will hear eight sentences. First, cover all the answer options below with a piece of paper. Then, after hearing each sentence, uncover the two answer options and circle the sentence you heard.

1 Of course, you can also choose to have your grades e-mailed to you.

2 Does the professor keep regular office hours?

3 I'll check again, but I'm pretty sure we're supposed to read Chapter Two.

4 I think the university's main campus is close.

5 If your parents come to visit you this semester, where will they stay?

6 When I was in school, I had many of the same problems you do now.

7 I thought the mid-term exam was worth only half our course grade.

8 Many of the most popular courses are available online.

Page 54

SECTION 2: RE-TELL LECTURE

You will hear a lecture. After listening to the lecture, please retell what you have just heard from the lecture in your own words. You will have 40 seconds to give your response.

A

Alexis de Tocqueville, as we have noted, appears to have had some appeal to both ends of the political spectrum – left and right – or rather, both have found him to be useful for their purposes in certain circumstances. His rational acceptance of the new forces of democracy brought about by the American and French revolutions made him an icon of left-wing liberals. However, during the Cold War – that is, from the end of World War II until the collapse of communism – he was adopted by some leading thinkers on the right. So, there are two sides to his political philosophy, and the man himself, that we need to look at.

Now, I would suggest that de Tocqueville's biography is important here. You must always bear in mind when reading him that he was an aristocrat, and one whose family had suffered in the French Revolution. He wasn't your typical aristocrat because his politics differed from others of his family and social rank. He abandoned the Catholic church and married beneath his class. Yet he never quite threw off the prejudices of

that class. However, and what is important, he did recognize and believe that the tendency of history, which in those days could be traced back to the Middle Ages, was towards the leveling of social ranks, and more equal and democratic conditions. The French Revolution had in the end brought Napoleon, whom he hated, but democracy would inevitably come to France. His trip to America was to see democracy in practice, make note of its shortcomings and errors, and then find safeguards against them.

B

What I want to look at today is the question of how much technology – if, um, a pen can indeed be called technology ... perhaps I should say the instrument of writing – affects a writer's style and level of production. I also want to consider other factors that may have an effect on prose style, such as personality, educational background, and so on. Now, production levels aren't so hard to measure in relation to the writing instrument used. The quill pen, for instance, would need continual re-filling and re-sharpening, which led to a leisurely, balanced style of prose full of simple sentences. Writing took a lot longer than now and the great novelists of the 18th century – Fielding, Smollett, Richardson – had a relatively small output, though some of their books ran to enormous length.

By the middle of the 19th century, the fountain pen had been invented. It didn't need such constant re-filling, which can account for the more flowing, discursive style of, say, Dickens and Thackeray, as well as their tremendous output. Then came the typewriter, whose purpose, once you got the hang of it, was to speed up the writing process and was therefore much favored by journalists. This, it seems to me, gave rise to a short-winded style characterized by short sentences. A short prose style, if you like. Dictating machines and tape recorders led, as one novelist complained, to writers becoming too conversational, rambling and long-winded. Henry James, although he didn't use these machines, dictated his later novels and, well, some might agree with this accusation. Well, it looks as though we're going to have to leave word processors,

computers and, of course, the way film and its narrative techniques have affected writing style for another day.

C

It is almost impossible these days not to include photography in a course on the history of art. I disagree with people such as Walter Benjamin who suggest that technology and art don't go well together. Photography, with its realism, its accurate representation of the thing in front of you, initially deprived many artists of their subject matter, forcing them to look in new ways – no bad thing. True, mass produced images of, say, the Mona Lisa, obviously can't provide the same experience as seeing the real painting. On the other hand, there are photographs which, to my mind, are far more thought-provoking and have greater emotional impact than a painting of the same subject could.

Some people say that the traditional idea of an artist with a trained hand and eye is old-fashioned. They no longer believe that an artist needs specialist knowledge, but rather that he or she can simply point a camera at a scene and record it. However, on the one hand, that ignores the creative skill involved in producing photographs. On the other hand, it also ignores the fact that even in the past, painters used various technological aids. For example, the Dutch painter, Vermeer, used a *camera obscura* to help him create his images. We'll go into that later, but for now, I want to look at the documentary and cultural value of photography.

SECTION 2: ANSWER SHORT QUESTION

You will hear some questions. Please give a simple and short answer to each one. Often just one or a few words is enough.

- 1 What emergency service is usually called when someone is in trouble at sea: ambulance or coastguard?
- 2 Name a month that falls between April and June.
- 3 What word describes moving a program or other material from a website to your computer?
- 4 What do we call a picture that a doctor takes to see inside your body?

5 What crime has someone stealing items from a shop committed: shopfitting or shoplifting?

6 If someone is feeling a little ill, they may say they are feeling "under the ..." what?

7 Who is the person in charge of a football match?

8 What do we call the last game in a sporting competition, which decides the champion?

9 What is the general term for paintings of the countryside or natural views?

10 Which of these would probably be found in an office: a printer, a blanket, or a nail brush?

Page 55

FURTHER PRACTICE AND GUIDANCE: PART 1, SECTION 2: ANSWER SHORT QUESTION

First read the answer options below. Then listen to ten questions. Write each question number (1–10) next to the correct answer. You will not use all of the answer options.

1 Where would you be most likely to find a whale: in a tropical forest, in the ocean or at the top of a volcano?

2 If someone found that their coat had a stain on it, where would they probably take it?

3 What are the things that hens lay called?

4 The people whose job it is to uphold the law and protect the public from criminals are called ...

5 On what geographical feature would someone be living if their country was surrounded by water on all sides?

6 What general part of the day is known as dawn?

7 What are the people who work the land, plant crops, and raise animals for food commonly known as?

8 If a button has come off a shirt, what would someone most likely use to put it back on?

9 What appliance do people use to keep their food cool and prevent it from spoiling?

10 To cross over from one side of a wide river to the other, without using a boat, what is usually required?

PART 3: LISTENING

Page 74

SECTION 1: SUMMARIZE SPOKEN TEXT

You will hear a short lecture. Write a summary for a fellow student who was not present at the lecture. You should write 50–70 words.

You will have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points presented in the lecture.

A

Interviewer: Now, professor, recently you wrote a letter to a leading national newspaper complaining about falling standards in both written and spoken language among students, even graduates, and saying that you deplore the way English is being debased by change and dumbing down ...

Interviewee: Yes, I said that standards are falling and that very few graduates these days can write a comprehensible essay ... their grammar and syntax is all over the place ... um ... and I do have certain regrets over the way some words have now become unusable in their full meaning because they've been sloppily misused by those who should know better, such as journalists. So, because they use, say, "enormity" to mean something very big instead of something very wicked, I can no longer use the word in its correct sense without being misunderstood. And there are hundreds of other cases like this. But, of course, language changes, and meanings shift and change emphasis, and it's as useless to complain about that as it is to moan about the weather. The point I was making was that, at the earliest possible level, children should be made familiar with the basics of grammar and syntax, how to put sentences together, and so on. But I'm not suggesting going back to the days when, as I did, you had to analyze sentences in minute detail as if you were doing Latin. Though, of course, there is something to be said for having that kind of detailed understanding of the language.

B

Perhaps the first example of what could be called a newspaper was the *Acta Diurna* – roughly, “Daily News” – that Julius Caesar introduced in 59 BC. This was a handwritten news-sheet posted daily in the Forum at Rome and in other common meeting places around the city. Of course, a lot of the news would be out of date in the sense that, for example, it took a long time for reports of a victory in a distant country to get back to Rome. Nonetheless, a lot of the items included are similar to those found in more modern newspapers: news of battles, as already mentioned, as well as political and military appointments, political events, and even a social diary recording marriages, births, and deaths. One mustn’t forget sport – if that is what you’d call it. Just like modern fans of football, sports-minded Romans could keep up with the latest results of the gladiator contests. People who lived in the provinces and wanted to be kept up to date would send scribes to Rome to copy the news and have them send it back by letter. Many of these scribes could make extra money by providing the news to more than one client. Quite a few of them were slaves and would go on to use the extra money earned to buy their freedom.

C

As you have probably noticed, fashions and tastes change quite noticeably over the years, most obviously perhaps in clothes, hairstyles and popular music. The reputations of writers and artists are no different, though the alternating periods of being in and then out of fashion are longer. A poet may no longer appeal to a large reading public for a number of reasons, though we must keep in mind that poetry is a minority taste and its readership is relatively small in the first place.

So, um, I want to look at the reputation of Alexander Pope. In his own lifetime, he was praised and idolized by both his friends and the literary world in general, though he did have some rather vicious enemies. Yet both friends and enemies seemed more concerned with either praising or attacking his character and morals than with properly assessing the poems themselves. The Romantics,

of course, had little time for him. Indeed, the Romantic movement, in poetry at least, was an attempt to make a complete break with the strict formality and rationality of the Augustan poets, of whom Pope was the most notable example. They did not regard him as a real poet and complained of his ignorance of nature in the sense of mountains, trees, and flowers.

The Victorians were even less responsive to Pope and this was probably the period when his reputation was at its lowest. In fact, it wasn’t until the 1920s that Pope and the Augustan poets were re-evaluated, and given the attention and respect they deserved.

Page 75**SECTION 2:
MULTIPLE-CHOICE, CHOOSE
MULTIPLE ANSWERS**

Listen to the recording and answer the question by selecting all the correct responses. You will need to select more than one response.

A

It now seems likely that the earliest printing presses were, in fact, simply the common screw presses used for crushing oil seeds and herbs, or even for doing more domestic chores such as pressing fabrics, adapted for printing. Other large wooden presses, such as those used for crushing the juice from olives and grapes – known as beam presses – had been around for centuries, but proved to be unsuitable for printing due to their size and their necessarily heavy pressure.

Most presses of this type work on the simple principle of direct vertical pressure, controlled by a central screw at the lower end of which was attached a flat board – what later became known as a platen. We know that many of these earliest printing presses were still in regular use in the 17th century, and the basic design remained almost unchanged until the 19th century, when they were replaced with iron presses.

B

Technological change has had a profound effect on the way music is made and how it sounds, as well as on the way we listen to it. New technologies – and I mean

this in the broadest sense, not just electronic devices – can alter the sound of music and, in the case of electronic recording systems, affect the economics and distribution of music. For example, the innovation of the valve trumpet in the 19th century changed the sound of the orchestra. Now everyone has easy access to a wide variety of music, but it is arguable whether this has increased our understanding of it. Before radio and recorded music, those who could afford it would have pianos or pianolas – mechanical pianos that played a roll of sheet music – so the basic ability to read notes off a page was more widespread. However, these days, regardless of whether or not we are musical experts, there is no doubt that music enhances life, and with the Internet, sites to download music from, file-sharing, and so on, we have access to more music than ever before – and a lot of it for free.

C

You may not know much, if anything, about Jean-Jacques Rousseau, but you have probably heard the well-known quote: “Man is born free, and everywhere he is in chains.” In his early work, Rousseau argued that mankind was happiest and at its best in a “state of nature” – that is, before the creation of society and civilization. He saw society as artificial and corrupt, and that good people were corrupted by it. *The Social Contract* is perhaps the most enduring and well-known of his books, covering pretty well every aspect of Man in society. However, in this book, his attitude to the condition of Man in a state of nature changes. In such conditions, man is brutish and competitive by nature, and there is no law or morality. Therefore, because it is easier to survive by joining forces with others, people form societies to better fight anything that might endanger their situation. Rousseau’s political philosophy has had a profound influence on later thinkers, even though, or perhaps especially because, it is open to many interpretations. But political philosophy is not everybody’s cup of tea. In his own time, Rousseau was a bestseller, with novels such as *The New Heloise* and, especially, *Emile*, though even the latter is not free of his constant desire to improve society. It illustrates his ideas

about the best form of education, which involves educating a child's emotions before their reason. This too had a profound influence on educational theorists.

Page 78

SECTION 2: FILL IN THE BLANKS

You will hear a recording. Write the missing words in each blank.

A

Paper was first manufactured in Europe by the Spanish in the 12th century, although it had been imported since the 10th century. Around the year 1276, a mill was established at Fabriano in Italy. The town became a major center for paper making, and throughout the 14th century provided most of Europe with fine quality paper – which it has continued to produce ever since. By the 15th century, paper was also being manufactured in Germany and France, and it was not long before both countries became almost completely independent of material bought from overseas. With the increasing availability of paper in Europe, the production of identical printed pictures became almost inevitable.

B

The spinal cord – the link between the brain and the body – is a band of nervous tissue about the thickness of your little finger that runs through the backbone. Nerve cells called motor neurons convey electric impulses that travel from the brain to the spinal cord, branching off at the appropriate point and passing to the various parts of the body. Similarly, sensory neurons transmit messages from organs and tissues via the spinal cord to the brain. But the spinal cord also functions without the brain having to intervene; it alone controls those actions called spinal reflexes that need to be carried out very fast in response to danger.

C

The growth of the modern state brought with it the development of mass political parties and the emergence of professional politicians. A man whose occupation is the struggle for political power may go about it in two ways. First, a person who relies

on their political activities to supply their main source of income is said to *live off politics*, while a person who engages in full-time political activities, but who doesn't receive an income from it, is said to *live for politics*. Now, a political system in which recruitment to positions of power is filled by those who *live for politics* is necessarily drawn from a property-owning elite, who are not usually entrepreneurs. However, this is not to imply that such politicians will necessarily pursue policies which are wholly biased towards the interests of the class they originate from.

Page 79

SECTION 2: HIGHLIGHT CORRECT SUMMARY

You will hear a recording. Choose the paragraph that best relates to the recording.

A

In his great novel *Remembrance of Things Past* or *In Search of Lost Time*, Marcel Proust explored what are called "involuntary memories" – those that come to us quite suddenly without conscious effort, usually triggered by one of the senses. The fact that his book has two titles in English might suggest there is some doubt as to how our minds go about remembering things. In perhaps the most well-known such episode in the novel, the character Marcel is reminded of his childhood by the aroma produced when dunking a cake in a cup of tea. This is not far away from the belief that as we get older we can remember quite clearly incidents from years ago, but find it hard to remember what we did last week. Proust's insight into memory is certainly true of one way the mind works. But why and how do we remember what we do?

Experts believe that we store memories in three ways. First, there is the sensory stage which is to do with perception and lasts only a fraction of a second, taking in sight, sound, touch, and so on. These first perceptions and sensations are then stored in the short-term memory, which is the second stage. Finally, important information or information that has been reinforced by, for example, repetition, is then

filtered into the long-term memory. Naturally, we tend to more easily absorb material on things we already know something about, as this has more meaning for us and can create a web of connections with related material that is already stored in the long-term memory.

B

I want to look now at the three main approaches historians have taken towards the English Revolution or Civil War. There is a fourth point of view, taken up by most schoolchildren when they first meet the subject, but it can hardly be called historical. On the one hand, schoolchildren tend to have a romantic image of the Cavaliers, who were supporters of the monarchy, as aristocratic, charming, flashily dressed, and up for a bit of fun. On the other hand, they tend to regard the Roundheads or Puritans, who were followers of Oliver Cromwell, as miserable, working-class, dressed in black, and insisting on a life without luxuries. It isn't difficult then to take sides.

The first approach, which prevailed up until the middle of the 20th century, was that the Revolution was part of the age-old battle between parliament and the monarchy, with parliament representing the traditional rights of Englishmen against the attempt by the Royal Family to increase its power and dictate law. In reaction to this, the second approach saw it as a working-class revolution and an important stage in the development of capitalism. In other words, they saw it as a class war, and a forerunner of the French Revolution and those that came after. Historians who supported the third approach saw that things weren't as clear cut as the others thought. Instead of seeing the Revolution as the result of long-term trends in the country's history, and therefore almost unavoidable, they focused on the details of the period immediately leading up to its outbreak and allowed for its unpredictability. The two sides, also, weren't so clear cut, with some aristocrats supporting parliament and some members of the working class fighting on the side of the monarchy.

Page 80

SECTION 2: MULTIPLE-CHOICE, CHOOSE SINGLE ANSWER

Listen to the recording and answer the multiple-choice question by selecting the correct response. Only one response is correct.

A

How would you define "reasonable" as it is used in law? For example, you are allowed to use "reasonable force" when defending yourself. It seems to depend on how serious the situation was, whether it was possible to resolve it by peaceful means, whether you were ready to try those means and, finally, the relative strengths of those involved. Now, most men know, and they've probably grasped this from their earliest years in the school playground, that, when it comes to blows, fights don't stop until one of you is in no shape to do any damage to the other. The criteria mentioned seem a bit fuzzy to me. How can you convince a jury you were ready to try and talk your way out of it when the other person would have none of it and, besides, he was quick to land the first punch? Also you can strike the first blow and still plead self-defence. Of course, you again have the problem of convincing people that the threat was so great that you had no alternative, apart from getting beaten up yourself. Reacting calmly and rationally to a perceived threat is not easy to do.

B

Randall Jarrell, the great American critic and poet, once defined the novel as, "an extended piece of prose fiction with something wrong with it". Now, nothing is perfect and you don't have to look very hard to find something wrong – or perhaps just something you don't like – about any work of fiction you care to name. Where, we might ask, does the editor come into this? And is it beneficial to an author to have an editor who is also a novelist? You would think that being a writer themselves, familiar with the process of writing a novel and its demands, they would be able to get inside the head of the author, and be sympathetic and understanding of what needs to be done. This is

not an unreasonable assumption to make. However, is it not possible that there is an opposite side to this? Editors might, from their experience as writers, possibly unconsciously, try to make over the submitted novel as they themselves would have written it. The ideal, one supposes, is for the editor to see the book through the author's eyes, but if they apply their own creative talent to the job they might end up seeing it too much through their own eyes and, in this way, take no account of the author's original intentions.

C

It is claimed, by neuroscientists among others, that speaking two or more languages increases cognitive abilities and in some way re-wires the brain, as it were, in a way that positively affects how the brain works. And it's true that we tend to think of people who can speak two or more languages as being bright. Learning a language is, anyway, good mental exercise, not to mention its benefits in introducing you to other peoples and cultures. This is why all school curricula should include at least one compulsory language. Anyone who knows two languages will find that, in certain circumstances, they compete for position, the vocabulary of one getting in the way of the other. Often bi- or multilingual people find one language more suitable for expressing certain kinds of thoughts or feelings.

There is another view on being bilingual, not from a neuroscientist, but from someone whose business involves words and language. Brought up in a bilingual home, speaking Greek and French, and also fluent in English, she is old enough to remember when her native language, Greek, was also in effect two languages. There was the formal, correct form, *katharevousa*, which was taught and spoken in schools, written in newspapers and books, and so on, and the everyday *demotic* language you used with your friends. As for her view on bilingualism, she says that you end up with a split personality.

Page 81

SECTION 2: SELECT MISSING WORD

You will hear a recording about photography. At the end of the recording the last word or group of words has been replaced by a beep. Select the correct option to complete the recording.

A

These days nearly everyone with a mobile phone is able to take photographs or even make a video, but originally cameras were so large and heavy that photography's appeal as a pastime was limited to a few enthusiasts. Also, the time needed for the exposure meant that your subjects, if you were photographing people, had to remain still for what must have seemed like a very long time. Movement would come out as a blur in the picture or, if someone walked across the view of the lens, would not register at all, which is why early photographs of city streets appear deserted. In other words, all pictures had to be posed. However, as early as the 1880s, manufacturers in both Europe and America began producing miniature models, some of them small enough to be hidden in people's clothing. Cameras came in all shapes and sizes. Handbags, walking stick handles and tie-pins were among the oddest and were collectively known as "detective cameras". This was not because they were used in police work, but because the user could move about without attracting attention [BEEP] You will hear a recording about career aspirations.

At the end of the recording, the last word or group of words has been replaced by a beep. Select the correct option to complete the recording.

B

Most, if not all, young men and women have dreams of the future which include themselves, their families, and possibly their country. At one time or another, they evaluate and criticize their own society, and think of the changes they would like to make. For most people, however, the biggest contribution they can make to their society's development and change is through the careers they will follow, rather than through direct political action. For the lucky few, their careers will be interesting as well as allowing them to make a measurable contribution to the

growth of their country. This is why it is important to know something about the career aspirations of young people and the reasons for their interest in these ideal careers. At the same time, it is equally important to consider whether their aspirations are [BEEP]

Page 82

FURTHER PRACTICE AND GUIDANCE: PART 3, SECTION 2: SELECT MISSING WORD

You will listen to five speakers saying a sentence. For each speaker, choose the option that best completes their sentence.

A The museum of natural history offers tours every day. The tours are free and last [BEEP]

B Between 1972 and 1974, unusual weather patterns led to crop failures in many [BEEP]

C When you make a presentation, be sure to keep it short, and to take questions and comments [BEEP]

D Some members of the board have expressed concern about how much the new center will cost to build, but I'm confident we'll be able to borrow the funds [BEEP]

E Some students say that while courses offered on the Internet may be convenient, the lack of community associated with traditional classroom settings makes them [BEEP]

Page 84

SECTION 2: HIGHLIGHT INCORRECT WORDS

You will hear a recording. Below is a transcription of the recording. Some words in the transcription differ from what the speaker(s) said. As you listen, circle the words that are different.

A

In the 19th century, few people could afford to travel abroad; it was expensive and there weren't the mass transport systems that we have today. So curiosity about foreign lands had to be satisfied through books and drawings. With the advent of photography, a whole new dimension of "reality" became available. Publishers were not slow to realize that here was a large new market of people hungry for

travel photography and they soon had photographers out shooting the best known European cities, as well as more exotic places further away. People bought the pictures by the millions, and magic lantern shows were presented in schools and lecture halls. Most popular of all, however, was the stereoscopic picture which presented three-dimensional views and was considered a marvel of Victorian technology.

B

Classified advertisements placed by individuals in newspapers and magazines are not covered by the Advertising Standards Authority's "code of practice". If you happen to buy goods that have been wrongly described in such an advertisement, and have lost money as a result, the only thing you can do is bring a case against the person who placed the advertisement for misrepresentation or for breach of contract. In this case, you would use the small claims procedure, which is a relatively cheap way to sue for the recovery of a debt. If you want to pursue a claim, you should take into account whether the person you are suing will be able to pay damages, should any be awarded. Dishonest traders are aware of this and often pose as private sellers to exploit the legal loopholes that exist: that is, they may claim they are not in a position to pay damages.

SECTION 2: WRITE FROM DICTATION

You will hear some sentences. Write each sentence exactly as you hear it. Write as much of each sentence as you can. You will hear each sentence only once.

1 Like humans, owls can see in three dimensions.

2 Modern art now does better than stocks as an investment.

3 Commercial necessity was the reason given for the decision.

4 Grants are available to those in financial difficulty.

Page 85

FURTHER PRACTICE AND GUIDANCE: PART 3, SECTION 2: WRITE FROM DICTATION

Each sentence below has some words missing. You will hear the

complete sentences. Listen and write the missing words.

1 The course is intended primarily for non-science majors.

2 Many of the world's lakes are remnants of ancient glaciers.

3 Repetitive stress injuries account for nearly two-thirds of all workplace illnesses.

4 Evidence suggests that the human brain changes shape in response to the way it is used.

TEST 3

Page 86

SECTION 2: REPEAT SENTENCE

You will hear some sentences. Please repeat each sentence exactly as you hear it. You will hear each sentence only once.

1 You will be informed of the results by e-mail.

2 Please have copies of your seminar papers in the library a week in advance.

3 Most students are not eligible to claim housing benefit.

4 If you want to quit the student union, tell the registrar.

5 Does the university have an ice-hockey team?

6 Without doubt, his primary motive was economic.

7 The modern approach to the problem is to stress the symbolic side of human nature.

8 Many privately-owned firms have been eaten up by larger corporations.

9 I'm afraid Professor Jones doesn't suffer fools gladly.

10 Most of these criticisms can be shown to be false.

Page 87

FURTHER PRACTICE AND GUIDANCE: PART 1, SECTION 2:

The sentences that follow are from Text D on page 86. Listen to the sentences being read aloud. As you listen, underline the words that the speaker stresses.

1 The starting point of Bergson's

theory is the experience of time and motion.

2 Time is the reality we experience most directly, but this doesn't mean that we can capture this experience mentally.

3 The past is gone and the future is yet to come.

4 The only reality is the present, which is real to us through our experience of it.

Page 91

SECTION 2: RE-TELL LECTURE

You will hear a lecture. After listening to the lecture, please retell what you have just heard from the lecture in your own words. You will have 40 seconds to give your response.

A

We appear to take it as a rule, or as a law of nature, that each species is adapted to the climate of its own home. For example, species from the Arctic, or even a temperate region, could not survive in a tropical climate, nor could a tropical species last long if it found itself at the South Pole. But it is true to say there's too much emphasis placed on the degree of adaptation of species to the climates where they live.

We assume that this adaptation – if all species are descended from a single form – must have taken place over millions of years, yet a large number of plants and animals brought from different countries remain perfectly healthy in their new home. Also, there are several examples of animal species that have extended their range, within historical times, from warmer to cooler latitudes and the other way round. Rats and mice provide good examples: they have been transported by man to many parts of the world and now have a far wider range than any other rodent, and they can be found living in the cold climate of the Faroe Islands to the north through the tropical zones to the Falklands in the south.

It is possible to see adaptation to any climate as a quality that is part of an inborn flexibility of the physical and mental constitution of most animals. Therefore, the ability to survive in the most

different climates by both man and his domestic animals, and the fact that elephants once existed in an ice age while living species live in tropical areas, should not be seen as deviations from the rule, but as examples of this flexibility being brought into action under particular circumstances.

B

Today, I want to look at some research that has been done into what motivates people and, um, particularly on what is called the 'mind set' – or more simply the mental attitude – that highly-motivated people have. And, of course, the attitude of those who aren't so motivated, or who lose their motivation. Now, it's obvious that motivation is crucial to performance, but that doesn't tell us where it comes from. Why is it that some people work hard and do well while others can work just as hard and don't, why some are committed to what they are doing and others aren't? Finding answers to this question would be extremely useful to educators, as well as in other areas of life. Businesses, for example, have long believed that financial incentives – bonuses, perks, pay rises – are the great motivators, and to an extent they can make a difference, but what we are calling the mind set is more important.

What has made it difficult to find out what the causes of motivation are, is that motivation and the capacity for hard work can be mistaken for talent – thinking it's a gift. Either you've got it or you haven't. People who believe this have a fixed mind set and are not only going to perform less well than they could, but it's also an attitude that will affect their whole outlook on life.

Some say that if talent is something people are born with and you're unlucky enough not to have any, then there's not much point in putting in all that extra effort for no real reward. However, research has shown that, if you put in the hours, practice brings the same level of achievement as talent. It's a question of changing this fixed attitude and adopting a growth attitude, which includes seeing mistakes and failures as opportunities to improve.

C

I suppose that it has always been the case for the majority of us that the first test of a work of art or literature or music is how much pleasure it gives us, and we don't want to bother with analysing why or how it has had such an emotional impact on us. It's always good to know what your pleasures are in the positive sense – and not as easy as some people think – as opposed to only really knowing what you don't like and complaining about it, though presumably there's some kind of pleasure to be had from that too. But now that you've chosen to take a course on the novel, I'm afraid that evaluating literature on the basis of how you feel about a book won't count as an intelligent critical response to the work being studied.

It is, however, useful to remind yourselves from time to time that we all fall for trash every now and again. For instance, you might actually enjoy listening to a catchy pop song, but you'd find it hard to explain in critical terms that it is good, or better than something else, just because it is enjoyable. So, you're here to sharpen up your critical knives, as it were, among other things of course.

Page 92

SECTION 2: ANSWER SHORT QUESTION

You will hear some questions. Please give a simple and short answer to each one. Often just one or a few words is enough.

1 What is a painting of a person's head usually called?

2 Where would you find an urban area: in a city or in the countryside?

3 What do we call it when the Moon completely blocks out the light from the Sun?

4 What point of the compass is directly opposite East?

5 Where do you pay for your purchases at a supermarket?

6 What do you call an apartment that is below ground level: a basement apartment or a penthouse apartment?

7 What feature do pianos and computers have in common?

8 If you are feeling fed up, is it a positive or a negative feeling?

9 What do we call a period of ten years?

10 A specialist who repairs leaking water pipes is called a

PART 3: LISTENING

Page 106

SECTION 1: SUMMARIZE SPOKEN TEXT

You will hear a short lecture. Write a summary for a fellow student who was not present at the lecture. You should write 50–70 words.

You will have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points presented in the lecture.

A

Interviewer: Professor, could you say a bit more about this psycho-geography you mentioned earlier?

Interviewee: Well, I could give you a short history of the subject, though, um, it's not a subject in the academic sense as far as I'm aware – or at least not at the college where I teach.

Interviewer: But what is it exactly? It sounds rather complicated, a mixture of, what, psychology and geography?

Interviewee: No, not at all. Well, the first theorist of it was a Frenchman, Guy Debord, and basically, in his words, it's the study of the effects of the geographical environment on the emotions and behavior of people. Put like that, of course, it doesn't sound like anything new – people have always been aware at some level of the effect of their surroundings on their emotions and way of life. And this includes not just buildings, but the landscape as a whole, the climate, and so on. But it is mainly an urban thing, and these days people who call themselves psycho-geographers tend to be harsh critics of the way modern city planners develop urban space. Really, I suppose, it asks people to pay more attention to their environment, be critical of it, and to note not just the aspects we've already mentioned but the atmosphere created by them as well.

I could go on and ... um ... tell you how to go about it, but all you have

to do is go online and you'll find a site for almost any city you care to name. It's worth looking into.

B

It is almost impossible to talk about the *history* of the novel without starting with a definition of it, which is by no means easy to do. We all know what we ourselves mean by a novel and have our favorite novelists, whether they are from the heyday of Victorian fiction – Dickens, say, or George Eliot – or someone more modern or postmodern, for example, B. S. Johnson, who is famed for writing a novel that was bought in a box, with loose pages that you could read in any order. Again, you might be a fan of crime or detective fiction, which brings the added complication of genre. That is, does the fact that a work of fiction is comedy, tragedy, satire, ghost story, and so on, affect our definition?

Anyway, as far as the history of the English novel is concerned, we're on fairly solid ground when we date the first novels to the late 17th and early 18th centuries. The first that is still read as a novel in the way we read novels now is Bunyan's *Pilgrim's Progress*, which did have an enormous effect on English prose writing, but for me it would be Defoe's *Robinson Crusoe*. Now, people have tried to locate the beginnings even earlier than this, to Elizabethan prose writing and even further back, but I think this is to lose sight of what a novel is and does and confuses any kind of fiction with the true novel.

C

It was the philosopher Thomas Nagel, I think, who came up with the thought experiment of trying to imagine what it's like to be a bat – though I suppose any animal would do. The point is, of course, that you can't, just as you can't know what it's really like to be another person – I mean *know* rather than *imagine*. How much can we know of what goes on in another person's mind? We observe people, watch what they do, listen to what they say – and other sounds they may make – see how they respond to their environment, their likes and dislikes, what they eat, and so on. And from this we have learned to make fairly accurate predictions about how they'll behave in certain

situations, yet we still can't be sure what thoughts have passed through their minds and certainly not what it feels like to them.

We can guess, based on personal experience in similar situations, so we must assume that humans are alike enough for us to be reasonably certain that, for example, we experience the color red in roughly the same way, or in the same ways. But, again, to you red might bring to mind thoughts of blood and death, whereas to someone else warmth or excitement. And the differences can't just be cultural.

Page 107

SECTION 2: MULTIPLE-CHOICE, CHOOSE MULTIPLE ANSWERS

Listen to the recording and answer the question by selecting all the correct responses. You will need to select more than one response.

A

There are two main reasons why parents decide to educate their children at home: either they dislike schools on principle, however odd those principles might be, or they don't believe their local schools provide an adequate education or the right sort of education for their children. If someone decides to teach their child at home – either by themselves or by employing a teacher – they have to convince their local education authority (LEA) that the teaching provided is satisfactory. Schedules, lesson plans and book lists must be shown, and it must also be demonstrated that the child is in fact learning and that they have adequate opportunities for physical education and meeting other children. Furthermore, while there is no formal assessment, officers from the LEA will come and inspect what is being done and look at the child's exercise books. If they are not satisfied, they may make out a school attendance order.

B

Certainly in Europe and the West we tend to think of bread as the staple food in our diet, as many proverbs and sayings, such as "bread is the staff of life" attest. Yet for the majority of the world's population the most important staple food is not wheat but rice, which is the seed of a different type

of grass. The earliest evidence we have of rice being cultivated dates back to eight thousand years ago, when rice grains of that period were discovered in a village in China. By around six thousand years ago, the cultivation of both long-grain and short-grain rice had become well-established in China, and had just got going in India.

The word "rice" itself, however, is derived from the Aramaic *ourouzza* and came to us by way of Greek and Arabic. In fact, it was the Arabs who introduced rice to their Spanish territories in the 7th century, but it didn't spread to the rest of Europe until much later when, in the 15th century, Spaniards began to cultivate their own short-grain variety at Pisa in Italy.

C

The earliest writers on politics – and I'm thinking of Plato and Aristotle here – felt free to draw insights from all areas of human knowledge, unlike modern academic writers who tend to put things into smaller and smaller compartments, or focus more closely on one area of enquiry. For example, Plato would examine a whole political system and the philosophy that underlies it, whereas modern writers on politics might concentrate on one particular institution in that system – the House of Lords in England – or on voting patterns within a country. With this focus the bigger questions that the ancients dealt with – "What is the best form of government?" or "What is justice?" – tend to get left behind. Many writers on politics these days are university-based and so have to have specialized interests, and while they may make new and interesting discoveries in their special field, it is at the loss of a broader perspective – not to mention the loss of a general audience or readership. In the 19th century, there were still writers who used the same freedom of enquiry as the ancients, and are all the more readable – and relevant – because of it.

Page 108

SECTION 2: FILL IN THE BLANKS

You will hear a recording. Write the missing words in each blank.

A

There have been many studies in America of the opinions and behavior of university lecturers and professors, and of well-known "free" or public thinkers who are not attached to a university or other institution, which show that those who are recognized as being more successful or productive as scholars in their field, or are at the best universities, are much more likely to have critical opinions. That is to say that they are more likely to hold liberal views – in the American use of that word – than those of their colleagues who are less creative or who have less of a reputation. The better a university is, as measured by the test results of its students or by the prestige of its staff, the more likely it has been that there will be student unrest and a relatively left-of-center faculty.

B

However simple or complex the chain of events in any given situation, when looked into it usually reveals a train of causal relationships – they are seen to be linked in some way. The methods of analysis aim to establish these relationships and provide a solid background for useful generalisations based on what at first appear to be separate events. The first step in this process is to collect facts and then see if any particular patterns emerge. If they do, it then becomes possible to form theories related to the facts, and this type of empirical theory forms a useful basis for analysis and prediction. However, on its own this theory is not enough; the essential second step is to test it by collecting more facts and by checking predictions against events. These new facts may mean you have to modify the theory, bearing in mind that new facts can only either disprove or support a theory – they cannot prove it to be right.

C

It is difficult to know how to place Montesquieu – if you're the kind of person who likes to categorize. Historian, political philosopher, sociologist, jurist or, if you think the *Persian Letters* a novel, a novelist – he was all these things. Perhaps, as some have, he could be placed among that almost extinct species, the man of letters. The books that

make up *The Spirit of the Laws* have had the most influence on later thinkers, and in them, as in his equally great *Considerations on the Causes of the Grandeur and Decadence of the Romans*, he makes his underlying purpose clear. It is to make the random, apparently meaningless variety of events understandable; he wanted to find out what the historical truth was. His starting point then was this almost endless variety of morals, customs, ideas, laws and institutions and to make some sense out of them. He believed it was not chance that ruled the world, and that, beyond the chaos of accidents, there must be underlying causes that account for the apparent madness of things.

Page 110

SECTION 2: HIGHLIGHT CORRECT SUMMARY

You will hear a recording. Choose the paragraph that best relates to the recording.

A

Um ... how did I get into anthropology? Well, I'm not an anthropologist, not trained in it anyway – in fact I'm a marine biologist – and it's more that I'm interested in the Strandlopers, the "beach walkers", if you like, than in anthropology generally. In fact, it was through my early interest in all things to do with the sea that I first heard of them. As a kid my favorite pastime was getting down to the beach and mucking about in rock pools and collecting anything the sea tossed up, and, um, the Strandlopers lived off the sea and seashore gathering food such as mussels, oysters, crabs, and so on, just as I did. So when I heard of them I thought, right, this is my kind of thing and I felt a kind of, well, affinity for them.

At first people thought they were a myth; I suppose because there didn't seem to be much evidence for their existence, but now we do have archaeological evidence such as pottery, discarded shells, the bones of seals and large fish, and so on. And those shells, we believe, became their first tools, and in some cases were also used as money and jewellery. Of course, before they had

the implements, the, um, tools to hunt and fish, everything had to be caught by hand, so they kept mostly to shallow water. Then they might have used a primitive form of fishing line, perhaps the tendril of a climbing plant or a strip of animal skin with a bone or small piece of wood that would stick in the fish's throat. Anyway, the more we search the more we discover – most recently, caves on the coast have been discovered with ancient drawings. I find it endlessly fascinating.

B

To reach some kind of understanding of a period in the past – the Middle Ages, say – requires a creative act of the imagination not unlike that of a novelist getting inside the skins of their characters or establishing the environment they live in. What must it have been like to be a peasant under a feudal baron? What might his beliefs and politics have been? Did he, for example, think his situation was simply part of the natural order of things, or that it was grossly unfair and needed to be overthrown?

So, you have to imagine the terms under which life was lived in those days, and learn to feel in a different way about things by putting yourself into a world very different from your own. Now, of course, every age views the past from its own present and an 18th century historian's concept of the Middle Ages will be very different from that of one from the 21st century – which is why each age has to write its history over again. It's not so much that more facts or evidence come to light – if they do – but that sensibilities change too.

Page 112**SECTION 2:
MULTIPLE-CHOICE, CHOOSE
SINGLE ANSWER**

Listen to the recording and answer the multiple-choice question by selecting the correct response. Only one response is correct.

A

Map-making has a long and fascinating history – both before Ptolemy produced the first great map of the world and after, up to the beautiful simplicity of the

London Underground map and the precisely-detailed Ordnance Survey maps, which cover almost every inch of the United Kingdom.

Ancient map-makers used to draw in hills, valleys and rivers to give an idea of the topography, the shape of the land. It wasn't until the late 16th century that contour lines were used – that is, lines that linked points of the land at the same height – but this was to show the relative depths and shallows of a river. The first time land contours were used was on a map of France, which took about forty years to complete, and was finished in 1783. The Ordnance Survey was set up in 1791 and their maps, as the name suggests, were originally made for military purposes, and the first one to be produced was of the county of Kent at a ratio of one inch to one mile.

B

Signs advertising business premises have been around for thousands of years and were used in ancient Egypt, Greece and Rome to attract customers; and they often used symbols to illustrate what kind of business it was – for example, bushes or branches of ivy meant the place was a tavern. Both of these, the tavern and its sign, were introduced into Britain by the Romans in the first half of the 1st century AD. In Europe in the Middle Ages signs became more common, then, in the 14th century, English merchants were obliged to have them outside their shops. However, the fashion was to have large swinging signs hung from a strut sticking out of the wall – and many public houses still have such signs – but so many accidents occurred, mostly involving people on horseback, that in the 17th century a law was brought in requiring shopkeepers to mount their signs flat against the wall of the premises, where they could do no harm.

C

The basic English person's diet in medieval times was made up of bread, cheese and beef, while ale was the drink for all ages and social classes except for the aristocracy, who drank wine. In winter there were no root crops to feed the animals, so they were killed in autumn and the meat salted to preserve it. People kept livestock even in the towns: cows

were usually kept tied or tethered, but pigs were allowed to wander at will, feeding on the rubbish off the streets.

By the 16th century, however, choice in foodstuffs had grown, including exotic spices to add flavor to the usual diet. This had come about because European rulers wanting to increase their power and wealth and also, in fairness, in the spirit of enquiry and the quest for knowledge, had financed voyages of exploration overseas.

This opened up trade routes, bringing precious spices – and vast profits – from the East, and to the west Spanish and Portuguese explorers had brought back such novelties as potatoes, tomatoes, maize, peppers and chocolate. It must be said, though, that it took people some time to accept some of these new foods, as they feared they were poisonous.

Page 113**SECTION 2:
SELECT MISSING WORD**

You will hear a recording about climate change. At the end of the recording the last word or group of words has been replaced by a beep. Select the correct option to complete the recording.

A

How much the Earth's climate will change in the future depends, among other things, on how quickly and to what extent the concentration of greenhouse gases in the atmosphere increases. If we take no action to limit future greenhouse gas emissions, it is estimated that there will be a rise in temperature of 0.2 to 0.3°C every ten years. This is a far greater rate of warming than anything that has occurred over the past ten thousand years.

One set of predictions claims that some regions of the world will warm more quickly than others, and rainfall will also increase in some areas and decrease in others. These changes will affect the sea level, which could rise by 50cm over the next century. All this will affect humans through the effects it has on water resources, [BEEP]

You will hear a recording about parental discipline.

At the end of the recording, the last word or group of words has been replaced by a beep. Select the correct option to complete the recording.

B

When parents are asked how they handle their very unruly children, most will admit that they are likely to use physical forms of punishment. This is not to say that a parent generally hits their child each and every time they are bad. Nevertheless, parents generally use physical punishment as a last resort, after having unsuccessfully tried other forms of discipline with children who have become very bad. Those who believe in physical punishment, however, are unaware of the fact that it does not lead to better children. In fact, the opposite is true.

Research findings show that children from homes where corporal punishment is the norm exhibit more anti-social behavior than children whose parents seldom or never hit them. For example, children whose parents systematically use corporal punishment are more often than not behind any classroom disruptions. Such children not only create discipline problems at school, but they are also overly aggressive. In addition, they have extremely low self-esteem and a negative attitude to those around them. On the other hand, children whose parents use less harsh methods of discipline have a healthier attitude towards their school environment and [BEEP]

Page 114

SECTION 2: HIGHLIGHT INCORRECT WORDS

You will hear a recording. Below is a transcription of the recording. Some words in the transcription differ from what the speaker(s) said. As you listen, circle the words that are different.

A

"No news is good news" may be true for most of us most of the time – after all, we don't look forward to unpleasant things happening to us – but "Bad news is good news" is true for those who work in the news media, and, I suspect, for

the rest of us, at least some of the time. It is tied up with stories and our seemingly insatiable need for stories. Have you ever been gripped by a story where nothing goes wrong for the characters? There's an incident in a Kingsley Amis novel that nicely illustrates this: the main character Jake comes home to find his wife chatting to a friend about a hairdresser both women know who has moved with his family to somewhere in Africa. Jake listens in, expecting tales of cannibalism and such like, but no, the friend has just received a letter saying they love the place and are settling in nicely. Jake leaves the room in disgust.

We demand to be entertained, and while we don't object to a happy ending, the characters have to have experienced loss, pain and hardship in one form or another along the way to have deserved it.

B

Leisure travel was, in a sense, a British invention. This was mainly due to economic and social factors; Britain was the first country to become fully industrialized and industrial society offered growing numbers of people time for leisure. This, coupled with improvements in transport, especially the railways, meant that large numbers of people could get to holiday resorts in a very short time.

Modern mass tourism of a sort we can easily recognize today began in 1841 when Thomas Cook organized the first package tour, in which everything was included in the cost – travel, hotel and entertainment. To cater for the large numbers of new holiday-makers, holiday camps were established, both on the coast and in the countryside, and they became immensely popular. Their popularity declined, however, with the rise of cheap overseas tours, which gave many people their first opportunity to travel abroad.

SECTION 2: WRITE FROM DICTATION

You will hear some sentences. Write each sentence exactly as you hear it. Write as much of each sentence as you can. You will hear each sentence only once.

1 This has been a major source of confusion for academics.

2 None of the alternatives is satisfactory.

3 The aim of the course is to provide a broad theoretical basis.

4 Has all the evidence been properly examined?

Page 115

FURTHER PRACTICE AND GUIDANCE: PART 3, SECTION 2: HIGHLIGHT INCORRECT WORDS

Listen to the recordings while reading the transcripts. Circle the words in the transcript that do not match the recording.

1 A team of marine biologists studying whale carcasses – the dead bodies of whales – has learned that they create a unique environment, one that is rich in animals and bacteria, including several new species.

2 When a whale dies, its body slowly sinks to the ocean bottom, where it becomes food for a vast ecosystem.

3 One whale carcass contains more nutrition than would normally filter down through the water column in 2,000 years.

4 Using a submersible robot, the team collected collarbones of whales from the seafloor and brought them to the surface.

5 Back in the lab, the team found the bones were covered in bacteria and other organisms, more than 10 of which had never been identified before.

TEST 4

Page 116

SECTION 2: REPEAT SENTENCE

You will hear some sentences. Please repeat each sentence exactly as you hear it. You will hear each sentence only once.

1 You are not permitted to take reference books out of the library.

2 The seminar will now take place a week on Tuesday.

3 You don't have to be on Professor Smith's course to attend this lecture.

4 The library will be closed for three days over the bank holiday weekend.

5 I think we should get together over the weekend to discuss this assignment.

6 There's an hourly bus service from the campus into town.

7 This is the third time you've asked for an extension on this project.

8 They say Professor Jones's lectures are always interesting, and funny.

9 Being a student representative on the union really cuts into my study time.

10 I've got a tutorial in an hour and I haven't had any time to prepare for it.

Page 117

FURTHER PRACTICE AND GUIDANCE: PART 1, SECTION 2: REPEAT SENTENCE

You will hear eight sentences. First, cover all the answer options below with a piece of paper. Then, after hearing each sentence, uncover the two answer options and circle the sentence you heard.

1 We're warning the client that the rates are increasing.

2 Much of his research objectives are driven by his natural curiosity and instincts.

3 The fire left the area almost completely devoid of vegetation.

4 I'll now demonstrate how the reaction can be arrested by adding a dilute acid.

5 The initial results are intriguing; however, statistically speaking, they are insignificant.

6 The opposition has so far been unresponsive to our proposal.

7 I believe that children should read aloud more.

8 The majority of the hardware we're using was built for a customer.

Page 121

SECTION 2: RE-TELL LECTURE

You will hear a lecture. After listening to the lecture, please retell what you have just heard from the lecture in your own words. You will have 40 seconds to give your response.

A

Machiavelli lived from 1469 to 1527. The philosopher Bertrand Russell referred to Machiavelli's most well-known book, *The Prince*, as a "gangsters' handbook". And while there's no doubt that certain people have read and used it as such, I think that if we put it into the context of when it was written, which was Italy, especially Florence, in the 15th and 16th centuries, it will be easier to judge Machiavelli's reasons for writing it.

Now, the Italy of that period was made up of a number of city states, often at war with each other. Add to that threats from foreign powers, especially France, and it was a very unstable and dangerous situation. Machiavelli loved his home city, Florence, and wanted to protect its culture, history and above all independence at all costs. One way to do this was to establish an army of Florentines loyal to the city state of Florence.

Much of Machiavelli's career was taken up with this issue. It must be remembered, though, that he led an active civic life, was deeply into politics, and was an ambassador for Florence. In this way, he got to meet and observe some of the key players of the time and through this came to understand the nature of power and how to hold on to it. *The Prince* was an attempt to teach Florence the lessons he had learnt.

B

There was a time when the subject of happiness was the business of philosophers, as part of their discussion of what makes for the good life. Then, much later, psychologists and sociologists got in on the act, and now, it seems, so has the government. I understand that governments should have the welfare and well-being of those it governs at heart from the purely practical point of view of keeping people quiet, at home enjoying their gadgets and comfort, rather than on the streets rioting. But surely it's not something you can legislate for.

Today there are numerous journals on the topic and it is even included in the curriculum at some universities and colleges. Surveys are done, statistics compiled, graphs drawn, yet all they seem to "prove" is what most people have concluded themselves from

personal experience. An obvious example would be that having a lot of money doesn't necessarily make you happy. We all wish to be happy and have ideas about what it is we think would make us so. But we also know or suspect that it's not that easy. Most of us learn that it is a by-product of something else, usually being totally absorbed or involved in some task or pastime, and can only be reached that way. These activities, of course, must be worthwhile in themselves.

C

We have briefly looked at some of the problems involved in running a biggish city like, say, Melbourne, keeping the road and rail systems running, policing, providing food and housing, and so on. In another lecture, I'm going to deal with what we must now call the megalopolis – cities with populations of ten million or more. However, first I want to go back in history to when the population of cities could be numbered in the thousands rather than millions.

One of the earliest theorists of the city was, of course, Plato, who created an ideal city in his text, *The Republic*. The population of this city would be around twenty-five to thirty thousand at most. Oddly enough, the same figures were chosen by Leonardo da Vinci for his ideal cities. Now, of these twenty-five to thirty thousand inhabitants only about five thousand would be citizens. A reason for this might be that it is the largest number that could be addressed publicly at one time and by one person, and makes a voting system much easier to manage. Also, perhaps the numbers are kept deliberately low because a large population would be harder to control, or because, in practical terms, fewer inhabitants are easier to feed from local supplies without having to depend on outside sources.

SECTION 2: ANSWER SHORT QUESTION

You will hear some questions. Please give a simple and short answer to each one. Often just one or a few words is enough.

1 A famous canal links the Mediterranean Sea with the Indian Ocean. Is it the Corinth or the Suez Canal?

- 2 Where would you store meat you wish to keep frozen at home?
- 3 What is the most important document you would have to show if you wanted to hire a car?
- 4 Where would you go to work out on a treadmill?
- 5 What piece of equipment would you use to go diving in the sea, an aqualung or an aquaplane?
- 6 Where would you most likely go to buy some flour; a bakery, a florist or a supermarket?
- 7 Which hospital department would you go to for an x-ray: radiology or cardiology?
- 8 Where would you go to see an exhibition of sculpture?
- 9 Would you measure the volume of bottled water in liters or kilos?
- 10 What's the joint called where your hand is connected to your arm?

PART 3: LISTENING

Page 137

SECTION 1: SUMMARIZE SPOKEN TEXT

You will hear a short lecture. Write a summary for a fellow student who was not present at the lecture. You should write 50–70 words.

You will have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points presented in the lecture.

A

Interviewer: Is it true you once said that English as a subject at university, um, literature, I mean, was a soft option – that it was just doing what you enjoy doing anyway, that is, reading books, um ...

Interviewee: No, I didn't. In fact, I was arguing, and on occasion still have to argue, the opposite. This goes back to the very beginning of English as an academic subject. There was a demand for it, but the universities themselves didn't take it seriously as an academic discipline, so, to cut a long story short, they would only accept its place in the curriculum if it was made more difficult. What I said was that too many people *do* think of it as a soft option. If you want to find out just how rigorous a course it can be, ask

any of my students. If you were to try to read the books on the list for one semester as a leisure activity you wouldn't get through them, let alone reading them with the proper attention, and then having to come up with a suitable and well thought out critical response. And, and, it's not just about the set books, there's the whole cultural context to take into account.

B

I became interested in – what would you call it? – the behavior, the psychology, perhaps – of crowds, after getting caught up, quite by accident, in a demonstration that turned into a bit of a riot. You may have seen it on the news not long ago. What interested me was, first my own reactions to the way the whole mood changed from peaceful demonstration to violence. Secondly, I wondered if everyone else was feeling the same as I was, and what that said about us and how we behave in crowds. Why is it that perfectly ordinary, respectable members of the public can start behaving in ways they wouldn't dream of doing when at home or among friends? A crowd, it seems to me, has a collective mind, each person there adds his or her mind to the collective mind, and willingly gives up all sense of judgement and responsibility. It gives you, I suppose, a feeling of freedom, of not having to be in control. It allows you the freedom, or you allow yourself the freedom to behave in ways that, if asked, you would say were against your principles, or made you feel guilty in some way – even criminal.

C

John Milton is best known for his poetry, especially *Paradise Lost*, but also for the more accessible, and shorter, *Lycidas*, and *L'Allegro* and *Il Penseroso*, plus one or two sonnets you will find in most anthologies – but an easier way into what he thought and believed in social and political terms, is through his prose writings. These were mostly pamphlets and tracts written in reaction to some political event or situation, but also included pamphlets on a wide variety of subjects including at least four on divorce, which for him was tied up with personal freedom. However, the text which has probably had the

most relevance down the years and which can still be read with profit is the *Areopagitica*, which is a defence of freedom of expression and publication, and against censorship. It was written as a reaction to an attack on himself, in particular, a pamphlet on divorce he had written, and which some condemned as a "wicked book".

Page 138

SECTION 2: MULTIPLE-CHOICE, CHOOSE MULTIPLE ANSWERS

Listen to the recording and answer the question by selecting all the correct responses. You will need to select more than one response.

A

Noises are defined as disagreeable sounds, but this suggests that they are no more than an annoyance, something to be put up with. There is increasing evidence that noise, on the scale that people who live in big cities have to deal with, is dangerous and can give rise to serious health and social problems. Some of which, such as its effects on people's behavior and anger levels, you might not have thought were caused by noise, and are health concerns. There is, of course, the almost constant noise of traffic, though this isn't a particularly modern problem. In ancient Rome, there were rules to minimize the noise made by the iron wheels of wagons, which battered the stones on the pavement, causing disruption of sleep. Traffic noise is one of the health hazards, as it can lead to other problems, like noise-induced hearing impairment. It is also highly distracting, interfering with speech communication and leisure time relaxation, and while this doesn't drive you mad in the medical sense, it is intensely annoying and can lead to mental health problems. Also, noise, whether you work in a place where loud machinery is operating or not, can have an effect on performance at work; though in itself not a health matter, this can lead to other problems.

B

Speaker 1: ... yes, it's funny you should mention Merwin – until about a year ago I thought England was the only country that had a Poet Laureate. After all, it's a pretty

odd job, isn't it? No salary to speak of and just a barrel of wine or something as payment. But he was or is the American Poet Laureate, isn't he?

Speaker 2: That's right, but quite a few other countries have one too.

Speaker 1: I know, I looked into it a bit. Other countries in the UK for a start: Wales, as you'd expect, with their eisteddfods and long poetic tradition, and Ireland and Scotland. I think some places that were colonies or are in the Commonwealth have them – Canada, for example. And who's that wonderful Caribbean poet, um, the one that wrote *Omeros*?

Speaker 2: Derek Walcott.

Speaker 1: That's him. He was the Poet Laureate of Saint Lucia. But what about the rest of Europe? Don't the French have such a thing?

Speaker 2: No, I don't think so. They've got the Academy, and you get elected to that if you're considered the best in your field. But I think Germany might have – no, it wasn't Germany. Somewhere else, but I don't remember. By the way, you're a bit behind the times in thinking what they get paid is a barrel of wine. All that changed long ago, but one of the more recent ones asked to have it back.

C

Re-adjusting to life in your own country after living abroad for some time is a little like recovering from jet-lag after a long flight across several time zones. It takes time. And research indicates that after nine years living in a foreign country you never really do re-adjust. Of course, things have changed: governments have come and gone, what you knew as countryside has become a suburb, new technologies have changed the way people go about their daily lives, and so on. These changes may well have been taking place in your adopted country, but they were happening while you were there, so you could adapt as you went along. Those are not the main difficulties, however. It is in the smaller, everyday things that you might experience what is known as culture shock, although it's not really a shock, but puzzling all the same. For example, the precise way to behave at a supermarket checkout may have changed. And in

ordinary conversation, the frames of reference have changed, and quite often you find that you don't really know what people are talking about, even though they are speaking your native tongue.

Page 139

SECTION 2: FILL IN THE BLANKS

You will hear a recording. Write the missing words in each blank.

A

Privacy and the right to privacy are increasingly becoming hot topics in the media, which is a touch ironic, given that it is often the media that is responsible for invasion of privacy. This is not just about those whose careers put them in the public eye, but ordinary people who through no fault of their own have come to public notice because of some event that has attracted the attention of the media. It might be that a member of their family has been imprisoned for some crime, rightfully or wrongfully, or perhaps they are the victims of some natural disaster. Some people argue that those who have chosen to be in the public sphere, and have teams of public relations people to make sure they get as much public attention as possible – actors, rock stars, politicians and the like – have given up their right to privacy and get everything they deserve.

B

There is such a thing as information overload. There is just so much information out there now that we can't cope with it or fully absorb it, or even decide which bits of it we want to keep in our minds, or which to discard. There is a similar thing going on with the range of choices we have as consumers. There is so much stuff out there – so much to choose from that, according to some experts, this situation is making us miserable. Most of us believe that the more we have to choose from the better, yet apparently our dissatisfaction with this wealth of choice, or rather the anxiety it produces, is part of a larger trend. It seems that, as society grows more affluent and people become freer to do what they want, the unhappier they become.

C

Post-modernism is broadly speaking a reaction against the movement or the period, or perhaps simply the values and beliefs of modernism. Most people, even those who seem to know what it is or was about, tend to define it in negative terms by telling us what it isn't, or doesn't do. Initially the term had a fairly limited application and referred to a new anti-modernist style of architecture. But it spread like a virus to include almost all aspects of contemporary culture. One thing we can be sure about is that it wanted to get rid of what were called the grand narratives by which we explained how the world – and history – got us from the past to the present. Another feature of post-modernism is its belief that truth and reality are human-centered and internal. That is, the primary source of truth in the present age is the self. This, I believe, has now all passed and been thrown in the rubbish bin of history. Yet it is difficult to know whether the age of information technology confirms the passing of post-modernism or is a consequence of it.

Page 140

SECTION 2: HIGHLIGHT CORRECT SUMMARY

You will hear a recording. Choose the paragraph that best relates to the recording.

A

I want to take a quick look at how material culture, that is, the things or objects we value and use, tools, technology, etc., affects the non-material culture, our customs, behavior, beliefs, attitudes, and so on. Now, of course, it works both ways: if you were, say, eighteen years old when mobile phones became widespread or when almost every home had a computer, you must have noticed a fairly significant change in people's attitudes and behavior, including your own. These two technological innovations were readily accepted and considered very much a positive contribution to culture.

On the other hand, there is the way in which our attitudes and beliefs have an effect on the material culture. Take, for example, genetic

science. While many, if not most, people welcome the advances made in this field – from the discovery of DNA to the genome project and cracking the genetic code, with its promise of finding cures for diseases that have plagued mankind throughout history – many, too, object to the idea of cloning. This is not just because they fear, without reason, that it will mean creating a race of identical people if it gets into the wrong hands, but simply because it is, in their opinion, unnatural. It goes against everything they believe in. Similarly, there are many who object to genetically modified food, even when they are told it might be the only way to feed a rapidly growing global population.

B

Ernest Hemingway was famously masculine. We can see this in the topics he wrote about: all those fights and bullfights, all those wars, all that hunting and fishing. All this, it is thought, was overdoing it and must point to some deep insecurity in the man. Perhaps he felt that the conventional image of a writer as a person who doesn't do a lot more than sitting at a desk, not visibly contributing much socially or economically to society as a whole was unmanly and carried a certain amount of guilt and shame with it? During the First World War, he was badly wounded, hospitalized, and fell in love with a nurse. He wrote a novel about a man who was badly wounded in the First World War, was hospitalised and who fell in love with a nurse. The Spanish Civil War and the Second World War followed as did books about his experiences in them. Now, how much can we draw on a writer's biography to explain his work? It should, I believe, be irrelevant to the judgement you bring to the merits of the individual work.

Biographies of writers can be fascinating, especially if they lived as hard and fast as Hemingway, but, unfortunately, these days many people prefer the biography to the actual work. It is odd that the very reason a person would want to read a biography of a writer – that the subject has achieved fame and distinction in his field – should be the excuse for not reading his works.

Page 141

SECTION 2: MULTIPLE-CHOICE, CHOOSE SINGLE ANSWER

Listen to the recording and answer the multiple-choice question by selecting the correct response. Only one response is correct.

A

The division of literary works into genres – or texts that deal with a particular subject, or a subject in a particular way – makes life easier for the person browsing in a bookshop. He or she can go directly to where their favorite kind of book is shelved, be it science fiction, gothic, romance, and so on. Many writers of genre fiction are immensely popular and successful, Stephen King and J. K. Rowling to name only two. But, for the most part, such writers aren't depicting the world we live in and are writing fantasies. However, some genre writers, particularly writers of detective and police fiction, are unhappy about being categorized in this way. Genre fiction, they say, has come to be seen as inferior to what is called mainstream or literary fiction. In other words, detective fiction isn't taken seriously as literature, and yet crime novels do deal with the raw stuff of everyday life. They are, in fact, closer to the harsh reality of the modern world than most mainstream fiction. But, the critics say, while they do deal with the usual stuff of novels – character, emotion, psychology, social comment, and so on – it seldom goes very deep, and besides, most detective fiction, like certain mass-produced romantic novels – though not to anywhere near the same extent – follow a formula.

B

In small doses, stress can have quite a positive effect. It can make you feel more alive, even exhilarated. I suppose everyone has a set level at which stress becomes unbearable, at which point they cease to function properly. I suppose, too, that it's possible for someone to train themselves to be able to take higher levels of stress by repeatedly putting themselves in a stressful situation – to build up a tolerance for stress. Indeed, some jobs absolutely require this. But stress is a fact of life for all

of us and, as the figures show, its effect is largely negative.

Each year, about six million people in Britain consult their doctors because they feel stress or anxiety, and it is estimated that at least another six million suffer from stress-related illness but do not seek medical advice. Long working hours, fear of losing their jobs, the difficult journey to and from work in crowded trains and buses, all contribute to increased levels of stress. Then there are domestic problems, such as a large mortgage on the house, children who want to drop out of school and join rock bands, not enough time to spare to be with the family.

C

The nature-nurture debate is still going on. It is not a question of taking sides because we know that both play an important part in what makes us who we are. It is more a question of emphasis – which of them has the greatest influence.

On the nature side, we have what we get from our genes, our inherited traits – eye color and other physical traits, for example, but also, some believe, non-physical ones, such as temperament. For example, you might be quick to anger, or have a nervous temperament, and this even extends to sense of humor. On the nurture side, there is what we get from our environment and our upbringing, what we learn.

Research into the human genome has recently made it clear that both sides are partly right. Nature gives us inborn abilities and traits while nurture takes these genetic tendencies and shapes them as we grow and learn and mature. This is an important point as it means, contrary to the belief of some, that we are not wholly determined by our genes. Scientists have known for years that eye and hair color are determined by specific genes, but some now claim that such traits as intelligence and personality are also encoded in our genes.

Page 142

SECTION 2: SELECT MISSING WORD

You will hear a recording about using the library. At the end of the recording, the last word or group of words has been replaced by a

beep. Select the correct option to complete the recording.

A

Too many students search for material by going to what they think is the right shelf in the library, finding little or nothing and then reporting back to their tutor that there's nothing on it in the library. If you have some authors and titles in mind, look them up in the catalogue – they may not be where you think – and look at adjacent entries in the catalogue and on the shelves. The catalogue may lead you to restricted loan collections, reserve stacks or departmental collections, which may not always be obvious. You should also check the subject catalogue, trying to think of related terms. Other places to look would be the references shelves and newspaper section, though a problem here is finding [BEEP]

You will hear a recording about the sense of touch.

At the end of the recording, the last word or group of words has been replaced by a beep. Select the correct option to complete the recording.

B

Scientists distinguish two basic ways in which we receive information from the outside world through the sense of touch: active and passive, or to put it more simply, touching and being touched. Being touched, or passive tactile awareness, includes sensing external pressure and temperature acting on parts of the body, and this gives us clues as to the nature of our environment. Active touching is when we explore our surrounding with our hands, feet, mouth, and so on. Because it's difficult to guess what some objects are really like with the eyes alone – for example, their weight, hardness or softness, roughness or smoothness, etc. – touching them gives us a much fuller understanding of the objects around us. Yet, how touch works is very complex and [BEEP]

Page 143

SECTION 2: HIGHLIGHT INCORRECT WORDS

You will hear a recording. Below is a transcription of the recording. +

Some words in the transcription differ from what the speaker(s) said. As you listen, circle the words that are different.

A

When societies were still mostly rural and agricultural, waste disposal was hardly an issue, partly because people tended to make use of everything and partly because there was plenty of space to bury rubbish. It was when societies became predominantly urban and industrial that problems arose – mainly to do with health. City authorities had a hard time trying to find efficient ways of getting rid of all the rubbish. One of these was to get people to sort out their rubbish into different types, just as these days we are encouraged to separate our rubbish into different categories for easier removal and recycling. So, for example, kitchen rubbish was set aside and used for feeding animals. However, fears of disease put an end to that. In fact, it wasn't until the 20th century that all waste was simply thrown together and ploughed into landfills.

B

Archery, the practice or art of shooting with a bow and arrow, has played an important part in English history, being the main weapon of the foot-soldier and instrumental in winning many battles in wars with the French – with whom we seemed to be constantly at war during the Middle Ages. The English favored the longbow over the short bow and the crossbow, the latter being the main firearm of militaries on the European continent. The crossbow fired a metal bolt released by a trigger, rather like a gun, and had the longest range of any of the bows, but the main advantage of the longbow was its accuracy. The importance placed on archery is illustrated by the fact that medieval kings in England encouraged the practice and one of them, Edward III, went so far as to ban all sports on Sundays and holidays except archery. Because there were no standing armies in those days, and in the event of war rulers had to call on the populace, everything was done to make sure there were large numbers of competent, if not expert archers, to recruit.

SECTION 2: WRITE FROM DICTATION

You will hear some sentences. Write each sentence exactly as you hear it. Write as much of each sentence as you can. You will hear each sentence only once.

- 1 The field of social history has always been difficult to define.
- 2 All essays must be accompanied by a list of references.
- 3 Authoritarian regimes were more common in the past than they are today.
- 4 The new law was harder to impose than the government thought.

Page 144

FURTHER PRACTICE AND GUIDANCE: PART 3, LISTENING: WRITE FROM DICTATION

Each sentence below has some words missing. You will hear the complete sentences. Listen and write the missing words.

- 1 The airline blamed the recent round of airfare price hikes on higher costs for aviation fuel.
- 2 Because deep-drilling is technically challenging, most geothermal energy exploration is limited to reservoirs of steam or hot water located near the surface.
- 3 A bank typically does not keep all its customers' money on hand, which means that if a majority tried to withdraw their funds at the same time, the bank would be unable to pay them.
- 4 Although there are some similarities between the two countries, the United States and Canada are very different in terms of their respective climates, resources, and population sizes.

PTE Academic Testbuilder

PTE Academic Testbuilder is designed to improve students' performance and increase language competence for success in the Pearson Test of English Academic.

Four complete practice tests

- Full range of PTE Academic question types
- Detailed introductory guidance for each question type

Further Practice and Guidance pages

- Question-specific guidance to develop test techniques
- Focus on common problem areas in the test
- Build confidence in all test question types
- Focus on integrated skills
- Regular consolidation exercises

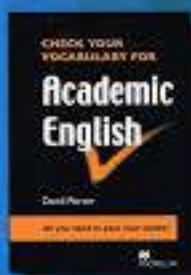
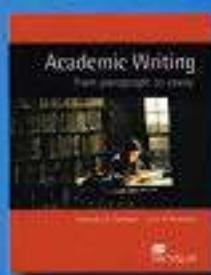
Answer key

- Complete answer key with useful explanations
- Model answers
- Includes listening scripts for all tests

Accompanying audio CDs contain all Listening and Speaking test material.

For other titles in the Testbuilder series see
www.macmillanenglish.com/exams

COMMON EUROPEAN FRAMEWORK
A1/A2 **B1** **B2** **C1** **C2**



 **MACMILLAN**
www.macmillanenglish.com

