

Reading



Academic Reading 60 minutes

Reading Passage 1

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

Seaweed for human consumption

Seaweeds are algae that live in the sea or in brackish water. Scientists often call them 'benthic marine algae', which just means 'attached algae that live in the sea'. Seaweeds come in three basic colours: red, green, and brown: dulse is the red seaweed; sea lettuce is amongst the green algae; and the brown is a wrack. Red and brown algae are almost exclusively marine, whilst green algae are also common in freshwater and in terrestrial situations. Many of these algae are very ancient organisms, and although lumped together as 'algae' are not actually closely related, having representatives in four of the five kingdoms of organisms. There are about 10,500 species of seaweeds, of which 6,500 are red algae (Rhodophyta).

The trend today is to refer to marine algae used as food as 'sea-vegetables'. The main species used in Ireland at present are dulse, carrageen moss, and various kelps and wracks. Dulse – also known as dillisk in a number of areas – is a red alga that is eaten



on both sides of the North Atlantic. Generally only eaten in Ireland after it has been dried, it is frequently sold in small packets, most commonly in the west and north. About 16 tonnes are used in Ireland at present; the species is also eaten in Canada, Iceland, Norway, France and Scotland. About 53 tonnes of carrageen moss were gathered in Ireland in 1994.

Whilst dulse and carrageen moss are worthy sea-vegetables with a history of utilisation and a small but proven market, other species also show considerable promise. Our kelp resources are considerably under-

utilised. All of the kelp species are edible but *Laminaria saccharina* is probably the most palatable as it has a somewhat sweet taste, probably due to its high levels of mannitol, and it also cooks better.

Two other brown algae with potential as food are currently under investigation by us: *Himanthalia elongata*, known in some places as thongweed, and *Alaria esculenta*, also known as dabberlocks or murlins. *Himanthalia* is eaten in France after drying or pickling ('Spaghettis de mer'), and plants are sold in Ireland dried. After soaking in water it

makes a surprisingly fine accompaniment to a mixed salad; it does not have the strong seaweedy taste that some dislike. With the aid of a basic research grant from Forbairt, the Irish research and development body, we are examining the growth and life cycle of populations of this species on the west coast. Plants are easy to collect but must be dried quickly and packaged well to preserve their excellent taste and mouth feel.

Alaria is a large, kelp-like brown alga that grows on exposed shores. In Ireland, plants grow to considerable sizes, being found up to 6m in length in some areas, but these are dwarfed by some Pacific species that may grow to 18m in length and to 2m in width. With Marine Research Measure funding, a study of the possibility of developing fast-growing hybrids of this species by crossing species from the Atlantic and Pacific is being carried out. We have

growing in culture isolates of *A. esculenta* from Ireland, Scotland, France, Norway, and Atlantic Canada and other species from British Columbia and Japan. Species of this genus are ideal for cross-breeding studies as the males and females are tiny filamentous plants that are relatively easy to grow and propagate in culture under red light which stimulates reproduction in our growth rooms. Male and female reproductive structures occur on different plants so that we can put plants from one country in with those from another to see if they are sexually compatible.

To date, we have obtained interesting results with *A. praelonga*, a large species from Japan that co-operates sexually with *A. esculenta* from the Aran Islands and other Irish sites. The resulting Irish/Japanese progeny are grown initially in sample bottles agitated on a small shaker and their growth rates compared with plants

that have resulted from self crosses. Preliminary results are very encouraging, with hybrid plants showing relatively high growth rates. We hope by this method to obtain sterile hybrids that will not reproduce in the wild so that we can introduce foreign genetic material without the fear that some sort of a tryffid will be introduced that will take over the west coast of Ireland.

While studies of these two food species are very promising, we must bear in mind that the market for such sea-vegetables is very small and needs development and investment. Nutritionally, sea-vegetables are as good as any land-vegetable and are superior in their vitamin, trace element and even protein content. The increase in catholic food tastes in Europe should see greater utilisation of sea-vegetables in the next 20 years.

Questions 1–5

Classify the following features as characterizing

- A brown algae
- B green algae
- C red algae
- D brown and red algae

Write the correct letter A, B, C or D in boxes 1–5 on your answer sheet.

- 1 are being investigated as possible food sources.
- 2 are now called sea-vegetables.
- 3 make up more than half of all seaweed species.
- 4 are found on land and in freshwater.
- 5 are nearly all marine.

Questions 6–9

Complete the table below.

Choose NO MORE THAN THREE WORDS from Reading Passage 1 for each answer.

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

Types of brown algae	<i>Himanthalia elongata</i>	<i>Alaria esculenta</i>
Potential	food	food
Common name	thongweed	dabberlocks or 6
Research funded	with a 7 from Forbairt	by Marine Research Measure
Purpose	to examine growth and life cycle populations	creation of fast-growing 8
Advantage	easy to collect	just right for 9

Questions 10–13

Answer the questions below.

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

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

- 10 What does the red light in the growth rooms do?
- 11 What are initial growth rates shown to be?
- 12 What does the sea-vegetable market need?
- 13 What increasingly should lead to greater consumption of sea-vegetables?

Before you check your answers to Reading Passage 1, go on to page 47.

Further practice for Reading Passage 1

The questions below will help you make sure that you have chosen the correct answers for questions 1–5 in Reading Passage 1.

Classification

To classify features, you need to match information.

Look at the categories A–D and Questions 1–5 and answer the following.

- 1 Is it better to find the colour categories first and put a box around each one?

.....

- 2 Do you need to go beyond paragraphs 1–3 and the first line of paragraph 4?

.....

- 3 Are the colour categories in the same order in the passage and the questions?

.....

- 4 Which words from each feature 1–5 can you use to scan between the boxes?

1 2 3

4 5

- 5 Do you need to read the passage in detail as you scan for these words?

- 6 Do any of the words in 1–5 relate to quantity/numbers?

- 7 Is it necessary to match all of the features in order?

- 8 Does the name *green algae* show a connection with land plants?

- 9 Does *almost exclusively* in the fourth sentence mean *nearly all*?

- 10 Is it easy to see the term *sea-vegetables*?

.....

Now check your answers to these exercises. When you have done so, decide whether you wish to change any of your answers to Reading Passage 1. Then check your answers to Reading Passage 1.

Reading Passage 2

You should spend about 20 minutes on Questions 14–27, which are based on Reading Passage 2 below.

Designing and shipping after the Restriction of Hazardous Substances (RoHS) directive

- 1 Almost two months after the European Union's ban on the use of six environmentally unfriendly materials went into effect, designers have clear evidence that failure to meet the Restriction of Hazardous Substances (RoHS) directive means lost sales. Palm Inc. recently announced that its Treo 650 smart phone is no longer being shipped to Europe, since it doesn't meet RoHS requirements. And several Apple Computer Inc. products will not be sold in Europe for the same reason.
- 2 The EU directive, which took effect on 1st July, covers lead, mercury, cadmium, hexavalent chromium, polybrominated biphenyls and polybrominated diphenyl ethers. Electronics vendors worldwide are working to eliminate those substances from nearly all new products developed for the European market, while also adapting their manufacturing processes to a lead (Pb)-free environment.
- 3 But that is only the beginning. Other countries, including China, Taiwan and South Korea, and certain U.S. states are creating their own "green" or RoHS-like legislation. That means RoHS compliance must become an integral part of a designer's development process, with RoHS checks at each step: concept, development, prototype, first builds and volume production.
- 4 Major companies will run the gamut from finding component databases of qualified green components to taking due care to prove compliance and developing processes that allow for the higher-temperature requirements of Pb-free manufacturing. And for designers, those are just the tip of the iceberg. A host of technical and reliability issues remain to be sorted out in Pb-free board processing and soldering.
- 5 What it comes down to is what Ken Stanwick, senior vice president at Design Chain Associates, calls a lack of 'tribal knowledge' on design RoHS-compliant systems. 'We had a great tribal knowledge when it came to dealing with leaded systems, but we haven't built up that same amount of knowledge for Pb-free,' he said. 'Every problem will be blamed on Pb-free until it's been worked out. We need to figure out tests that replicate more of the environment and different stresses that we're going to see in this new system.'
- 6 Manny Marcano, president and CEO of EMA Design Automation Inc. (Rochester, N.Y.), cited the impact of parts obsolescence, including the need to redesign older products and the resultant emphasis on component engineering at the expense of conceptual design. A key challenge is identifying RoHS design specifications as early as possible in the design process, he said.

- 7 But even before they get to that point, designers must understand whether they are designing a fully compliant product or one that's subject to some exemptions, said Robert Chinn, director for consultant firm PRTM (Mountain View, Calif.). 'This affects their design parameters,' he said. 'Previously, they looked at components based on size, performance, electrical parameters, features and functionality. Now they have to add on a new constraint, revolving around environmental compliance: Is it RoHS 6-compliant or is it RoHS 5-compliant?' (RoHS 6 components eliminate all six of the banned substances, while RoHS 5 models, because of exemptions, still contain lead.)
- 8 If designers do not take RoHS seriously, any country that can prove a product does not comply can levy fines against the vendor. That can cost market share, Marcano said, since noncompliant companies become non-competitive. And then, not being prepared can mean belatedly diverting resources to RoHS compliance, causing missed market opportunities.
- 9 But many industry observers believe smaller and medium-size companies will continue to be complacent about the RoHS transition until some major company is cited for non-compliance. 'When that happens, there will be an earthquake throughout the industry, and it will wake up every design engineer,' said Steve Schultz, director of strategic planning and communications at Avnet Logistics and program manager for the distributor's compliance efforts for RoHS in the Americas.
- 10 'The product developer's RoHS concerns center on the fear of lost revenue – from a product ban, a customer who demands a RoHS-compliant product that the company doesn't have, or competition', said Harvey Stone, managing director for consultancy GoodBye Chain Group (Colorado Springs, Colo.). 'With price, quality and service being relatively equal, a savvy customer is going to choose a RoHS-compliant product,' he said.
- 11 Meanwhile, designers are looking over their shoulders at several other – and potentially stricter – environmental regulations in the pipeline. These include the EU's Registration, Evaluation and Authorization of Chemicals legislation, which could restrict the use of thousands of chemicals, and its Energy-using Products (EuP) directive, which will initially target energy-efficiency requirements.

Questions 14–17

Look at the following people and the list of statements below.

Match each person with the correct statement.

Write the correct letter A–G in boxes 14–17 on your answer sheet.

14 Manny Marcano

15 Harvey Stone

16 Steve Shultz

17 Ken Stanwick

List of Statements

- A believes that the EU directive requires no action
- B claims that old products need to be redesigned
- C claims that customers will want a RoHS compliant product
- D states that many products will be RoHS exempt
- E is involved in planning and communications
- F predicts that design engineers will like RoHS
- G claims that more knowledge about Pb-free systems is needed

Questions 18–24

Complete the summary using the list of words A–P below.

Write the correct letter A–P in boxes 18–24 on your answer sheet.

The EU has banned the use of six materials that are 18 to the environment. This means that if designers do not meet the Restriction of Hazardous Substances (RoHS) directive, sales will 19 Similar legislation is being put together around the world, which indicates that RoHS compliance needs to become a 20 part of a designer's development process. RoHS checks at every step from concept to mass production is also a necessity. But 21 technical and reliability problems remain to be 22 Previously, the performance etc. of components were 23....., but now a new 24 needs to be taken into account: environmental compliance.

A requirement

E big

I variety

M idea

B friendly

F basic

J decline

N small

C hostile

G insignificant

K solved

O recognised

D increase

H numerous

L important

P need

Questions 25–27

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

In boxes 25–27 on your answer sheet write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information about the statement

25 Countries can impose fines on the sellers of products that do not comply with RoHS.

26 Smaller companies are taking the changeover to RoHS seriously.

27 The Energy-using directive will be introduced in the very near future.

Before you check your answers to Reading Passage 2, go on to page 52.

Further practice for Reading Passage 2

The questions below will help you make sure that you have chosen the correct answers for questions 14–24 in Reading Passage 2.

Matching names and statements

Look at questions 14–17 and answer the following:

- 1 Is it possible to use the same technique as in classification? Yes/No
- 2 Is it easier to see the names when you box them? Yes/No
- 3 Which words from each statement A–G can you use to scan between the boxes?

A

.....

B

.....

C

.....

D

.....

E

.....

F

.....

G

.....

Summary completion

Look at questions 18–24 and put the words A–P into the following groups.

Adjectives:

.....

Nouns:

.....

Verbs:

.....

Word type

Decide what type of word is needed for each gap.

18

19

20

21

22

23

24

Checklist questions 18–24

Circle Yes/No.

- 18 If the materials have been banned, are they environmentally good? Yes/No
- 19 If the directive is not met, will something positive happen? Yes/No
- 20 If the legislation is everywhere, is compliance essential? Yes/No
- 21 Is there more than one problem? Yes/No
- 22 Is the word *solved* related to the word *problems*? Yes/No
- 23 In the past was the performance of components significant? Yes/No
- 24 Is compliance something that is unnecessary? Yes/No

Now check your answers to these exercises. When you have done so, decide whether you wish to change any of your answers to Reading Passage 2. Then check your answers to Reading Passage 2.

Reading Passage 3

You should spend about 20 minutes on Questions 28–40, which are based on Reading Passage 3 on the following pages.

Questions 28–33

Reading Passage 3 has seven paragraphs A–G.

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

Write the correct number, i–ix, in boxes 28–33 on your answer sheet.

List of Headings

- i Some criticisms of video-conferencing
- ii The future of conferencing by video
- iii The transmission of education to remote areas
- iv The first stages of video-conferencing
- v The necessity of having two TVs
- vi How video-conferencing can benefit organizations
- vii How video-conferencing became more accessible to the general public
- viii The various pieces of equipment needed
- ix The lack of exploitation of video-conferencing in education

28 Paragraph A

Example	Answer
Paragraph B	vii

29 Paragraph C

30 Paragraph D

31 Paragraph E

32 Paragraph F

33 Paragraph G

Seeing the future in with video-conferencing

- A Video-conferencing (or Video tele-conferencing—VTC) as a means of communication intra- and inter-business has essentially been possible since the dawn of television. But the early systems, first demonstrated in 1968, were in fact so prohibitively expensive and of such poor picture quality that they were not viable applications for general public use.
- B However, in the 1980s, digital telephone networks like ISDN began to proliferate, so that by the 1990s the decrease in cost brought the equipment necessary for video-conferencing within the reach of the masses. The 1990s also saw the arrival of IP (Internet Protocol) based video-conferencing with more efficient video compression technologies being introduced, thus permitting desktop, or personal computer (PC)-based video-conferencing. VTC had come on the scene in a big way as free services, web plugins and software, such as NetMeeting, and MSN Messenger, Skype and others brought cheap, albeit low-quality, VTC to the public at large.
- C Video-conferencing has been disparaged for the lack of eye-contact that can affect the efficacy of the medium and for the fact that participants can be camera conscious. But these obstacles



are not insurmountable. The size of modern televisions along with the vast improvement in picture quality as a result of the arrival of the digital age has enhanced the potential of the latest video-conferencing equipment, going somewhat towards solving the former problem. Early studies by Alphonse Chapanis found that the addition of video hindered rather than improved communication. However, as with video and sound recording of meetings, interviews etc, awareness of the presence of the technology diminishes with time to the point that its presence is not felt. A further drawback common to all technology is the ever present possibility of technical hitches. But in the end video-conferencing is no different from any electronic device like a PC or a telephone and so in time, any problems will be ironed out.

- D Conferencing by video has enhanced the performance of different organizations through its efficiency and effectiveness, saving both time and money for businesses and, in this carbon-conscious age, by the reduction in the environmental cost of business travel from one corner of the world to another. These apart, video-conferencing has an immediacy that is difficult to challenge. It is now essential in any work situation where organizations with employees on different sites or in different parts of the globe can contact each other rapidly. Like a telephone line permanently connected it is easy to dial up a colleague in seconds anywhere in the world.
- E And what about the equipment? The equipment for video-conferencing is relatively straightforward to use. It has, in fact, been commonplace in the news media for a number of years as corporations have broadcast live from the back of a truck or van in news

hotspots around the world. Two ISDN lines are needed at each location: one for video output and the other for video input; a high quality camera with omnidirectional microphones or microphones which can be hand-held, clipped on or central are required; and for data transfer a LAN is also needed. And, of course, a television screen at each end is essential.

- F The potential use of video-conferencing in the educational field has yet to be fully exploited. In this day and age when academic institutions are supposed to be more revenue conscious and much more flexible, video-conferencing could be employed to bring business into the educational field and vice versa. The system can also be used to take expertise anywhere in the world. It is no longer necessary for experts to travel vast distances for conferences or to teach. In certain areas, say remote islands like the Outer Hebrides in Scotland or the Cape Verde Islands off West Africa, where it may be difficult to find teachers in specialist subjects like languages, video-conferencing is a perfect way to bring education within the reach of everyone. Video-conferencing is certainly not a panacea for every problem, not an end in itself, but a useful tool that can complement rather than supplant existing teaching methods.
- G Like the electronic or smart whiteboard, whose introduction in the classroom has met with resistance, video-conferencing may take some time to become mainstream, if ever. But, perhaps with the mounting concern about our carbon footprint, the environment will ultimately be the biggest spur. A sobering thought is whether classrooms and offices of the future will consist solely of TV screens.

Questions 34–36

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

Write your answers in boxes 34–36 on your answer sheet.

34 Video-conferencing was not common initially because of

- A the cost and poor image quality.
- B poor advertising and marketing.
- C the lack of skilled technicians.
- D constant electronic failures.

35 Video-conferencing became more practical on personal computers once

- A the Internet became more widespread.
- B the picture quality became perfect.
- C the software became free for the general public.
- D video compression technology worked better.

36 Video-conferencing has been attacked for

- A several problems that cannot be solved.
- B the lack of large TV screens.
- C there not being direct eye contact.
- D the failure of new digital technology.

Questions 37–39

Choose THREE letters A–F.

Write your answers in boxes 37–39 on your answer sheet.

NB Your answers may be given in any order.

Which THREE of the following statements are true of video-conferencing?

- A It is cost-effective for businesses to use.
- B Operating VC equipment is not complicated.
- C It will solve many problems in the classroom.
- D More people now have the necessary skills to use video-conferencing.
- E Modern equipment rarely breaks down.
- F People in remote areas can have expertise taken to them.

Question 40

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

Write your answer in box 40 on your answer sheet.

40 The writer concludes that the success of video-conferencing in the classroom

- A is less likely than that of the whiteboard.
- B will certainly be short-lived.
- C may be linked to many unknown factors.
- D may finally depend on the environment.

Before you check your answers to Reading Passage 3, go on to pages 57–58.

Further practice for Reading Passage 3

The questions below will help you make sure that you have chosen the correct answers for questions 34–40 in Reading Passage 3.

Multiple choice questions

Question 34

Look at Question 34 and answer the following:

- 1 Does the word *initially* relate to a heading i–ix above?

.....

- 2 Look at the stem and the alternatives A–D. Which gives a cause and which gives an effect?

.....

- 3 Where in the paragraph is a cause or effect given?

.....

- 4 Which linking words are used to show the relationship between cause and effect?

.....

- 5 Are the words *advertising, technicians, electronic* in the paragraph?

.....

Question 35

Look at Question 35 and answer the following:

- 1 Which heading in the list i–ix does the stem relate to? Look at the word *more*.

.....

- 2 Turn the alternatives into questions and answer the questions:

- a Did the Internet make VC more practical on PCs?

.....

- b Did the perfection of the picture quality make VC more practical on PCs?

- c Did the software becoming free make VC more practical on PCs?

- d Did video compression technology have an effect?

-

- 3 Does the word *efficient* in the paragraph relate to 'worked better'?

-

- 4 Which gives a cause and which gives an effect, the stem or the alternatives A–D?

.....

Question 36

Look at Question 36 and answer the following:

- 1 Which heading in the list i–ix does the word *attack* relate to?

.....

- 2 Which word in the passage does *attack* relate to?

.....

- 3 Which two of the alternatives are not given? Which one is false?

.....

Finding true statements

This type of question is like *True/False/Not Given* questions combined with multiple choice questions.

Questions 37–39

Look at all the statements A–F.

- 1 Which paragraphs do the following words relate to, if any?

classroom
equipment
skills
remote areas
business

- 2 Choose the correct alternative for each statement:

- A Is there any information about saving money? Yes/No
- B Is there a statement about using VC easily? Yes/No
- C Is information given about solving many classroom problems? Yes/No
- D Does the passage say clearly that people now have these skills? Yes/No
- E Does the passage mention how often the equipment breaks down? Yes/No
- F Does video-conferencing benefit people in remote areas? Yes/No

Global multiple choice question

Question 40

Look at Question 40 and answer the following:

- 1 Is the answer in the last paragraph? Yes/No
- 2 Does the word *perhaps* show the writer is certain? Yes/No
- 3 Is the comparison of the VC with the whiteboard negative? Yes/No

Now check your answers to these exercises. When you have done so, decide whether you wish to change any of your answers to Reading Passage 3. Then check your answers to Reading Passage 3.

Writing



Academic Writing 60 minutes

WRITING TASK 1

You should spend about 20 minutes on this task.

The tables and pie chart show in percentage terms the results of a survey of a new shopping complex in Auckland, New Zealand.

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

Write at least 150 words.

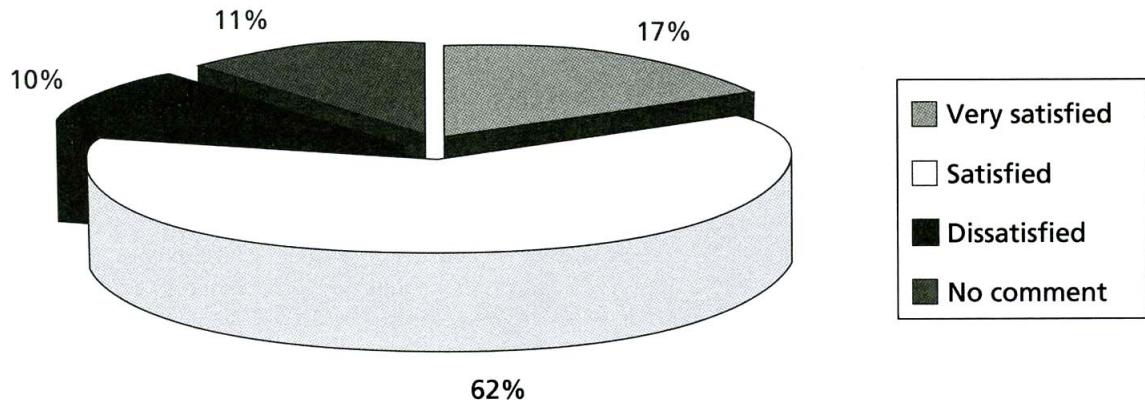
Shops

Shoppers	Very satisfied	Satisfied	Dissatisfied	No Comment
Male	17	45	20	18
Female	34	37	20	9

Restaurants

Shoppers	Very satisfied	Satisfied	Dissatisfied	No Comment
Male	25	55	5	15
Female	27	32	21	20

Design



Before you write your answer to Task 1, go to page 60.

Further practice for Writing Task 1

When you are looking at data, remember to look for an overview and any noticeable features. Also think about what comparisons you can make.

- 1** Look at Task 1. Decide which alternative in the questions a–h below is correct and write a sentence. Be careful with singular and plural.

- a Does the pie chart show that 'the overwhelming' or 'a small' majority of both sexes approved of the design?

.....

- b Did a greater proportion of women than men or more men than women dislike the restaurants?

.....

- c Did customers express their general satisfaction or dissatisfaction with the complex?

.....

- d Were there more men than women or not as many men as women, who made no comment about the shops?

.....

- e Did equal or unequal numbers of both sexes say they were unhappy with the shops?

.....

- f Do the data show the approval or disapproval rating of various aspects of a new shopping centre in Auckland, New Zealand?

.....

- g Were only 5 per cent of males displeased or pleased with the restaurants compared to 21 per cent of the females?

.....

.....

- h Is it significant that the restaurants received a less or more positive rating overall among men than among women?

.....

.....

- 2** Match the features i–iv below to the sentences in 1 above.

i an introduction

ii an overview

iii a comparison

iv a noticeable feature

- 3** Add the data below to the end of the appropriate statements a–h you have written for 1 above.

- 1 with 62 indicating their approval, 17 per cent being very satisfied, only 10 per cent dissatisfied and 11 per cent offering no comment.

- 2 80 per cent among male shoppers and only 59 per cent among females.

- 3 (18 per cent and 9 per cent, respectively).

- 4 with 20 per cent of males and females disapproving.

- 4** Write your own answer to Task 1, adding the following linking words where appropriate.

for example	as regards
generally speaking	overall
by contrast	however
it is clear that	by comparison

You may use some of the sentences or phrases above. When you have finished, compare your answer with the authentic student answer in the key on page 137.

Is your answer to Task 1 an appropriate length and have you used appropriate paragraphs?

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

The world has seen an enormous increase in flights for leisure, business and commercial purposes around the world over recent years.

What do you think are the main advantages and disadvantages of such flights?

Do you think flights should be taxed more?

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

Write at least 250 words.

Before you write your answer to Task 2, go on to pages 62 and 63.

Further practice for Writing Task 2

For Task 2, you need to express your ideas in paragraphs, which explain ideas by giving reasons and examples.

- 1 Write an introduction for Task 2 on page 61 using the words in the box:

ever before	holiday
last few decades	flying
popular	business
commercial	bring benefits
drawbacks	flights

2 Paragraph 2

Look at the notes in the table below. Choose column 2 about Leisure and Commerce, or column 3 about Leisure and Business, and write a paragraph using the linking words given.

	Leisure and Commerce	Leisure and Business
Benefit because for example if ... like then	leisure/practical convenient/flexible long distances Singapore/New York travelling easier	leisure/time-saving destination quicker need a quick break Paris/London more time for holiday
Likewise (Benefit 2) as like as a result therefore	commercial straightforward products fresh fruit/vegetable more variety beneficial	business world/ make money easily meet customers easily companies overseas cost-effective economical

Begin: Travelling by air for leisure purposes is a very practical means of transport, because

3 Paragraph 3

Write your own notes for a disadvantage, e.g. carbon production, and then write a paragraph.

because

For example,

If ... don't

then

which

As a result

4 Paragraph 4

*Do the following notes reflect your opinion?
If they do not, change them to write your own
paragraph.*

definitely tax because dangerous;
travel more by train; holiday
closer to home; buy local produce
less harmful; use plane only when
necessary

Now finish writing your essay. When you have finished, compare it to the authentic student answer on page 138.

Speaking



11–14 minutes

PART 1 Introduction and interview (4–5 minutes)

In this part of the examination you will be asked questions about yourself and familiar topics.

EXAMPLE

Animals

- What's your name?
- Where do you come from?
- What's your favourite animal? Why?
- Do you like the same animal now as you did when you were younger?
- What can you learn about a person from the animals they like?
- Which animals are popular as pets in your country?

PART 2 Individual long turn (3–4 minutes)

Describe a special occasion for which you arrived late.

You should say:

what occasion you were late for
when it happened

how you felt

and explain why you were late.

You will have to talk about this topic for one to two minutes. You have one minute to think about what you are going to say. You can make some notes to help you if you wish.

Now look at the Further Practice section on page 65.

PART 3 Two-way discussion (4–5 minutes)

In this part of the exam, the examiner will discuss a topic with you. The topic is usually related in some way to the topic in Part 2, but the questions will be of a more abstract nature.

Punctuality

Example questions:

Do you think it is important to be punctual for appointments? Why? Why not?

What do you think about people who are always late?

Normally how do people make excuses when they are late?

The effects of technology

Example questions:

Do you think modern technology has made people lazy?

What do you think about modern technology for young people/ old people?

How has modern technology changed people's lives for the better?

Now look at the Further Practice section on page 65.

Further practice for Speaking

In the Speaking paper you need to react to the questions rather than show you are thinking.

PART 2

Always make very short notes and use them to guide you as you speak.

- 1 Look at the frame below, which is an answer to Part 2 on page 64 given by a student. Are the words underlined here suitable notes for Part 2?

I would like to talk about a time when I was late for a job interview earlier in the year. The appointment was at 11am and I had got up early, as I I set off by train several hours in advance; in fact, I caught the train before I needed to. Unfortunately, the train stopped just outside my destination, because I was becoming very nervous and was even worried about telephoning. I used my mobile to leave a message with the receptionist, but I was anxious

When I eventually arrived at the interview I was very uneasy and tense, because I felt I but I needn't have been so panicky, because The appointment was important, because

- 2 Complete the answer using your own words and then compare your answer with the key.

PART 3

It is important to develop your answer just as in a paragraph by giving reasons and examples. Use the examiner's questions to help you. Use adjectives to attach your ideas to and then explain the adjectives.

Discussion topics

Look at the first two questions in Part 3 on page 64.

Question 1

Decide which adjectives are synonyms for important:

optional	crucial	trivial	vital
necessary	critical	unimportant	

Then give your opinion and (a) reason(s):

I personally believe that

is (crucial)

because

What's more,

.....

.....

Question 2

Decide which adjectives you can use to describe people who are always late:

irritating	annoying	rude	frustrating
soothing	relaxing	stressful	

Then give your opinion and (a) reason(s):

I find people who are always late

....., because

.....

and and so

Now practise the questions and answers in Part 3 with a partner.

TEST THREE

Listening



approximately 30 minutes

Section 1 Questions 1–10

Complete the notes below.

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

Example

Answer

Purpose

placing an **advertisement**

Laptop for Sale

Condition	Almost new
Weight	1
Make	Allegro
Memory	2
Screen	3
Touch pad but with cordless mouse	
Number of ports	Two
Battery lasts	4
Latest programmes	Not 5

Extras

Web cam	
Printer with	6
Smart case	
Price	7

Contact details

Name:	David 8
E-mail address:	DIB_7791@hotmail.com
Mobile number:	9
Advert placed:	10

Stop the recording when you hear 'That is the end of Section 1'.

Before you check your answers to Section 1 of the test, go on to page 67.

Further practice for Listening Section 1

To help you predict the answers, think of a range within which the answer will occur. Put yourself in the position of the person giving the information: the seller of the laptop.

Look at Questions 1–7 on page 64 and choose the correct letter a–c.

- 1 The weight of the laptop is likely to be in
 - a mg
 - b g
 - c kg

- 2 The memory is likely to be in
 - a MB (megabytes)
 - b KB (kilobytes)
 - c GB (gigabytes)

- 3 The size of the screen is likely to be in
 - a m
 - b cm
 - c mm

- 4 The battery life is likely to be in
 - a days
 - b hours
 - c minutes

- 5 Modern laptops are now likely to
 - a be wireless
 - b have lots of wires
 - c be waterproof

- 6 Which two extra pieces of equipment is the seller likely to include with the printer?
 - a headphones
 - b a mobile
 - c a scanner

- 7 What is the likely price for a used laptop in good condition with the extra equipment?
 - a at least £1000.
 - b more than £500.
 - c no more than £300.

Now check your answers to these exercises. When you have done so, listen again to Section 1 of the test and decide whether you wish to change any of your answers. Then check your answers to Section 1 of the test.

Section 2 Questions 11–20

Questions 11 and 12

Complete the sentences below.

Write NO MORE THAN THREE WORDS for each answer.

11 In the Club, there are nine

12 The main purpose of the Open Day is to give a of the premises.

Questions 13–15

Complete the table below.

Write NO MORE THAN TWO WORDS for each answer.

Name	Role
Sean Bond	to supervise equipment
Margaret Lloyd	to 13
James Todd	to 14
Edward Marks	to 15

Questions 16–18

Which floor contains which amenities?

Choose from A–F.

- A storerooms
- B therapy rooms
- C offices
- D study area
- E cafeteria
- F lecture theatre

16 Ground floor

17 First floor

18 Second floor

Questions 19 and 20

Complete the table below.

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

Programme	Number	Time of chat with trainers
Counselling	19	Saturday 10 am
Yoga etc	9	20 pm

Stop the recording when you hear 'That is the end of Section 2.' Now check your answers.

Section 3 Questions 21–30

Complete the form below.

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

Joint Presentation Self-evaluation Form

Title: The application of robotics in a non-industrial setting

Date: 21

Insert your names and comments on the following aspects of the presentation.

	Mark	Anna	Suggestions:Tutor
General impression	worked well	not thorough or 22 enough	no comment
Hand-outs	23 looking	the best part	reduce by 24
Middle of presentation	power-point slides not in 25	overestimated 26	more practice with the equipment
Aims and objectives	very focused	clearly 27	no comment
Delivery	performance was 28	difficult to coordinate speaking and presenting	needs the 29
Score	six	30	

Stop the recording when you hear 'That is the end of Section 3'.

Before you check your answers to Section 3 of the test, go on to page 70.

Further practice for Listening Section 3

In this Section, you hear three people talking with each other about an academic subject. You need to understand how information in a table fits together.

- 1 *Look at the table for Questions 21–30 and answer the following questions.*
 - a Are words like *overall*, *taken as a whole* associated with the word *general*?
.....
 - b To give an impression, do you often say *I think ...*, *I feel ...*, *my impression is ...*?
.....
 - c Does the word *thorough* mean *careless* or *thoughtful* or *systematic*?
.....
 - d Is the word *looking* related to appearance or attitude?
.....
 - e Which reduces a text more: reducing it **by** a third or **to** a third?
.....
 - f Is the problem with the slides likely to be the order or the colour?
.....
 - g Does *overestimated* mean *rated too highly* or *considered worthless*?
.....
 - h Can *score* mean *mark*?
.....
- 2 *Expand the information in the table using words from a–h above.*

22 General impression: Overall, Mark thought that the presentation went well, but when Anna spoke she thought that the presentation was not systematic or thorough enough.

23/24 Hand-outs:

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

25/26 Middle of presentation:

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

27 Aims and objectives:

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

28/29 Delivery:

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

30 Score:

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

Now check your answers to these exercises. When you have done so, listen again to Section 3 of the test and decide whether you wish to change any of your answers. Then check your answers to Section 3 of the test.

Section 4 Questions 31–40

Questions 31–33

Choose the correct letter A, B or C.

31 The local business people who had approached the Centre had all encountered

- A enormous problems.
- B few problems.
- C many obstacles.

32 The main focus of the Centre is now

- A large national companies.
- B technology companies.
- C businesses that have just started up.

33 Snapshot research was carried out

- A over the Internet.
- B by telephone.
- C by personal contact.

Questions 34 and 35

Answer the questions below.

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

34 How much higher are local business rents compared to those nationally?

.....

35 How many local businesses close a year after they have started working with the Centre?

.....

Questions 36–40

Complete the table below.

Write NO MORE THAN THREE WORDS for each answer.

Size of business	Companies	Help being given
Start-ups	O-foods	improving the 36 turnaround
	Innovations	support to attract business partners and achieve 37
Small	Sampsons Ltd	business 38
	Vintage Scooter	product monitoring scheme after sales customer service
Medium	Build Ltd	extension of 39
	Jones Systems	conflict management and 40

Stop the recording when you hear 'That is the end of Section 4.'

Now check your answers to Section 4 of the test.

Reading



Academic Reading 60 minutes

Reading Passage 1

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

CAVES

1 Caves are natural underground spaces, commonly those into which man can enter. There are three major types: the most widespread and extensive are those developed in soluble rocks, usually limestone or marble, by underground movement of water; on the coast are those formed in cliffs generally by the concentrated pounding of waves along joints and zones of crushed rock; and a few caves are formed in lava flows, where the solidified outer crust is left after the molten core has drained away to form rough tunnels, like those on the small basalt volcanoes of Auckland.

2 Limestone of all ages, ranging from geologically recent times to more than 450 million years ago, is found in many parts of New Zealand, although it is not all cavernous. Many caves have been discovered, but hundreds still remain to be explored. The most notable limestone areas for caves are the many hundreds of square kilometres of Te Kuiti Group (Oligocene) rocks from Port Waikato south to Mokau and from the coast inland to the Waipa Valley – especially in the Waitomo district; and the Mount Arthur Marble (upper Ordovician) of the mountains of northwest Nelson (fringed by thin bands of Oligocene limestone in the valleys and near the coast).

3 Sedimentary rocks (including limestone) are usually laid down in almost horizontal layers or beds which may be of any thickness, but most commonly of 5–7.5 cm. These beds may accumulate to a total thickness of about a hundred metres. Pure limestone is brittle, and folding due to earth movements causes cracks

along the partings, and joints at angles to them. Rain water percolates down through the soil and the fractures in the underlying rocks to the water table, below which all cavities and pores are filled with water. This water, which is usually acidic, dissolves the limestone along the joints and, once a passage is opened, it is enlarged by the abrasive action of sand and pebbles carried by streams. Extensive solution takes place between the seasonal limits of the water table. Erosion may continue to cut down into the floor, or silt and pebbles may build up floors and divert stream courses. Most caves still carry the stream that formed them.

- 4 Caves in the softer, well-bedded Oligocene limestones are typically horizontal in development, often with passages on several levels, and frequently of considerable length. Gardner's Gut, Waitomo, has two main levels and more than seven kilometres of passages. Plans of caves show prominent features, such as long, narrow, straight passages following joint patterns as in Ruakuri,

Waitomo, or a number of parallel straights oriented in one or more directions like Te Anaroa, Rockville. Vertical cross sections of cave passages may be tall and narrow following joints, as in Burr Cave, Waitomo; large and ragged in collapse chambers, like Hollow Hill, Waitomo (233m long, 59.4m wide, and 30.48m high); low and wide along bedding planes, as in Luckie Strike, Waitomo; or high vertical water-worn shafts, like Rangitaawa Shaft (91m). Waitomo Caves in the harder, massive Mount Arthur Marble (a metamorphosed limestone) are mainly vertical in development, many reaching several hundred metres, the deepest known being Harwood Hole, Takaka (370m).

- 5 The unique beauty of caves lies in the variety of mineral encrustations which are found sometimes completely covering walls, ceiling, and floor. Stalactites (Gk. *stalaktos*, dripping) are pendent growths of crystalline calcium carbonate (calcite) formed from solution by the deposition of minute quantities of calcite from

percolating ground water. They are usually white to yellow in colour, but occasionally are brown or red. Where water evaporates faster than it drips, long thin straws are formed which may reach the floor or thicken into columns. If the source of water moves across the ceiling, a thin drape, very like a stage curtain, is formed. Helictites are stalactites that branch or curl. Stalagmites (Gk. *stalagmos*, that which dripped) are conical or gnarled floor growths formed by splashing, if the water drips faster than it evaporates. These may grow toward the ceiling to form columns of massive proportions. Where calcite is deposited by water spreading thinly over the walls or floor, flowstone is formed and pools of water may build up their edges to form narrow walls of rimstone. Gypsum (calcium sulphate) is a white cave deposit of many crystal habits which are probably dependent on humidity. The most beautiful form is the gypsum flower which extrudes from a point on the cave wall in curling and diverging bundles of fibres like a lily or orchid.

Questions 1–3

Complete the summary.

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

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

There are several 1 of caves with the most common and largest being located in limestone or marble. Coastal caves are created in cliffs usually by waves. In lava flows, the solidified outer crusts that remain once the molten core has drained away also form 2 Limestone is to be found all over New Zealand, but not all of it contains caves. While many caves are known, there are large numbers that have yet to be uncovered. The main 3 for limestone caves are Te Kuiti Group rocks.

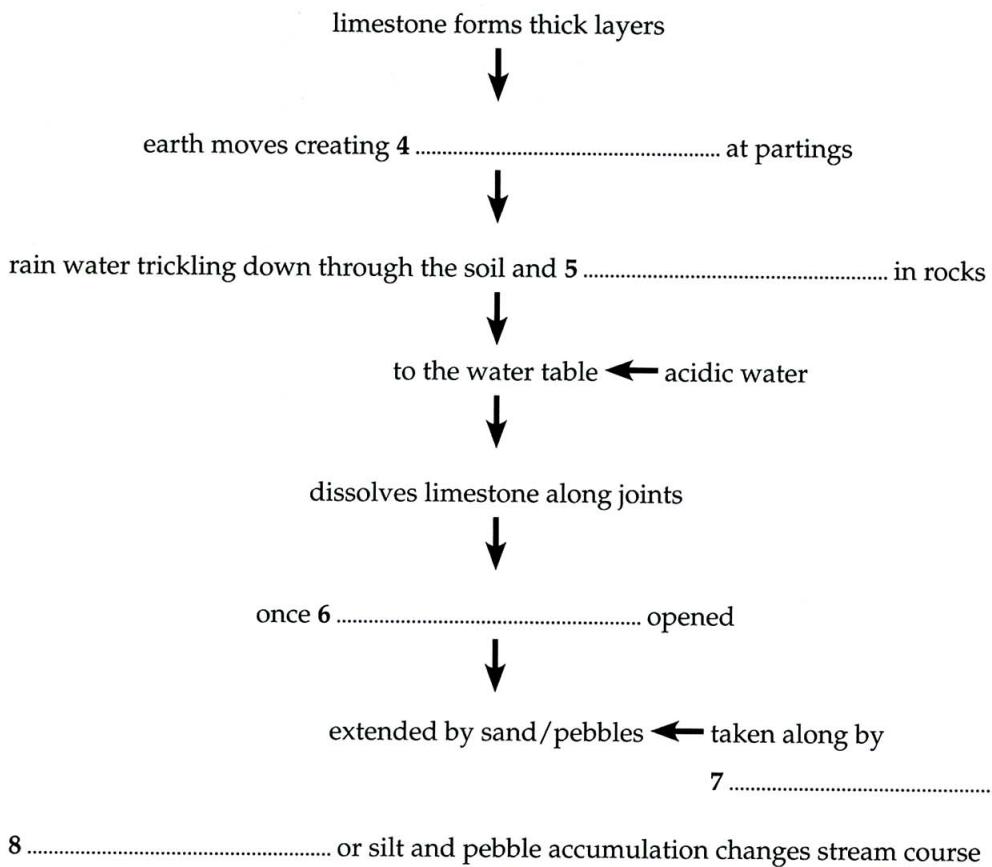
Questions 4–8

Complete the flow-chart.

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

Write your answers in boxes 4–8 on your answer sheet.

The Creation of Limestone Caves



Questions 9 and 10

Choose TWO letters A–E.

Write the correct letter A–E in boxes 9 and 10 on your answer sheet.

NB Your answers may be given in either order.

Which TWO of the following features of caves in the softer limestones are mentioned in the text?

- A they are often long
- B they are all at least 7.2km long
- C most of them are vertical
- D they only ever have one passage
- E they are characteristically horizontal

Questions 11–13

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

In boxes 11–13 on your answer sheet write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information about the statement

- 11 The limestone found in New Zealand is more than 450 million years old.
- 12 Stalactites are more often white to yellow than brown or red.
- 13 Stalagmites never grow very large.

Before you check your answers to Reading Passage 1, go on to pages 76 and 77.

Further practice for Reading Passage 1

Flow-charts are often written in note form.

Look at Questions 4–8 and answer the following questions:

Question 4

- 1 Is this something to do with cause and effect?

.....

- 2 Is the movement of the earth causing something like holes or gaps?

.....

Question 5

- 1 Is question 5 related to question 4?

.....

- 2 Is the missing word a synonym of 4?

.....

Question 6

- 1 Is this something to do with a bigger version of the words in 4 and 5?

.....

- 2 Is the answer a noun with an article and an auxiliary verb?

.....

Question 7

- 1 Is this something to do with water? (Look at 8)

.....

- 2 In the process, is there likely to be just one thing or several of these things carrying the pebbles along?

.....

Question 8

Is the other cause a physical process?

Look at Questions 11–13 and answer the following questions.

Question 11

Look at paragraph 2.

- 1 Is limestone found in New Zealand?

.....

- 2 Is the limestone of one age only?

.....

- 3 Does the question say: *The limestone found in New Zealand?*

.....

- 4 Does the phrase mean *all* the limestone that is found in New Zealand?

.....

Question 12

Look at paragraph 5.

- 1 Are the stalactites usually white in colour?
.....
- 2 Are the stalactites occasionally brown or red?
.....
- 3 Does the word *usually* refer to something that happens more often than the word *occasionally*?
.....

Question 13

Look at paragraph 5.

- 1 Does the text mention the fact that stalagmites grow?
.....
- 2 Does the word *massive* mean *small*?
.....
- 3 Does the word *may* in the passage mean that they sometimes become massive?
.....
- 4 Does the word *never* contradict the word *may*?
.....

Now check your answers to these exercises. When you have done so, decide whether you wish to change any of your answers to Reading Passage 1. Then check your answers to Reading Passage 1.

Reading Passage 2

You should spend about 20 minutes on Questions 14–27, which are based on Reading Passage 2 below.

1 Left- or right-handed bath water? This seems a silly question, but it was the subject of a serious scientific investigation sponsored by the Daily Mail in 1965. The investigation showed that the direction water swirls down the plug-hole vortex depends on which side of the Equator you are.

2 As for homo sapiens, between 5 and 30% of the population are estimated to be left-handed, with more males than females, although in one test, 95% of foetuses were found to suck their right thumb in the womb. The general consensus of opinion is that left-handedness is determined by a dominant right cerebral hemisphere controlling the left side of the body, and vice versa. Hereditary factors have been ruled out. So too have earlier theories concerning the need for soldiers to shield their hearts, and the desirability of learning to use Stone Age tools and implements with the hand they were designed for, as well as Plato's idea that it all boiled down to which arm a baby was cradled with. However, the almost universal human preference for dexterity, or right-handedness, remains a mystery.

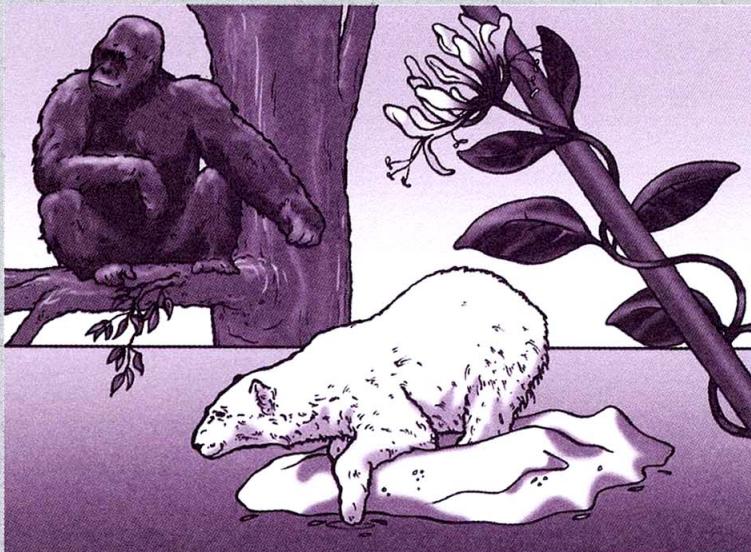
3 Prejudice against the left hand dates back to ancient times and is so entwined with religious beliefs and

superstitions that it still exists today in everyday speech. *Sinister*, the Latin for *left hand*, means 'suggestive of evil' in English, while the French *gauche* is awkward, or clumsy. *Left* itself derives from Anglo Saxon *lef* (weak and fragile). The non-judgmental term *southpaw*, by contrast, originates from the Chicago baseball stadium where pitchers faced west, so the pitching arm of a left-hander is to the South.

4 Other negative terms include *pen pushers*, while a *left-handed compliment* is actually an insult. Thomas Carlyle, who described right-handedness as *the oldest institution in the world*, introduced the political concept of 'left' in his work on the French Revolution – in the 1789 Paris Assembly the nobles sat on the right, opposite the radicals.

5 Associations with luck also go back to early history. The ancient Greek and Roman augurs foretold the future from bird-flight. While the former faced North, with the propitious sunrise side to their right, the latter, before changing later, when *sinister* took on its ominous meaning, looked southward, so the left was for good omens.

6 Superstitions world-wide reflect this bias. In Morocco, as in many countries, an itchy left palm means losing money, and a twitching left eyelid denotes the death of a relative or sorrow, whereas the right side has felicitous indications. We throw salt over our left shoulder to thwart the demons creeping up on us, but bless with the right hand. One pours wine with this hand and passes it round the table clockwise, the direction of the sun.



- 7 Our relatives, the primates, appear to be ambidextrous, or able to use both hands, although gorillas have heavier left arms seemingly due to greater utilization. Aristotle observed that crabs and lobsters had larger right claws. Rats are 80% dextral, yet polar bears are believed to be left-pawed. Flat fish provide interesting data: in northern seas plaice and sole have their eyes and colour on the right side, but tropical halibut are the other way round. If this is to do with light and sun rotation, it may explain why Indian Ocean sole are reversed, but not why northern halibut are just as sinistral as their southern cousins. In the plant kingdom, honeysuckle is a rare example of a left-handed climber that twines anti-clockwise, or widdershins!
- 8 Although we live in a more tolerant age, not so long ago in the UK youngsters were forced to use their right hand, 'to learn the value of conformity' (A. N. Palmer), often resulting in the stuttering speech defects common in 'switched sinistrals' like George VI. In the 1950s the American psychiatrist Abram Blau accused left-handed children of infantile perversity and a stubborn refusal to accept dexterity.
- 9 Not all experts were so anti-sinistral, however. The 17th century Norfolk scholar Sir Thomas Browne wrote of the prejudices against left-handedness, but accepted that a small proportion of people would always be so and saw no reason to prevent them. Apart from being considered difficult, anti-social troublemakers, left-handers have also been thought to be artistic, creative and gifted.
- 10 Famous lefties include Leonardo da Vinci, Michelangelo, Benjamin Franklin, Bill Clinton, Joan of Arc, Lewis Carroll, Paul McCartney, Jimi Hendrix, Jean Genet, Beethoven and many others.
- 11 Finally, in defence of all sinistrals, if the left side of the body is really controlled by the right hemisphere of the brain, then left-handers are the only people in their right minds!

Questions 14–18

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

Write your answers in boxes 14–18 on your answer sheet.

14 The direction of water going down the plug-hole

- A is not related to where you are.
- B is independent of the side of the Equator you are on.
- C is linked to the side of the Equator you are on.
- D was first discovered by the Daily Mail in the 1950s.

15 In determining left-handedness, hereditary factors are generally considered

- A as important.
- B as having no impact.
- C as being a major influence.
- D as being the prime cause.

16 The reason why

- A almost everyone is right-handed is unknown.
- B some people are right-handed is ambiguous.
- C Plato worked out the mystery of left-handedness is not known.
- D many people are right-handed is now clear.

17 The word 'southpaw' is

- A an Anglo-Saxon term.
- B not a negative term.
- C suggestive of evil.
- D a negative term.

18 The left was connected with

- A being unclean by the Greeks.
- B goodness by the French.
- C fortune and bird-flight by many cultures.
- D good fortune in ancient Greece and Rome.

Questions 19–22

Answer the questions below.

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

Write your answers in boxes 19–22 on your answer sheet.

- 19 Who was the originator of the political concept of left?
- 20 What did the ancient Romans use to predict the future?
- 21 What does an itchy palm in the left hand mean?
- 22 In which direction is wine passed round the table?

Questions 23–26

Complete each sentence with the correct ending A–G.

Write your answers in boxes 23–26 on your answer sheet.

- 23 Gorillas, unlike other primates,
- 24 Fish colour and eye position
- 25 Most plant climbers
- 26 In the past some experts

- A appear to have been against left-handedness.
- B are usually the same in both hemispheres.
- C are apparently not always dependent on hemisphere.
- D seem to have difficulty using both hands.
- E looked on left-handedness with indifference.
- F tend to grow clockwise rather than anti-clockwise.
- G seem to use their left-hand more.

Question 27

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

Write your answer in box 27 on your answer sheet.

Which of the following is the most suitable title for Reading Passage 2?

- A Left-handedness and primates
- B A defence of right-handedness
- C A defence of left-handedness
- D Left-handedness and good luck
- E Left-handedness and bad luck

Before you check your answers to Reading Passage 2, go on to page 82.

Further practice for Reading Passage 2

To match sentence beginnings and endings, find the stem and put a box around the key words. Then try to match key words or synonyms from the endings with the stem.

Look at Questions 23–26 and answer the following questions.

Question 23

Look at paragraph 7.

- 1 Can gorillas use both hands, i.e. are they ambidextrous?
-

- 2 Do gorillas seem to utilize their left arms more and make them more muscular?
-

- 3 If the left arms are muscular, are they likely to be heavier?
-

- 4 Is the ending D true about primates and therefore gorillas?
-

Question 24

Look at paragraph 7.

- 1 Does the passage compare fish colour and eye position in some way?
-

- 2 Is the comparison between fish in different seas, northern and southern?
-

- 3 Does the passage mention that the northern halibut is an exception?
-

- 4 Does the ending C show that there is possibly an exception to a rule?
-

Question 25

Look at paragraph 7.

- 1 Does the honeysuckle grow anti-clockwise as it climbs?
-

- 2 Is the honeysuckle a common example of a plant climbing anti-clockwise?
-

- 3 Do most climbers climb clockwise?
-

- 4 Does the honeysuckle coil as it grows?
-

Question 26

Look at paragraphs 8 and 9.

- 1 Does paragraph 8 give examples of experts being against left-handedness?
-

- 2 Does paragraph 9 state the same?
-

- 3 Does this mean that not all experts were against left-handedness?
-

- 4 Does the ending A mention being in favour of left-handedness?
-

Reading Passage 3

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

PHYSICIAN, RULE THYSELF!

Professions and self-regulation

A When is an occupation a profession?

There appears to be no absolute definition, but only different ways of looking at the issue, from historical, cultural, sociological, moral, political, ethical or philosophical viewpoints. It is often said that professions are elites who undertake specialized, selfless work, in accordance with ethical codes, and that their work is guaranteed by examination and a licence to practise. In return, however, they request exclusive control over a body of knowledge, freedom to practise, special rewards and higher financial and economic status.

B The public needs experts to offer them specialist advice, but because this advice is specialized they are not in a position to know what advice they need: this has to be defined in conversation with the professional. Professional judgement could be at odds with client satisfaction since the latter cannot then be "the chief measure of whether the professional has acted in a trustworthy fashion."

Professional elites have negative potential: to exploit their power and prestige for economic goals; to allow the search for the necessary theoretical or scientific knowledge to become an end in itself; to lose sight of client well-being in the continuing fragmentation of specialist knowledge.

C Professions in different cultures are

subject to different levels of state intervention, and are shaped by this. In England our relatively weak state and the organic growth of professional groups, many of them licensed by Royal Charter, means that regulation became an arrangement among elites. Similarly, in the US, where liberal market principles have had a free rein, academic institutions have had more influence than the state in the development of the professions. By contrast, in many European countries the state has defined and controlled the market for the professions since the late eighteenth and early nineteenth centuries. In all cases, the activities of the professions affect public interest, and so the state has a legitimate interest in them.

D In general, the higher the social status

of a profession the greater the degree of public trust in it, and the more freedom to operate it enjoys. There are, however, certain features which appear to be common to most, if not all, professions. In addition to a specialised knowledge base, it appears that there is an agreed set of qualifications and experience which constitutes a licence to practise. There is also frequently an agreed title or form of address, coupled with a particular, often conservative, public image, and an accepted mode of dress. Standards are

maintained mainly through self-regulatory bodies. Also, financial rewards may be increased through private practice.

- E** Within different cultures, and at different times, the relative status of different professions may vary. For example, in Western Europe, the status of politicians has been in long-term decline since the middle of the twentieth century. Teachers would appear to have higher status in France and Italy than in the UK, where medicine and the law have traditionally been the 'elite professions'.
- F** The higher a profession's social status the more freedom it enjoys. Therefore, an occupation wanting to maintain or improve its status will try to retain as much control as possible over its own affairs. As in so many other areas, socio-cultural change has affected the professions considerably in recent years. Market forces and social pressures have forced professionals to be more open about their modes of practice. In addition, information technology has enabled the public to become much better informed, and therefore more demanding. Moreover, developments in professional knowledge itself have forced a greater degree of specialisation on experts, who constantly have to retrain and do research to maintain their position.

G Self-regulation then becomes an even more important thing for a profession to maintain or extend. But in whose interests? Is self-regulation used to enable a profession to properly practise without undue interference, or is it used to maintain the status of the profession for its own ends? Is it used to enable those with appropriate education and training to join the profession? Another question that needs to be answered is whether self-regulation restricts access so that the profession retains its social and economic privileges? Or again is it used to protect clients by appropriately disciplining those who have transgressed professional norms, or to protect the public image of the profession by concealing allegations that would damage it?

H These are all questions which the medical profession in the UK has recently had to address, and which remain the subject of continuing debate. One thing is clear, however: the higher a profession's status, the better equipped it is to meet these challenges.

Questions 28–32

Reading Passage 3 has eight paragraphs A–H.

Which paragraph contains the following information?

Write the correct letter A–H in boxes 28–32 on your answer sheet.

- 28 how professionals have adjusted to socio-cultural developments
- 29 the typical characteristics that a profession has
- 30 the role that is played by governments in different countries
- 31 a description of the relationship between professionals and their clients
- 32 the fact that there is no clear definition of what a profession is

Questions 33–37

Complete the sentences.

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

Write your answers in boxes 33–37 on your answer sheet.

- 33 Professionals cannot always ensure that the given will satisfy the client.
- 34 Liberal market principles in the US have meant that the state has had less impact on the development of the professions than
- 35 An agreed set of qualifications and experience give professionals a
- 36 Over the past 50 years or so, the status of politicians has been in
- 37 There is a doubt as to whether is a mechanism to safeguard a profession's social and economic privileges.

Questions 38–40

Complete the table.

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

Write your answers in boxes 38–40 on your answer sheet.

Impact of socio-cultural change on professions

Factors	Implications
Various public influences	professionals 38 about work.
Modern technology	people more knowledgeable and so more 39
Progress in professional knowledge	a greater degree of 40 needed

Before you check your answers to Reading Passage 3, go on to page 86.

Further practice for Reading Passage 3

Matching sentences is like matching paragraph headings. However, there may be one or more of the sentences which relate to part of a paragraph rather than a whole paragraph.

Choose True(T) or False(F) for the following sentences.

Question 28

Look at paragraph F.

- 1 The paragraph describes different ways professionals have changed.
- 2 The paragraph links the ways with phrases like *in addition, moreover*.
- 3 The word *how* means *way(s) by which*.

T/F
T/F
T/F

Question 29

Look at paragraph D.

- 1 The word *characteristics* is plural, meaning *more than one*.
- 2 There is more than one linking word meaning *in addition*.
- 3 The word *features* does not mean the same as *characteristics*.

T/F
T/F
T/F

Question 30

Look at paragraph C. Why is each statement below true?

- 1 *Different* and *countries* in the question mean there is more than one country.

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

- 2 The word *controlled* in the paragraph is related to the word *role*.

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

- 3 Words like *state intervention, shaped, regulation, licensed* etc. are connected with control.

.....
.....

Question 31

Look at paragraph B. Which statements are True(T)/False(F)? Correct those which are false.

- 1 The word *client* is not related to the word *professional* in the paragraph.
- 2 The client/professional relationship is not explained in G.
- 3 The phrase *between professional and clients* explains the relationship.

T/F
T/F
T/F

Question 32

Look at paragraph A. Which statements are True(T)/False(F)? Correct those which are false.

- 1 The question in the first sentence gives you a clue.
- 2 The second sentence confirms this: ... *no absolute definition*.
- 3 The whole paragraph is about the lack of clear definition.

T/F
T/F
T/F

Now check your answers to these exercises. When you have done so, decide whether you wish to change any of your answers to Reading Passage 3. Then check your answers to Reading Passage 3.

Writing



Academic Writing 60 minutes

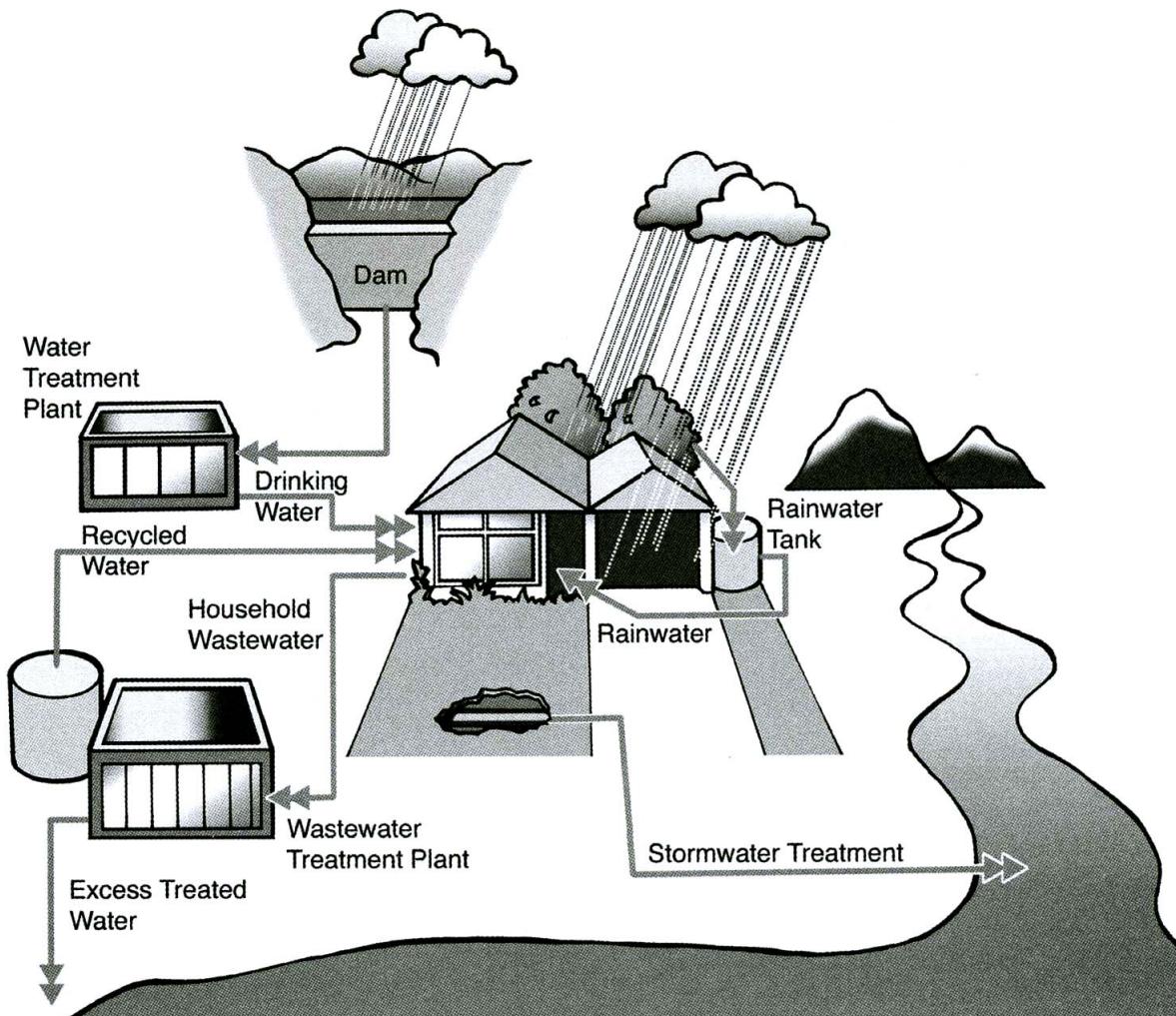
WRITING TASK 1

You should spend about 20 minutes on this task.

The diagram below shows how rainwater is reused.

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

Write at least 150 words.



Before you write your answer to Task 1, go on to page 88.

Further practice for Writing Task 1

Use the present simple and a mixture of active and passive verb forms for processes which are repeated.

Look at the diagram on page 87 and answer the following questions:

- 1 What is the best order to put the three stages below?

Stage A

household waste-water (treat)
excess treated water (send to river)
recycled water (send back to house)

Stage B

rain (fall)
rain (collect/store in tank to water the garden)
storm-water (send via drain to river)

Stage C

rain (fall)
dam (collect/store)
treatment plant (treat)
drinking water (send to homes)

- 2 Which of the verbs below from 1 can you use in the active (a) and which in the passive (p)? Write the appropriate letter next to each verb.

send
fall
collect
store
treat

- 3 Match the following verbs with those in 2:

supply
pipe
purify
clean
carry

- 4 What nouns can you make from the following verbs?

collect
store
recycle
treat
purify
supply

- 5 Write your own answer to Task 1. You may use some of these sentences or phrases:

Useful vocabulary

step, phase

to produce drinking water/to make it fit for human consumption

used to

First of all, second(ly), third(ly), finally, then, after that, next, following that, once, before, after

When you have finished, compare your answer with the authentic student answer in the key on page 144.

Is your answer to Task 1 an appropriate length, and have you used appropriate paragraphs?

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Recent research has shown that media like the Internet and TV have a greater influence over people's lives than politicians.

Which do you consider to be the greater influence?

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

Write at least 250 words.

Before you write your answer to Task 2, go on to pages 90–91.