

Further practice for Writing Task 2

Look at the first two paragraphs of a model answer for Task 2 and answer the questions below.

Politicians do, to a certain extent, have an impact on our lives. However, in my opinion, media like the Internet and TV have invaded every aspect of our lives. This has made it very difficult to spend a day without coming into contact with them, and so they now exert a much greater influence.

The Internet is becoming more central to our lives than any other force including politicians, because it not only provides information, but it also helps people share their opinions. For example, if information about travelling by train or plane is required, the most convenient source is the Internet. Moreover, when an important event like an election occurs anywhere, people can express their opinions on the web before the information reaches other media like TV and radio. As a result, the Internet is now so potent that politicians are being forced to release pod-casts online to try to harness its power.

1 Look at the first paragraph and answer the following questions:

- a Does the introduction state an opinion as requested in the question?

.....

- b Does the introduction compare the two influences?

.....

- c Does the introduction copy the question?

.....

2 Look at the second paragraph and answer the following questions:

- a Does the first sentence use an adjective to give an opinion about the Internet?

.....

- b Does the first sentence give an effect of this opinion?

.....

- c Is the second sentence an example with an *if* clause?

.....

- d Is the third sentence a contrast of the previous sentence?

.....

- e Is the fourth sentence an effect the Internet has on politicians?

.....

- f Does the fourth sentence also give the purpose of politicians' use of the Internet?

.....

3 Write the linking words as they occur in sequence below:

Paragraph 1:.....

.....

.....

Paragraph 2:.....

.....

.....

4 Write a similar paragraph about TV. Use as many of the linking words in Paragraph 2 as you can.

5 Finish the essay in your own words. When you have finished writing your essay, use questions a–h below to check what you have written.

a Is your answer divided into paragraphs?

.....

b Have you written at least 150 words?

.....

c Does each paragraph contain reasons and examples?

.....

d Does your essay answer the question?

.....

e Have you checked for mistakes?

f Have you used a range of vocabulary to avoid repetition?

g Have you used complex sentences?

h Can you give a heading to each paragraph you have written?

Now check your answer with the authentic student answer on page 145 in the key.

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

TV

- What is your name?
- Where do you come from?
- Tell me about TV in your country.
- Do you watch a lot of TV?
- What is your favourite programme?
- Is television more important to you now than in the past?

PART 2 Individual long turn (3–4 minutes)

Describe an activity such as a hobby or sport you like doing.

You should say:

what the activity is.

when you started doing it

what you like about the activity

and explain why this activity is important for you.

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 93.

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.

Purpose of skills in the modern world

Example questions:

What do you think are the most important skills for children to learn in the modern world? Why?

Which skills do you think children should learn at school and which at home? Why?

Do you think future generations will need to acquire new skills? What kind?

Skills and work

Example questions:

What role do you think skills play in the modern work place?

Do you think the skills that people need nowadays have changed compared to the past?

Why? Why not?

What do you think has brought about these changes?

Now look at the Further Practice section on page 94.

Further practice for Speaking

In the exam, try to speak spontaneously and naturally. Do not learn models by heart, but learn phrases that can help you start sentences.

PART 2

- 1 Complete the sentences below using your own words.

a The I like doing most is

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

b The first time I did it was (last year)

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

c First of all, I enjoy

.....

d Secondly, it is relaxing

.....
.....

e Another thing is

.....
.....

f I would say it is more important to me

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

g It's also valuable

.....
.....

h And so

.....
.....

- 2 As in d, f and g in 1 above, use adjectives to help you develop ideas:

... exciting, because ...; or

..., because ... exciting.

Try to use the following linking words: because, when, as, but, moreover etc.

- 3 Are all of these verbs followed by a verb + -ing?

like	be fond of	be keen on	enjoy
dislike	love	adore	

- 4 Practise speaking with a partner for 1–2 minutes.

PART 3

Learn to develop your answer to a question by saying at least three or four sentences.

- 1 Below is a list of skills that are necessary for the modern world, with lists of beneficial effects.

Underline the least likely benefit in each case.

Add your own, if possible.

Example

- a computer literacy: better job – better standard of living – happier – more friends – work more efficiently – more free time

.....

- b flexibility/adaptability: more job choices – more varied life – better accommodation – more freedom – less stress

.....

- c literacy and numeracy: more confident – more leisure time – better job prospects – more opportunities – better communication

.....

- d speaking/on the telephone: more holidays – more friends – more contacts – happier life – better communication

.....

- e socializing: more friends – learn to deal with people – fewer injuries – improve networking skills – more business – more enjoyable life

.....

- f dealing with people: more successful – fewer money problems – more confident – more popular – solve problems easily

.....

- g working in a team: more cooperative – promotion – more respect for others – no problems with managers

.....

- 2 Now explain your ideas about the beneficial effects of having the skill of computer literacy (1a) by beginning:

If people are/someone is

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

Talk about the rest of the ideas by using the following language:

leads to	makes
if	and so
then	because

- 3 Choose one of the skills in 1 and develop it using these phrases:

If someone isn't

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

Moreover, unless

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

Workers also need to be, otherwise

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

- 4 Which of the skills above do you think are more important nowadays compared to the past? Why?

I think computer literacy is now crucial for everyone, because ... and so ...

Instead ... which meant ... and ...

But now ... and so ...

Practise asking and answering the questions in Part 3 with a partner.

TEST FOUR

Listening



approximately 30 minutes

Section 1 Questions 1–10

Questions 1–4

Choose the correct letter A, B or C.

Example

How many types of membership are there?

- (A) Two.
- (B) Three.
- (C) One.

1 How much is the life-time membership of the Society?

- (A) £1,535.
- (B) £1,935.
- (C) £1,537.

2 How much does the ordinary membership cost per year?

- (A) £293.
- (B) £396.
- (C) £193.

3 What are the opening times on week-days?

- (A) 9 am to 10 pm.
- (B) 10 am to 9 pm.
- (C) 10 am to 5 pm.

4 What is the arts programme at the Society like?

- (A) limited.
- (B) wide.
- (C) interesting.

Questions 5–10

Complete the notes below.

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

Name Margaret 5

Address 55 6

Postcode 7

Work number 0207 895 2220 Extension 8

Payment terms by 9

Guest restrictions one per 10

Stop the recording when you hear 'That is the end of Section 1.' Now check your answers.

Section 2 Questions 11–20

Questions 11 and 12

Choose **TWO** letters **A–E**.

What **TWO** changes to the organization of this year's festival are mentioned?

- A** free parking
- B** free refreshments
- C** new uniforms
- D** free concert
- E** large tents

Questions 13–15

Complete the table below.

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

Teams	Purpose	Meeting point	Time
Beach Team	pick up litter	Beach 13	8 am
Town Team	arrange 14	Village Hall	15 am

Questions 16–20

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

16 What does the speaker say about the judges in the competitions?

- A** Most people judging will have some experience.
- B** None of the judges will have experience.
- C** Every judge will be experienced.

17 The winner in each of the competitions will

- A** be given vouchers.
- B** be awarded a cash prize.
- C** receive book-tokens.

18 The profits from the marathon will be given to the Children's Hospital to help

- A** buy new specialist equipment.
- B** decorate the hospital wards.
- C** provide books for the children.

19 Wardens will be needed at the car park because

- A** they helped organize the parking well last year.
- B** the parking last year was disorganized.
- C** they will be needed to collect parking fees.

20 Bags will be provided by the council

- A** for all the rubbish.
- B** only for food rubbish.
- C** only for material that can be recycled.

Stop the recording when you hear 'That is the end of Section 2'. Before you check your answers, go on to page 97.

Further practice for Listening Section 2

Listening for information requires concentration on detail.

Listen to Section 2 again and correct the wrong information in each sentence. More than one answer may be possible.

Questions 11–15

- 11 People will be charged something for the concert.

.....
.....

- 12 People will have to pay a charge for the refreshments.

.....
.....

- 13 The Beach Team is to meet at the Beach Café.

.....
.....

- 14 The Town Team will set out chairs in the park.

.....
.....

- 15 The Town Team will meet earlier than the Beach Team.

.....
.....

Now check your answers to these exercises. When you have done so, listen again to Section 2 of the test and decide whether you wish to change any of your answers to Section 2. Then check your answers to Section 2 of the test.

Questions 16–20

- 16 All the judges are experienced.

.....
.....

- 17 The runners-up receive money as a prize.

.....
.....

- 18 The marathon profits will pay for specialist technicians.

.....
.....

- 19 The parking last year was well-organized.

.....
.....

- 20 The food will be put into the recycling bags.

.....
.....

Section 3 Questions 21–30

Questions 21–23

Choose the correct letter A, B or C.

21 In the practice exams, the students did

- A two exams altogether.
- B seven exams in total.
- C eleven exams in total.

22 Adam thinks that essay papers are

- A inappropriate for assessing theoretical medical knowledge.
- B not good for assessing practical medical knowledge.
- C suitable for testing theoretical medical knowledge.

23 Mary criticizes multiple-choice questions, because

- A they require detailed instructions.
- B they benefit women more than men.
- C they favour men rather than women.

Questions 24 and 25

Choose TWO letters A–E.

Which two aspects of the role-play examination are mentioned?

- A the rest stations
- B 24 test stations
- C the recording
- D the examiners
- E the simulated patients

Questions 26–30

Complete the summary below.

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

In the problem-solving tests, students had to work in groups of four people and

26 to solve a problem. As they discussed the problem, 27 watched them. As well as assessing the ability to speak, the problem-solving tested if people can 28 , organize their thoughts and demonstrate they can be part of a 29 Re-sits of the final exams are held in September. After that any problems are dealt with by 30

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

Now check your answers to Section 3 of the test.

Section 4 Questions 31–40

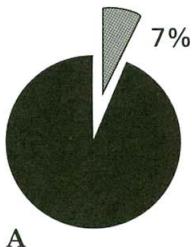
Questions 31–33

Choose the correct letter A, B or C.

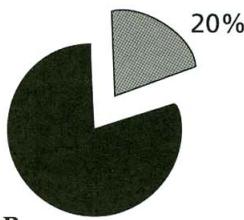
31 The Indian Ocean differs from the Atlantic and Pacific Oceans

- A by being closed in to the north.
- B by being warmer than both.
- C by extending into cold regions.

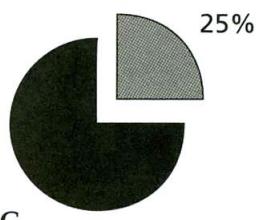
32 Approximately how much of the world's total ocean area does the Indian Ocean constitute?



A



B



C

33 The island of Madagascar is

- A the tip of a submerged ridge.
- B the result of a volcanic eruption.
- C structurally part of the continent of Africa.

Questions 34 and 35

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

34 Oceanographers and meteorologists are monitoring changes in the Indian ocean's temperature and

35 An assessment is being made of the impact of the changes on low-lying and

Questions 36–40

Complete the flow-chart below.

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

Data Processing

- ship off Antarctica
- buoys anchored at sea
- five buoys off Antarctica which are 36 and icebergs
 - satellites recording the 37 of icebergs



38 data received at Institute



constantly processed by a 39 of computers



data collated



then analysed by 40 around the world

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

Before you check your answers to Section 4 of the test, go on to page 101.

Further practice for Listening Section 4

Questions 31–40

Look at the following hints for **questions 31–40** and decide whether they are correct or not. Try to predict and answer the questions.

31 something to do with a physical feature

.....

32 something to do with size in relation to the rest of the world

.....

33 something to do with what type of island it is.

.....

34 something to do with a substance in the water

.....

35 something to do with (the effect on) living things and where they live

.....

36 something to do with what the buoys are doing or checking

.....

37 something to do with a physical feature of icebergs

.....

38 something to do with the nature of the data before they are processed

.....

39 something to do with a series or group

.....

40 something to do with types of machine

.....

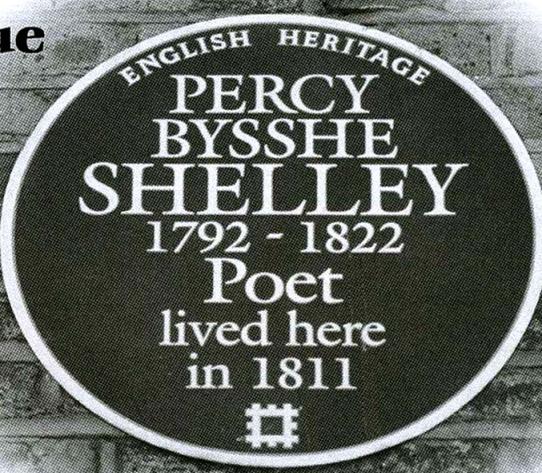
Now check your answers to these exercises. When you have done so, listen again to Section 4 of the test and decide whether you wish to change any of your answers. Then check your answers to Section 4 of the test.

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.

English Heritage Blue Plaques Scheme 2

- A The blue plaques scheme has been running for over 140 years and is one of the oldest of its kind in the world. The idea of erecting ‘memorial tablets’ was first proposed by William Ewart MP in the House of Commons in 1863. It had an immediate impact on the public imagination, and in 1866 the Society of Arts (later Royal Society of Arts) founded an official plaques scheme. The Society erected its first plaque – to the poet Lord Byron – in 1867. In all, the Society of Arts erected 35 plaques; today, less than half of them survive, the earliest of which commemorates Napoleon III (1867). In 1901, the plaques scheme was taken over by London County Council (LCC), which erected nearly 250 plaques over the next 64 years and gave the scheme its popular appeal. It was under the LCC that the blue plaque design as we know it today was adopted, and the selection criteria were formalised. On the abolition of the LCC in 1965, the plaques scheme passed to the Greater London Council (GLC). The scheme changed little, but the GLC was keen to broaden the range of people commemorated. The 262 plaques erected by the GLC include those to figures such as Sylvia Pankhurst, campaigner for women’s rights; Samuel Coleridge-Taylor, composer of the Song of Hiawatha; and Mary Seacole, the Jamaican nurse and heroine of the Crimean War. Since 1986, English Heritage has managed the blue plaques scheme. So far, English Heritage has erected nearly 300 plaques, bringing the total number to over 800.



- B English Heritage receives about 100 suggestions for blue plaques each year, almost all of which come from members of the public. The background of each case is very different. Each nominated person has to meet basic selection criteria before they can be considered. Most importantly, they must have been dead for 20 years or have passed the centenary of their birth, whichever is the earlier. This delay allows a person’s reputation to mature and ensures that their fame is long-lasting.
- C English Heritage’s Blue Plaques Panel – representatives of various disciplines from across the country – considers all the suggestions which meet the basic criteria; on average, around 1 in 3 proposals are accepted. If a figure is rejected, proposers must wait a further 10 years before their suggestion can be considered again. Detailed research is carried out into the surviving addresses of shortlisted candidates, using sources such as autobiographies, electoral registers and post office directories.

- D** As only one plaque is allowed per person, the house to be commemorated has to be chosen very carefully. Factors which are considered include length of residence and the accomplishments of a candidate during the relevant years. A significant place of work can also be considered.
- E** Before a plaque can be erected, the owners and tenants of the building in question have to give their consent. Where listed buildings are involved, Listed Building Consent is sought from the relevant local authority. If such consents are granted, the plaque is designed, and then produced by a specialist manufacturer. It is normally ready within about two months. Plaques are set into the fabric of the building, flush with the wall face. The cost of plaque manufacture and installation are borne entirely by English Heritage. In all, it can take between 2 and 5 years from the initial suggestion to the erection of a plaque.
- F** The exact form of the blue plaque, as we see it now, was a relatively late development, though certain guiding principles had been in place from the outset. The earliest plaques, erected in 1867, were blue. Their format, a circle with the name of the Society of Arts worked into a pattern around the edge, was used consistently by the Society over its 35 years of management.
- G** Manufacture of each plaque is undertaken by the mixing and pouring of a thick clay slip into a casting mould. When sufficiently dry, the cast is removed and the outline of the inscription and border is piped onto the face of the plaque and filled with white glaze. Blue glaze is then applied to the background before firing. This process produces gently raised characters and border, a unique feature of English Heritage plaques. After firing, plaques usually have a thickness of 2 inches (50mm) and a final diameter of 19.5 inches (495mm), although smaller diameter plaques are sometimes used to meet special circumstances.
- H** Plaques have been found to be extremely durable and have an almost indefinite life expectancy. Similar plaques erected by the Society of Arts have lasted, perfectly legible, for over one hundred years. Due to the slightly domed design, they are self-cleansing and require virtually no maintenance.

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Questions 1–6

Reading Passage 1 has eight paragraphs A–H.

Which paragraph contains the following information?

Write the correct letter, A–H, in boxes 1–6 on your answer sheet.

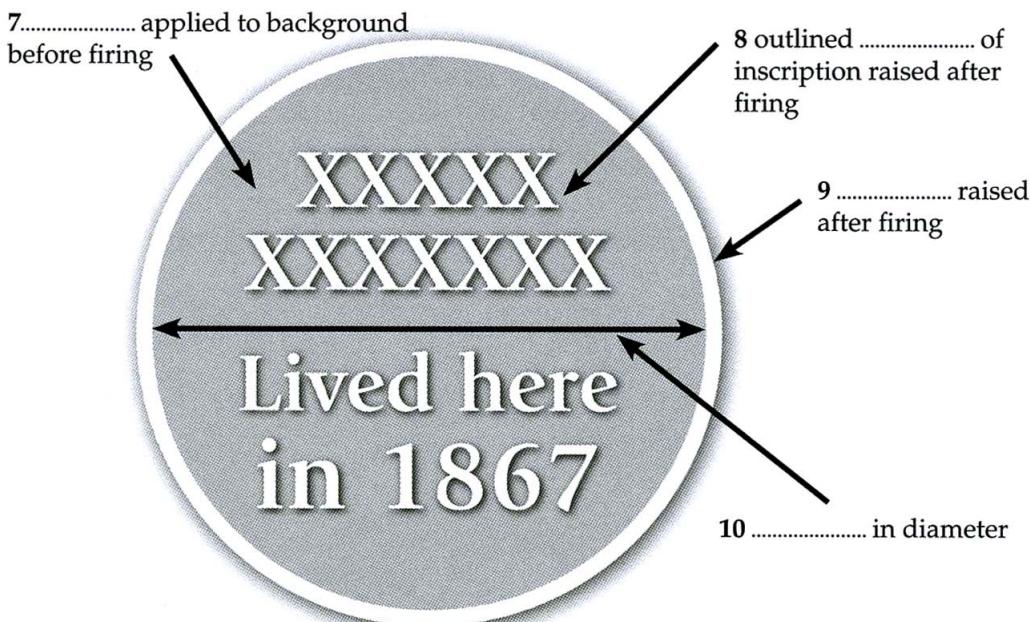
- 1 the toughness of the plaques
- 2 the length of time it takes to produce a plaque
- 3 the way the Blue Plaques Panel functions
- 4 the conditions which need to be met in each case
- 5 the reasons behind selecting a house to be honoured
- 6 how the Blue Plaques scheme first started

Questions 7–10

Complete the diagram below.

Choose NO MORE THAN TWO WORDS AND/OR A NUMBER from the passage for each answer.

Write your answers in boxes 7–10 on your answer sheet.

A Blue Plaque

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 GLC did not erect as many plaques as English Heritage has.

12 Rejected proposals are given a detailed explanation of their refusal.

13 The form of the blue plaque has not changed since it was first made.

Before you check your answers to Reading Passage 1, go on to page 106.

Further practice for Reading Passage 1

When you skim a passage to match sentences to paragraphs, it is important to recognise patterns or words that fit together. Often reading every word hides these patterns.

Look at Questions 1–6 and answer the following.

Question 1

Do the following words relate to the toughness or the weakness of the blue plaque?

durable
to last
indefinite life expectancy

Question 2

Do the following words relate to the production or selection of a plaque?

designed
produce
ready within two months

Question 3

Do the following words relate to the way the Blue Plaques Panel works?

representatives
consider suggestions
criteria
research on suggestions

Question 4

Do the following words relate to marketing or the conditions for selection?

nominated
meet selection criteria
before
considered
must

Question 5

Do the following words relate to reasons for choosing a house or person to honour?

house
commemorate
choose
factors
considered

Question 6

Do the following words relate to the starting or the recent history of the Blue Plaques scheme?

has been running
140 years
oldest of its kind
first proposed 1866
founded
first plaque 1867

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 on the following pages.

Questions 14–19

Reading Passage 2 has eight paragraphs A–H.

Choose the correct heading for paragraphs B and D–H from the list of headings below.

Write the correct number, i–xi, in boxes 14–19 on your answer sheet.

List of Headings

- i Testing acquired knowledge
- ii The way future performance is forecast through testing
- iii The Minnesota Multiphasic Personality Inventory
- iv Software tools in research explained
- v The use of a five-point scale in testing
- vi A test used to obtain a summary score of an individual's intelligence
- vii The method most widely used by psychologists in various situations
- viii Subjective interests employed to predict future behaviour
- ix The different classes of standardized tests
- x The importance of prior learning in tests
- xi Information gathered by self-reporting

Example	Answer
Paragraph A	iv

14 Paragraph B

Example	Answer
Paragraph C	i

15 Paragraph D

16 Paragraph E

17 Paragraph F

18 Paragraph G

19 Paragraph H

- A The software tools of research are typically more abundant than hardware tools in the social sciences. Software is usually thought of as meaning computer programs that tell the hardware what to do, but any tool not related to a physical device can be considered software. Included in this category are published tests and questionnaires.
- B Often researchers want to gather information related to a general area such as personality or intelligence. For these instances, the use of a standardized test may be the best choice. With already published tests you can be sure of both validity and reliability and can save a lot of time that might otherwise be spent on test construction. Standardized tests can be classified into five main categories: achievement, aptitude, interest, personality, and intelligence.
- C Achievement tests are designed specifically to measure an individual's previously learned knowledge or ability. They are available for many topic areas related to psychology, education, business, and other fields. Achievement tests require that prior learning take place and that this learning be demonstrated in order to pass.
- D Aptitude tests attempt to predict an individual's performance in some activity at some point in the future. They do not require any specific prior learning although basic knowledge related to reading and writing is usually required and some preparation, such as studying up on math formulas or sentence structure, can be helpful. A well-known example of this type is the Scholastic Achievement Test (SAT), designed to predict future college performance.
- E Interest inventories also require only general knowledge but no preparation is needed. These tests look at an individual's subjective interests in order to make predictions about some future behavior or activity. Perhaps the most used interest inventory is the Strong Interest Inventory, which compares interests related to specific careers in order to help guide an individual's career path. Endorsed interests are compared with the interests of successful individuals in various fields and predictions are made regarding the test-taker's fit with the various career fields.
- F Typically designed to assess and diagnose personality and mental health related disorders, personality tests are used extensively by psychologists in clinical, educational, and business related settings. By far the most widely used test of this type is the Minnesota Multiphasic Personality Inventory, Second Edition (MMPI-2), which compares an individual's responses on a series of true-false items to those suffering from various mental disorders such as depression, schizophrenia, and anxiety. The theory behind the test argues that if you endorse items similar to the items endorsed by those with depression, for example, then the chances that you are also depressed increases.

- G Intelligence tests could be classified as aptitude tests since they are sometimes used to predict future performance. They could also be classified as personality tests since they can be used to diagnose disorders such as learning disabilities and mental retardation. However, because of their limited scope, we will place them in their own category. The purpose of an intelligence test is to attain a summary score or intelligence quotient (IQ) of an individual's intellectual ability. Scores are compared to each other and can be broken down into different subcategories depending on the intelligence test used. The most commonly used tests of this type are the Wechsler Scales, including the Wechsler Adult Intelligence Scale (WAIS), the Wechsler Intelligence Scale for Children (WISC), and the Wechsler Preschool and Primary Scale of Intelligence (WPPSI).
- H Self-response questionnaires are a great way to gather large amounts of information in a relatively short amount of time. A questionnaire, similar to a survey you might see on a web page, allows subjects to

respond to questions, rate responses, or offer opinions. Their responses can then be used to place them in specific categories or groups or can be compared to other subjects for data analysis. A concern with self-report, however, is the accuracy of the responses. Unlike direct observation, there is no way of knowing if the subject has told the truth or whether or not the question was understood as intended. There are several different methods for gathering information on a questionnaire or survey, including a Likert scale, the Thurstone technique, and the semantic differential. The Likert scale is a popular method used in surveys because it allows the researcher to quantify opinion based items. Questions are typically grouped together and rated or responded to based on a five-point scale. This scale typically ranges in order from one extreme to the other, such as (1) very interested; (2) somewhat interested; (3) unsure; (4) not very interested; and (5) not interested at all. Items that might be rated with this scale representing the subject's level of interest could include a list of careers or academic majors, for example.

Questions 20–23

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

Write your answers in boxes 20–23 on your answer sheet.

20 Tests that are already on the market

- A need some form of reconstruction.
- B fail to ensure validity and reliability.
- C guarantee validity and reliability.
- D waste large amounts of time.

21 Some knowledge of reading and writing

- A is commonly not necessary in aptitude tests.
- B is normally a requirement in aptitude tests.
- C is less important in aptitude tests than other tests.
- D is as important as prior learning in aptitude tests.

22 With interest inventories, subjective interests are examined to

- A test people's general knowledge.
- B help people change their career.
- C compare individual's backgrounds.
- D forecast future behaviour or activity.

23 Intelligence tests could come under aptitude tests

- A because they can be used to forecast future performance.
- B since they are not used very widely.
- C as they can be broken down into different sub-groups.
- D because they are sometimes used to diagnose learning disabilities.

Questions 24–26

Do the following statements agree with the claims of the writer in Reading Passage 2?

In boxes 24–26 on your answer sheet, write

- | | |
|------------------|--|
| YES | <i>if the statement reflects the claims of the writer</i> |
| NO | <i>if the statement contradicts the claims of the writer</i> |
| NOT GIVEN | <i>if it is impossible to say what the writer thinks of this</i> |

24 The Wechsler Scales are the only type of intelligence test now used.

25 Where large quantities of data need to be collected fairly quickly self-response questionnaires work well.

26 The Likert Scale ensures greater accuracy than other techniques.

Question 27

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

Write your answer in box 27 on your answer sheet.

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

- A Different types of intelligence test
- B How personality can be tested
- C The importance of aptitude tests
- D The various software tools of research

Before you check your answers to Reading Passage 2, go on to page 111.

Further practice for Reading Passage 2

Paragraph headings

In questions with paragraph headings, it is important to understand how to interpret the headings themselves.

Question 14

Look at paragraph heading ix.

Which of the following are synonyms of the word *classes*?

stages
categories
types
kinds

Question 15

Look at paragraph heading ii.

- 1 Which words are synonyms of the word *way*?

method
how ...
cause
means

- 2 Which words are synonyms of the word *forecast*?

predict
assume
project
anticipate
estimate

Question 16

Look at paragraph heading viii.

What nouns can you make from the verbs in 15.2 above?

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

Question 17

Look at paragraph heading vii.

Which words are related to the word *method*?

means
technique
test
examination
theory

Question 18

Look at paragraph heading vi.

Is it possible to give a synonym for the word *intelligence*?

Question 19

Look at paragraph heading xi.

Is it possible to give a synonym for the word *self-reporting*?

.....

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

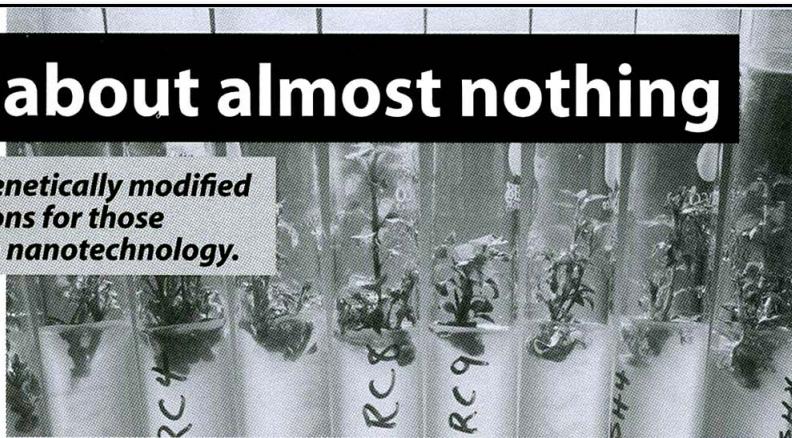
You should spend about 20 minutes on Questions 28–40, which are based on Reading Passage 3 below.

Much ado about almost nothing

The public outcry over genetically modified foods offers several lessons for those working and investing in nanotechnology.

1 “THE time for discussion of the rights and wrongs of GM crops has passed. Intense and consistent economic sabotage and intimidation are what will make the commercialisation of GM crops an unattractive option.”

2 Words like these, from an article in the current edition of *Earth First!*, a radical environmental journal, send shivers down the spines of those involved in commercialising biotechnology. The strength of public disapproval of genetically modified organisms (GMOs) was a shock and a surprise to most of those involved. Now, some people are wondering whether nanotechnology – a term that covers the manipulation of matter at scales of a millionth of a millimetre – could be in for similar treatment and, if so, whether there are lessons that its protagonists can learn from the public backlash against biotechnology.



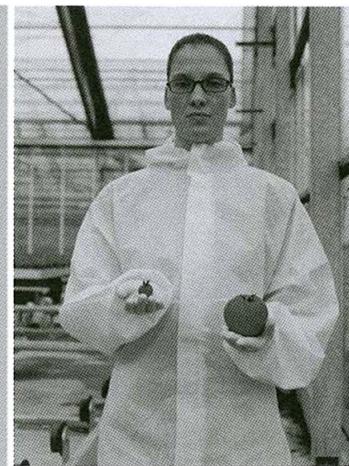
Profit of doom

- 3 In a neglected corner, amid thousands of participants at a Nanotech conference held in Boston last week, Jeffrey Matsuura, a law professor at the University of Dayton, in Ohio, stood next to his unprepossessing poster of his work. His warning, however, was pertinent to everyone there – especially the investors who were scouring the conference for opportunities. And this is that several of the factors that created a public backlash against biotechnology are already at work within nanotechnology. Dr Matsuura says that biotechnologists assumed that the public would quickly recognise and appreciate biotech’s potential for improving the quality of life. Instead, the risks captured the attention of the media and much of the general public. Well-fed European consumers met the suggestion of cheaper food, in particular, with scepticism. Many felt that the gains would accrue to the companies which had developed GMOs, while the risks of growing and consuming the crops would be taken on by the public.
- 4 Dr Matsuura believes that public perception of nanotechnology is developing along a similar track. Like those of biotechnology, the first applications of nanotechnology will bring little obvious benefit to consumers. Better, cheaper materials, and hidden manufacturing efficiencies that benefit producers first, are redolent of the ‘advantages’ of biotech – namely reduced applications of agricultural chemicals, which help to keep the cost down while raising yields. Obvious consumer benefits, such as improvements in medicine, are further away.

5 This should not matter – consumers do benefit eventually, even from cost savings. And yet, in alliance with a feeling that there are hazards involved, an absence of immediate benefits could turn public opinion against nanotech quite rapidly. And potential hazards there are. Concerns over out-of-control, self-replicating 'nanobots' that would eventually consume and transform the entire planet into a 'grey goo' are absurd. And yet, it is true that novel 'nanoparticles' might have real toxicological risks.

6 Nanoparticles are so small that, if inhaled, they could become lodged in the lungs. In theory, they are small enough to enter living cells and accumulate there. And in January Ken Donaldson, a professor of respiratory toxicology at the University of Edinburgh, told a Royal Institution seminar in London that, once inhaled, ultrafine carbon particles can move to the brain and blood.

7 There are already several products that use nanoparticles already on the market, such as sunscreen and car parts. Though all this may sound alarming, people are already exposed to nanoparticles of many different kinds, and have been throughout history. Soot, for example, is composed of carbon



nano-particles. Nevertheless, nano-particles from sources such as diesel soot, welding fumes and photocopier toner are already associated with ill-health. The prospect of more such particles is likely to worry many. No wonder that several people at the conference in Boston mentioned the need to address public fears over nanotechnology "aggressively".

8 One of these was Clayton Teague, the director of America's National Nanotechnology Co-ordination Office. He says the American government is as sensitive to any indication of true health risk as any member of the public. Several large and well-funded studies on the environmental and health risks of nanotechnology are now under way.

9 Dr Teague adds that any decisions about nanotechnology will be made carefully and based on solid scientific data. But even if science gives the

go-ahead, another one of Dr Matsuura's lessons is that this might not necessarily win the day, and that fear over potential abuses and accidents may dominate the debate.

10 One piece of advice Dr Matsuura gives is that everyone involved should have a consistent message. If investors are told a technology will change the world, someone who is concerned about the risks cannot then be told that the same technology is no big deal. It strikes a false note to say that something can be both revolutionary and nothing to worry about, he says. Such inconsistencies will breed public mistrust and fear.

Product placement

11 Donald Reed is a senior consultant with Ecos, a business-advisory firm based in Sydney, Australia, that acts as an intermediary between corporations and activists. Mr Reed goes as far as to recommend that companies think about the early products they choose to pursue – in particular, whether they can demonstrate the "societal value" of these products. For example, it might be worth emphasising that one of the early products of nanotechnology could be cheap and efficient photovoltaic materials, which are used to generate electricity from sunlight.

Questions 28–31

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 28–31 on your answer sheet.

- 28 Clayton Teague
- 29 Ken Donaldson
- 30 Donald Reed
- 31 Jeffrey Matsuura

List of Statements

- A Nanotechnology is being affected by factors that created opposition to biotechnology.
- B Europeans have the most to gain from nanotechnology development.
- C Sound scientific data will be the basis of any decisions about nanotechnology.
- D Governments cannot shape the development of nanotechnology.
- E Nanotechnology is not a cause for concern.
- F Carbon nanoparticles can be breathed in and then move to the brain and blood.
- G Companies should show how their early nanotechnology products can benefit society.

Questions 32–35

Complete the sentences.

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

Write your answers in boxes 32–35 on your answer sheet.

- 32 Strong public disapproval of came as a shock to those working in the area.
- 33 Europeans reacted to the suggestion of cheaper food with
- 34 Anxiety about ‘nanobots’ that would in time change the planet is
- 35 Nanoparticles from photocopier toner are already linked to

Questions 36–40

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

Write your answers in boxes 36–40 on your answer sheet.

Some people believe that nanotechnology could face a 36 fate to biotechnology. Rather than welcoming the 37 , the media and much of the general public focused their attention on the 38 of biotechnology. So it is important to emphasize the immediate 39 of nanotechnology; otherwise, the public could adopt a negative 40 towards nanotech. It is therefore important for everyone involved to be consistent.

- | | | | |
|-----------|-------------|--------------|--------------|
| A worse | D particles | G dangers | J former |
| B greater | E costs | H thoughts | K attitude |
| C devices | F latter | I advantages | L comparable |

Writing



Academic Writing 60 minutes

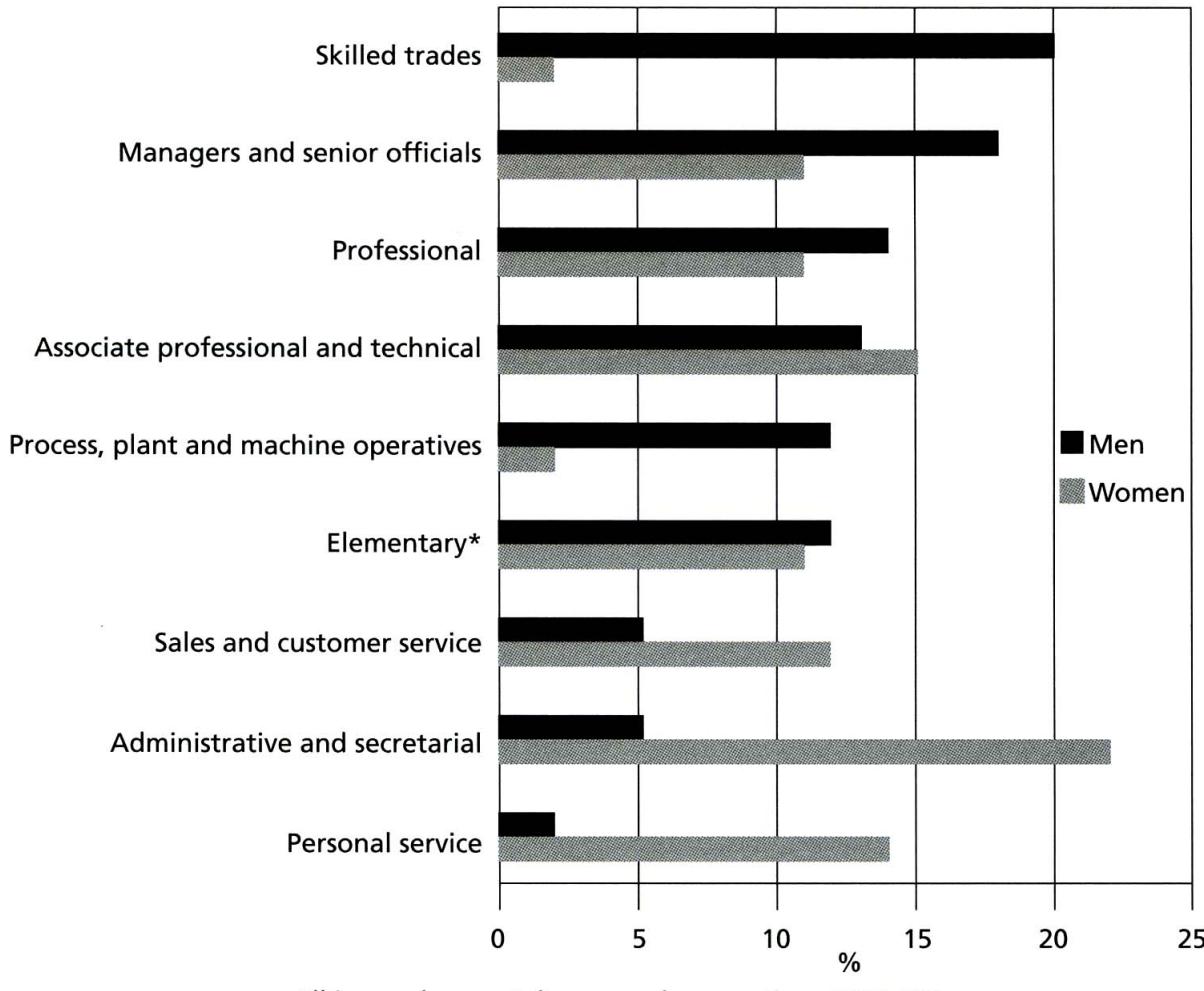
WRITING TASK 1

You should spend about 20 minutes on this task.

The bar chart below shows the employment of all male and female workers by occupation in the UK in the year 2005.

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

Write at least 150 words.



* elementary occupations = labourers and catering assistants

Before you write your answer to Task 1, go on to page 116.

Further practice for Writing Task 1

Always remember to write in paragraphs and to summarize the data and then prove your summary with examples.

- 1** Are the statements below True about the bar chart? If they are not, correct them. There may be more than one possible answer.

- a Generally speaking, women tend to be more involved in managerial jobs like skilled trades, senior officials and professional occupations.

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

- b The chart shows in percentage terms the areas of work in which men and women were employed in the UK in the year 2005.

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

- c Males and females work in very similar areas of the job market.

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

- d By contrast, women are less common in professions like sales and customer service and administrative posts.

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

- e Women are ten times more likely than men to be employed in skilled trades and also more likely to be managers and senior officials.

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

- f Similar proportions of men and women work in elementary occupations such as labourers and catering assistants.

.....
.....

- g For every seven female employees in personal services there was one male.

.....
.....

- h For example, 20 per cent of the workforce involved in skilled trades were male, while only 2 per cent were female.

.....
.....

- 2** Now write your own answer for Task 1. You may use some of the sentences or phrases above. Remember to insert specific data from the chart to support your statements.

- 3** When you have finished writing your answer to Task 1, check you have used at least half of the following phrases or similar phrases in your answer:

by comparison
while
compared to
overall
however
likewise
more (...) than/fewer (...) than
a greater proportion
for example

Now compare your answer with the authentic student answer in the key on page 151.

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

With recent developments in technology like e-books, some people feel that printed media like books, newspapers, and magazines will soon be a thing of the past. Others feel that these forms of media will never disappear.

What is your opinion?

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

Write at least 250 words.

Before you write your answer to Task 2, go on to page 118.

Further practice for Writing Task 2

As you write your answer, ask yourself a question after every sentence. It can help you write an appropriate answer.

1 Answer the questions below to create Paragraph 1.

- a What do some people feel about the advances like electronic books?

.....

.....

.....

- b By contrast, what do other people believe about the future of media such as books?

.....

.....

.....

- c And what do you personally think about current developments?

.....

.....

.....

2 Answer the questions below to create Paragraph 2.

- a What do people feel when they hold a book or a newspaper in their hands?

.....

.....

.....

- b Why do they feel that?

.....

.....

.....

- c However, if they had only a lifeless piece of electronic equipment or a screen on a computer to look at, how would they feel?

.....

.....

.....

- d Moreover, what other example can you give about the way books and magazines look compared to information on a screen, even a flat portable screen?

.....

.....

.....

- e What is the result of this?

.....

.....

.....

- f However, with more and more newspapers and some books on line, is it possible to stop e-books entering our lives?

.....

.....

.....

- 3 Now write similar questions to help you write a paragraph on e-books and give your opinion.

.....

.....

.....

.....

.....

.....

.....

When you have finished, compare your answer with the authentic student answer in the key on page 151.

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

Bicycles

- What is your name?
- Where do you come from?
- Tell me about the use of bicycles in your country.
- How popular are bicycles in your country?
- Are they used more now than in the past? Why? Why not?
- What do bicycles mean to you?

PART 2 Individual long turn (3–4 minutes)

Describe a well-known person from the world of sport (or films) that you would like to meet.

You should say:

who this person is
what this person has done
why this person is well-known

and explain why you would like to meet this person.

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 120.

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.

Role models in the sports world

Example questions:

- Do sportsmen and women make good role models for young people? Why? Why not?
- Are we too concerned with the sports stars rather than the sports themselves?
- Why do you think sports stars are paid so much? Is this justified? Why? Why not?

Job changes

Example questions:

- Do you think people are happy to stay in the same job for a long time these days?
- What types of jobs are popular these days? Why?
- Which jobs do you think will be popular in the future? Why?

Now look at the Further Practice section on page 121.

Further practice for Speaking

PART 2

Try to be natural when you speak. React to what the examiner gives you rather than just speaking from memory. However, use phrases to help you organize your answer.

- 1 For Part 2 on page 119, write short notes of one or two words for each statement below.

- a If I were able to choose anyone I would like to meet, it would have to be

.....
.....

- b She/He has made a big contribution to the world of sport

.....

- c She/He has influenced young people

.....
.....

- d She/He has ... and

.....
.....

- e Moreover/What's more/Besides this/
Also/In addition to this, she/he has

.....

- f What has made her/him famous is

.....

- g She/he is

.....

- 2 Develop your notes in 1 by using:

by because through which
and so

adjectives:

*inspiring inspirational
talented likeable motivating
friendly interesting nice*

verbs:

*improve make help
encourage foster promote
spread advance*

- 3 Now practise answering Part 2 with a partner.

PART 3

Developing your answer in the third part of the speaking is very important.

- 1 Decide which questions in Part 3 each student answer 1–3 below matches.

Student 1: I think that people are less likely to stay in the same job these days, because 1 and even from country to country in search of a good job. For example, you now see large numbers of people from all over Europe searching for work, as 2 This is not just in low-paid work like catering, but in well-paid work in the business and financial world.

Student 2: I think sportsmen and women are a good influence on young people, because 3 And so young people will aspire to achieve what these people have attained in sport or other fields, as 4 , which is beneficial for the individual and the community at large. For example, for many young men or women, the aim is 5 , whether as a top athlete or in another field.

Student 3: Sometimes, however, sports stars can be a negative influence on the young. If a footballer, for example, does something wrong during a game, like kicking or hitting someone, 6 What makes it bad is that 7 As a result, 8

- 2 Add reasons **a–h** in a suitable place 1–8 in the student answers in the first column.

- a** they can act as role-models that young people can emulate or look up to
- b** to be like someone that they admire and attain what they have done
- c** they think that their behaviour, good or bad, is acceptable
- d** successful people tend to inspire other people to succeed
- e** it is much easier for them to move from job to job
- f** their friends have done the same and found good jobs
- g** young people are impressionable and hero worship such people whatever they do
- h** this is reported in the news and is then seen by fans

- 3 Practise asking and answering the questions in Part 3 with a partner. Remember to develop your answer with reasons, results and purposes.

Use these expressions to show your opinion:

In my opinion
I think
I believe
From my point of view
I personally feel
What I personally think is that ...
I consider

positive adjectives:
useful helpful important inspiring inspirational talented motivating

negative expressions:
cause trouble/problems be a nuisance dangerous

Key and Explanation

TEST ONE

p8–14 Listening

Further practice and guidance (p11–12)

Personal details

- 1 Can/Could you give me/Can I take/have/What's/your name (please)?
- 2 And (can you give me/can I take/have/what's) your telephone/mobile number?
- 3 How many nights/How long are you going to stay/do you plan to stay? Can you tell me how many nights/how long you are going to/plan to stay?
- 4 And what type/grade of hotel would you like/are you looking for?/ Can you tell me what type/grade of hotel you are looking for/you would like ...?

Completing sentences

- 1 7 return date
- 8 save
- 9 additional charge
- 10 cancellation
- 2 no
- 3 7 Can/Could you tell me when you'd like to go away/leave?
- 8 How much is the holiday/does the holiday cost (excluding insurance)?
- 9 What reductions/discounts/offers do you have at the moment?
- 10 I'll just give you your/a reservation/booking reference (number).

Gap-filling

- 11 a noun (related to time)
- 12 a noun (possibly with an adjective or a compound noun)
- 13 a noun (in the plural)

Understanding plans

- 15 is left of the entrance/in the bottom left-hand corner of the plan.
- 16 is in the centre of the plan.
- 17 is in the top right-hand corner/beside the sports area.
- 18 is in the top left-hand corner of the plan.
- 19 is above the flats in the bottom left-hand corner of the plan.
- 20 is near the workshops in the bottom right-hand corner of the plan.

p8–9 Listening Section 1

Questions 1–4

- 1 Framlington
- 2 44 11 92
- 3 5/five nights (only)
- 4 4/four

Questions 5 and 6

B and C: in any order. John asks: *What's the hotel like?* The Receptionist describes it. Then John says: *what appeals to me most ... hotel's very convenient for all the water buses. And ...a terrace with the room I really find very appealing. These are big plusses!* The other items are not given.

Questions 7–10

- 7 **17th March:** The receptionist says: *Can you tell me when you'd like to leave?* Note that *depart* and *leave* are related.
- 8 **716:** Listen for a question related to cost.
- 9 **15/fifteen:** The receptionist says: *... you get a further 15% reduction ...*
- 10 **FAPSJM15:** The receptionist says: *I'll just give you a reference for the reservation.*

p10 Listening Section 2

Questions 11–13

- 11 **decade:** Listen for the word *development* and *lying unused for ...*
- 12 **(small) business park:** Listen for *pressure* and *training* to prepare for the answer.
- 13 **(local) organizations/organisations:** The sentence helps you predict the type of word. It is some kind of group. Note the noun is in the plural. The word *sponsorship* helps you listen for the answer.

Questions 14–20

- 14 **Parkside:** Follow the instructions. The street is at the bottom.
- 15 **40 studio flats:** The block of flats is: *on the left of the entrance, in the bottom left-hand corner of the plan.*
- 16 **ornamental lake:** The word to listen for is *centre*.
- 17 **swimming pool:** Listen for: *... the top right-hand corner...; Just here beside the pitches ...*
- 18 **(flower) garden:** Listen for: *.... in the top left-hand corner.*
- 19 **play area:** Listen for: *In the bottom left corner and above the block of flats.*
- 20 **café:** Listen for: *bottom right-hand corner of the park.*

p13 Listening Section 3

Questions 21–23

- 21 C: The Registrar Andy Matthews asks: *Have you any problems with the course itself?* Rosana replies: *I think the course is really worthwhile* (valuable). She does not mention speed (B) and *worthless* (A) is the opposite of *worthwhile*.
- 22 B: The Wednesday sessions make her: *... too exhausted for my work on Thursdays and Fridays.* Even though she may arrive home late on Wednesday, she doesn't give this as a reason. She likes the course tutors, so C is not correct.
- 23 A: Andy says: *... but you realise it's possible you'll have a different tutor.* Neither B nor C are mentioned.

Questions 24 and 25

D and E in any order. Listen for positive words about the new programme. Rosana says: *It's the flexibility ... that is very useful. And what makes it even more interesting is that I don't have to spend a lot of time travelling to and from the university on the Wednesday.* The other alternatives are not mentioned.

Questions 26–30

- 26 **course diary:** Andy says: *... expected to keep a written course diary.*
- 27 **written exam:** Andy says: *... a written exam ... will account for 30 per cent.* The information is the other way round, so you need to be careful.
- 28 **design:** Listen for the word *course work*. Andy then says: *The design portfolio, which you need to present at the end ...*
- 29 **50 per cent/percent/%:** This comes closely after the previous one, so be careful.
- 30 **fashion show:** Listen for the word *present*.

p13 Listening Section 4

Questions 31–37

- 31 A: The student says that the collection of the data was: *... to find out what effect, if any, various buildings have on people's mood.* So the survey is not about collecting data about buildings themselves (B), nor the attractiveness of buildings (C).
- 32 C: Listen for the word *originally*. The reason given by the student is related to time. The student says: *... were worried that doing the questionnaire would be too time-consuming for people to fill in, so we gave up the idea.* It is not about the time taken to produce (A) nor the difficulty of writing the questions (B).
- 33 B: Listen for *scale* and *using the scale*. The result of using the scale was the fact that the information was easier to collect. The student says: *... meant that it would be much simpler to record people's reactions.*
- 34 C: Listen for the word *images*: The reason given was to do with colour: *... we used colour rather than black and white to make the detail on the images clearer.*

- 35 A: Listen for a word related to *preserve*: protection.
- 36 A: Listen for: *We also asked a sample of the general public including ...* B and C are not mentioned although the word *exited* is mentioned in relation to tourists.
- 37 B: *We found that we had to appoint a leader to stop us pulling in different directions.* There is no mention of A or C.

Questions 38–40

- 38 A
39 C
40 D

p15–29 Academic Reading

Further practice and guidance (p19–20)

Title

- 1 yes
2 yes
3 Yes.
Cause: *As populations grow ...*
Effect: *people have to look for ...*

Section A and example

- 1 yes
2 yes
3 no
4 yes

Question 1

- 1 yes
2 yes
3 no

Question 2

- 1 no
2 no
3 yes

Question 3

- 1 yes
2 yes
3 yes

Question 4

- 1 no
2 yes
3 yes
4 yes

p15–18 Reading Passage 1

Questions 1–4

- 1 (iii): The answer is in the first line of the section: *impact*. Look at the heading for the word that shows you the organization of the section: *effects*. Then look at the type of effects: *population growth*. This is connected with the problem in section A: *expansion of the human population*. The relationship is cause and effect. Look for other effect words: *impact, ensure, fuelling, turned into, becomes*. Also notice the words *Urbanization is now; more evident than previously; drift from; springing up*. These and other words indicate change. Heading vi is not possible, as there is no description.
- 2 (i): The section contains solutions up to the present time (*hitherto; has been; most common practice; build upwards; build downwards*) to the effects described in the previous section. You can recognise the solution heading as it begins with *how*. Heading iv is only an example, which could be removed without affecting the meaning of the section.

- 3 (ii): Look at the heading for the word that shows you the organization of the section: *predictions ... future solutions*. The word *theories* in the second sentence is associated with the word *predictions*. The dates give you a clear link with the heading. Note the connection between this section and the last: *past/future solutions*.
- 4 (vii): Look at the words: ... *no longer just a dream, but a reality* in the first sentence; ... *planned for the near future*; ... *are not fanciful*. They give the writer's belief. Heading viii is not possible, because without the example the section still has its original meaning.

Questions 5–8

- 5 **worldwide phenomenon.** The answer can be found in Section B which deals with people moving to cities: *urbanization*.
- 6 **valuable resource.** Scan for a word which is related to demand: *hungry*. Look for the result of the urbanization, in the last line of the first paragraph of Section B.
- 7 **agricultural technology.** Note the word *limit*, so you cannot write *developments in*; also note the synonym, *changes*, in the question. The answer is in the first line of the second paragraph of Section B. Use the words *feed/human race* to help you scan. Note the relationship between *be guaranteed* and *ensure*.
- 8 **infrastructure facilities.** Scan for the word *accommodation*. It is in the middle of the third sentence of the same paragraph. Note: *the various/range of ...*.

Questions 9–13

- 9 **Yes.** The answer is at the end of paragraph 2 in Section B. Note the statement says that there is a link, but not what the link is. You have to check whether the two pieces of information are linked. In the text the link is one of cause and effect.
- 10 **Yes.** Look at heading iv: the example of building underground. Scan for *underground building*: the end of the first paragraph, Section C. The question is a cause and effect statement: see *led to*.

- 11 **Not Given.** Scan for *Japan* and *Dubai*. You have two pieces of information: the airport and the housing complex. You have to check if the cost is compared. However, there is no comparison of cost, so you do not know the answer.
- 12 **No.** Look at Section D. Other people predict the future habitation of the solar system. So Arthur C Clarke is not the only one. Note the connection with heading ii. The word *only* is common in this type of question. When you see the word *only* always check if there are other people etc. involved.
- 13 **No.** The answer is in Section E. As you know the questions are in order, then you can expect the answer somewhere after number 12. Scan for *habitation in outer space*; the first line. The word *unimaginable* is the opposite of the meaning in the text. Look at the words: *no longer just a dream, but a reality; are not far-off; I am sure I am not alone in fantasizing*. See the answer for 4 above. When you see an obvious positive or negative adjective, verb, noun etc. in the question, check the reading passage for their synonyms or opposites.

Further practice and guidance (p25–26)

Question 22

- 1 no
- 2 yes
- 3 yes
- 4 yes

Question 23

- 1 yes
- 2 no
- 3 yes

Question 24

- 1 yes
- 2 yes
- 3 yes
- 4 no

Question 25

- 1 yes
- 2 yes
- 3 yes
- 4 no

Question 26

- 1 yes
- 2 yes
- 3 yes

Question 27

- 1 yes
- 2 yes

p21–24 Reading Passage 2**Questions 14–16**

B, E, F in any order. As the word *salt* is in every statement, use other words to scan. Start with the names: *Kansas* etc. B is in paragraph 6 – look for the words *French Revolution*; E is in paragraph 2 – *some 14,000 commercial applications*. Note that the applications are not countless. The answer for F is in paragraph 1.

Questions 17–21

- 17 **essential element:** The answer is in the first line of paragraph 2. You know the answer begins with a vowel; see the word *an* in the summary. This also tells you the answer is a noun/noun adjective and in the singular.
- 18 **applications:** See 14–16. Remember what you have seen in other questions. Scan for the *thousands* or *000* in paragraph 2; Note the words *business/commercial*.
- 19 **portable commodity:** Scan for the word *economies*; the second line of paragraph 4. Note the words *prized/precious*.
- 20 **taxes:** The answer is in the second line of paragraph 5.
- 21 **spirits:** Scan for the word *evil*. See the last line of paragraph 8. Note that *malevolent* means *evil*.

Questions 22–27

- 22 **True:** See paragraph 4: *researcher M.R. Bloch conjectured ...* The word *conjectured* shows Bloch is not sure: *It has been suggested*. If you remove *it has been suggested that* the answer becomes *Not Given*.
- 23 **Not Given.** See paragraph 5. We know that the Chinese Emperor imposed one of the first known taxes and it was on salt. We do not know if there were other salt taxes that were not known about.
- 24 **False:** The answer is in paragraph 5: *to this day*. Find the name *Ethiopia*. Note that if you remove the words *no longer* the statement is then *True*.
- 25 **False:** Scan for *Erie Canal*. The answer is in the seventh paragraph. The information is given: *half*. This contradicts *most*.
- 26 **True:** Scan for the word *Hopi*. It is in paragraph 9. Look for a word connected with *penalize*: *punished*. The statement gives you the reason for placing salt deposits far away.
- 27 **True:** Look at the last paragraph. Notice the word *connected*.

p27–29 Reading Passage 3**Questions 28–33**

- 28 **I:** You scan for information that is presented as negative.
- 29 **D:** Scan for words that relate to impact: *effect*. Remember the structure ‘cause–effect–solution’. In this particular passage, you can expect *effect* to come after volunteering has been described. The word *individual* also helps you to scan.
- 30 **G:** Scan for *requirement* or a synonym: *prerequisites; selflessness and self-interest*. Even if you do not know the word *prerequisites*, you can scan for a paragraph which contains personal qualities.
- 31 **C:** You scan for the type of volunteer work that people do. You can predict that in many cases this will be somewhere at the beginning rather than the end. Scan for nouns like *sectors, activities, fields*; verbs like *involved, worked in, participated in*; names of different fields like *community, international/foreign* etc.
- 32 **E:** The key scan words here are *benefit* and *young*.

- 33 A: Scan for an opinion about volunteering. You can predict this is at the beginning, because the writer is saying what people wrongly believe about volunteering. Then he says what it is.

Questions 34–37

- 34 D: The answer is in paragraph A. The abbreviation helps you find the answer. It is towards the beginning, because the questions are in order. The survey was about which people participated/were involved in volunteering. It was not about why (A); nor about how many (B); nor about how many rich people (C). The results, however, revealed that rich people tend to volunteer more, but that was a *result* of the survey, not the reason for doing it.
- 35 B: The answer is in paragraph B. Scan for the phrase *qualifications*: *Among people with a degree or postgraduate qualification, 79 per cent had volunteered informally and 57 per cent had volunteered formally in the previous 12 months; For people with no qualifications the corresponding proportions were 52 per cent and 23 per cent.* So A and C contradict the answer. D is incorrect, because qualified people are not the only ones.
- 36 C: The previous question helps you find the answer. Scan for *rich people, goals, children, time* and *guilt* or their synonyms. The reason comes at the end of paragraph B after the results of the survey have been revealed. The writer uses a question to suggest the relationship between time and money. No information about the other three alternatives is given.
- 37 A: Scan for *benefit to people* in general. Note the link between volunteers, situations and systems. This comes in paragraph D before the more specific benefit to young people in paragraph E.

Questions 38–40

- 38 E: Ask yourself: What ability of being a volunteer is required? The word *requirements* helps you find the paragraph (See question 30 above and paragraph G). Look at the sentence endings A–F. The only one dealing with a quality is E.

- 39 C: Ask yourself: What can the unemployed use volunteering as? Scan for *unemployed* and *use of volunteering as a way/means* etc. Find the word *stepping-stone* in paragraph H. You can match *unemployed* with *work/job/employment*.

- 40 A: Ask yourself: What do employers tend to do? Scan for the word *employers*. The answer is in paragraph F: ... *generally look favourably on people; ... to satisfy employers' demands ...*

p30–34 Academic Writing

Further practice and guidance (p31–33)

Task 1

Language to describe movements in graphs

- | | | |
|---|--------------------------------|---|
| 1 | to plunge | I |
| | to soar | D |
| | to rise (gradually) | H |
| | to fluctuate | E |
| | to hit a peak | G |
| | to dip | F |
| | to bottom out | C |
| | to remain flat | B |
| 2 | a fluctuated | |
| | b rise/fall | |
| | c hit | |
| | d rise | |
| | e dipped/fell/plunged | |
| | f bottomed | |
| | g plunged/fell | |
| 3 | decline: fall, dip | |
| | plummet: plunge | |
| | increase: rise, soar | |
| | reach a high: hit/reach a peak | |
| | rocket: soar | |
| | decrease: fall, dip | |
| | jump: soar, rise | |
| | level off: bottom out | |

- 4 a It is noticeable that *the numbers for the London Underground* match and at times exceed the national figures.
- b Generally speaking, all three networks *show an upward trend*.
- c By 2004/05, the National rail network *had reached a high of around 1.1 billion passenger journeys*.
- d Moreover, journey numbers for the London Underground showed a similar pattern *falling from approximately 700 million to about 500 million*.
- e The graph illustrates passenger journeys on *three railway systems in Great Britain* between 1950 and 2005.
- f Both systems exceeded the billion passenger journey mark, with the 1980s and the early 2000s *witnessing the most noticeable increases*.
- g The light railway and metro systems *did not have as many passenger journeys as* the other two networks.
- h The most striking characteristic is that the journey numbers for the National rail network *correspond to those for the London Underground*.
- 5 i summarizing sentences b
- ii comparisons a, d, f, g, h
- iii an introduction e
- iv striking features a, h
- 7 a yes. It contains 188 words. In the exam you must not write below 150 words.
- b yes. It is necessary to have paragraphs. Apart from in the introduction or conclusion, avoid paragraphs of one sentence only.
- c yes. An attempt has been made to change some of the words (*shows/provides information; journeys/trips*) and grammar structure (*the number of passenger railway journeys made/how many trips were made by passengers in three railway systems*)

d yes. It has an overview: It is clear that the trends for all three networks are upward with the most striking feature being the similarity between the National rail network and the London underground. Always make sure that you have a summarizing statement.

The main features have been selected: the similarity between the National rail network and the London Underground; *London Underground experienced a similar, but less pronounced, decline; both followed a very similar pattern; light railway and metro systems carried fewer passengers than the other two networks*.

There are comparisons: in the overview at the end; in the third sentence beginning *Likewise*; in the sentence beginning with *Thereafter*; and in the first sentence of the third paragraph, beginning *By comparison*.

e no. A conclusion could be added, but the overview is sufficient.

f yes. Note the range of verbs: *fell; experienced ... decline; followed a very similar pattern; climbed; seeing the sharpest increases; carried; picked up, reaching*. Different nouns are used (*systems/networks*); nouns instead of verbs (*decline/increases*); different verb forms (*picked up, reaching*). There is variety in the language.

g no.

Task 1 Authentic Student Answer

The graph shows the number of commuters using London Underground, the national rail network and the light rail and metro systems in Great Britain from 1950 to 2004/5.

Overall, the number of passenger journeys made on the three systems increased, but on London Underground it increased dramatically. The most striking figure was that one billion journeys were made a year on the national rail network in the 1950s. At that time, the London Underground was carrying around 750 million passengers and they fell to 500 million in 1980 compared to 600 million on the national rail network.

From the beginning of the 1980s, the number of passenger journeys on all three main ways of transport rose rapidly. The number of passenger journeys on London Underground and the national rail network were very similar throughout the remaining period, rising to approximately 1.1 billion in 2004/05.

The period ended with the national railway slightly up than the starting point and London Underground at the second place of just under one billion and light and metro at third place with approximately 200 million passenger journeys.

Word count: 182

Grade: 7

The key points are covered, and are well organized into paragraphs and highlighted clearly, despite some lapses in the second paragraph. Cohesive devices are fairly well used. Simple sentences are also used well, though more complex structures rely mainly on coordinating conjunctions. There are only occasional unimportant errors in spelling.

Task 2 Authentic Student Answer

While the rich countries of the world are getting richer, the poor nations are getting poorer to a level that the battle for survival is a non-ending routine way of life in some parts of the world. Moreover the gap is getting bigger in recent years. For various reasons the outcry for help is getting louder than ever before.

Lack of education is the main cause of poverty and famine in most parts of developing and poor countries. Children in school age are forced to work and get part in family income which is inadequate otherwise. In some parts of Africa and Asia children of age 7-12 are obliged to work in industries to help meet the family needs. There are some efforts from national governments to help their own people and from the international communities. The main way to help is to help improve the education of people. Giving just money and food are not the best ways. Education helps give people independence.

Climate change or global warming is another problem that the poor nations are facing the most. As a consequence, dry summers and lack of rain in some parts of Africa specially sub-Saharan Africa are turning the area into a battlefield where domestic cattle are lying dead in their thousands and crops are not growing. Water shortage forced people to leave everything and move to areas where water is or travel miles for drinking water every day to survive. Moreover torrential rains and flooding take life and homes of many people in my home country of Afghanistan. And the answer is to reduce the pollution or carbon emissions produced by factories mostly in rich countries, which will reduce the threat of natural disasters.

As many poorer countries rely on their agriculture export products more than anything else, putting a ban or taxing such products will add to the poverty. The solution is fair trade and take away the subsidies to given to farmers in Europe and other western countries.

In conclusion, it is wise to say that the whole world is a big giant family living together and the suffering of one will take the smile from the face of the other. Helping each other should be the main priority.

Grade: 6.5

Ideas and evidence are logically organized and paragraphed, but the solutions and conclusion are not sufficiently developed. There is some effective use of cohesive devices, though more are desirable. A good range of vocabulary produces some precision and flexibility. Though sentence structures are varied, some basic grammatical errors occur.

p35 Speaking

Further practice and guidance (p36)

PART 1

- 1 (e) Where do you come from?
- (d) Describe the place where you were born.
- (c) Tell me about the main types of buildings there.
- (b) How easy is it to get to?
- (a) How have the buildings in your hometown changed since you were a child?

Note the adjectives. It is always useful to use adjectives to describe and then explain them with *because*. Example: 'My home city, Shanghai in China, is *modern*, as/because there are lots of skyscrapers there and many new factories.'

2 Possible questions

Travelling:

Describe the transport system in your country.

Tell me about the main types of transport in your country. What is travelling like in your country?

How easy is the transport system to use? How extensive is the system/transport system?

How have/has the types of transport/the transport system changed since you were a child?

Flowers:

Describe a flower from your country/that you like.

Tell me about the main types of flowers there are in your country. What are the flowers like in your country?

How important are flowers to you?

Have the types of flowers available changed since you were a child?

3 holidays: relaxing; exciting; fascinating; exhilarating; busy; hectic; interesting; stimulating

walking: relaxing; healthy; beneficial; interesting; exciting; peaceful

PART 2

- 2 a 6, 8
- b 3, 4, 9
- c 7
- d 7
- e 1, 2, 5, 10

TEST TWO

p37 Listening Section 1

Questions 1–5

- 1 70
- 2 September 15th/15th September
- 3 Mandela Suite
- 4 3.30/9
- 5 PA5 7GJ

Questions 6–10

- 6 **40:** The number forty (stress on the first syllable) can be confused with fourteen (stress on the second syllable).
- 7 **29 33 81:** numbers are usually said in pairs or in threes: two nine three three (or double-three), eight one.
- 8 **tables and chairs:** Listen for the numbers. Note the plural in both cases.
- 9 **30/thirty:** the pound sign is already there so do not write *pounds*.
- 10 **damage and injury:** Listen for the numbers. Be careful with the spelling: the *e* on the end of *damage* and no plural.

p38–39 Listening Section 2

Questions 11–13

- 11 C: Listen for the words *green products*. the speaker says: ... new '*green products*' coming onto the market for the environmentally conscious. Young people (B) and higher prices (A) are not mentioned.
- 12 B: The speaker says: ... *grass roofs as interest in sustainable ecological building has led to the greening of the rooftops of residential and commercial buildings around the world*. So he is talking about homes and other buildings (commercial buildings). Europe (A) is not mentioned and we don't know if grass roofs are used more on residential buildings than others.

- 13 A: The speaker mentions A twice: ...*insulation and drainage*. Then on top of the insulation and drainage layer is added a final layer of soil ... (B) and (C) are mentioned, but you need to concentrate until the words *insulation and drainage* occur.

Questions 14–18

- 14 **maintenance:** Listen for *advantages/benefits* or positive words. Always keep the headings in the table in mind. The words *in summer/cool* are the key words to listen for.
- 15 **unattractive:** Listen until the speaker finishes talking about the advantages (*biodiversity and water absorption*) and listen for words related to appearance (*look*).
- 16 **tidy:** once the speaker starts talking about the tiles listen for how they look.
- 17 **heat:** The key words to listen for are *summer* and then *absorption*.
- 18 **pricey:** Listen for the advantages and then the disadvantage introduced with the word *but*.

Questions 19 and 20

- B and E** in any order. Try to listen for *educating, competitions, celebrities, cost/cheapness* and *media* at the same time. Underline only these words, not the whole phrase, and listen for them or related words.

Further practice and guidance (p41)

Recommendations

- A yes
- B yes
- C yes
- D no
- E no
- F yes
- G no

Things to avoid

- 1 B
- 2 E
- 3 A
- 4 C
- 5 D

25 G: Dr Owen is not very enthusiastic about this one: *If I remember it's not that useful. I would say that there are very few things that you need to read there.*

26 B: Listen for the name of the website and then the recommendation. Dr Owen says: *those that have come out in the last term or so. (recent)*

27 F: Listen for the words *helpful, beneficial* (useful) after the name of the site.

28 D: Listen for the name and Dr Owen's comment which comes immediately afterwards: ... *trying out the links that it gives.*

Questions 29 and 30

29 and 30 A and B in either order. Listen for negative comments. Underline the noun in each alternative except for E. Listen as Dr Owen talks about the volume of information and her comments about visuals: *How much should I use? Avoid crowding the screen. If you have lots of information at one time.... But what about visuals?*

p40 Listening Section 3

Questions 21–23

- 21 **electronic whiteboard:** Listen for the words: *going to (planning), use and present.* Note the answer begins with a vowel and is a noun or adjective + noun.
- 22 **back-up:** Again the answer is a noun. Listen for the words *power-point presentation.* The words *cover myself* do not fit here.
- 23 **specific background material:** You need to listen for the word *websites* and then what the speaker's purpose is for asking for the names.

Questions 24–28

- 24 C: Listen for the example and then be prepared for the first name. You can predict that most of the answers will be given by Dr Owen. When you look at A–G, underline *must read, recent articles, abstracts, links, references, useful, limited.* This will reduce what you have to look at as you listen. Dr Owen says *skim the abstracts* and then Karen says: *It cuts out having to read everything.*

Further practice and guidance (p43)

Questions 31–40

Key words

- 31 courses/full and part-time.
- 32 the information before *about the students and lecturers;* the word *about* – listen for this word or a synonym: *approximately.*
- 33 the sub-heading: *sponsorship; students, technicians*
- 34 workshops/facilities
- 35 main work/teaching
- 36 technological
- 37 specialist technicians
- 38 the sub-heading: *facilities/expert* and something to do with working (*employed*).
- 39 the sub-heading: research/the name *Dr Yu.*
- 40 *popular* or a synonym (attracts large numbers of people).

Grammar

- 31 adjective
 32 number
 33 noun (plural)
 34 noun (singular)
 35 noun (phrase) (singular)
 36 adjective
 37 (adjective) noun (plural)
 38 nouns (both plural)
 39 (verb in *-ing* form as adjective) noun (plural)
 40 noun (plural)

Questions about the questions

- 31 no
 32 yes
 33 no
 34 yes
 35 yes
 36 yes
 37 yes
 38 yes
 39 yes
 40 yes

p42 Listening Section 4**Questions 31–40**

- 31 taught
 32 21/twenty-one
 33 lecturers
 34 restoration
 35 mechanism of printing
 36 computer-literate
 37 crash programmes/programs
 38 restorers, conservationists
 39 printing machines
 40 applications

p44–58 Academic Reading**Further practice and guidance (p47)**

- 1 yes
- 2 no
- 3 no
- 4
 - 1 investigated/food sources
 - 2 sea-vegetables
 - 3 half – then look for a related number or quantity
 - 4 land/freshwater
 - 5 marine
- 5 no
- 6 yes – half
- 7 no
- 8 yes
- 9 yes
- 10 yes

p44–46 Reading Passage 1**Questions 1–5**

- 1 A: Put a box around the characteristics A–D in the text. This then creates a frame, inside which you can scan for the words in 1–5. The words *investigated* and *food sources* help you to find the answer. The answer is in the first line of paragraph 4.
- 2 D: The term *sea-vegetables* is long and it has inverted commas around it, which help you to find it. Scan for the word without thinking about the meaning of the whole of the phrase A. The answer is in the first line of paragraph 2.
- 3 C: The answer is at the end of the first paragraph. The word *half* is connected with quantity.
- 4 B: The answer is in the first paragraph, fourth sentence. The adjective *terrestrial* means *land*.
- 5 D: The answer is in the first paragraph, fourth sentence.

Questions 6–9

- 6 **murlins:** Put a box around the names of the types of brown algae. The names in italics of the two types of algae help you to locate the relevant part of the text. The names are long which also helps. The answer is in the first sentence of the fourth paragraph: see also *known as*.
- 7 **(basic) grant:** The name *Forbairt* helps you. The answer is in the penultimate sentence of the fourth paragraph. Use the words in the table, *Research funded*, to help you.
- 8 **hybrids:** You need to go to the next paragraph and look for the reason why the research is taking place. As in the fourth paragraph, the reason is given after the funding body, *Marine Research Measure*, is mentioned (in the third sentence).
- 9 **cross-breeding (studies):** Remember you are looking for an advantage (see the table). So as you look, scan for something good or positive. Look for the word *ideal* in the fifth sentence of the fifth paragraph.

Questions 10–13

- 10 **(it) stimulates reproduction:** Scan for the words *red light*. The answer is just after the answer for question 9. The word *do* tells you that a verb is required.
- 11 **relatively high:** The answer is in the sixth paragraph, sentence 3. The word *be* tells you that an adjective is required.
- 12 **development and investment:** The answer is in the last paragraph, the first sentence. The word *need* tells you that (a) noun(s) is/are required.
- 13 **catholic food tastes:** The answer is in the last paragraph, the last sentence. The word *what* tells you that a noun/noun phrase is required. You are looking for the cause of the greater consumption/use.

Further practice and guidance (p52)

Matching names and statements

- 1 yes
- 2 yes
- 3 A EU directive
B old products/redesigned
C RoHS compliant product
D RoHS exempt
E planning and communications
F design engineers
G Pb-free systems

Summary completion

- | | |
|-------------|--|
| Adjectives: | hostile, friendly, big, basic, insignificant, numerous, important, small, recognised |
| Nouns: | requirement, variety, idea, increase, decline, need |
| Verbs: | decline, increase, solved, need, recognised |

Word type

- 18 adjective
- 19 verb
- 20 adjective
- 21 adjective
- 22 verb
- 23 adjective
- 24 noun

Checklist questions 18–24

- 18 no
- 19 no
- 20 yes
- 21 yes
- 22 yes
- 23 yes
- 24 no