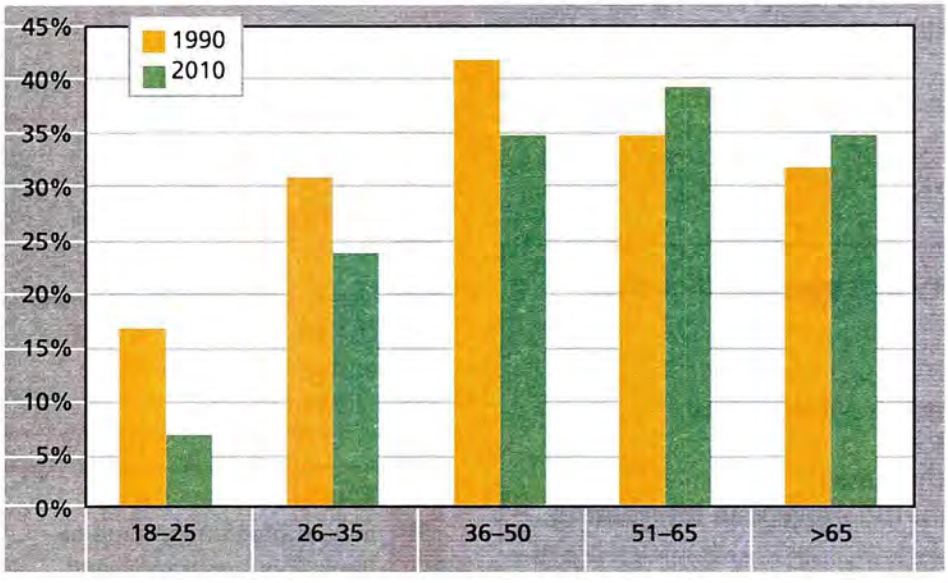
WRITING TASK 1

You should spend about 20 minutes on this task.

The chart below gives information on the percentage of British people giving money to charity by age range for the years 1990 and 2010.

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

Write at least 150 words.



Study Tip Identify the main features of the chart: Which age-group donated most money to charity in each year? Which age-group donated the least? How does the generosity of the age-groups compare across the years?

Include an overview: How does the overall pattern in 2010 differ from the pattern in 1990?

Test Tip Begin with an introduction.

Highlight and compare the main features. Make your overview clear.

Use a range of relevant vocabulary and try to vary your sentence types. Link your ideas together so that your answer flows smoothly.

WRITING TASK 2

You should spend about 40 minutes on this task.

Some people work for the same organisation all their working life. Others think that it is better to work for different organisations.

Discuss both these views and give your own opinion.

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

Write at least 250 words.

Test Tip Task 2 is worth twice as many marks as Task 1 so you are advised to spend twice as long writing your answer.

Write 250 words or more, and use your own words.

SPEAKING

PART 1

School days

- Tell me something about your secondary school.
- Which subject did you find most difficult at school? [Why?]
- Do you ever need that subject now? [Why? / Why not?]
- What did you enjoy about being a school student?

Buildings

- Are there any famous buildings in your home town? [What are they?]
- In what type of building do most people in your home town live?
- Should buildings be attractive to look at? [Why? / Why not?]
- What is the most unusual building you have ever seen? [Why?]

PART 2

Candidate task card:

Describe an interesting story that you heard or read about in the news.

You should say:
when you heard or read about the story
what the story was about
why the story was in the news
and explain why you thought the story was interesting.

Test Tip In Part 2, the examiner will ask you some more questions on familiar topics.

Listen carefully to the questions. Use the correct tense for each answer and include some relevant vocabulary.

Study Tip Use the one-minute preparation time to think about your topic and what you will say; make notes on each point. (Choose a story that you can easily talk about.)

PART 3

Reading newspapers

- When do people like to read the newspaper?
- How important is it for people to have a choice of newspaper?
- What does a 'good' newspaper contain?

The future of newspapers

- Why do some people choose to read the news on the Internet rather than in a newspaper?
- How is Internet news different from the news you read in the newspaper?
- Will Internet news ever replace newspapers? [Why? / Why not?]

Test Tip In Part 3, introduce your topic, link your ideas and aim to speak for two minutes.

Speak clearly and at a natural speed so that the examiner can understand you. Use stress and intonation to highlight important information and feelings.

Test 2

LISTENING

SECTION 1 *Questions 1–10*

Questions 1–6

Complete the notes below.

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

Short Story Competition	
Entry Details	
Example	
Cost of entry:	£5
Length of story:	approximately **1** .....
	Story must include: a **2** .....
Minimum age:	**3** .....
Last entry date:	1st **4** .....
Web address:	www. **5** ..... .com
Don't:	**6** ..... the story to the organisers

Questions 7–10

Complete the sentences below.

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

Judging and Prize Details

The competition is judged by **7** ..... .

The top five stories will be available **8** ..... .

The top story will be chosen by the **9** ..... .

The first prize is a place at a writers' workshop in **10** ..... .

SECTION 2 *Questions 11–20*

Questions 11–17

Answer the questions below.

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

Sea Life Centre – information

11 What was the Sea Life Centre previously called? .....

12 What is the newest attraction called? .....

13 When is the main feeding time? .....

14 What can you do with a VIP ticket? .....

15 What special event will the Sea Life Centre arrange for you? .....

16 Where will the petition for animal conservation be sent to? .....

17 What can you use to test what you have learnt? .....

Questions 18–20

What does the guide say about each attraction?

*Choose **THREE** answers from the box and write the correct letter, **A–E,** next to Questions 18–20.*

A	Aquarium
B	Crocodile Cave
C	Penguin Park
D	Seal Centre
E	Turtle Town

18 must not miss .....

19 temporarily closed .....

20 large queues .....

SECTION 3 *Questions 21–30*

Questions 21–22

*Choose **TWO** letters, **A–E**.*

*Which **TWO** subjects did Martina like best before going to university?*

A	Art	**B**	English	**C**	French
D	History	**E**	Science		

Questions 23–26

Complete the summary below.

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

George's experience of university

George is studying Mechanical Engineering which involves several disciplines. He is finding **23** ..... the most difficult. At the moment, his course is mainly **24** ..... . He will soon have an assignment which involves a study of **25** ..... . He thinks there are too many **26** ..... and would like less of them.

Questions 27–30

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

27 Martina thinks the students at her university are

- **A** sociable.
- **B** intelligent.
- **C** energetic.

28 George hopes that his tutor will help him

- **A** lose his shyness.
- **B** settle into university.
- **C** get to know his subject better.

29 What does Martina know about her first assignment?

- **A** the topic
- **B** the length
- **C** the deadline

30 George would like to live

- **A** in a hall of residence.
- **B** in a flat on his own.
- **C** with a host family.

SECTION 4 *Questions 31–40*

Complete the notes below.

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

Preparing and Giving a Presentation

Initial thoughts

Most important consideration: your audience

Three points to bear in mind:

- what they need to know
- how **31** ..... they will be
- how big the audience will be

Structure

Start with information that makes the audience **32** .....

End with **33** .....

Design

The presentation needs to be **34** .....

Vary content by using a mix of words and **35** .....

Presenting

Look at the audience, be enthusiastic and energetic

Voice – vary speed and **36** .....

Occasionally add **37** ..... for greater impact

Do not use **38** ..... (e.g. *appears*, *seems*)

Questions and Interruptions

When asked a question, first of all you should **39** .....

Minimise interruptions by **40** ..... them

READING PASSAGE 1

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

The Flavor of Pleasure

When it comes to celebrating the flavor of food, our mouth gets all the credit. But in truth, it is the nose that knows.

No matter how much we talk about tasting our favorite flavors, relishing them really depends on a combined input from our senses that we experience through mouth, tongue and nose. The taste, texture, and feel of food are what we tend to focus on, but most important are the slight puffs of air as we chew our food – what scientists call 'retronasal smell'.

Certainly, our mouths and tongues have taste buds, which are receptors for the five basic flavors: sweet, salty, sour, bitter, and umami, or what is more commonly referred to as savory. But our tongues are inaccurate instruments as far as flavor is concerned. They evolved to recognise only a few basic tastes in order to quickly identify toxins, which in nature are often quite bitter or acidly sour.

All the complexity, nuance, and pleasure of flavor come from the sense of smell operating in the back of the nose. It is there that a kind of alchemy occurs when we breathe up and out the passing whiffs of our chewed food. Unlike a hound's skull with its extra long nose, which evolved specifically to detect external smells, our noses have evolved to detect internal scents. Primates specialise in savoring the many millions of flavor combinations that they can create for their mouths.

Taste without retronasal smell is not much help in recognising flavor. Smell has been the most poorly understood of our senses, and only recently has neuroscience, led by Yale University's Gordon Shepherd, begun to shed light on its workings. Shepherd has come up with the term 'neurogastronomy' to link the disciplines of food science, neurology, psychology, and anthropology with the savory elements of eating, one of the most enjoyed of human experiences.

In many ways, he is discovering that smell is rather like face recognition. The visual system detects patterns of light and dark and, building on experience, the brain creates a spatial map. It uses this to interpret the interrelationship of the patterns and draw conclusions that allow us to identify people and places. In the same way, we use patterns and ratios to detect both new and familiar flavors. As we eat, specialised receptors in the back of the nose detect the air molecules in our meals. From signals sent by the receptors, the brain understands smells as complex spatial patterns. Using these, as well as input from the other senses, it constructs the idea of specific flavors.

This ability to appreciate specific aromas turns out to be central to the pleasure we get from food, much as our ability to recognise individuals is central to the pleasures of social life. The process is so embedded in our brains that our sense of smell is critical to our enjoyment of life at large. Recent studies show that people who lose the ability to smell become socially insecure, and their overall level of happiness plummets.

Working out the role of smell in flavor interests food scientists, psychologists, and cooks alike. The relatively new discipline of molecular gastronomy, especially, relies on understanding the mechanics of aroma to manipulate flavor for maximum impact. In this discipline, chefs use their knowledge of the chemical changes that take place during cooking to produce eating pleasures that go beyond the 'ordinary'.

However, whereas molecular gastronomy is concerned primarily with the food or 'smell' molecules, neurogastronomy is more focused on the receptor molecules and the brain's spatial images for smell. Smell stimuli form what Shepherd terms 'odor objects', stored as memories, and these have a direct link with our emotions. The brain creates images of unfamiliar smells by relating them to other more familiar smells. Go back in history and this was part of our survival repertoire; like most animals, we drew on our sense of smell, when visual information was scarce, to single out prey.

Thus the brain's flavor-recognition system is a highly complex perceptual mechanism that puts all five senses to work in various combinations. Visual and sound cues contribute, such as crunching, as does touch, including the texture and feel of food on our lips and in our mouths. Then there are the taste receptors, and finally, the smell, activated when we inhale. The engagement of our emotions can be readily illustrated when we picture some of the wide-ranging facial expressions that are elicited by various foods – many of them hard-wired into our brains at birth. Consider the response to the sharpness of a lemon and compare that with the face that is welcoming the smooth wonder of chocolate.

The flavor-sensing system, ever receptive to new combinations, helps to keep our brains active and flexible. It also has the power to shape our desires and ultimately our bodies. On the horizon we have the positive application of neurogastronomy: manipulating flavor to curb our appetites.

Questions 1–5

Complete the sentences below.

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

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

1 According to scientists, the term ..... characterises the most critical factor in appreciating flavour.

2 'Savoury' is a better-known word for ..... .

3 The tongue was originally developed to recognise the unpleasant taste of ..... .

4 Human nasal cavities recognise ..... much better than external ones.

5 Gordon Shepherd uses the word 'neurogastronomy' to draw together a number of ..... related to the enjoyment of eating.

Questions 6–9

Complete the notes below.

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

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

Face recognition	patterns of dark and light are used to put together a **6**	→	the brain identifies faces	facial recognition is key to our enjoyment of **7** .....
Smell	receptors recognise the **8** ..... in food	→	the brain identifies certain **9**	smell is key to our enjoyment of food

Questions 10–13

Answer the questions below.

*Choose **NO MORE THAN ONE WORD** from the text for each answer.*

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

10 In what form does the brain store 'odor objects'?

11 When seeing was difficult, what did we use our sense of smell to find?

12 Which food item illustrates how flavour and positive emotion are linked?

13 What could be controlled in the future through flavour manipulation?

READING PASSAGE 2

*You should spend about 20 minutes on **Questions 14–26**, which are based on Reading Passage 2 on the following pages.*

Questions 14–19

The text on the following pages has six paragraphs, **A–F**.

Choose the correct heading for each paragraph from the list of headings (i–ix) below.

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

List of Headings

i	Tackling the issue using a different approach
ii	A significant improvement on last time
iii	How robots can save human lives
iv	Examples of robots at work
v	Not what it seemed to be
vi	Why timescales are impossible to predict
vii	The reason why robots rarely move
viii	Following the pattern of an earlier development
ix	The ethical issues of robotics

14 Paragraph A

15 Paragraph B

16 Paragraph C

17 Paragraph D

18 Paragraph E

19 Paragraph F