Test 2

LISTENING

SECTION 1 *Questions 1–10*

Questions 1–3

Complete the form below.

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

TOTAL INSURANCE INCIDENT REPORT

Example	*Answer*
Name	Michael Alexander
Address	24 Manly Street, **1** ..... , Sydney
Shipping agent	**2** .....
Place of origin	China
Date of arrival	**3** .....
Reference number	601 ACK

Questions 4–10

Complete the table below.

*Write **ONE WORD AND/OR A NUMBER** for each answer.*

Item	Damage	Cost to repair/ replace
Television	The **4** ..... needs to be replaced	not known
The **5** ..... cabinet	The **6** ..... of the cabinet is damaged	**7** $ .....
Dining room table	A **8** ..... is split	$200
Set of china	Six **9** ..... were broken	about **10** $ ..... in total

SECTION 2 *Questions 11–20*

Question 11

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

11 According to the speaker, the main purposes of the park are

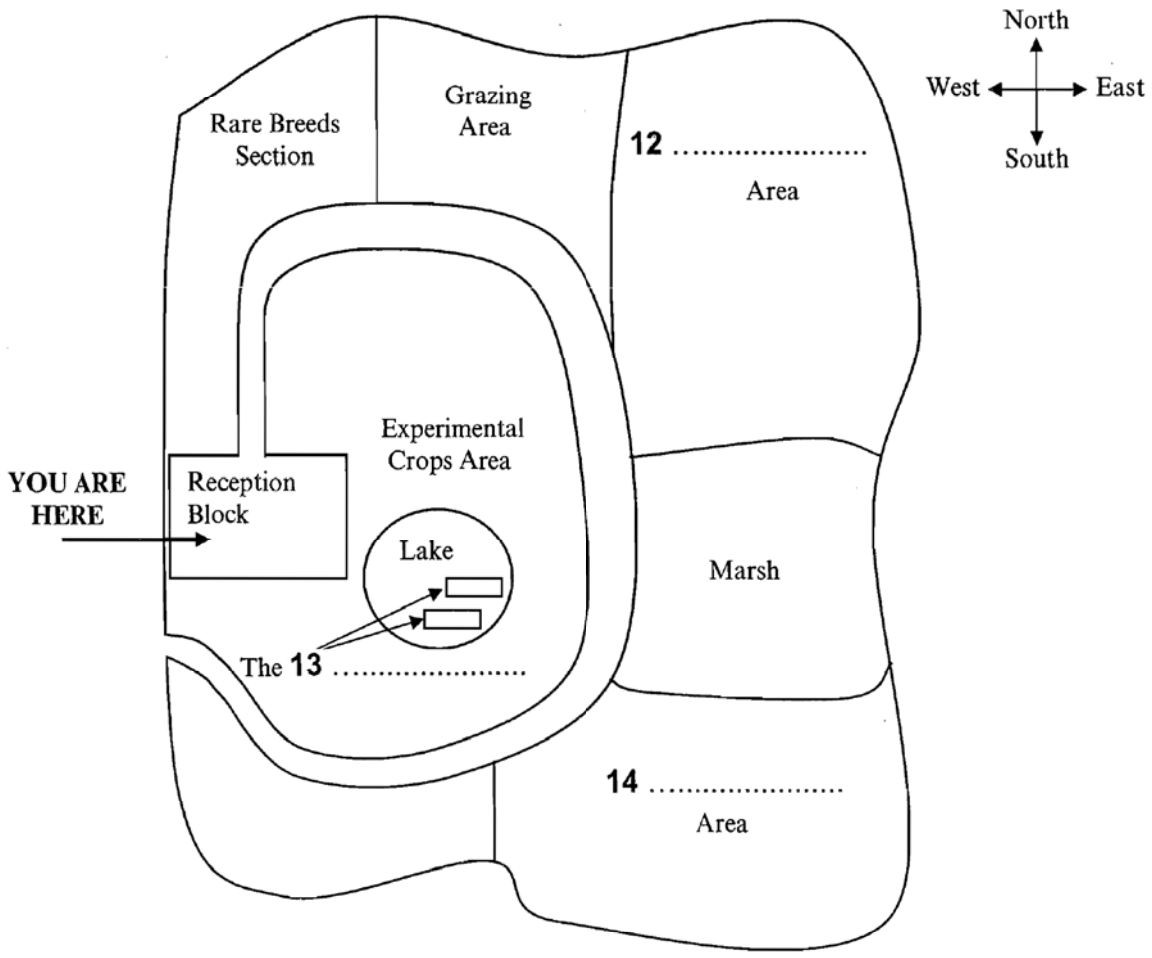
A education and entertainment.
B research and education.
C research and entertainment.

Questions 12–14

Label the plan below.

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

Agricultural Park



Questions 15–20

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

15 When are the experimental areas closed to the public?

A all the year round
B almost all the year
C a short time every year

16 How can you move around the park?

A by tram, walking or bicycle
B by solar car or bicycle
C by bicycle, walking or bus

17 The rare breed animals kept in the park include

A hens and horses.
B goats and cows.
C goats and hens.

18 What is the main purpose of having the Rare Breeds Section?

A to save unusual animals
B to keep a variety of breeds
C to educate the public

19 What can you see in the park at the present time?

A the arrival of wild birds
B fruit tree blossom
C a demonstration of fishing

20 The shop contains books about

A animals.
B local traditions.
C the history of the park.

SECTION 3 *Questions 21–30*

Questions 21–24

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

Honey Bees in Australia

21 Where in Australia have Asian honey bees been found in the past?

A Queensland
B New South Wales
C several states

22 A problem with Asian honey bees is that they

A attack native bees.
B carry parasites.
C damage crops.

23 What point is made about Australian bees?

A Their honey varies in quality.
B Their size stops them from pollinating some flowers.
C They are sold to customers abroad.

24 Grant Freeman says that if Asian honey bees got into Australia,

A the country's economy would be affected.
B they could be used in the study of allergies.
C certain areas of agriculture would benefit.

Questions 25–30

Complete the summary below.

*Write **ONE WORD ONLY** for each answer.*

Looking for Asian honey bees

Birds called Rainbow Bee Eaters eat only **25** ..... , and cough up small bits of skeleton and other products in a pellet.

Researchers go to the locations the bee eaters like to use for **26** ..... . They collect the pellets and take them to a **27** ..... for analysis. Here **28** ..... is used to soften them, and the researchers look for the **29** ..... of Asian bees in the pellets.

The benefit of this research is that the result is more **30** ..... than searching for live Asian bees.

SECTION 4 *Questions 31–40*

Questions 31–36

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

Research on questions about doctors

31 In order to set up her research programme, Shona got

A advice from personal friends in other countries.
B help from students in other countries.
C information from her tutor's contacts in other countries.

32 What types of people were included in the research?

A young people in their first job
B men who were working
C women who were unemployed

33 Shona says that in her questionnaire her aim was

A to get a wide range of data.
B to limit people's responses.
C to guide people through interviews.

34 What do Shona's initial results show about medical services in Britain?

A Current concerns are misrepresented by the press.
B Financial issues are critical to the government.
C Reforms within hospitals have been unsuccessful.

35 Shona needs to do further research in order to

A present the government with her findings.
B decide the level of extra funding needed.
C identify the preferences of the public.

36 Shona has learnt from the research project that

A it is important to plan projects carefully.
B people do not like answering questions.
C colleagues do not always agree.

Questions 37–40

Which statement applies to each of the following people who were interviewed by Shona?

*Choose **FOUR** answers from the box and write the correct letter, **A–F**, next to questions 37–40.*

A	gave false data
B	decided to stop participating
C	refused to tell Shona about their job
D	kept changing their mind about participating
E	became very angry with Shona
F	was worried about confidentiality

People interviewed by Shona

37 a person interviewed in the street .....

38 an undergraduate at the university .....

39 a colleague in her department .....

40 a tutor in a foreign university .....

D This book is a narrative history of climatic shifts during the past ten centuries, and some of the ways in which people in Europe adapted to them. Part One describes the Medieval Warm Period, roughly 900 to 1200. During these three centuries, Norse voyagers from Northern Europe explored northern seas, settled Greenland, and visited North America. It was not a time of uniform warmth, for then, as always since the Great Ice Age, there were constant shifts in rainfall and temperature. Mean European temperatures were about the same as today, perhaps slightly cooler.

E It is known that the Little Ice Age cooling began in Greenland and the Arctic in about 1200. As the Arctic ice pack spread southward, Norse voyages to the west were rerouted into the open Atlantic, then ended altogether. Storminess increased in the North Atlantic and North Sea. Colder, much wetter weather descended on Europe between 1315 and 1319, when thousands perished in a continent-wide famine. By 1400, the weather had become decidedly more unpredictable and stormier, with sudden shifts and lower temperatures that culminated in the cold decades of the late sixteenth century. Fish were a vital commodity in growing towns and cities, where food supplies were a constant concern. Dried cod and herring were already the staples of the European fish trade, but changes in water temperatures forced fishing fleets to work further offshore. The Basques, Dutch, and English developed the first offshore fishing boats adapted to a colder and stormier Atlantic. A gradual agricultural revolution in northern Europe stemmed from concerns over food supplies at a time of rising populations. The revolution involved intensive commercial farming and the growing of animal fodder on land not previously used for crops. The increased productivity from farmland made some countries self-sufficient in grain and livestock and offered effective protection against famine.

F Global temperatures began to rise slowly after 1850, with the beginning of the Modern Warm Period. There was a vast migration from Europe by land-hungry farmers and others, to which the famine caused by the Irish potato blight contributed, to North America, Australia, New Zealand, and southern Africa. Millions of hectares of forest and woodland fell before the newcomers' axes between 1850 and 1890, as intensive European farming methods expanded across the world. The unprecedented land clearance released vast quantities of carbon dioxide into the atmosphere, triggering for the first time humanly caused global warming. Temperatures climbed more rapidly in the twentieth century as the use of fossil fuels proliferated and greenhouse gas levels continued to soar. The rise has been even steeper since the early 1980s. The Little Ice Age has given way to a new climatic regime, marked by prolonged and steady warming. At the same time, extreme weather events like Category 5 hurricanes are becoming more frequent.

Questions 18–22

*Complete the summary using the list of words, **A–I**, below.*

*Write the correct letter, **A–I**, in boxes 18–22 on your answer sheet.*

Weather during the Little Ice Age

Documentation of past weather conditions is limited: our main sources of knowledge of conditions in the distant past are **18** ..... and **19** ..... . We can deduce that the Little Ice Age was a time of **20** ..... , rather than of consistent freezing. Within it there were some periods of very cold winters, others of **21** ..... and heavy rain, and yet others that saw **22** ..... with no rain at all.

A	climatic shifts	**B**	ice cores	**C**	tree rings
D	glaciers	**E**	interactions	**F**	weather observations
G	heat waves	**H**	storms	**I**	written accounts

Questions 23–26

Classify the following events as occurring during the

A *Medieval Warm Period*
B *Little Ice Age*
C *Modern Warm Period*

*Write the correct letter, **A**, **B** or **C**, in boxes 23–26 on your answer sheet.*

23 Many Europeans started farming abroad.

24 The cutting down of trees began to affect the climate.

25 Europeans discovered other lands.

26 Changes took place in fishing patterns.

READING PASSAGE 3

*You should spend about 20 minutes on **Questions 27–40**, which are based on Reading Passage 3 on the following pages.*

Questions 27–32

Reading Passage 3 has six paragraphs, **A–F**.

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

*Write the correct number, **i–viii**, in boxes 27–32 on your answer sheet.*

List of Headings

i The difficulties of talking about smells
ii The role of smell in personal relationships
iii Future studies into smell
iv The relationship between the brain and the nose
v The interpretation of smells as a factor in defining groups
vi Why our sense of smell is not appreciated
vii Smell is our superior sense
viii The relationship between smell and feelings

27 Paragraph **A**

28 Paragraph **B**

29 Paragraph **C**

30 Paragraph **D**

31 Paragraph **E**

32 Paragraph **F**

The meaning and power of smell

The sense of smell, or olfaction, is powerful. Odours affect us on a physical, psychological and social level. For the most part, however, we breathe in the aromas which surround us without being consciously aware of their importance to us. It is only when the faculty of smell is impaired for some reason that we begin to realise the essential role the sense of smell plays in our sense of well-being

A A survey conducted by Anthony Synott at Montreal's Concordia University asked participants to comment on how important smell was to them in their lives. It became apparent that smell can evoke strong emotional responses. A scent associated with a good experience can bring a rush of joy, while a foul odour or one associated with a bad memory may make us grimace with disgust. Respondents to the survey noted that many of their olfactory likes and dislikes were based on emotional associations. Such associations can be powerful enough so that odours that we would generally label unpleasant become agreeable, and those that we would generally consider fragrant become disagreeable for particular individuals. The perception of smell, therefore, consists not only of the sensation of the odours themselves, but of the experiences and emotions associated with them.

B Odours are also essential cues in social bonding. One respondent to the survey believed that there is no true emotional bonding without touching and smelling a loved one. In fact, infants recognise the odours of their mothers soon after birth and adults can often identify their children or spouses by scent. In one well-known test, women and men were able to distinguish by smell alone clothing worn by their marriage partners from similar clothing worn by other people. Most of the subjects would probably never have given much thought to odour as a cue for identifying family members before being involved in the test, but as the experiment revealed, even when not consciously considered, smells register.

C In spite of its importance to our emotional and sensory lives, smell is probably the most undervalued sense in many cultures. The reason often given for the low regard in which smell is held is that, in comparison with its importance among animals, the human sense of smell is feeble and undeveloped. While it is true that the olfactory powers of humans are nothing like as fine as those possessed by certain animals, they are still remarkably acute. Our noses are able to recognise thousands of smells, and to perceive odours which are present only in extremely small quantities.

D Smell, however, is a highly elusive phenomenon. Odours, unlike colours, for instance, cannot be named in many languages because the specific vocabulary simply doesn't exist. 'It smells like . . . ,' we have to say when describing an odour, struggling to express our olfactory experience. Nor can odours be recorded: there is no effective way to either capture or store them over time. In the realm of olfaction, we must make do with descriptions and recollections. This has implications for olfactory research.

E Most of the research on smell undertaken to date has been of a physical scientific nature. Significant advances have been made in the understanding of the biological and chemical nature of olfaction, but many fundamental questions have yet to be answered. Researchers have still to decide whether smell is one sense or two – one responding to odours proper and the other registering odourless chemicals in the air. Other unanswered questions are whether the nose is the only part of the body affected by odours, and how smells can be measured objectively given the non-physical components. Questions like these mean that interest in the psychology of smell is inevitably set to play an increasingly important role for researchers.

F However, smell is not simply a biological and psychological phenomenon. Smell is cultural, hence it is a social and historical phenomenon. Odours are invested with cultural values: smells that are considered to be offensive in some cultures may be perfectly acceptable in others. Therefore, our sense of smell is a means of, and model for, interacting with the world. Different smells can provide us with intimate and emotionally charged experiences and the value that we attach to these experiences is interiorised by the members of society in a deeply personal way. Importantly, our commonly held feelings about smells can help distinguish us from other cultures. The study of the cultural history of smell is, therefore, in a very real sense, an investigation into the essence of human culture.

Questions 33–36

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

Write the correct letter in boxes 33–36 on your answer sheet.

33 According to the introduction, we become aware of the importance of smell when

- **A** we discover a new smell.
- **B** we experience a powerful smell.
- **C** our ability to smell is damaged.
- **D** we are surrounded by odours.

34 The experiment described in paragraph B

- **A** shows how we make use of smell without realising it.
- **B** demonstrates that family members have a similar smell.
- **C** proves that a sense of smell is learnt.
- **D** compares the sense of smell in males and females.

35 What is the writer doing in paragraph C?

A supporting other research
B making a proposal
C rejecting a common belief
D describing limitations

36 What does the writer suggest about the study of smell in the atmosphere in paragraph E?

A The measurement of smell is becoming more accurate.
B Researchers believe smell is a purely physical reaction.
C Most smells are inoffensive.
D Smell is yet to be defined.

Questions 37–40

Complete the sentences below.

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

Write your answers in boxes 37–40 on your answer sheet.

37 Tests have shown that odours can help people recognise the ..... belonging to their husbands and wives.

38 Certain linguistic groups may have difficulty describing smell because they lack the appropriate ..... .

39 The sense of smell may involve response to ..... which do not smell, in addition to obvious odours.

40 Odours regarded as unpleasant in certain ..... are not regarded as unpleasant in others.

WRITING

WRITING TASK 1

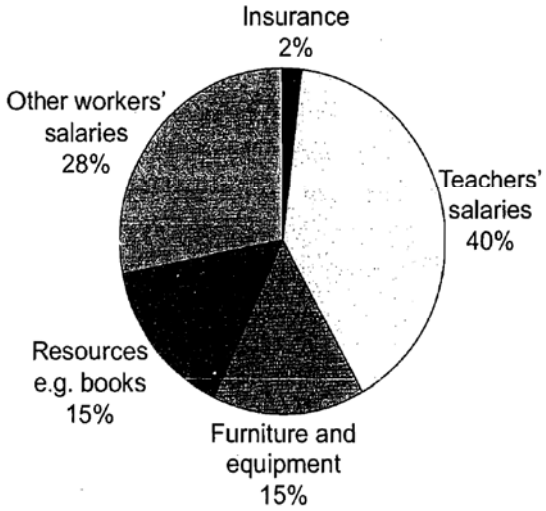
You should spend about 20 minutes on this task.

The three pie charts below show the changes in annual spending by a particular UK school in 1981, 1991 and 2001.

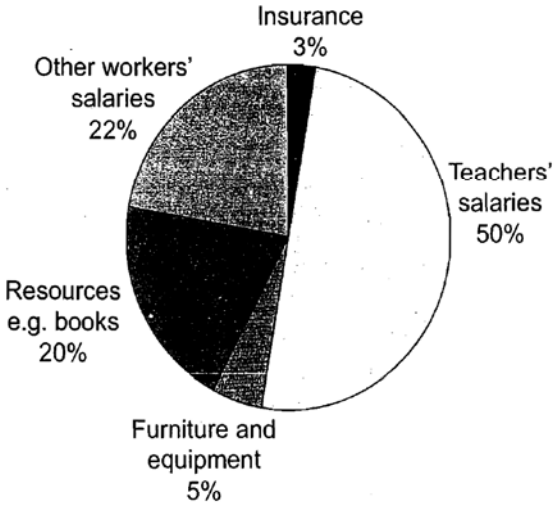
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

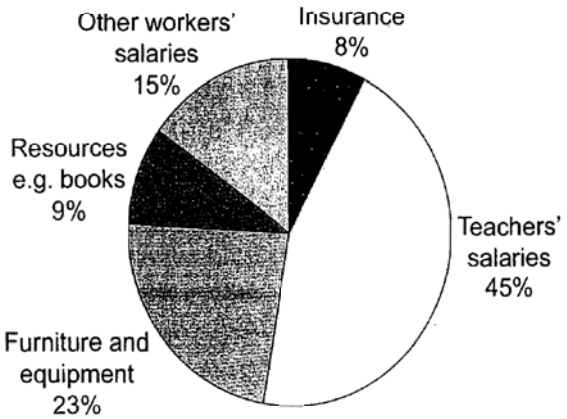
Total School Spending 1981



Total School Spending 1991



Total School Spending 2001



WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

> ***Nowadays the way many people interact with each other has changed because of technology.***
>
> ***In what ways has technology affected the types of relationships people make?***
>
> ***Has this become a positive or negative development?***

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

Write at least 250 words.

SPEAKING

PART 1

The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

EXAMPLE

Newspapers and Magazines

- Which magazines and newspapers do you read? [Why?]
- What kinds of article are you most interested in? [Why?]
- Have you ever read a newspaper or magazine in a foreign language? [When/Why?]
- Do you think reading a newspaper or magazine in a foreign language is a good way to learn the language? [Why/Why not?]

PART 2

Describe a restaurant that you enjoyed going to.

You should say:
where the restaurant was
why you chose this restaurant
what type of food you ate in this restaurant and
explain why you enjoyed eating in this restaurant.

You will have to talk about the 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.

PART 3

Discussion topics:

Restaurants

Example questions:
Why do you think people go to restaurants when they want to celebrate something?
Which are more popular in your country: fast food restaurants or traditional restaurants? Why do you think that is?
Some people say that food in an expensive restaurant is always better than food in a cheap restaurant – would you agree?

Producing food

Example questions:
Do you think there will be a greater choice of food available in shops in the future, or will there be less choice?
What effects has modern technology had on the way food is produced?
How important is it for a country to be able to grow all the food it needs, without importing any from other countries?