

### Test 3

### LISTENING

#### PART 1 Questions 1–10

Complete the notes below.

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

JUNIOR CYCLE CAMP
The course focuses on skills and safety.
<ul style="list-style-type: none"><li>Charlie would be placed in Level 5.</li><li>First of all, children at this level are taken to practise in a <b>1</b> _____ .</li></ul>
<b>Instructors</b>
<ul style="list-style-type: none"><li>Instructors wear <b>2</b> _____ shirts.</li><li>A <b>3</b> _____ is required and training is given.</li></ul>
<b>Classes</b>
<ul style="list-style-type: none"><li>The size of the classes is limited.</li><li>There are quiet times during the morning for a <b>4</b> _____ or a game.</li><li>Classes are held even if there is <b>5</b> _____ .</li></ul>
<b>What to bring</b>
<ul style="list-style-type: none"><li>a change of clothing</li><li>a <b>6</b> _____</li><li>shoes (not sandals)</li><li>Charlie's <b>7</b> _____</li></ul>
<b>Day 1</b>
<ul style="list-style-type: none"><li>Charlie should arrive at 9.20 am on the first day.</li><li>Before the class, his <b>8</b> _____ will be checked.</li><li>He should then go to the <b>9</b> _____ to meet his class instructor.</li></ul>
<b>Cost</b>
<ul style="list-style-type: none"><li>The course costs <b>10</b>\$ _____ per week.</li></ul>

#### PART 2 Questions 11–20

Questions 11 and 12

Choose **TWO** letters, A–E.

According to Megan, what are the **TWO** main advantages of working in the agriculture and horticulture sectors?

**A** the active lifestyle

- B** the above-average salaries
- C** the flexible working opportunities
- D** the opportunities for overseas travel
- E** the chance to be in a natural environment

*Questions 13 and 14*

Choose **TWO** letters, **A–E**.

Which **TWO** of the following are likely to be disadvantages for people working outdoors?

- A** the increasing risk of accidents
- B** being in a very quiet location
- C** difficult weather conditions at times
- D** the cost of housing
- E** the level of physical fitness required

*Questions 15–20*

What information does Megan give about each of the following job opportunities?

Choose **SIX** answers from the box and write the correct letter, **A–H**, next to Questions 15–20.

<b>Information</b>	
<b>A</b>	not a permanent job
<b>B</b>	involves leading a team
<b>C</b>	experience not essential
<b>D</b>	intensive work but also fun
<b>E</b>	chance to earn more through overtime
<b>F</b>	chance for rapid promotion
<b>G</b>	accommodation available
<b>H</b>	local travel involved

### **Job opportunities**

- |           |                               |       |
|-----------|-------------------------------|-------|
| <b>15</b> | Fresh food commercial manager | _____ |
| <b>16</b> | Agronomist                    | _____ |
| <b>17</b> | Fresh produce buyer           | _____ |
| <b>18</b> | Garden centre sales manager   | _____ |
| <b>19</b> | Tree technician               | _____ |
| <b>20</b> | Farm worker                   | _____ |

### **PART 3 Questions 21–30**

*Questions 21 and 22*

Choose **TWO** letters, **A–E**.

Which **TWO** points does Adam make about his experiment on artificial sweeteners?

- A** The results were what he had predicted.
- B** The experiment was simple to set up.
- C** A large sample of people was tested.
- D** The subjects were unaware of what they were drinking.

E The test was repeated several times for each person.

*Questions 23 and 24*

*Choose TWO letters, A–E.*

Which **TWO** problems did Rosie have when measuring the fat content of nuts?

- A She used the wrong sort of nuts.
- B She used an unsuitable chemical.
- C She did not grind the nuts finely enough.
- D The information on the nut package was incorrect.
- E The weighing scales may have been unsuitable.

*Questions 25–30*

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

- 25 Adam suggests that restaurants could reduce obesity if their menus
- A offered fewer options.
  - B had more low-calorie foods.
  - C were organised in a particular way.
- 26 The students agree that food manufacturers deliberately
- A make calorie counts hard to understand.
  - B fail to provide accurate calorie counts.
  - C use ineffective methods to reduce calories.
- 27 What does Rosie say about levels of exercise in England?
- A The amount recommended is much too low.
  - B Most people overestimate how much they do.
  - C Women now exercise more than they used to.
- 28 Adam refers to the location and width of stairs in a train station to illustrate
- A practical changes that can influence people's behaviour.
  - B methods of helping people who have mobility problems.
  - C ways of preventing accidents by controlling crowd movement.
- 29 What do the students agree about including reference to exercise in their presentation?
- A They should probably leave it out.
  - B They need to do more research on it.
  - C They should discuss this with their tutor.
- 30 What are the students going to do next for their presentation?
- A prepare some slides for it
  - B find out how long they have for it
  - C decide on its content and organisation

#### **PART 4 Questions 31–40**

*Complete the notes below.*

*Write ONE WORD ONLY for each answer.*

### **Hand knitting**

#### **Interest in knitting**

- Knitting has a long history around the world.
- We imagine someone like a **31** \_\_\_\_\_ knitting.

- A **32** \_\_\_\_\_ ago, knitting was expected to disappear.
- The number of knitting classes is now increasing.
- People are buying more **33** \_\_\_\_\_ for knitting nowadays.

#### **Benefits of knitting**

- gives support in times of **34** \_\_\_\_\_ difficulty
- requires only **35** \_\_\_\_\_ skills and little money to start
- reduces stress in a busy life

#### **Early knitting**

- The origins are not known.
- Findings show early knitted items to be **36** \_\_\_\_\_ in shape.
- The first needles were made of natural materials such as wood and **37** \_\_\_\_\_.
- Early yarns felt **38** \_\_\_\_\_ to touch.
- Wool became the most popular yarn for spinning.
- Geographical areas had their own **39** \_\_\_\_\_ of knitting.
- Everyday tasks like looking after **40** \_\_\_\_\_ were done while knitting.

## **READING**

### **READING PASSAGE 1**

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

#### **Roman shipbuilding and navigation**

Shipbuilding today is based on science and ships are built using computers and sophisticated tools. Shipbuilding in ancient Rome, however, was more of an art relying on estimation, inherited techniques and personal experience. The Romans were not traditionally sailors but mostly land-based people, who learned to build ships from the people that they conquered, namely the Greeks and the Egyptians.

There are a few surviving written documents that give descriptions and representations of ancient Roman ships, including the sails and rigging. Excavated vessels also provide some clues about ancient shipbuilding techniques. Studies of these have taught us that ancient Roman shipbuilders built the outer hull first, then proceeded with the frame and the rest of the ship. Planks used to build the outer hull were initially sewn together. Starting from the 6th century BCE, they were fixed using a method called mortise and tenon, whereby one plank locked into another without the need for stitching. Then in the first centuries of the current era, Mediterranean shipbuilders shifted to another shipbuilding method, still in use today, which consisted of building the frame first and then proceeding with the hull and the other components of the ship. This method was more systematic and dramatically shortened ship construction times. The ancient Romans built large merchant ships and warships whose size and technology were unequalled until the 16<sup>th</sup> century CE.

Warships were built to be lightweight and very speedy. They had to be able to sail near the coast, which is why they had no ballast or excess load and were built with a long, narrow hull. They did not sink when damaged and often would lie crippled on the sea's surface following naval battles. They had a bronze battering ram, which was used to pierce the timber hulls or break the oars of enemy vessels. Warships used both wind (sails) and human power (oarsmen) and were therefore very fast. Eventually, Rome's navy became the largest and most powerful in the Mediterranean, and the Romans had control over what they therefore called *Mare Nostrum* meaning 'our sea'.

There were many kinds of warship. The 'trireme' was the dominant warship from the 7th to 4<sup>th</sup> century BCE. It had rowers in the top, middle and lower levels, and approximately 50 rowers in each bank. The rowers at the bottom had the most uncomfortable position as they were under the other rowers and were exposed to the water entering through the oar-holes. It is worth noting that contrary to popular perception, rowers were not slaves but mostly Roman citizens enrolled in the military. The trireme was superseded by larger ships with even more rowers.

Merchant ships were built to transport lots of cargo over long distances and at a reasonable cost. They had a wider hull, double planking and a solid interior for added stability. Unlike warships, their V-shaped hull was deep underwater, meaning that they could not sail too close to the coast. They usually had two huge side rudders located off the stern and controlled by a small tiller bar connected to a system of cables. They had from one to three masts with large square sails and a small triangular sail at the bow. Just like warships, merchant ships used oarsmen, but coordinating the hundreds of rowers in both types of ship was not an easy task. In order to assist them, music would be played on an instrument, and oars would then keep time with this.

The cargo on merchant ships included raw materials (e.g. iron bars, copper, marble and granite), and agricultural products (e.g. grain from Egypt's Nile valley). During the Empire, Rome was a huge city by ancient standards of about one million inhabitants. Goods from all over the world would come to the city through the port of Pozzuoli situated west of the bay of Naples in Italy and through the gigantic port of Ostia situated at the mouth of the Tiber River. Large merchant ships would approach the destination port and, just like today, be intercepted by a number of towboats that would drag them to the quay.

The time of travel along the many sailing routes could vary widely. Navigation in ancient Rome did not rely on sophisticated instruments such as compasses but on experience, local knowledge and observation of natural phenomena. In conditions of good visibility, seamen in the Mediterranean often had the mainland or islands in sight, which greatly facilitated navigation. They sailed by noting their position relative to a succession of recognisable landmarks. When weather conditions were not good or where land was no longer visible, Roman mariners estimated directions from the pole star or, with less accuracy, from the Sun at noon. They also estimated directions relative to the wind and swell. Overall, shipping in ancient Roman times resembled shipping today with large vessels regularly crossing the seas

and bringing supplies from their Empire.

### Questions 1–5

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

In boxes 1–5 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 on this

- 1 The Romans' shipbuilding skills were passed on to the Greeks and the Egyptians.
- 2 Skilled craftsmen were needed for the mortise and tenon method of fixing planks.
- 3 The later practice used by Mediterranean shipbuilders involved building the hull before the frame.
- 4 The Romans called the Mediterranean Sea *Mare Nostrum* because they dominated its use.
- 5 Most rowers on ships were people from the Roman army.

### Questions 6–13

Complete the summary below.

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

Write your answers in boxes 8–13 on your answer sheet.

#### Warships and merchant ships

Warships were designed so that they were **6** \_\_\_\_\_ and moved quickly. They often remained afloat after battles and were able to sail close to land as they lacked any additional weight. A battering ram made of **7** \_\_\_\_\_ was included in the design for attacking and damaging the timber and oars of enemy ships. Warships, such as the 'trireme', had rowers on three different **8** \_\_\_\_\_.

Unlike warships, merchant ships had a broad **9** \_\_\_\_\_ that lay far below the surface of the sea. Merchant ships were steered through the water with the help of large rudders and a tiller bar. They had both square and **10** \_\_\_\_\_ sails. On merchant ships and warships, **11** \_\_\_\_\_ was used to ensure rowers moved their oars in and out of the water at the same time.

Quantities of agricultural goods such as **12** \_\_\_\_\_ were transported by merchant ships to two main ports in Italy. The ships were pulled to the shore by **13** \_\_\_\_\_. When the weather was clear and they could see islands or land, sailors used landmarks that they knew to help them navigate their route.

## READING PASSAGE 2

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

### Climate change reveals ancient artefacts in Norway's glaciers

- A** Well above the treeline in Norway's highest mountains, ancient fields of ice are shrinking as Earth's climate warms. As the ice has vanished, it has been giving up the treasures it has preserved in cold storage for the last 6,000 years – items such as ancient arrows and skis from Viking Age\* traders. And those artefacts have provided archaeologists with some surprising insights into how ancient Norwegians made their livings.
- B** Organic materials like textiles and hides are relatively rare finds at archaeological sites. This is because unless they're protected from the microorganisms that cause decay, they tend not to last long. Extreme cold is one reliable way to keep artefacts relatively fresh for a few thousand years, but once thawed out, these materials experience degradation relatively swiftly.

With climate change shrinking ice cover around the world, glacial archaeologists need to race the clock to find newly revealed artefacts, preserve them, and study them. If something fragile dries and is windblown it might very soon be lost to science, or an arrow might be exposed and then covered again by the next snow and remain well-preserved. The unpredictability means that glacial archaeologists have to be systematic in their approach to fieldwork.

- C** Over a nine-year period, a team of archaeologists, which included Lars PilØ of Oppland County Council, Norway, and James Barrett of the McDonald Institute for Archaeological Research, surveyed patches of ice in Oppland, an area of south-central Norway that is home to some of the country's highest mountains. Reindeer once congregated on these icy patches in the later summer months to escape biting insects, and from the late Stone Age\*\*, hunters followed. In addition, trade routes threaded through the mountain passes of Oppland, linking settlements in Norway to the rest of Europe. The slow but steady movement of glaciers tends to destroy anything at their bases, so the team focused on stationary patches of ice, mostly above 1,400 metres. That ice is found amid fields of frost-weathered boulders, fallen rocks, and exposed bedrock that for nine months of the year is buried beneath snow.

'Fieldwork is hard work – hiking with all our equipment, often camping on permafrost – but very rewarding. You're rescuing the archaeology, bringing the melting ice to wider attention, discovering a unique environmental history and really connecting with the natural environment,' says Barrett.

- D** At the edges of the contracting ice patches, archaeologists found more than 2,000 artefacts, which formed a material record that ran from 4,000 BCE to the beginnings of the Renaissance in the 14th century. Many of the artefacts are associated with hunting. Hunters would have easily misplaced arrows and they often discarded broken bows rather than take them all the way home. Other items could have been used by hunters traversing the high mountain passes of Oppland: all-purpose items like tools, skis, and horse tack.

- E** Barrett's team radiocarbon-dated 153 of the artefacts and compared those dates to the timing of major environmental changes in the region – such as periods of cooling or warming – and major social and economic shifts – such as the growth of farming settlements and the spread of international trade networks leading up to the Viking Age. They found that some periods had produced lots of artefacts, which indicates that people had been pretty active in the mountains during those times. But there were few or no signs of activity during other periods.
- F** What was surprising, according to Barrett, was the timing of these periods. Oppland's mountains present daunting terrain and in periods of extreme cold, glaciers could block the higher mountain passes and make travel in the upper reaches of the mountains extremely difficult. Archaeologists assumed people would stick to lower elevations during a time like the Late Antique Little Ice Age, a short period of deeper-than-usual cold from about 536–600 CE. But it turned out that hunters kept regularly venturing into the mountains even when the climate turned cold, based on the amount of stuff they had apparently dropped there.
- ‘Remarkably, though, the finds from the ice may have continued through this period, perhaps suggesting that the importance of mountain hunting increased to supplement failing agricultural harvests in times of low temperatures,’ says Barrett. A colder turn in the Scandinavian climate would likely have meant widespread crop failures, so more people would have depended on hunting to make up for those losses.
- G** Many of the artefacts Barrett's team recovered date from the beginning of the Viking Age, the 700s through to the 900s CE. Trade networks connecting Scandinavia with Europe and the Middle East were expanding around this time. Although we usually think of ships when we think of Scandinavian expansion, these recent discoveries show that plenty of goods travelled on overland routes, like the mountain passes of Oppland. And growing Norwegian towns, along with export markets, would have created a booming demand for hides to fight off the cold, as well as antlers to make useful things like combs. Business must have been good for hunters.
- H** Norway's mountains are probably still hiding a lot of history – and prehistory – in remote ice patches. When Barrett's team looked at the dates for their sample of 153 artefacts, they noticed a gap with almost no artefacts from about 3,800 to 2,200 BCE. In fact, archaeological finds from that period are rare all over Norway. The researchers say that could be because many of those artefacts have already disintegrated or are still frozen in the ice. That means archaeologists could be extracting some of those artefacts from retreating ice in years to come.

\* Viking Age: a period of European history from around 700 CE to around 1050 CE when Scandinavian Vikings migrated throughout Europe by means of trade and warfare

\*\* The Stone Age: a period in early history that began about 3.4 million years ago



*Questions 14–19*

Reading Passage 2 has eight sections, **A–H**.

Which section contains the following information?

*Write the correct letter, A–H, in boxes 14–19 on your answer sheet.*

- 14** an explanation for weapons being left behind in the mountains
- 15** a reference to the physical difficulties involved in an archaeological expedition
- 16** an explanation of why less food may have been available
- 17** a reference to the possibility of future archaeological discoveries
- 18** examples of items that would have been traded
- 19** a reference to the pressure archaeologists are under to work quickly

*Questions 20–22*

*Complete the summary below.*

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

*Write your answers in boxes 20–22 on your answer sheet.*

**Interesting finds at an archaeological site**

Organic materials such as animal skins and textiles are not discovered very often at archaeological sites. They have little protection against **20** \_\_\_\_\_, which means that they decay relatively quickly. But this is not always the case. If temperatures are low enough, fragile artefacts can be preserved for thousands of years.

A team of archaeologists have been working in the mountains in Oppland in Norway to recover artefacts revealed by shrinking ice cover. In the past, there were trade routes through these mountains and **21** \_\_\_\_\_ gathered there in the summer months to avoid being attacked by **22** \_\_\_\_\_ on lower ground. The people who used these mountains left things behind and it is those objects that are of interest to archaeologists.

*Questions 23 and 24*

*Choose **TWO** letters, A–E.*

*Write the correct letters in boxes 23 and 24 on your answer sheet.*

Which **TWO** of the following statements does the writer make about the discoveries of Barrett's team?

- A** Artefacts found in the higher mountain passes were limited to skiing equipment.
- B** Hunters went into the mountains even during periods of extreme cold.
- C** The number of artefacts from certain time periods was relatively low.
- D** Radiocarbon dating of artefacts produced some unreliable results.
- E** More artefacts were found in Oppland than at any other mountain site.

*Questions 25 and 26*

*Choose **TWO** letters, A–E.*

*Write the correct letters in boxes 25 and 26 on your answer sheet.*

Which **TWO** of the following statements does the writer make about the Viking Age?

- A** Hunters at this time benefited from an increased demand for goods.

- B The beginning of the period saw the greatest growth in the wealth of Vikings.
- C Vikings did not rely on ships alone to transport goods.
- D Norwegian towns at this time attracted traders from around the world.
- E Vikings were primarily interested in their trading links with the Middle East.

### READING PASSAGE 3

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

## **Plant ‘thermometer’ triggers springtime growth by measuring night-time heat**

*A photoreceptor molecule in plant cells has been found to have a second job as a thermometer after dark – allowing plants to read seasonal temperature changes. Scientists say the discovery could help breed crops that are more resilient to the temperatures expected to result from climate change*

- A An international team of scientists led by the University of Cambridge has discovered that the ‘thermometer’ molecule in plants enables them to develop according to seasonal temperature changes. Researchers have revealed that molecules called phytochromes – used by plants to detect light during the day - actually change their function in darkness to become cellular temperature gauges that measure the heat of the night.

The new findings, published in the journal *Science*, show that phytochromes control genetic switches in response to temperature as well as light to dictate plant development.

- B At night, these molecules change states, and the pace at which they change is ‘directly proportional to temperature’, say scientists, who compare phytochromes to mercury in a thermometer. The warmer it is, the faster the molecular change—stimulating plant growth.
- C Farmers and gardeners have known for hundreds of years how responsive plants are to temperature: warm winters cause many trees and flowers to bud early, something humans have long used to predict weather and harvest times for the coming year. The latest research pinpoints for the first time a molecular mechanism in plants that reacts to temperature – often triggering the buds of spring we long to see at the end of winter.
- D With weather and temperatures set to become ever more unpredictable due to climate change, researchers say the discovery that this light-sensing molecule also functions as the internal thermometer in plant cells could help us breed

tougher crops. 'It is estimated that agricultural yields will need to double by 2050, but climate change is a major threat to achieving this. Key crops such as wheat and rice are sensitive to high temperatures. Thermal stress reduces crop yields by around 10% for every one degree increase in temperature,' says lead researcher Dr Philip Wigge from Cambridge's Sainsbury Laboratory. 'Discovering the molecules that allow plants to sense temperature has the potential to accelerate the breeding of crops resilient to thermal stress and climate change.'

- E** In their active state, phytochrome molecules bind themselves to DNA to restrict plant growth. During the day, sunlight activates the molecules, slowing down growth. If a plant finds itself in shade, phytochromes are quickly inactivated—enabling it to grow faster to find sunlight again. This is how plants compete to escape each other's shade. 'Light-driven changes to phytochrome activity occur very fast, in less than a second,' says Wigge.

At night, however, it's a different story. Instead of a rapid deactivation following sundown, the molecules gradually change from their active to inactive state. This is called 'dark reversion'. 'Just as mercury rises in a thermometer, the rate at which phytochromes revert to their inactive state during the night is a direct measure of temperature,' says Wigge.

- F** 'The lower the temperature, the slower the rate at which phytochromes revert to inactivity, so the molecules spend more time in their active, growth-suppressing state. This is why plants are slower to grow in winter. Warm temperatures accelerate dark reversion, so that phytochromes rapidly reach an inactive state and detach themselves from the plant's DNA – allowing genes to be expressed and plant growth to resume.' Wigge believes phytochrome thermo-sensing evolved at a later stage, and co-opted the biological network already used for light-based growth during the downtime of night.

- G** Some plants mainly use day length as an indicator of the season. Other species, such as daffodils, have considerable temperature sensitivity, and can flower months in advance during a warm winter. In fact, the discovery of the dual role of phytochromes provides the science behind a well-known rhyme long used to predict the coming season: oak before ash we'll have a splash, ash before oak we're in for a soak.

Wigge explains: 'Oak trees rely much more on temperature, likely using phytochromes as thermometers to dictate development, whereas ash trees rely on measuring day length to determine their seasonal timing. A warmer spring, and consequently a higher likeliness of a hot summer, will result in oak leafing before ash. A cold spring will see the opposite. As the British know only too well, a colder summer is likely to be a rain-soaked one.'

- H** The new findings are the culmination of twelve years of research involving scientists from Germany, Argentina and the US, as well as the Cambridge team. The work was done in a model system, using a mustard plant called *Arabidopsis*, but Wigge says the phytochrome genes necessary for temperature sensing are found in crop plants as well. ‘Recent advances in plant genetics now mean that scientists are able to rapidly identify the genes controlling these processes in crop plants, and even alter their activity using precise molecular “scalpels”,’ adds Wigge. ‘Cambridge is uniquely well-positioned to do this kind of research as we have outstanding collaborators nearby who work on more applied aspects of plant biology, and can help us transfer this new knowledge into the field.’

*Questions 27–32*

Do the following statements agree with the information given in Reading Passage 3?

*In boxes 27–32 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 on this*

- 27** The Cambridge scientists’ discovery of the ‘thermometer molecule’ caused surprise among other scientists.
- 28** The target for agricultural production by 2050 could be missed.
- 29** Wheat and rice suffer from a rise in temperatures.
- 30** It may be possible to develop crops that require less water.
- 31** Plants grow faster in sunlight than in shade.
- 32** Phytochromes change their state at the same speed day and night.

*Questions 33–37*

Reading Passage 3 has eight sections, **A–H**.

Which section contains the following information?

*Write the correct letter, A–H, in boxes 33–37 on your answer sheet.*

- 33** mention of specialists who can make use of the research findings
- 34** a reference to a potential benefit of the research findings
- 35** scientific support for a traditional saying
- 36** a reference to people traditionally making plans based on plant behaviour
- 37** a reference to where the research has been reported

*Questions 38–40*

*Complete the sentences below.*

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

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

- 38** Daffodils are likely to flower early in response to \_\_\_\_\_ weather.
- 39** If ash trees come into leaf before oak trees, the weather in \_\_\_\_\_ will probably be wet.

40 The research was carried out using a particular species of \_\_\_\_\_.

## IELTS Writing

### WRITING TASK 1

You should spend about 20 minutes on this task.

*The table below shows the production of milk annually in four countries in 1990, 2000 and 2010.*

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

Write at least 150 words.

	Amount in litres		
Nation	1990	2000	2010
Netherlands	11,262,000	11,155,000	11,466,000
Australia	11,246,000	11,105,000	9,165,000
Tanzania	87,000	142,000	155,000
Guatemala	26,000	55,000	84,000

## WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

*In some countries, children are becoming overweight and unhealthy. Some people think that the government should be responsible for solving this problem.*

*To what extent do you agree or disagree?*

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

Write at least 250 words.

# Audioscripts

## TEST 3

### PART 1

JAKE: Hello, Junior Cycle camp, Jake speaking.

WOMAN: Hi. I'm calling for some information about the cycle camp – I'm thinking of sending my son.

JAKE: Great. Well, it's held every weekday morning over the summer vacation and we focus on basic cycling skills and safety. We have eight levels for children from three years upwards. How old's your son?

WOMAN: Charlie? He's seven. He can ride a bike, but he needs a little more training before he's safe to go on the road.

JAKE: He'd probably be best in Level 5. They start off practising on the site here, and we aim to get them riding on the road, but **first they're taken to ride in the park, Q1** away from the traffic.

WOMAN: Right. And can you tell me a bit about the instructors?

JAKE: Well, all our staff wear different coloured shirts. So, we have three supervisors, and they have red shirts. They support the instructors, and they also stand in for me if I'm not around. Then **the instructors themselves are in blue shirts, Q2** and one of these is responsible for each class.

WOMAN: OK.

JAKE: In order to be accepted, all our instructors **have to submit a reference Q3** from someone who's seen them work with children – like if they've worked as a babysitter, for example. Then they have to complete our training course, including how to do lesson plans, and generally care for the well-being of the kids in their class. They do a great job, I have to say.

WOMAN: Right. And tell me a bit about the classes. What size will Charlie's class be?

JAKE: We have a limit of eight children in each class, so their instructor really gets to know them well. They're out riding most of the time but they have **quiet times too, where their instructor might tell them a story Q4** that's got something to do with cycling, or get them to play a game together. It's a lot of fun.

WOMAN: It must be. Now, **what happens if there's rain? Do the classes still run?**

JAKE: **Oh yes. We don't let that put us off Q5** – we just put on our waterproofs and keep cycling.

WOMAN: And is there anything special Charlie should bring along with him?

JAKE: Well, maybe some spare clothes, especially if the weather's not so good. And **a snack Q6** for break time.

WOMAN: How about a drink?

JAKE: No, we'll provide that. And make sure he has shoes, not sandals.

WOMAN: Sure. And just at present **Charlie has to take medication every few hours, so I'll make sure he has that. Q7**

JAKE: Absolutely. Just give us details of when he has to take it and we'll make sure he does.

WOMAN: Thanks.

JAKE: Now, there are a few things you should know about Day 1 of the camp. The classes normally start at 9.30 every morning, but on Day 1 you should aim to get Charlie here by 9.20. The finishing time will be 12.30 as usual. We need the additional time because there are a few extra things to do. The most important is that we have a very careful **check to make sure that every**

child's helmet fits properly. Q8 If it doesn't fit, we'll try to adjust it, or we'll find him another one – but he must wear it all the time he's on the bike.

WOMAN: Of course.

JAKE: Then after that, all the instructors will be waiting to meet their classes, and they'll meet up in the tent Q9 – you can't miss it. And each instructor will take their class away and get started.

WOMAN: OK. Well that all sounds good. Now can you tell me how much the camp costs a week?

JAKE: One hundred ninety-nine dollars. Q10 We've managed to keep the price more or less the same as last year – it was one hundred ninety then. But the places are filling up quite quickly.

WOMAN: Right. OK, well I'd like to book for ...

## PART 2

Hello everyone. My name's Megan Baker and I'm a recruitment consultant at AVT Recruitment specialists.

Now, our company specialises in positions that involve working in the agriculture and horticulture sectors, so that's fresh food production, garden and park maintenance and so on. And these sectors do provide some very special career opportunities. For a start, they often offer opportunities for those who don't want to be stuck with a 40-hour week, but need to juggle work with other responsibilities Q11/12 such as child care – and this is very important for many of our recruits. Some people like working in a rural setting, surrounded by plants and trees instead of buildings, although we can't guarantee that. But there are certainly health benefits, especially in jobs where you're not sitting all day looking at a screen Q11/12 – a big plus for many people. Salaries can sometimes be good too, although there's a lot of variety here. And you may have the opportunity in some types of jobs for travel overseas, although that obviously depends on the job, and not everyone is keen to do it.

Of course, working outdoors does have its challenges. It's fine in summer, but can be extremely unpleasant when it's cold and windy. Q13/14 You may need to be pretty fit for some jobs, though with modern technology that's not as important as it once was. And standards of health and safety are much higher now than they used to be, so there are fewer work-related accidents. But if you like a lively city environment surrounded by lots of people, these jobs are probably not for you – they're often in pretty remote areas. Q13/14 And some people worry about finding a suitable place to live, but in our experience, this usually turns out fine.

Now let me tell you about some of the exciting jobs that we have on our books right now.

One is for a fresh food commercial manager. Our client here is a very large fresh food producer supplying a range of top supermarkets. They operate in a very fast-paced environment with low profit margins – the staff there work hard, but they play hard as well, so if you've a sociable personality this may be for you. Q15

We have an exciting post as an agronomist advising farmers on issues such as crop nutrition, protection against pests, and the latest legislation on farming and agricultural practices. There are good opportunities for the right person to quickly make their way up the career ladder, but a deep knowledge of the agricultural sector is expected of applicants. Q16



A leading supermarket is looking for a **fresh produce buyer** who is available for a **12-month maternity cover** contract. You need to have experience in administration, planning and buying in the fresh produce industry, and in return will receive a very competitive salary. **Q17**

We have also received a request for a **sales manager for a chain of garden centres**. You will be **visiting centres in the region** to ensure their high levels of customer service are maintained. This post is only suitable for someone who is prepared to live in the region. **Q18**

There is also a vacancy for a tree technician to carry out tree cutting, forestry and conservation work. Candidates must have a clean driving licence and have training in safety procedures. A year's experience would be preferred but **the company might be prepared to consider someone who has just completed an appropriate training course.** **Q19**

Finally, we have a position for a **farm worker.** This will involve a wide range of farm duties including crop sowing and harvesting, machine maintenance and animal care. Perks of the job include **the possibility of renting a small cottage on the estate,** and the chance to earn a competitive salary. A driving licence and tractor driving experience are essential. **Q20**

### **PART 3**

ADAM: OK Rosie, shall we try to get some ideas together for our presentation on diet and obesity?

ROSIE: Sure.

ADAM: I can talk about the experiment I did to see if people can tell the difference between real sugar and artificial sweeteners.

ROSIE: Where you gave people drinks with either sugar or artificial sweeteners and they had to say which they thought it was?

ADAM: Yeah. It took me ages to decide exactly how I'd organise it, especially how I could make sure that **people didn't know which drink I was giving them.** It was hard to keep track of it all, especially as **I had so many people doing it** – I had to make sure I kept a proper record of what each person had had. **Q21/22**

ROSIE: So could most people tell the difference?

ADAM: Yeah – I hadn't thought they would be able to, but most people could.

ROSIE: Then there's that experiment I did measuring the fat content of nuts, to see if the nutritional information given on the packet was accurate.

ADAM: The one where you ground up the nuts and mixed them with a chemical to absorb the fat?

ROSIE: Yes. My results were a bit problematic – the fat content for that type of nut seemed much lower than it said on the package. But I reckon the package information was right. I think **I should probably have ground up the nuts more than I did. It's possible that the scales for weighing the fat weren't accurate enough,** too. I'd really like to try the experiment again some time. **Q23/24**

ADAM: So what can we say about helping people to lose weight?

There's a lot we could say about what restaurants could do to reduce obesity. I read that the items at the start of a menu and the items at the end of a menu are much more likely to be chosen than the items in the middle. So, **if you put the low-calorie items at the beginning and end of the**

menu, people will probably go for the food with fewer calories, Q25 without even realising what they're doing.

ROSIE: I think food *manufacturers* could do more to encourage healthy eating.

ADAM: How?

ROSIE: Well, when manufacturers put calorie counts of a food on the label, they're sometimes really confusing and I suspect they do it on purpose. Q26 Because food that's high in calories tastes better, and so they'll sell more.

ADAM: Yeah, so if you look at the amount of calories in a pizza, they'll give you the calories per quarter pizza and you think, oh that's not too bad. But who's going to eat a quarter pizza?

ROSIE: Exactly.

ADAM: I suppose another approach to this problem is to get people to exercise more.

ROSIE: Right. In England, the current guidelines are for at least 30 minutes of brisk walking, five days a week. Now when you ask them, about 40% of men and 30% of women say they do this, but when you objectively measure the amount of walking they do with motion sensors, you find that only 6% of men and 4% of women do the recommended amount of exercise. Q27

ADAM: Mm, so you can see why obesity is growing.

ROSIE: So how can people be encouraged to take more exercise?

ADAM: Well, for example, think of the location of stairs in a train station. If people reach the stairs before they reach the escalator when they're leaving the station, they're more likely to take the stairs. And if you increase the width of the stairs, you'll get more people using them at the same time. It's an unconscious process and influenced by minor modifications in their environment. Q28

ROSIE: Right. And it might not be a big change, but if it happens every day, it all adds up.

ADAM: Yes. But actually, I'm not sure if we should be talking about exercise in our presentation. Q29

ROSIE: Well, we've done quite a bit of reading about it.

ADAM: I know, but it's going to mean we have a very wide focus, and our tutor did say that we need to focus on causes and solutions in terms of nutrition.

ROSIE: I suppose so. And we've got plenty of information about that. OK, well that will be simpler.

ADAM: So what shall we do now? We've still got half an hour before our next lecture.

ROSIE: Let's think about what we're going to include and what will go where. Then we can decide what slides we need. Q30

ADAM: OK, fine.

## PART 4

Good morning everyone. So today we're going to look at an important creative activity and that's hand knitting. Ancient knitted garments have been found in many different countries, showing that knitting is a global activity with a long history.

When someone says the word 'knitting' we might well picture an elderly person – a grandmother perhaps – sitting by the fire knitting. Q31 garments for themselves or other members of the family. It's homely image, but one that may lead you to feel that knitting is an activity of the past – and, indeed, during the previous decade, it was one of the skills that was predicted to vanish Q32 from everyday life. For

although humans have sewn and knitted their own clothing for a very long time, many of these craft-based skills went into decline when industrial machines took over – mainly because they were no longer passed down from one generation to another. However, that’s all changing and interest in knitting classes in many countries is actually rising, as more and more people are seeking formal instruction in the skill. With that trend, we’re also seeing **an increase in the sales figures for knitting equipment.** Q33

So why do people want to be taught to knit at a time when a machine can readily do the job for them? The answer is that knitting, as a handicraft, has numerous benefits for those doing it. Let’s consider what some of these might be. While many people knitted garments in the past because they couldn’t afford to buy clothes, it’s still true today that **knitting can be helpful if you’re experiencing economic hardship.** Q34 If you have several children who all need warm winter clothes, knitting may save you a lot of money. And the results of knitting your own clothes can be very rewarding, even though **the skills you need to get going are really quite basic** Q35 and the financial outlay is minimal.

But the more significant benefits in today’s world are to do with well-being. In a world where it’s estimated that we spend up to nine hours a day online, doing something with our hands that is craft-based makes us feel good. It releases us from the stress of a technological, fast-paced life.

Now, let’s look back a bit to early knitting activities. In fact, no one really knows when knitting first began, but archaeological remains have disclosed plenty of information for us to think about.

One of the interesting things about knitting is that the earliest pieces of clothing that have been found suggest that **most of the items produced were round** Q36 rather than flat. Discoveries from the 3rd and 4th centuries in Egypt show that things like socks and gloves, that were needed to keep hands and feet warm, were knitted in one piece using four or five needles. That’s very different from most knitting patterns today, which only require two. What’s more, the very first needles people used were hand carved out of wood and **other natural materials, like bone,** Q37 whereas today’s needles are largely made of steel or plastic and make that characteristic clicking sound when someone’s using them. Ancient people knitted using yarns made from linen, hemp, cotton and wool, and **these were often very rough on the skin.** Q38 The spinning wheel, which allowed people to make finer yarns and produce much greater quantities of them, led to the dominance of wool in the knitting industry – often favoured for its warmth.

Another interesting fact about knitting is that because it was practised in so many parts of the world for so many purposes, regional **differences in style developed.** Q39 This visual identity has allowed researchers to match bits of knitted clothing that have been unearthed over time to the region from which the wearer came or the job that he or she did.

As I’ve mentioned, knitting offered people from poor communities a way of making extra money while doing other tasks. For many centuries, it seems, men, women and children took every opportunity to knit, for example, while **watching over sheep,** Q40 walking to market or riding in boats. So, let’s move on to take a ...

## Listening and Reading Answer Keys

## TEST 3

### Listening

#### Part 1, Questions 1–10

- 1 park
- 2 blue
- 3 reference
- 4 story
- 5 rain
- 6 snack
- 7 medication
- 8 helmet
- 9 tent
- 10 199

#### Part 2, Questions 11–20

11&12 IN EITHER ORDER

A

C

13&14 IN EITHER ORDER

B

C

15 D

16 F

17 A

18 H

19 C

20 G

#### Part 3, Questions 21–30

21&22 IN EITHER ORDER

C

D

23&24 IN EITHER ORDER

C

E

25 C

26 A

27 B

28 A

29 A

30 C

**Part 4, Questions 31–40**

- 31 grandmother
- 32 decade
- 33 equipment
- 34 economic
- 35 basic
- 36 round
- 37 bone
- 38 rough
- 39 style
- 40 sheep

**Reading**

**Reading Passage 1,**

Questions 1–13

- 1 FALSE
- 2 NOT GIVEN
- 3 FALSE
- 4 TRUE
- 5 TRUE
- 6 lightweight
- 7 bronze
- 8 levels
- 9 hull
- 10 triangular
- 11 music
- 12 grain
- 13 towboats

**Reading Passage 2,**

Questions 14–26

- 14 D
- 15 C
- 16 F
- 17 H
- 18 G
- 19 B
- 20 microorganisms / micro-organisms
- 21 reindeer
- 22 insects
- 23&24 IN EITHER ORDER
- B

C

25&26 IN EITHER ORDER

A

C

### **Reading Passage 3,**

Questions 27–40

27 NOT GIVEN

28 TRUE

29 TRUE

30 NOT GIVEN

31 FALSE

32 FALSE

33 H

34 D

35 G

36 C

37 A

38 warm (winter)

39 summer

40 mustard plant(s) / mustard

### **WRITING TASK 1**

The table compares milk production volumes of four countries over three decades.

In general, there was a decrease in the total output over the period surveyed, despite growth recorded for most of the countries.

More specifically, the top contributors were the Netherlands and Australia. Both countries recorded slightly over 11.2 million litres of milk yield in 1990, which declined by 107,000 litres and 141,000 litres, respectively, over the subsequent decade. By 2010, the former had bounced back to a record high (11,466,000 litres), while a 2-million-litre drop was documented in the latter.

Production volumes in the remaining two countries were much smaller despite substantial growth there. Despite having doubled its production capacity, Tanzania merely collected 155,000 litres, a little over one percent of the Dutch figure, in 2010. Smaller numbers were reported for Guatemala, where cows only generated 26,000 litres in 1990. Even after a threefold increase, milk yield here (84,000 litres) remained by far the lowest in 2010.

### **WRITING TASK 2**

Children in many parts of the world are increasingly becoming obese and unhealthy. Some people think it is the government's responsibility to mitigate health issues. In my opinion, families and schools should shoulder more responsibility in tackling this problem.

Childhood obesity and unhealthiness should be partly blamed on the authority. There is no doubt that the government is accountable for maintaining a healthy population and increasing economic growth. If numerous diseases related to obesity occur to the younger generation, the chance of them being vulnerable to severe diseases is high, which would result in a slowdown of national growth. Moreover, the measures made by the government are effective on a large scale. For example, the UK food factories have been required to put warnings on the packaging of junk food and ready meals since the 1990s; thus, people would think twice when consuming such foods.

On the other hand, families and schools play a decisive role in solving this problem. First, parents have direct control over what their children eat. To be precise, parents can follow a healthy routine by adding more vegetables and less oil to daily meals. In addition to this, schools can lower the obesity rate by consolidating sports infrastructure and engaging more students in physical exercise. Therefore, children can work out frequently instead of leading a sedentary lifestyle. Also, schools need to instill the importance of a balanced diet to equip students with long-term health consciousness.

In conclusion, I argue that the incidents of lifestyle diseases cannot be effectively curbed by the governing body alone. Parenting and schooling should form joint efforts with the government to overcome this situation.