

FOR ACADEMIC PURPOSES: 6 PRACTICE TESTS

Malcolm Mann & Steve Taylore-Knowles



1 TEST 1

LISTENING

SECTION 1 Questions 1-10 TEST 1_01

Questions 1-5

Choose the correct letter, A, B or C.

Example

Mr Thomson has just been

- A writing reports on the pupils.
- B reading about the pupils' progress.
- C speaking to a class of pupils.
- The camping trip will be held
 - A the following month.
 - B from the 24th to the 26th.
 - C over a five-day period.
- 2 Jamie's complaint about last year's trip was that
 - A the camp wasn't big enough.
 - B he was unhappy while at the camp.
 - C he had problems finding the camp.
- 3 The campsite is located
 - A in the Lake District.
 - B in Carlisle.
 - C beside Lake Brant.
- 4 Jamie thinks the forests will be good for children who
 - A are used to nature.
 - B live in cities.
 - C like sports.
- 5 Each child will pay
 - A less than £4 a night.
 - B approximately £5.
 - C more than £10.

Questions 6-10

Complete the sentences below.

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

- 6 After they arrive, the children will have a _____ at 8 o'clock.
- 7 On Saturday morning the children will get up at ______.
- 8 During the 'talk back' session the children can ______.
- 9 On Sunday the children will go on a day trip to visit ______.
- 10 At 6 o'clock on Sunday the children will be on the

When you have to answer multiple choice questions, remember that the information might be expressed in different ways in the recording. Listen for ideas, not particular words and phrases.

SECTION 2 Questions 11-20 TEST 1_02

A disagrees with some of the sources.
B can't find some of the sources.
C doesn't know what sources to read.

Questions 11-15

Complete the sentences below.

| 001 | inpiete the sentences below. | | |
|-------|--|--|--|
| Wri | ite NO MORE THAN THRE | EE WORDS AND/OR A NUM | IBER for each answer. |
| 11 | The man is the | of Stude | nt Services at Radstock. |
| 12 | The | he are all enrolled as students at the university. | |
| 13 | The student discount cards allow students to save up to per cent when eating out. | | |
| 14 | Students interested in join | ing a club can sign up on week o'clock. | days between |
| 15 | The man advises the stude | ents to | and enjoy themselves. |
| - | uestions 16–20 | | |
| | swer the questions below. | EE WORDS AND/OR A NUM | IRED for each answer |
| | What kind of difficulties n | | IDER 101 Cacil allswel. |
| 17 | What is the first problem t | hat the man mentions? | |
| 18 | How often do drop-in sess | sions take place? | : |
| 19 | How long do drop-in sessi | ons usually last for? | |
| 20 | Who runs the workshops | on personal development? | When you have to complete short-answer questions, remember that the questions are in the |
| | CTION 3 Questions | \$ 21-30 ♠ TEST 1_03 | same order as the information in the recording. Remember to stick to the word limit. |
| 0.750 | uestions 21 and 22 | 7772 | |
| | oose the correct letter, A, B | | |
| 21 | Simon's main problem is the | hat he | |

TEST 1

- 22 Which author has Simon found most useful?
 - A Whitaker
 - B Johnson
 - C Bradman

Questions 23-25

Complete the table below.

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

HISTORY OF SCIENTIFIC METHOD

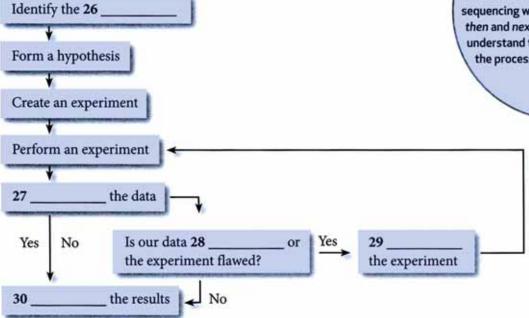
| Era | Location | Details |
|------------------------|----------------|---|
| Early 1600s BC | Egypt, Babylon | Use of examination, 23, treatment and prognosis. |
| 5th century BC | Ancient Greece | Widespread, although many still believed in the power of 24; Plato was influential. |
| Middle Ages, before 25 | Muslim world | Stress on experimentation. |

Questions 26-30

Complete the flow chart below.

Write NO MORE THAN ONE WORD for each answer.

STEPS IN THE SCIENTIFIC METHOD



When you have to complete a flow chart, remember to listen for sequencing words such as then and next as they help you understand the stages of the process.

SECTION 4 Questions 31-40 TEST 1_04

Questions 31-33

Answer the questions below.

| Write NO MORE THAN | THREE WOR | DS for each answer. |
|--------------------|-----------|---------------------|
|--------------------|-----------|---------------------|

| */ |
|--|
| What did the building the Tate Modern is in use to be? |

Questions 34-40

Complete the notes below.

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

· Tate St. Ives Location: Cornwall Built on site of: 34 _____ Housed in: 35 _____ Opening date: 1993 Exhibits: 36 ______, including St Ives School Tate Britain Location: Westminster Opening date: 37 __ Built on site of: old prison Founder: Sir Henry Tate Exhibits: 38 and modern art Tate Liverpool Opening date: 1988 Exhibits: displays from Tate Collection and 39 Housed in: 40 _____

When you have to complete notes, don't leave any answers blank.
Remember you don't lose marks for a wrong answer, so make a guess if you're not sure.

READING

READING PASSAGE 1

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

Bilingualism in Children

A

One misguided legacy of over a hundred years of writing on bilingualism¹ is that children's intelligence will suffer if they are bilingual. Some of the earliest research into bilingualism examined whether bilingual children were ahead or behind monolingual² children on IQ tests. From the 1920s through to the 1960s, the tendency was to find monolingual children ahead of bilinguals on IQ tests. The conclusion was that bilingual children were mentally confused. Having two languages in the brain, it was said, disrupted effective thinking. It was argued that having one well-developed language was superior to having two half-developed languages.

B

The idea that bilinguals may have a lower IQ still exists among many people, particularly monolinguals. However, we now know that this early research was misconceived and incorrect. First, such research often gave bilinguals an IQ test in their weaker language – usually English. Had bilinguals been tested in Welsh or Spanish or Hebrew, a different result may have been found. The testing of bilinguals was thus unfair. Second, like was not compared with like. Bilinguals tended to come from, for example, impoverished New York or rural Welsh backgrounds. The monolinguals tended to come from more middle class, urban families. Working class bilinguals were often compared with middle class monolinguals. So the results were more likely to be due to social class differences than language differences. The comparison of monolinguals and bilinguals was unfair.

c

The most recent research from Canada, the United States and Wales suggests that bilinguals are, at least, equal to monolinguals on IQ tests. When bilinguals have two well-developed languages (in the research literature called *balanced bilinguals*), bilinguals tend to show a slight superiority in IQ tests compared with monolinguals. This is the received psychological wisdom of the moment and is good news for raising bilingual children. Take, for example, a child who can operate in either language in the curriculum in the school. That child is likely to be ahead on IQ tests compared with similar (same gender, social class and age) monolinguals. Far from making people mentally confused, bilingualism is now associated with a mild degree of intellectual superiority.

D

One note of caution needs to be sounded. IQ tests probably do not measure intelligence. IQ tests measure a small sample of the broadest concept of intelligence. IQ tests are simply paper and pencil tests where only 'right and wrong' answers are allowed. Is all intelligence summed up in such right and wrong, pencil and paper tests? Isn't there a wider variety of intelligences that are important in everyday functioning and everyday life?

E

Many questions need answering. Do we only define an intelligent person as somebody who obtains a high score on an IQ test? Are the only intelligent people those who belong to high IQ organisations such as MENSA? Is there social intelligence, musical intelligence,

military intelligence, marketing intelligence, motoring intelligence, political intelligence? Are all, or indeed any, of these forms of intelligence measured by a simple pencil and paper IQ test which demands a single, acceptable, correct solution to each question? Defining what constitutes intelligent behaviour requires a personal value judgement as to what type of behaviour, and what kind of person is of more worth.

F

The current state of psychological wisdom about bilingual children is that, where two languages are relatively well developed, bilinguals have thinking advantages over monolinguals. Take an example. A child is asked a simple question: How many uses can you think of for a brick? Some children give two or three answers only. They can think of building walls, building a house and perhaps that is all. Another child scribbles away, pouring out ideas one after the other: blocking up a rabbit hole, breaking a window, using as a bird bath, as a plumb line, as an abstract sculpture in an art exhibition.

G

Research across different continents of the world shows that bilinguals tend to be more fluent, flexible, original and elaborate in their answers to this type of open-ended question. The person who can think of a few answers tends to be termed a convergent thinker. They converge onto a few acceptable conventional answers. People who think of lots of different uses for unusual items (e.g. a brick, tin can, cardboard box) are called divergers. Divergers like a variety of answers to a question and are imaginative and fluent in their thinking.

н

There are other dimensions in thinking where approximately 'balanced' bilinguals may have temporary and occasionally permanent advantages over monolinguals: increased sensitivity to communication, a slightly speedier movement through the stages of cognitive development, and being less fixed on the sounds of words and more centred on the meaning of words. Such ability to move away from the sound of words and fix on the meaning of words tends to be a (temporary) advantage for bilinguals around the ages four to six. This advantage may mean an initial head start in learning to read and learning to think about language.

Questions 1-3

Complete the sentences.

were more effective thinkers.

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

- For more than ________, books and articles were wrong about the intelligence of bilingual children.
 For approximately 40 years, there was a mistaken belief that children who spoke two languages were _______.
 It was commonly thought that people with a single
- TEST 1

^{&#}x27;bilingualism: the ability to speak two languages

²monolingual: using or speaking only one language

Questions 4-9

Reading Passage 1 has eight paragraphs, A-H.

Choose the correct heading for paragraphs B-G from the list of headings below.

List of Headings

- No single definition of intelligence
- ii Faulty testing, wrong conclusion
- iii Welsh research supports IQ testing
- iv Beware: inadequate for testing intelligence
- International research supports bilingualism
- vi Current thought on the advantage bilinguals have
- vii Early beliefs regarding bilingualism
- viii Monolinguals ahead of their bilingual peers
- ix Exemplifying the bilingual advantage

| Example | Paragraph A | vii |
|---------|-------------|-----|
| 4 | Paragraph B | |
| 5 | Paragraph C | |
| 6 | Paragraph D | |
| 7 | Paragraph E | |
| 8 | Paragraph F | |
| 9 | Paragraph G | |

When you have to match paragraph headings to paragraphs, skim each paragraph in turn.

Decide what the main point of the paragraph is, then find a heading that means the same thing.

Questions 10-13

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

Write

TRUE if the statement agrees with the information if the statement contradicts the information

NOT GIVEN if there is no information on this

- 10 Balanced bilinguals have more permanent than temporary advantages over monolinguals.
- 11 Often bilinguals concentrate more on the way a word sounds than on its meaning.
- 12 Monolinguals learn to speak at a younger age than bilinguals.
- 13 Bilinguals just starting school might pick up certain skills faster than monolinguals.

READING PASSAGE 2

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

Changing Rules for Health Treatment

People who are grossly overweight, who smoke heavily or drink excessively could be denied surgery or drugs. The National Institute for Health and Clinical Excellence (NICE), which advises on the clinical and cost effectiveness of treatments for the National Health Service (NHS) in the UK, said that in some cases the 'self-inflicted' nature of an illness should be taken into account.

NICE stressed that people should not be discriminated against by doctors simply because they smoked or were overweight. Its ruling should apply only if the treatment was likely to be less effective, or not work because of an unhealthy habit. The agency also insisted that its decision was not an edict for the whole NHS but guidance for its own appraisal committees when reaching judgements on new drugs or procedures. But the effect is likely to be the same.

NICE is a powerful body and the cause of much controversy. It is seen by some as a new way of rationing NHS treatment. Across the UK, primary care trusts (PCTs) regularly wait for many months for a NICE decision before agreeing to fund a new treatment. One group of primary care trusts is ahead of NICE. Three PCTs in east Suffolk have already decided that obese people would not be entitled to have hip or knee replacements unless they lost weight. The group said the risks of operating on them were greater, the surgery may be less successful and the joints would wear out sooner. It was acknowledged that the decision would also save money.

NICE said no priority should be given to patients based on income, social class or social roles at different ages when considering the cost effectiveness of a treatment. Patients should not be discriminated against on the grounds of age either, unless age has a direct relevance to the condition. NICE has already ruled that IVF should be available on the NHS to women aged 23 to 39 as the treatment has less chance of success in older women. It also recommends that flu drugs should be available to over-65s, as older people are more vulnerable.

But NICE also said that if self-inflicted factors meant that drugs or treatment would be less clinically and cost effective, this may need to be considered when producing advice for the NHS. They state that 'if the self-inflicted cause of the condition will influence the likely outcome of a particular treatment, then it may be appropriate to take this into account in some circumstances.' They acknowledge that it can be difficult to decide whether an illness such as a heart attack was self-inflicted in a smoker. 'A patient's individual circumstances may only be taken into account when there will be an impact on the clinical and cost effectiveness of the treatment."

Prof Sir Michael Rawlins, the chairman of NICE, said: 'On age we are very clear - our advisory groups should not make recommendations that depend on people's ages when they are considering the use of a particular treatment, unless there is clear evidence of a difference in its effectiveness for particular age groups. Even then, age should only be mentioned when it provides the only practical 'marker' of risk or benefit. NICE values people, equally, at all ages."

But Steve Webb, the Liberal Democrat health spokesman, said there was a danger of primary care trusts following the same course of action. There is no excuse for cash-strapped hospitals denying treatment to people whose lifestyle they disapprove of, he said. Treatment decisions involving people's lifestyle should be based on clinical reasons, not grounds of cost. The NHS is there to keep people healthy, not to sit in judgement on individual lifestyles.'

A spokesman for NICE said: 'We want to reassure people that in producing our guidance we are not going to take into consideration whether or not a particular condition was or is self-inflicted. The only circumstances where that may be taken into account is where that treatment may be less effective because of lifestyle choices.'

Jonathan Ellis, the policy manager at Help the Aged, said it was pleased NICE had finally shown an understanding of the importance of tackling age discrimination. While this is a major feat, there is still some way to go to banish the evident inherent age discrimination that exists within health care services, he said. The NHS now has much to learn. It will ensure a fairer deal all round for older people using the NHS.

Questions 14-16

Choose THREE letters A-H.

NB Your answers may be given in any order.

Which THREE of the following statements are true of NICE, according to the text?

- A It feels that people with bad health habits should not receive treatment.
- B It is an agency that offers advice to the NHS.
- C Some of the reports they produce discriminate against the elderly.
- D It insists its decision should only be applicable in certain situations.
- E It is an agency that controls all NHS policy regarding treatments.
- F Its powers are not as extensive as those of the NHS.
- G Many PCTs base their decisions concerning funding on ones made by NICE.
- H It has made a statement that overweight people will not receive new joints.

Questions 17-19

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

- 17 NICE argues that
 - A rich people should not be given special consideration over the poor.
 - B only patients from certain classes should be considered for treatment.
 - C social roles should be considered when deciding treatment.
 - D cost of treatment would depend on patients' income.
- 18 What recommendations has NICE made?
 - A to provide older women with IVF treatments
 - B to make flu drugs accessible to women under 40
 - C to give people between 23-39 flu drugs
 - D to allow certain women to have IVF treatments

When you have to answer multiple choice questions, remember that even though the information in all of the four options may be taken from the text, only one of the options answers the question.

- 19 NICE admits that
 - A some drugs used by the NHS were not clinically effective.
 - B their advice is sometimes ignored by the NHS.
 - C it is often hard to determine if a patient has caused his or her condition.
 - D they are more concerned about cost effectiveness than patients.

Questions 20-26

Look at the following statements (Questions 20-26) and the list of people below.

Match each statement with the correct person A-C.

- 20 This person was happy that NICE realised age discrimination needed dealing with.
- 21 This person holds a very high position in the NICE agency.
- 22 This person is a member of a political party.
- 23 This person says their policy regarding age is precise and easy to understand.
- 24 This person does not agree with the position taken by NICE.
- 25 This person feels the NHS must further improve its relations with the elderly.
- 26 This person says that NICE does not discriminate on the grounds of age.
 - A Michael Rawlins
 - B Steve Webb
 - C Ionathan Ellis

READING PASSAGE 3

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

The Romantic Poets

One of the most evocative eras in the history of poetry must surely be that of the Romantic Movement. During the late eighteenth and early nineteenth centuries a group of poets created a new mood in literary objectives, casting off their predecessors' styles in favour of a gripping and forceful art which endures with us to this day.

Five poets emerged as the main constituents of this movement – William Wordsworth, Samuel Taylor Coleridge, George Gordon Byron, Percy Bysshe Shelley and John Keats. The strength of their works lies undoubtedly in the power of their imagination. Indeed, imagination was the most critical attribute of the Romantic poets. Each poet had the ability to portray remarkable images and visions, although differing to a certain degree in their intensity and presentation. Nature, mythology and emotion were of great importance and were used to explore the feelings of the poet himself.

The lives of the poets often overlapped and tragedy was typical in most of them. Byron was born in London in 1788. The family moved to Aberdeen soon after, where Byron was brought up until he inherited the family seat of Newstead Abbey in Nottinghamshire from his great uncle. He graduated from Cambridge University in 1808 and left England the following year to embark on a tour of the Mediterranean. During this tour, he developed a passion for Greece which would later lead to his death in 1824. He left for Switzerland in 1816 where he was introduced to Shelley.

Shelley was born to a wealthy family in 1792. He was educated at Eton and then went on to Oxford. Shelley was not happy in England, where his colourful lifestyle and unorthodox beliefs made him unpopular with the establishment. In 1818 he left for Italy, where he was reunited with Byron. However, the friendship was tragically brought to an end in July 1822, when Shelley was drowned in a boating accident off the Italian coast. In somewhat dramatic form, Shelley's body was cremated on the beach, witnessed by a small group of friends, including Byron.

Historically, Shelley and Byron are considered to have been the most outspoken and radical of the Romantic poets. By contrast, Wordsworth appears to have been of a pleasant and acceptable personality, even receiving the status of Poet Laureate in 1843. He was born in 1770 in Cockermouth, Cumbria. By the time he entered his early teens, both his parents had died. As he grew older, Wordsworth developed a passion for writing.

In 1798 Wordsworth published a collection of poems with Coleridge, whom he had met, a few years earlier, when he settled in Somerset with his sister Dorothy. He married in 1802 and, as time passed, he deserted his former political views and became increasingly acceptable to popular society. Indeed, at the time of his death in the spring of 1850, he had become one of the most sought-after poets of his time.

Wordsworth shared some of the years at Dove Cottage in Somerset with his friend and poetical contemporary, Coleridge. Coleridge was born in Devon in 1772. He was a bright young scholar but never achieved the same prolific output of his fellow Romantic poets. In

1804 he left for a position in Malta for three years. On his return he separated from his wife and went to live with the Wordsworths, where he produced a regular periodical.

With failing health, he later moved to London. In 1816 he went to stay with a doctor and his family. He remained with them until his death in 1834. During these latter years, his poetry was abandoned for other forms of writing equally outstanding in their own right.

Perhaps the most tragic of the Romantic poets was Keats. Keats was born in London in 1795. Similar to Wordsworth, both his parents had died by his early teens. He studied as a surgeon, qualifying in 1816. However, poetry was his great passion and he decided to devote himself to writing. For much of his adult life Keats was in poor health and fell gravely ill in early 1820. He knew he was dying and in the September of that year he left for Rome hoping that the more agreeable climate might ease his suffering. Keats died of consumption in February 1821 at the age of twenty-five.

It is sad that such tragedy often accompanies those of outstanding artistic genius. We can only wonder at the possible outcome had they all lived to an old age. Perhaps even Byron and Shelley would have mellowed with the years, like Wordsworth. However, the contribution to poetry by all five writers is immeasurable. They introduced the concepts of individualism and imagination, allowing us to explore our own visions of beauty without retribution. We are not now required to restrain our thoughts and poetry to that of the socially acceptable.

Questions 27-32

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

if the statement agrees with the information

The Romantics were gifted with a strong sense of imagination.

Much of the Romantics' poetry was inspired by the natural world.

Write TRUE

| | | ii tiie otateiiieiit agreeo mitii tiie iiiioriiiatioii | |
|-----|--|---|--|
| FAL | SE | if the statement contradicts the information | |
| NO | GIVEN | if there is no information on this | |
| 27 | 7 The Romantic Movement lasted for more than a century. | | |
| 28 | The Romantic poets adopted a style dissimilar to that of poets who had come before them. | | |
| 29 | 29 Unfortunately, the works of the Romantics had no lasting impression on art. | | |
| 30 | The Rom | antics had no respect for any style of poetry apart from n. | |

Questions 33-39

Complete the table below.

Write NO MORE THAN THREE WORDS for each answer.

| | Date of birth | Education | |
|------------|---------------|-------------------------------|---|
| Byron | 1788 | Cambridge University | went on a journey around 33; came to love 34 |
| Shelley | 1792 | Eton and Oxford University | some people disapproved of 35 and the beliefs he held |
| Wordsworth | 1770 | | became more accepted when he changed his 36 |
| Coleridge | 1772 | bright scholar | his 37 was smaller than the other Romantic poets'; left the Wordsworths due to 38 |
| Keats | 1795 | qualified as a surgeon | left England for a change of 39 |

Question 40

Complete the sentence.

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

40 According to the writer, the Romantic poets left us with the ideas of

When you have to complete a table, remember to look for key words, dates or names in the question and then skim the passage for the relevant information. Don't forget to stick to the word limit.

WRITING

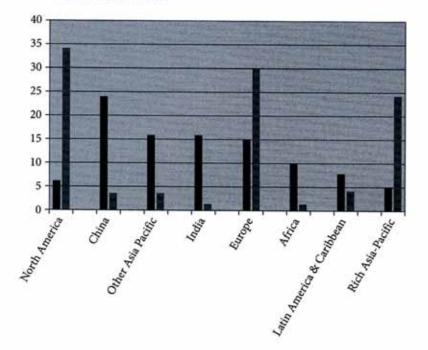
WRITING TASK 1

You should spend about 20 minutes on this task.

The chart below gives information about global population percentages and distribution of wealth by region.

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

Write at least 150 words.



- Population (%)
- Global Wealth (%)

In Task 1, remember that you are not expected to give your opinion on the information you have to describe. You should merely present the information factually.

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

In today's competitive world, many families find it necessary for both parents to go out to work. While some say the children in these families benefit from the additional income, others feel they lack support because of their parents' absence.

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.

When you have to discuss views and give an opinion, remember that your writing should show a logical development.
This is achieved best by writing an introduction, a main body (consisting of two or three paragraphs) and a conclusion. Remember to use a variety of linking words and devices.

SPEAKING

PART 1

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

Travel

- Have you ever travelled outside your country?
- · What do you think is the best way to travel?
- · If you were going on a long trip, who would you prefer to go with?
- What are some of the benefits of travelling?

PART 2

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

Describe one of your favourite places to visit.

You should say:

what kind of place it is where the place is when you visited the place and explain what it is that you like about the place. When you have to answer questions in Part 1, think for a second or two before you respond. You can use 'conversation fillers' such as, Let me think for a minute or That's an interesting question.

PART 3

Famous places in your country

- Tell me about any famous tourist attractions in your country.
- · Why are they popular with tourists?
- Can you speculate on the reasons why tourists want to visit famous monuments?

Advantages and disadvantages of tourism

- Would you agree that tourism is always advantageous for a country?
- What could governments do to promote tourism?
- . How do you think the face of tourism will change in the future?

2 TEST 2

LISTENING

SECTION 1 Questions 1-10 TEST 2_01

Questions 1-3

Answer the questions below.

Write NO MORE THAN THREE WORDS for each answer.

Example

How did Peter and Joan last communicate with each other?

on the phone

1 What is going to be closed down?

2 What does Peter want to organise?

3 What does Joan suggest they get people to do?

Questions 4-6

Choose the correct letter, A, B or C.

- 4 Which of the following might they need?
 - A an orchestra
 - B a caterer
 - C a telephonist
- 5 Where will they probably hold the meeting?
 - A the youth club
 - B somebody's living room
 - C the village hall
- 6 When do they decide to hold the meeting?
 - A they haven't decided yet
 - B at the weekend
 - C some time during the week

Questions 7-10

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

- 7 Dr Perkins is the best person to describe the ______ at the clinic.
 8 Joan often meets Mr Sims' wife ______.
- 9 The editor of the newspaper might let them advertise ______.
- 10 _____ will be needed to go from door to door posting leaflets.

SECTION 2 Questions 11-20 TEST 2_02

Questions 11-14

Choose the correct letter, A, B or C.

- 11 What can visitors use free of charge?
 - A pushchairs
 - B child carriers
 - C coats and bags
- 12 Which of the following can visitors buy at the shop?
 - A coins
 - B refreshments
 - C postcards
- 13 When did the Grand Opening of the baths occur?
 - A 1894
 - B 1897
 - C 1994
- 14 The Romans built on the site
 - A after the Celts.
 - B before the Celts.
 - C at the same time as the Celts.

When you have to complete sentences, don't change what you hear to try and make it fit the gap. Remember that you will hear the answers in the correct form.

When you have to complete a summary, remember not to use more than the number of words stated in the instructions. If you need more than the two or three words asked for, your answer is wrong.

Questions 15-20

Complete the summary below.

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

| The Great Bat | h is 15 deep | . Around the bath | n area are alcoves where there were |
|---------------|------------------------|--------------------|-------------------------------------|
| 16 | and tables where bathe | rs could relax. Th | ne water temperature of the Sacred |
| Spring is 17_ | The water is | rich in 18 | In Roman times, the Sacred |
| Spring was we | ell-known for its 19 | The Ten | ple was constructed between |
| 20 | AD. | | |

SECTION 3 Questions 21-30 TEST 2_03

Questions 21-25

Answer the questions below.

| Wri | te NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer. | | |
|-----|--|--|--|
| 21 | What is John researching? | | |
| 22 | Apart from pollution, what would John like to see reduced? | | |
| 23 | According to John's tutor, what can cars sometimes act as? | | |
| 24 | How much does John's tutor pay to drive into London? | | |
| 25 | In Singapore, what do car owners use to pay their road tax? | | |
| Qu | nestions 26–30 | | |
| Cor | mplete the sentences below. | | |
| Wri | te NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer. | | |
| 26 | In Athens, cars can only enter the city centre on | | |
| 27 | 'BRT' stands for 'bus | | |
| 28 | In London, after a new road tax was introduced, moped and bicycle use increased by | | |
| 29 | Both Japan and Holland provide for those cycling to train stations. | | |
| 30 | In the USA, police officers on bikes make more than those in patrol cars. | | |

SECTION 4 Questions 31-40 •• TEST 2_04 Questions 31-34

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

31 The lecture is intended mainly for those entering the _______, but is relevant to all students present.

32 The lecturer believes that too ________ a specialisation can be damaging.

33 The number of _______ who were also writers is surprising.

34 The speaker believes that literature provides a ______ which medical schools do not.

When you have to complete sentences, make sure that the word or phrase you write is correct both in terms of meaning and in terms of its grammar. If it doesn't fit grammatically, it's the wrong answer.

Questions 35-40

What is said about each of these books?

Choose your answers from the box and write the letters A-H next to questions 35-40.

- A It conveys the thrill of scientific discovery.
- B It is of interest to any natural historian.
- C This is a classic of scientific writing.
- D It is about the life of a scientist.
- E This book is now sometimes used in schools.
- F This is also a good travel book.
- G This book examines the dark side of human nature.
- H This book was a response to another book.
- 35 A Short History of Nearly Everything
- 36 Wonderful Life
- 37 The Rise and Fall of the Third Chimpanzee
- 38 The Water Babies
- 39 The Emperor of Scent
- 40 On The Origin of Species

For matching tasks,
remember that you
should only use each
letter once. Don't
confuse matching tasks
with classification tasks (e.g. Test 4,
Listening Section 4) where you can
use each letter more than once.

2

READING

READING PASSAGE 1

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

The Rise and Fall of the British Textile Industry

Textile production in Britain can be said to have its roots as an industry at the beginning of the 18th century, when Thomas Crotchet and George Sorocold established what is thought to be the first factory built in Britain. It was a textile mill with a waterwheel as its source of power, the latest machinery, and even accommodation for the workers. As well as possibly being the first sweatshop in the modern sense, it was the beginning of the end for traditional textile production.

For hundreds of years the spinning and weaving of cloth had been done manually by men, women and children in their own homes. The yarn would be combed and spun using a spindle, then woven on a hand-loom, and what they produced would be mainly for local consumption. Technology far more sophisticated than the spindle and hand-loom would change all that.

The demand for cotton textiles had been growing since the Middle Ages, fostered by the importation of high quality cotton fabrics from the Middle East and India. So how were local producers to fight off the competition? The imported fabrics were of course expensive, so textile makers (not just in Britain but throughout Europe) produced mixed fabrics and cotton substitutes. They also had foreign textiles banned. But the key to the increased productivity needed to meet the demand, was machine production. It would be faster, cheaper and the finished products would be consistent in quality. Not least of the advantages was that it would allow manufacturers to market their goods on a large, if not yet global, scale.

The story of the growth of the British textile industry from about 1733 and for the next two hundred years is one of constant technological innovation and expansion. In 1733 John Kay invented the fly-shuttle, which made the hand-loom more efficient, and in 1764 James Hargreaves came up with the spinning jenny, which among other things had the effect of raising productivity eightfold. The next great innovator was Richard Arkwright, who in 1768 employed John Kay (of the fly-shuttle) to help him build more efficient machinery. He was a man with a vision – to mechanise textile production – and by 1782 he had a network of mills across Britain. As the water-powered machinery, though not yet fully mechanised, became more complex, Kay began to use steam engines for power. The first power-loom, however, which was invented in 1785 by Dr Edmund Cartwright, really did mechanise the weaving stage of textile manufacture.

The pace of growth quickened with the expansion of Britain's influence in the world and the acquisition of colonies from which cheap raw materials could be imported. For example, in a single decade, from 1781 to 1791, imports of cotton into Britain quadrupled, going on to reach 100 million pounds in weight in 1815 and 263 million in 1830. The increase in exports is equally impressive; in 1751 £46,000 worth of cloth was exported and by the end of the century this had risen to £5.4 million. By the end of the 19th century the figure had soared

to close on £50 million. Britain was now supplying cheaper and better quality clothing to a global market. Yet during the course of the 20th century Britain lost its position as a major textile manufacturer.

So what happened? There are a number of views on this question, not all of them conflicting, and where there is disagreement it is usually about when the decline began. Whether it began before the First World War (1914–18), or during the inter-war years (1919–1939), or after 1945, most economists would give roughly the same reasons. To start with, there was competition from abroad, especially from developing countries in the Far East, notably Japan. It was thought by manufacturers that the best way to combat this increased competition was to modernise. However, management and the labour unions were unable to agree on how to handle this situation.

Modernisation would mean people losing their jobs and possibly a change in labour practices. Such changes as were made served only to slow down the industry's decline rather than help regain its predominant position. Economically less developed countries, on the other hand, had the advantage of being able to provide low wage competition, without the problem of powerful labour unions.

There are, of course, many other reasons for the textile industry's decline, two of which became particularly noticeable in the late twentieth century and are related. The first is outsourcing, when manufacturers establish factories in countries where there is cheap labour. This obviously leads to less demand for locally-produced goods. Related to this, the textile and clothing industries have acquired a bad reputation for exploiting workers, often illegal immigrants, in sweatshops where they are forced to work long hours and are paid far less than the minimum wage.

We seem to be back with Crotchet and Sorocold and their first live-in factory. The globalising trend of out-sourcing, however, was a rational response to the growing competition from overseas, which, it goes without saying, does not excuse the exploitation of workers. The British industry itself, while no longer holding a key place in the global textile market, has adapted itself and now concentrates more on the world of fashion and design, where it seems to be doing quite well.

Questions 1-6

Complete the notes below.

Write NO MORE THAN THREE WORDS for each answer.

Textile Manufacture Early history Begins as a cottage industry Products hand-woven and made for 1

- Ways found to deal with situation
- Imported fabrics 3 ______, mixed cottons produced

Early technology

Local producers face 2

Machine production needed to 4 _______ for cotton fabrics

from overseas

- Improved technology (such as the fly-shuttle) more 5 _____

 and productive
- Machinery begins to be powered by 6

Questions 7-9

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

- 7 Which of the following innovations increased productivity by 800%?
 - A the power-loom
 - B the steam engine
 - C the spinning jenny
 - D the fly-shuttle
- 8 During which period was the British textile industry at its peak?
 - A 1733-1785
 - B 1781-1791
 - C 1791-1830
 - D 1830-1900
- 9 Which of the following was a major cause of the British textile industry's decline?
 - A the expansion of foreign textile industries
 - B the loss of overseas markets
 - C there being no demand for products
 - D labour becoming too expensive

When you have to complete notes, pay attention to how the original meaning in the text has been expressed in the question. For example, look out for synonyms or the same words from the text with a different grammatical structure.

Questions 10-13

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

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 |

| 10 | Foreign textiles were banned because of their inferior quality. | |
|----|---|--|
| 11 | Richard Arkwright built the first fully-mechanised textile mill. | |
| 12 | In less developed countries, the industry could rely on cheap labour. | |
| 13 | Out-sourcing was one method used to compete with foreign | |

manufacturers.

READING PASSAGE 2

You should spend about 20 minutes on Questions 1-13, which are based on Reading Passage 2 below.

What is an ASBO?

Ask somebody to make a list of crimes and they will probably come up with the usual suspects that you or I would: murder, robbery, assault, burglary and so on. They might even include acts which are merely 'against the law', like parking on a double yellow line. But if you ask them to make a list of anti-social behaviours, you are getting into an area where there is going to be considerable disagreement. This didn't stop the UK government, which introduced Anti-Social Behaviour Orders, or ASBOs, in 1998 as part of the Crime and Disorder Act - legislation designed to deal with practically all aspects of criminal activity and disorderly behaviour.

A subjective definition of anti-social behaviour permits you to cast your net wide and include anything you find personally disagreeable; the legal definition is also widely inclusive. To quote the Crime and Disorder Act, it is behaviour which 'causes or is likely to cause harassment, alarm or distress to one or more people who are not in the same household as the perpetrator. This includes, among many other things, foul and abusive language, threatening behaviour, shouting, disorderly conduct, vandalism, intimidation, behaviour as the result of drug or alcohol misuse, graffiti and noise which is excessive, particularly at night.

The idea is that ASBOs are sanctions designed to deal with issues that affect everyone in the community and as such are civil sanctions, not criminal ones, and need the cooperation of the community to be effective. For example, a private individual cannot apply for an ASBO; he or she must make a complaint to the police or local authority, who will then work together to gather more information and build up evidence. This involves getting witnesses, among whom will no doubt be neighbours and acquaintances, to make statements to the

authorities. When the authorities are satisfied that they have enough evidence, the local council applies to the magistrates' court to have an ASBO imposed.

We still haven't decided what constitutes anti-social behaviour. It doesn't have to be physical violence, of course, but is far easier to identify and deal with if it is. What about threatening behaviour? We're not talking here about direct threats such as 'lf you come round here again, I'll beat you up!', but situations perceived as threatening. Let's say a pensioner or a person of timid disposition is on their way home and they run into a group of young people who are shouting, swearing and kicking a ball about and who happen to make a few unkind remarks as the person passes. Let's say the person is alarmed or feels threatened by the situation. Does it merit getting the ASBO process going?

In fact, young people merely hanging out in public places, however boisterous their behaviour might seem to be to some people, are not considered to be indulging in anti-social behaviour. However, there is a proviso. Such behaviour in its own right is not considered anti-social unless it is thought it is being done with other, more serious, behavioural attitudes involved. This, of course, can be very subjective.

A person faced with an ASBO can argue in their defence that their behaviour was reasonable and unthreatening. This too is subjective, and both sides' claims are open to wide interpretation. Something else that has to be taken into account here is that ASBOs are made on an individual basis even if that person is part of a group of people committing anti-social behaviour. If a case reaches the magistrates' court, witnesses can be called to provide further evidence for or against the defendant. However, the magistrate, as well as considering the complaints made against the defendant, will take into account his or her family situation, welfare issues, and whether or not he or she has been victimised or discriminated against. It is worth bearing in mind, though, that witnesses can be intimidated or otherwise persuaded not to appear in court and give evidence.

When the Crime and Disorder Act came into force, ASBOs were generally intended to be a measure to deal with adult anti-social behaviour, yet within the Act it states that an order can be applied for against any individual over the age of ten years old. It is a striking fact that the majority of ASBOs imposed since the law was enacted have been handed out to young people and children.

The question is, have they been effective? The government, naturally, claims that they have brought about a real improvement in the quality of life in communities around the country. Nay-sayers, such as civil rights campaigners, claim the measures are far too open to abuse. Some say they go too far and some that they don't go far enough and lack bite. However, a genuine impediment to their effectiveness is that to impose an ASBO takes a lot of time and paperwork, involving the cooperation of community, police and local council, and they are very expensive to implement. One estimate is that an ASBO can cost in excess of £20,000. What all this means is that ASBOs are being used very rarely in many parts of the country. So the jury is still out as to how effective they really are.

Questions 14-16

Choose THREE letters A-H.

NB Your answers may be given in any order.

Which THREE of the following statements are true of ASBOs, according to the text?

- A They were introduced to deal with specific crimes.
- B Parking on a double yellow line could get you served with an ASBO.
- C Swearing is one of the offences referred to in the Crime and Disorder Act.
- D As a private householder you can apply for an ASBO against a noisy neighbour.
- E It is not illegal for young people to gather in groups in public places.
- F An ASBO cannot be served on a group of people behaving in a disorderly manner.
- G A large proportion of those served with ASBOs are over the age of 21.
- H Most people agree that ASBOs have been effective all over the country.

Questions 17-19

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

- 17 The writer suggests that
 - A anti-social behaviour should be seen as a crime.
 - B few people agree on how to define a crime.
 - C anti-social behaviour is difficult to define.
 - D the legal definition of crime is too exclusive.
- 18 What surprised the writer about the imposition of ASBOs?
 - A the number of ten-year-olds that had been given one
 - B that very few adults had been served with ASBOs
 - C that most of those served with ASBOs were youngsters
 - D how few ASBOs had been imposed since 1998
- 19 In the writer's opinion, how effective have ASBOs been?
 - A There isn't enough evidence to decide.
 - B They are too expensive to be effective.
 - C They are ineffective because they are not strict enough.
 - D Being open to abuse renders them ineffective.

When you have to choose from multiple answers, remember that the questions are in the same order that the information is presented in the text, so you don't have to jump backwards and forwards through the text to find the answers.

Questions 20-26

Complete the sentences.

| Cho | oose NO MORE THAN THREE WORDS | from the passage for each answer. |
|-----|---|--|
| 20 | The official which can cause alarm or distress. | says that anti-social behaviour is behaviour |
| 21 | Along with swearing and destruction of p | oublic or private property, making considered anti-social behaviour. |
| 22 | ASBOs are considered to be part of criminal law. | law rather than |
| 23 | Citizens have to before any action can be taken. | to either the local council or the police |
| 24 | In their efforts to collect evidence the aut | |
| 25 | ASBOs are issued at a | |
| 26 | behaviour to determine | ost straightforward form of anti-social |

READING PASSAGE 3

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

The Climate Changers

The romantic notion that early humans lived in harmony with their environment has taken quite a battering lately. Modern humans may have started eliminating other species right from the start; our ancestors stand accused of wiping out mega fauna – from giant flightless birds in Australia to mammoths in Asia and the ground sloth of North America – as they spread across the planet.

Even so, by around 6,000 years ago there were only about 12 million people on earth – less than a quarter of the current population of Great Britain. That's a far cry from today's 6.6 billion, many of us guzzling fossil fuels, churning out greenhouse gases and messing with our planet's climate like there's no tomorrow. So it may seem far-fetched to suggest that humans have been causing global warming ever since our ancestors started burning and cutting forests to make way for fields at least 7,000 years ago.

Yet that's the view of retired climate scientist William Ruddiman, formerly of the University of Virginia, Charlottesville. Ancient farmers were pumping climate-warming carbon dioxide and methane into the atmosphere long before recorded history began, he says. Far from causing catastrophe, however, early farmers halted the planet's descent into another ice age and kept Earth warm and stable for thousands of years.

Could a few primitive farmers really have changed the climate of the entire globe? If you find this hard to believe, you're not the only one. Ruddiman's idea has been hugely controversial ever since he proposed it in 2003. 'Most new ideas, especially controversial ones, die out pretty fast. It doesn't take science long to weed them out,' he says. Yet five years on, his idea is still not dead. On the contrary, he says the latest evidence strengthens his case. It has become clear that natural explanations for the rise in greenhouse gases over the past few thousand years are the ones that are not measuring up, and we can reject them, he claims.

There is no doubt that the soaring levels of carbon dioxide and other greenhouse gases that we see in the atmosphere today - causing a 0.7° C rise in average global temperature during the 20th century - are the result of human activities. In the late 1990s, however, Ruddiman started to suspect that our contribution to the global greenhouse began to become significant long before the industrial age began. This was when an ice core drilled at the Vostok station in Antarctica revealed how atmospheric CO, and methane levels have changed over the past 400,000 years. Bubbles trapped in the ice provide a record of the ancient atmosphere during the past three interglacials.

What we see is a regular pattern of rises and falls with a period of about 100,000 years, coinciding with the coming and going of ice ages. There are good explanations for these cycles: periodic changes in the planet's orbit and axis of rotation alter the amount of sunlight reaching the Earth. We are now in one of the relatively brief, warm interglacial periods that follow an ice age.

Within this larger pattern there are regular peaks in methane every 22,000 years that coincide with the times when the Earth's orbit makes summers in the northern hemisphere warmest. This makes sense, because warm northern summers drive strong tropical monsoons in southern Asia that both encourage the growth of vegetation and cause flooding, during which vegetation rotting in oxygen-poor water will emit methane. Around the Arctic, hot summers thaw wetlands for longer, again promoting both vegetation growth and methane emission.

In recent times, however, this regular pattern has changed. The last methane peak occurred around 11,000 years ago, at about 700 parts per billion (ppb), after which levels began to fall. But instead of continuing to fall to what Ruddiman says should have been a minimum of about 450 ppb today, the atmospheric methane began to climb again 5,000 years ago.

Working with climate modellers Stephen Verves and John Kutzbach, Ruddiman has shown that if the levels of these gases had continued to fall rather than rising when they did, ice sheets would now cover swathes of northern Canada and Siberia. The world would be heading into another ice age.

So why did both methane and CO, rise over the past few thousand years? In other words, why has this interglacial period been different from previous ones? Could humans be to blame?

Agriculture emerged around the eastern Mediterranean some 11,000 years ago, then shortly afterwards in China and several thousand years later in the Americas, Farming can release greenhouse gases in various ways: clearing forests liberates lots of stored carbon as the wood rots or is burned, for instance, while flooded rice paddies release methane just as wetlands do.

To find out more about early farming, Ruddiman began to dig around in studies of agricultural history. These revealed that there was a sharp rise in rice cultivation in Asia around 5,000 years ago, with the practice spreading across China and south-east Asia. Here at least was a possible source for the unexpected methane rise.

Questions 27-29

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

- 27 One of the claims Ruddiman makes is that
 - A population growth is responsible for global warming.
 - B people have affected the climate for thousands of years.
 - C his ideas are not in the least bit controversial.
 - D so far scientists have been wrong about global warming.
- 28 What information did the research at Vostok reveal for the first time?
 - A that methane levels stabilised about 11,000 years ago
 - B that Antarctic ice contains methane bubbles
 - C that the methane levels increased about 5,000 years ago
 - D that we are now living in a warm interglacial period
- 29 The 'climate changers' of the title are
 - A modern humans.
 - B climate modellers.
 - C primitive farmers.
 - D natural causes.

When you have to complete a summary, underline or circle each answer you find in the reading passage.

This will allow you to find the next answer more quickly, as it will be below the answers you've already found.

Questions 30-34

Complete the summary.

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

| To many people the controve | rsial idea that our 30 _ | were responsible for global |
|---------------------------------|--------------------------|--|
| warming appears 31 | Yet Ruddiman b | elieves that high levels of carbon dioxide |
| and methane - both 32 | , or greenhous | e, gases - were being released into the |
| Earth's atmosphere in times | prior to 33 | . However, Ruddiman claims that this |
| had a positive effect, as it ma | v well have saved us fro | om another 34 |

Questions 35-40

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

| • | м. | •• | | ۹ |
|----|----|----|----|---|
| ·v | v | | Te | 7 |
| | | | | |

| | | 527 L 1 - 1701 V1 5275-7327 527 527 |
|-----|----------------------|--|
| TRU | JE | if the statement agrees with the information |
| FAL | SE | if the statement contradicts the information |
| NO | r given | if the there is no information on this |
| 35 | Some me | ga fauna have been eliminated by humans in the past 100 years. |
| 36 | Agricultu | re is considered a primary cause of global warming today. |
| 37 | Ruddima | n's idea caused a great deal of argument among scientists. |
| 38 | New scientis correct | ntific evidence proves for certain that Ruddiman's theory |
| 39 | The 20th o | entury has seen the greatest ever increase in global temperatures. |

40 Changes in the Earth's orbit can affect global temperatures.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

The table below shows the worldwide market share of the mobile phone market for manufacturers in the years 2005 and 2006.

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

Write at least 150 words.

Worldwide Mobile Phone Sales in 2005 & 2006 (% share of market)

| Company | 2005 % Market Share | 2006 % Market Share |
|---------------|---------------------|---------------------|
| Nokia | 32.5 | 35 |
| Motorola | 17.7 | 21.1 |
| Samsung | 12.7 | 11.8 |
| Sony Ericsson | 6.3 | 7.4 |
| L.G. | 6.7 | 6.3 |
| BenQ Mobile | 4.9 | 2.4 |
| Others | 19.2 | 16.2 |
| TOTAL | 100.0 | 100.0 |

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Recent figures show an increase in violent crime among youngsters under the age of 18. Some psychologists claim that the basic reason for this is that children these days are not getting the social and emotional learning they need from parents and teachers.

To what extent do you agree or disagree with this opinion?

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

Write at least 250 words.

When you have to summarise the information given in a table, graph, etc. remember to mention specific numbers and percentages from the question in your writing.

When you have to say whether you agree or disagree with an opinion, it is often a good idea to include information relevant to the topic that is not mentioned in the question – in this case, other possible reasons for an increase in teenage crime.

SPEAKING

PART 1

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

Hobbies

- Tell me about any hobbies you have now or had in the past.
- Do you feel you have enough free time for hobbies? [Why/Why not?]
- · How important is it for people to have hobbies at different ages?
- . If you had the chance to take up a new hobby, what would it be? [Why?]

PART 2

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

Describe a famous entertainer you like or admire.

You should say:

who the person is what kind of entertainer they are why you like this form of entertainment and explain why you like or admire them. When you are preparing a topic in Part 2, focus on the more complicated parts. Instructions like Say who the person is do not need much preparation. Spend the time thinking about and making notes for the later parts of the question instead.

PART 3

Entertainment in your country

- What would you say is the most popular form of entertainment in your country? Why?
- Do you think people have lost the ability to entertain themselves?
- Could you speculate on how you think entertainment might change in the future?

The cost of entertainment

- Do you think entertainers such as football or film stars are paid too much for what they do?
 If so, which jobs do you think should be better paid?
- Would you agree with the opinion that we pay too much to be entertained nowadays?
- Do you think that the arts, for example theatre and opera, should be subsidised by the government?

3 TEST 3

LISTENING

SECTION 1 Questions 1-10 TEST 3_01

Questions 1-8

Complete the form below.

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

| | r Caterers ooking Form | |
|------------------------------|------------------------------|----|
| Example | | |
| Event: | party | - |
| Customer name: | Mr 1 | į. |
| Daytime telephone number: | 2 | • |
| Telephone number after 5 pm: | As above (If no one answers, | |
| Ē | 3 | .) |
| Number of guests: | 4 | |
| Date: | 5 | |
| Seating | | |
| Shape: | 6 | |
| Size: | 7 | 3 |
| Number of tables: | 8 | 27 |

Questions 9 and 10

Choose the correct letter, A, B or C.

- 9 The man decides to book
 - A a three-course meal.
 - B a buffet.
 - C a banquet.
- 10 The man will have to pay
 - A £750 tomorrow.
 - B £100 per head.
 - C £1,500 on the day of the party.

When you have to write a name in a form or table, or in notes or sentences, listen carefully as the name is usually spelled out for you.

SECTION 2 Questions 11-20 TEST 3_02

Questions 11-17

According to the speaker, when did the following happen?

Write the correct letter A, B or C, next to Questions 11-17.

- A before 1837
- B between 1837 and 1900
- C after 1900
- 11 The East Front was added to the building.
- 12 The last big structural change was made.
- 13 The building was bombed.
- 14 The building became a palace.
- 15 The building was known as The Queen's House.
- 16 The Houses of Parliament were destroyed by fire.
- 17 The Marble Arch was moved.

When you have to listen for dates or numbers in a classification task like this one (here, Questions 11–17), remember to note down the most important events you hear alongside the date or number.

Questions 18-20

Complete the sentences below.

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

- 18 Up to ______ people attend garden parties at the palace each year.
- 19 The garden contains more than ______ species of wild flower.
- 20 The public can visit the nineteen ______ in August or September.

SECTION 3 Questions 21-30 TEST 3_03

Questions 21-24

Answer the questions below.

Write NO MORE THAN THREE WORDS for each answer.

- 21 What aspect of history is it important to learn something from?
- 22 What do we also need to know about our ancestors?
- 23 Where are transferable skills useful?
- 24 What kind of approach to learning does social science use?

Questions 25-30

What is said about each of these subjects studied on a social studies course?

Choose your answers from the box and write the letters A-H next to Questions 25-30.

- A This will focus on how each generation learns about its own culture.
- B This necessarily includes a study of physics and chemistry.
- C This is studied from the point of view of human behaviour.
- D This will only be covered in terms of its theory.
- E This also covers the distribution of wealth.
- F This includes the study of archaeology.
- G This has received criticism for not being scientific enough.
- H This includes some work on urban planning.
- 25 Anthropology
- 26 Economics
- 27 Education
- 28 Geography
- 29 Law
- 30 Sociology and social work

When you have to do a matching exercise like this one (here, Questions 25–30), remember that you shouldn't be influenced by what you think you know about the options. Rely only on what you hear.

SECTION 4 Questions 31-40 TEST 3_04

Questions 31-37

Choose the correct letter, A, B or C.

- 31 Students should complete their work on the 1950s
 - A if they want to be allowed to continue attending lectures.
 - B because they will appreciate the information about the 1960s more.
 - C otherwise they face the possibility of being failed for their coursework.
- 32 According to the lecturer, the 'baby boom' happened
 - A because of relaxed attitudes in the sixties.
 - B during a time of war.
 - C because people felt more secure.
- 33 In the sixties, the USA had 70 million
 - A teenagers.
 - B babies.
 - C adults.
- 34 According to the lecturer, compared to the 1950s, the 1960s were
 - A less conservative.
 - B more conservative.
 - C just as conservative.
- 35 According to the lecturer, literature changed the way women
 - A over 40 were treated by society.
 - B viewed issues of race in society.
 - C felt about their roles in society.
- 36 The rate of crime in the sixties
 - A rose nine per cent during the decade.
 - B was nine times higher than in the fifties.
 - C was nine times lower than in the fifties.
- 37 What happened at the start of the 1960s?
 - A the first heart transplant
 - B the introduction of the internet
 - C the invention of lasers

With multiple choice questions, you may have general knowledge that can help you predict what you think you're recording itself.

Questions 38-40

Complete the summary below.

Write NO MORE THAN TWO WORDS for each answer.

| r |
|------|
| to |
|) |
| d |
| reec |
| |
| (|

READING

READING PASSAGE 1

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

How Mobile Telephony Turned into a Health Scare

The technology which enabled mobile phones was previously used in the kind of two-way radio which could be found in taxis and emergency vehicles. Although this was a great development, it was not really considered mobile telephony because it could not be used to dial into existing phone networks. It was known as simplex technology, operating on the same principles as a walkie-talkie, which required that a user press a button, meaning that only one person at a time could talk. Simplex meant that there was only one communication frequency in use at any one time.

The first mobile phones to connect to telephone networks were often installed in cars before the hand-held version came on the market and the revolution in mobile technology began. The first generation of mobile phones (called 1G) were large, heavy and analogue and it was not until the invention of the second generation (2G) in the 1990s that digital networks could be used. The digital element enabled faster signalling. At the same time, developments in battery design and energy-saving electronics allowed the phones themselves to become smaller and therefore more truly mobile. The second generation allowed for text messaging too, and this began with the first person-to-person text message in Finland in 1993, although a machine-generated text message had been successfully sent two years earlier.

None of this would have been possible without the development of duplex technology to replace the relatively primitive simplex technology of the first phase of mobile communication. In duplex technology, there are two frequencies available simultaneously. These two frequencies can be obtained by the principle of Frequency Division Duplex (FDD). To send two signals wirelessly, it is necessary to create a paired spectrum, where one band carries the uplink (from phone to antenna) and the other carries the downlink (from antenna to phone). Time Division Duplex (TDD) can achieve the same thing, but instead of splitting the frequency, the uplink and downlink are switched very rapidly, giving the impression that one frequency is used.

For mobile telephony to work to its fullest potential, it needs to have a network through which it can relay signals. This network depends on base stations which send and receive the signals. The base stations tend to be simple constructions, or masts, on top of which are mounted the antennas. With the rapid increase in demand for mobile services, the infrastructure of antennas in the United Kingdom is now huge.

Many thousands of reports have appeared claiming that the signals relayed by these antennas are harmful to human and animal health. The claims focus on the fact that the antennas are transmitting radio waves in microwave form. In some ways, public demand is responsible for the increase in the alleged threat to health. Until quite recently, voice and text messages were transmitted using 2G technology. A 2G mast can send a low-frequency microwave signal approximately 35 kilometres. Third generation (3G) technology allows users

to wirelessly download information from the internet and is extremely popular. The difference is that 3G technology uses a higher frequency to carry the signals, allowing masts to emit more radiation. This problem is intensified by the need to have masts in closer proximity to each other and to the handsets themselves. Whatever danger there was in 2G signals is greatly multiplied by the fact that the 3G masts are physically much closer to people.

Government authorities have so far refused to accept that there is a danger to public health, and tests carried out by governments and telecommunications companies have been restricted to testing to see if heat is being produced from these microwaves. According to many, however, the problem is not heat, but electromagnetic waves which are found near the masts.

It is believed that some people, though not all, have a condition known as electrosensitivity or electro-hypersensitivity (EHS), meaning that the electromagnetism makes them ill in some way. The actual health threat from these pulsed microwave signals is an area which greatly needs more research. It has been claimed that the signals affect all living organisms, including plants, at a cellular level and cause symptoms in people ranging from tiredness and headaches to cancer. Of particular concern is the effect that increased electromagnetic fields may have on children and the fear is that the negative effects on their health may not manifest themselves until they have had many years of continued exposure to high levels. Tests carried out on animals living close to this form of radiation are particularly useful because scientists can rule out the psychological effect that humans might be exhibiting due to their fear of possible contamination.

Of course, the danger of exposure exists when using a mobile phone but since we do this for limited periods, between which it is believed our bodies can recover, it is not considered as serious as the effect of living or working near a mast (sometimes mounted on the very building we occupy) which is transmitting electromagnetic waves 24 hours a day.

Questions 1-6

Answer the questions below.

Write NO MORE THAN THREE WORDS for each answer.

- 1 What were early two-way radios unable to use?
- 2 What did you have to do in order to talk on a radio using simplex technology?
- 3 Where were early mobile phones generally used?
- 4 What development introduced digital technology into mobile telephony?
- 5 Apart from the area of electronics, in which area did developments help make phones more mobile?
- 6 What type of text message was the first one ever sent?

When writing short answers, remember your answers can be in note form, so you often have a choice. If, for example, it says in the text 'early mobile phones were generally used in factories', the answer for number 3 would be 'in factories' or just 'factories'. Both answers would get a mark.

Questions 7-10

Complete the diagram.

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

Frequency Division Duplex (FDD): two signals sent 7

| Two bands t | ogether, kr | nown as a | | |
|-------------|-------------|-----------|---|------------|
| | 9 | | ~ | À |
| | | | | M |
| | | | | \searrow |

Questions 11-13

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

- 3G technology is believed to be more of a threat to health because
 - A the signals are transmitted over much greater distances than before.
 - B the masts are closer together and emit higher frequencies.
 - C the signals are carrying both voice and text messages.
 - D the modern handsets needed emit more radiation.
- 12 Why might the testing of animals give us more reliable results?
 - A because most of them live closer to the masts
 - B because they are continually exposed to higher levels of radiation
 - C because they are not affected at a cellular level
 - D because they are not afraid of the effects of radiation
- 13 What is believed to limit the danger from mobile phones?
 - A not using them continuously
 - B turning them off when not in use
 - C mounting a mast on the building where you live or work
 - D keeping healthy and getting enough sleep

READING PASSAGE 2

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

Some Facts and Theories about Flu

The flu, more properly known as influenza, takes its name from the fact that it is so easily transmitted from person to person (influenza is the Italian word for 'influence'). Usually, contamination occurs through direct contact with secretions from an infected person. Its spread is also possible from contaminated airborne particles, such as those that occur when someone coughs or sneezes. However, it should be made clear that the risk is not great from simply being in the same room as an infected person, since the flu virus, unlike other respiratory viruses, does not dissolve in the air. Within 4–6 hours of someone catching the flu, the virus multiplies in infected cells and the cells burst, spreading the virus to other cells nearby.

The spread continues for up to 72 hours, the exact length of time depending on the body's immune system response and the strength of the particular strain of flu. The range of human responses to the flu virus has been of interest to scientists for many years. This is because the effect can vary from no infection to a rapid and deadly spread of the virus to many people. One area of study that has received particular attention is the immune system response of the individual. Where a person's immune system is healthy, the virus is attacked as it enters the body, usually in the respiratory tract. This lessens the severity of the illness. In contrast, people with compromised immune systems (typical in the young, where it is not fully developed, or in the old and the sick, where it is not working efficiently), often suffer the worst effects.

One of the body's responses to flu is the creation of antibodies which recognise and destroy that particular strain of flu virus. What fascinates most researchers in the field is that the human body seems capable of storing these antibodies over a whole lifetime in case of future attack from the same or similar strains of flu. It was while researching these antibodies that scientists turned their attention back to what was possibly the worst ever flu pandemic in the world. The actual number of deaths is disputed, but the outbreak in 1918 killed between 20 and 50 million people. It is also estimated that one fifth of the population of the world may have been infected.

Through tests done on some of the survivors of the 1918 outbreak, it was discovered that, 90 years later, they still possessed the antibodies to that strain of flu, and some of them were actually still producing the antibodies. Work is now focused on why these people survived in the first place, with one theory being that they had actually been exposed to an earlier, similar strain, therefore developing immunity to the 1918 strain. It is hoped that, in the near future, we might be able to isolate the antibodies and use them to vaccinate people against further outbreaks.

Yet vaccination against the flu is an imprecise measure. At best, the vaccine protects us from the variations of flu that doctors expect that year. If their predictions are wrong in any particular year, being vaccinated will not prevent us from becoming infected. This is further

complicated by the fact that there are two main types of flu, known as influenza A and influenza B. Influenza B causes less concern as its effects are usually less serious. Influenza A, however, has the power to change its genetic make-up. Although these genetic changes are rare, they create entirely new strains of flu against which we have no protection. It has been suggested that this is what had happened immediately prior to the 1918 outbreak, with research indicating that a genetic shift had taken place in China.

In 2005, another genetic shift in an influenza A virus was recorded, giving rise to the H5N1 strain, otherwise known as avian flu, or bird flu. Typical of such new strains, we have no way of fighting it and many people who are infected with it die. Perhaps more worrying is that it is a strain only previously found in birds but which changed its genetic make-up in a way that allowed it to be transmitted to humans. Most of the fear surrounding this virus is that it will change again, developing the ability to pass from human to human. If that change does happen, scientists and doctors can reasonably expect a death rate comparable to that which occurred in 1918 and, given that we can now travel more quickly and more easily between countries, infecting many more people than was previously possible, it could be several times worse.

Questions 14-20

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

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

- 14 The only way to catch flu is if someone coughs or sneezes near you.
- 15 You become aware of the symptoms of flu within 4-6 hours of infection.
- 16 The effect of a flu infection can depend on how strong the strain is.
- 17 Those who are more likely to suffer badly with the flu include very young or very old people.
- 18 Although antibodies last a lifetime, scientists have found they get weaker with age.
- 19 Vaccination is largely ineffective against flu.
- 20 Another change in the genetic make-up of the H5N1 strain could kill more people than the 1918 epidemic.

You must be clear about the difference between FALSE and NOT GIVEN.
If a statement is FALSE, the information is opposite to that given in the text. NOT GIVEN means there is nothing in the text to either prove or disprove the statement.

Questions 21-24

Classify the following statements as characterising

- A something known by scientists to be true
- B something believed by scientists to be true
- C something known by scientists to be false

Write the correct letter, A, B or C.

- 21 Sharing a room with a flu sufferer presents a very high risk to your health.
- 22 One fifth of the people in the world caught the flu in 1918.
- 23 Influenza A viruses do not change their genetic make-up frequently.
- 24 The H5N1 strain evolved in or before 2005.

Questions 25 and 26

Answer the questions below.

Write NO MORE THAN THREE WORDS for each answer.

- 25 In which part of the body do antibodies normally attack the flu virus?
- 26 What kind of transmission of the H5N1 strain are people afraid might become reality?

READING PASSAGE 3

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

Changes in International Commerce

How ethics and fair trade can make a difference

The purpose of international commerce is to buy things from and sell things to people in other countries. Hundreds, and indeed thousands, of years ago, this actually worked quite well. People who travelled to foreign lands, often by ship, would take with them items for trade. Agricultural countries would, for example, trade olive oil or wine for weapons or other worked items. All that needed to be negotiated was a fair 'price' for the items. (How many axes is a barrel of oil worth, for example?) Currency did not enter into the first deals but, even when it did, few problems existed to complicate matters barring disagreements over the value of goods.

Today, fixing a fair price remains at the centre of international commerce. When we look at the deal from the point of view of the seller, market research must determine the price at which the goods will be sold. This may vary greatly from country to country and people are often surprised to see exactly the same item for sale at two or three times the price it sells for in another country. Taxation and local government controls are sometimes behind this, but often it comes down to the fact that people in poor countries simply cannot afford to pay the same amount of money as those in rich countries. These are the things a seller has to bear in mind when preparing a price list for goods in each country.

In most cases, the purpose of setting a suitable price is to sell the maximum number of units. Usually, this is the way to guarantee the biggest profit. One exception is in the selling of luxury or specialist goods. These are often goods for which there is a limited market. Here, slightly different rules apply because the profit margin (the amount of money a producer makes on each item) is much higher. For instance, nearly everyone wants to own a television or a mobile phone, and there is a lot of competition in the area of production, forcing the prices to be competitive too. The producers have to sell a large number of items to make a profit because their profit margin is small. But not everyone wants to buy hand-made jewellery, or a machine for sticking labels onto bottles. This enables the producer to charge a price much higher than the cost of making the item, increasing the profit margin. But at the heart of any sale, whether they sell many items for a small profit, or a few items for a large profit, the prime motivation for the producer is to make as much profit as possible.

At least, that was the case until relatively recently when, to the great surprise of many, companies started trading without profit as their main objective. Ethical trade began as an attempt to cause as little damage as possible to the producers of raw materials and manufactured goods in poor countries. This movement put pressure on the industry to see to it that working conditions and human rights were not damaged by the need for poorer people to produce goods. In short, it drew to the world's attention the fact that many poor people were being exploited by big businesses in their drive to make more profit.

There have been many examples throughout the developing world where local producers were forced by economic pressure to supply cash crops such as tea, coffee and cotton to major industries. These people are frequently not in a position to fix their prices, and are often forced by market conditions to sell for a price too low to support the producers and their community. Worse still, while the agricultural land is given over to cash crops, it robs the local people of the ability to grow their own food. In time, through over-production, the land becomes spent and infertile, leading to poverty, starvation, and sometimes the destruction of the whole community.

Fair trade policies differ from ethical trade policies in that they take the process a stage further. Where ethical policies are designed to keep the damage to a minimum, fair trade organisations actually work to improve conditions among producers and their communities. Fair trade organisations view sustainability as a key aim. This involves implementing policies where producers are given a fair price for the goods they sell, so that they and their communities can continue to operate.

Although many big businesses are cynical about an operation that does not regard profit as a main driving force, the paradox is that it will help them too. With sustainability as their main aim, fair trade organisations not only help the poorer producers obtain a reasonable standard of living, but they also help guarantee a constant supply of raw materials. This form of sustainability benefits everyone, whether their motive is making a profit or improving the lives of the world's poorer people.

Questions 27-31

| Cla | ssify the following as being a result of | | |
|-------------|--|-----|---|
| A B C | fair trade policies ethical trade policies a country being poor ite the correct letter, A, B or C. | po | To classify statements as referring to one of several eople, things, etc., nember that the |
| 27 | Manufactured goods are obtainable at a lower price than elsewhere. | exp | tements will often be pressed using different words from te text. Focus on the ideas in the |
| 28 | Harm to producers of raw materials is minimised. | | tatements, not the particular words and phrases used. |
| 29 | Human rights are respected. | | |
| 30 | Land is not used to produce food for the local population. | | |
| 31 | The local community has more chance of survival. | | |

Questions 32-36

Complete the flow chart below.

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

| Companies carry out 32 to decide the price that the goods are sold at in each country. | | |
|--|--|--|
| ₹. | | |
| The prices of the same goods | s can vary in different countries because of or taxes. | |
| V. | | |
| The 34 in a particular market can af | is finalised, depending on how much customers ford. | |
| ₩, | | |
| To ensure a profit, manufact a particular item. | urers aim to sell the 35 of | |
| ¥ | | |
| Manufacturers can have a highave a 36 | gher profit margin on luxury or specialist goods which often | |

Questions 37-40

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

- 37 According to the writer, what might early traders have disagreed about?
 - A the comparative values of the goods
 - B which currency to use for their deal
 - C which items they wanted as exchange
 - D the quality of the goods being traded
- 38 What is the main consequence of a product being in demand?
 - A higher prices
 - B smaller profit margins
 - C fewer items being produced
 - D less market competition
- 39 How might an agricultural community be destroyed?
 - A because companies in richer countries steal from them
 - B because they ask an unrealistically high price for their produce
 - C because they over-use the land in order to grow cash crops
 - D because the crops take much too long to grow
- 40 The word paradox in the final paragraph refers to the fact that
 - A poorer people will become richer than the people who run big businesses.
 - B by being cynical, the big businesses have helped produce a result they do not want.
 - C the suppliers of raw materials will sell them to big businesses for a huge profit.
 - D big businesses will gain from these policies although they don't support them.

WRITING

WRITING TASK 1

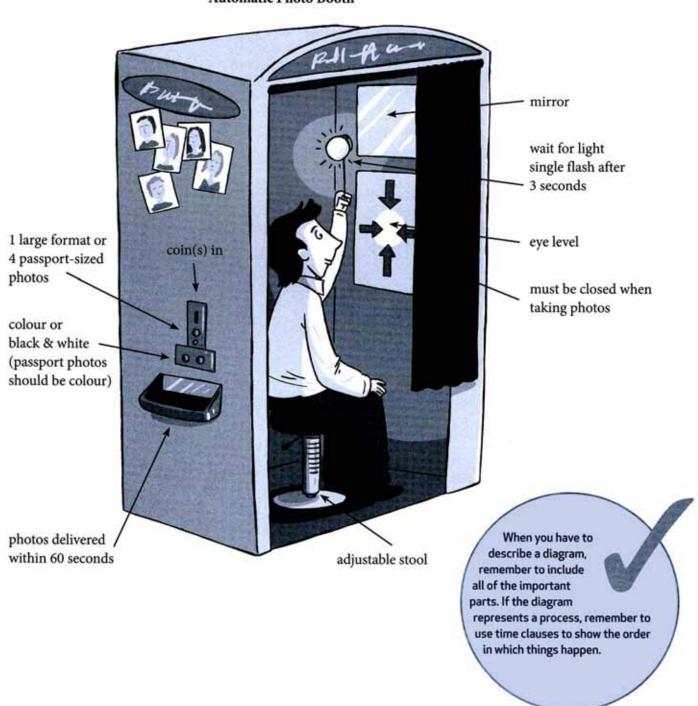
You should spend about 20 minutes on this task.

The diagram below shows an automatic photo booth.

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

Write at least 150 words.

Automatic Photo Booth



WRITING TASK 2

You should spend about 40 minutes on this task.

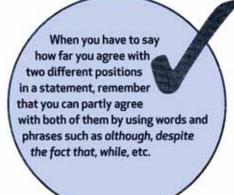
Write about the following topic:

Many people say that the only way to guarantee getting a good job is to complete a course of university education. Others claim that it is better to start work after school and gain experience in the world of work.

How far do you agree or disagree with the above views?

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.

Transport

- How do you usually travel around your town or city? [Why?]
- What do you think of public transport in your town or city?
- How do you think we could persuade more people to use public transport?

Entertainment

- Do you go out a lot or do you prefer home entertainment?
- What kind of things do you watch on TV?
- Can you easily entertain yourself when you are alone?
- Are there many places for entertainment in your area?

PART 2

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

Describe someone who has taught you something useful in your life.

You should say:

who the person is what they taught you how they taught you explain why the thing

and explain why the thing you learned was useful.

PART 3

Schools

- What would you say was the most important thing you learnt (or are learning) at school?
- Could you compare the effectiveness of schools in the past with that in the present?
- · In what ways do you think schools will change in the future?

Careers

- How important is it for people in your country to get a university education?
- What kind of jobs can people do without a university education? What are the advantages to starting work at a young age?
- Do you agree with the saying that we are never too old to learn? What are the advantages of continuing education?

In Part 3, don't be afraid to take the initiative and lead the conversation. You can add information which the examiner has not directly asked for, but which is relevant to the discussion. Avoid yes/no and one-word answers.

TEST 4

LISTENING

SECTION 1 Questions 1-10 TEST 4_01

Questions 1-4

Complete the notes below.

| | ample me | Maria Dominguez | |
|----------|--------------------|----------------------------|-------------------------------------|
| | | | — , Pine Tree Terrace, Westcliff |
| | | | |
| Cu | rrently lives with | 2 | other people |
| Fir | st time Maria has | lived 3 | |
| | | university: 4 | |
| Qı | uestions 5 and | 16 | a |
| Wł | nich TWO things | are causing problems for M | Maria? |
| Ch | oose TWO letter | s A-F. | |
| A | the distance fro | m the university | |
| В | the bad behavio | our of the girls | |
| C | that she has litt | le space at home | |
| D | that it's boring | where she lives | |
| E | that there are m | nice in the house | |
| F | that the landlad | ly is forgetful | |
| Qı | uestions 7–10 | | |
| An | swer the question | as below. | |
| \. \. | ite NO MODE T | HAN THREE WORDS 6- | TO A CONTROL OF |

When you have o complete notes, member that the answers re always in the order you hear them.

O MORE THAN THREE WORDS for each answer.

| | Where does the adviser suggest Maria could check to find accommod | dat |
|---|---|-----|
| | In which college is there a space to share a room? | |
|) | Which subject is Maria going to change to? | |
| 0 | When will Maria return to the accommodation office? | |
| | | |

SECTION 2 Questions 11-20 TEST 4_02

Questions 11-15

Choose the correct letter, A, B or C.

- 11 Steve Penfold did voluntary service
 - A before university.
 - B during university.
 - C after university.
- 12 Steve had to pay for
 - A his travel.
 - B his accommodation.
 - C his day-to-day expenses.
- 13 Where did the charity organisation want to send Steve at first?
 - A Trinidad
 - B India
 - C Tobago
- 14 What does Steve say about the population of Trinidad?
 - A There are more people of Indian descent than African.
 - B The majority are descendants of slaves.
 - C There are several different ethnic groups.
- 15 Steve says that some language terms in Trinidad
 - A are not connected to the English language.
 - B have meanings that have a local origin.
 - C are from other carnivals around the world.

16 How much money does the best carnival group get?

Questions 16 and 17

Answer the questions below.

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

| | | 9. o. L 9. | |
|---|--|------------|--|
| | | | |
| | | | |
| 7 | | | |

17 Where did Steve take the children camping?

Questions 18-20

What does Steve say about his time in the Caribbean?

Choose your answers from the box and write the correct letter A-F next to Questions 18-20.

- A were of varying types
- B express various emotions
- C had a connection with dolphins
- D showed respect
- E had many problems
- F try to help people

| 18 | The students | |
|----|----------------|--|
| 19 | The Samaritans | |
| 20 | The Continual | |

In matching exercises,
like this, remember
that the information
(here, A-F) is in random
order but the questions that
you have to match it to (here,
Questions 18–20) are in the order in
which they occur within
the passage.

SECTION 3 Questions 21-30 TEST 4_03

Questions 21-26

Choose the correct letter, A, B or C.

- 21 The students are meeting to
 - A organise a party.
 - B answer questions about a course.
 - C decide on their studies.
- 22 Sonia and Mattheus
 - A agree the teacher was flexible.
 - B disagree about their teacher's flexibility.
 - C didn't like all of the discussions they had.
- 23 The college offered
 - A only morning classes.
 - B only evening classes.
 - C both morning and evening classes.
- 24 Sonia
 - A liked all the books.
 - B liked only one of the books.
 - C didn't like any of the books.
- 25 Sonia and Mattheus
 - A want to study literature.
 - B have different plans for their careers.
 - C are both interested in psychology.
- 26 Which of these was a problem with the campus library?
 - A Books were not always available.
 - B The people working there were unhelpful.
 - C There were not enough computers.

Questions 27-30

Label the plan below.

Choose *FOUR* answers from the box below and write the correct letter **A**–**H** next to Questions 27–30.

entrance

reference A В photocopy room C literature D management E periodicals F new publications G toilets When you have to label computer studies H a diagram, map or plan, remember that the information in the recording **OFF-CAMPUS LIBRARY** will usually be in the same order as the numbers (here, Questions 27-30). stairs fiction 28 periodicals/ newspapers librarians' desk multimedia room seating and seminar 30 computers room

SECTION 4 Questions 31-40 TEST 4_04

Questions 31-33

Choose the correct letter, A, B or C.

- 31 The speaker says
 - A rounders is the most popular Irish sport.
 - B Gaelic handball is thousands of years old.
 - C hurling may have been an ancient Celtic game.
- 32 The speaker probably
 - A used to play hurling.
 - B shows the students a photo.
 - C can't speak any Gaelic.
- 33 In hurling, you cannot score by
 - A hitting the ball over the net.
 - B hitting the ball into the net.
 - C kicking the ball into or over the net.

Questions 34-37

When did the following take place?

- A in the 20th century
- B in the 19th century
- C in the 18th century

Write the correct letter A, B or C next to Questions 34-37.

- 34 Hurling experienced a golden age.
- 35 A university established a set of rules.
- 36 The Gaelic Athletics Association was started.
- 37 The All Ireland Hurling Championship began.

When you have to do a classification task (here, Questions 34–37), remember that you can use each letter more than once.

Questions 38-40

Complete the sentences below.

Write NO MORE THAN THREE WORDS for each answer.

38 _____ has a national hurling team.

39 Gaelic football is like a mixture of the sports of ______

40 Women play the game for a ______ time.

READING

READING PASSAGE 1

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

Prehistoric Cave Paintings Took up to 20,000 Years to Complete

It may have taken Michelangelo four long years to paint his fresco on the ceiling of the Sistine Chapel, but his earliest predecessors spent considerably longer perfecting their own masterpieces. Scientists have discovered that prehistoric cave paintings took up to 20,000 years to complete. Rather than being created in one session, as archaeologists previously thought, many of the works discovered across Europe were produced over hundreds of generations, who added to, refreshed and painted over the original pieces of art.

Until now it has been extremely difficult to pinpoint when prehistoric cave paintings and carvings were created, but a pioneering technique is allowing researchers to date cave art accurately for the first time and show how the works were crafted over thousands of years. Experts now hope the technique will provide a valuable insight into how early human culture developed and changed as the first modern humans moved across Europe around 40,000 years ago.

Dr Alistair Pike, an archaeologist at Bristol University who is leading the research, said: 'The art gives us a really intimate window into the minds of the individuals who produced it, but what we don't know is exactly which individuals they were as we don't know exactly when the art was created. If we can date the art then we can relate that to the artefacts we find in the ground and start to link the symbolic thoughts of these individuals to where, when and how they were living.'

Hundreds of caves have been discovered across Europe with elaborate prehistoric paintings and carvings on their walls. It is thought the designs, which often depict scenes of animals, were created up to 40,000 years ago – some time after humans began moving from southern Europe into northern Europe during the last ice age.

Traditional dating techniques have relied on carbon dating the charcoal and other pigment used in the paintings, but this can be inaccurate as it only gives the date the charcoal was created not when the work was crafted. When you go into these caves today there is still charcoal lying on the ground, so the artists at the time could have been using old charcoal rather than making it fresh themselves, explained Dr Pike.

'If this was the case, then the date for the painting would be very wrong. Taking samples for carbon dating also means destroying a bit of these precious paintings because you need to take away a bit of the pigment. For carvings, it is virtually impossible to date them as there is no organic pigment containing carbon at all.'

The scientists have used their technique to date a series of famous Palaeolithic paintings in Altamira cave, northern Spain. Known as the 'Sistine Chapel of the Palaeolithic', the elaborate works were thought to date from around 14,000 years ago. But in research published by the

Natural Environment Research Council's new website Planet Earth, Dr Pike discovered some of the paintings were between 25,000 and 35,000 years old. The youngest paintings in the cave were 11,000 years old. Dr Pike said: 'We have found that most of these caves were not painted in one go, but the painting spanned up to 20,000 years. This goes against what the archaeologists who excavated in the caves found. It is probably the case that people did not live in the caves they painted. It seems the caves they lived in were elsewhere and there was something special about the painted caves.'

Dr Pike and his team were able to date the paintings using a technique known as uranium series dating, which was originally developed by geologists to date rock formations such as stalactites and stalagmites in caves. As water seeps through a cave, it carries extremely low levels of dissolved radioactive uranium along with the mineral calcium carbonate. Over time small amounts of calcium carbonate are deposited to form a hard layer over the paintings and this layer also traps the uranium. Due to its radioactive properties, the uranium slowly decays to become another element known as thorium. By comparing the ratio of uranium to thorium in the thin layers on top of the cave art, the researchers were able to calculate the age of the paintings.

The researchers have also applied their technique to engravings found in rocks around Creswell Crags in Derbyshire, which are Britain's only examples of ice age cave art. They proved the engravings were made at least 12,000 years ago. Professor Pablo Arias, an expert on Palaeolithic cave art at the University of Cantabria, Spain, said: 'Until about ten years ago it was only possible to date cave art by using the style of the figures, but this new technique developed by Bristol University allows that date to be accurately bracketed. We want to study how the people of the time behaved and how they felt and Palaeolithic art gives us a way of looking at the type of symbols that were important to them, so we need to know when the people who were making the art actually lived.'

Questions 1-5

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

Write TRUE if the statement agrees with the information if the statement contradicts the information FALSE if there is no information on this NOT GIVEN 1 Cave paintings inspired Michelangelo to paint the ceiling of the Sistine Chapel. 2 It now seems that cave paintings were painted in one go and then left untouched. 3 Dr Pike is focusing on dating artefacts found on the ground in the caves. There are a number of disadvantages to using carbon dating to date paintings and carvings. The Altamira cave contains more cave paintings than any other cave in Europe.

Questions 6-8

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

- 6 Dr Pike believes that
 - A most caves remained undiscovered for thousands of years.
 - B archaeologists should not have excavated the caves at all.
 - C the caves were uninhabited but were treated as important.
 - D the paintings were painted by the people living in the caves.
- 7 Uranium series dating
 - A was previously used for other purposes.
 - B is a technique which was invented by Dr Pike.
 - C relies on the presence of stalactites in the caves.
 - D only works with caves which are underwater.
- 8 Professor Pablo Arias
 - A is sceptical about the benefits of the new dating technique.
 - B is enthusiastic about what the new technique will achieve.
 - C used the technique to successfully date Creswell Crags.
 - D believes it is necessary only to study the symbols in the art.

Questions 9-14

What is said about each of these things found in the caves?

Choose your answers from the box and write the letters A-H next to Questions 9-14.

- A When this is removed, it damages the painting.
- B This can damage the stalactites and stalagmites in the caves.
- C Over time, this turns into a different element.
- D We could determine when it was made, but not when it was used.
- E This is produced as a result of radioactive decay.
- F Scientists used to think that this was a mineral.
- G This contains no carbon-based elements at all.
- H This can act as a firm coating over something.

| 9 | cnarcoal | |
|----|-------------------|--|
| 10 | pigment | |
| 11 | carving | |
| 12 | uranium | |
| 13 | calcium carbonate | |
| 14 | thorium | |

When you have to match statements to ideas or things, first look at the idea or thing mentioned; skim the text until you find it and then read that part of the text in detail before matching it to one of the statements.

READING PASSAGE 2

You should spend about 20 minutes on Questions 15-27, which are based on Reading Passage 2 below.

Children Tested to Destruction?

English primary school pupils subjected to more tests than in any other country

English primary school pupils have to deal with unprecedented levels of pressure as they face tests more frequently, at a younger age, and in more subjects than children from any other country, according to one of the biggest international education inquiries in decades. The damning indictment of England's primary education system revealed that the country's children are now the most tested in the world. From their very earliest days at school they must navigate a set-up whose trademark is 'high stakes' testing, according to a recent report.

Parents are encouraged to choose schools for their children based on league tables of test scores. But this puts children under extreme pressure which could damage their motivation and self-esteem, as well as encouraging schools to 'teach to the test' at the expense of pupils' wider learning, the study found. The findings are part of a two-year inquiry – led by Cambridge University – into English primary schools. Other parts of the UK and countries such as France, Norway and Japan used testing but it was, 'less intrusive, less comprehensive, and considerably less frequent', Cambridge's Primary Review concluded.

England was unique in using testing to control what is taught in schools, to monitor teaching standards and to encourage parents to choose schools based on the results of the tests, according to Kathy Hall, from the National University of Ireland in Cork, and Kamil Ozerk, from the University of Oslo, who conducted the research. 'Assessment in England, compared to our other reviewed countries, is pervasive, highly consequential, and taken by officialdom and the public more generally to portray objectively the actual quality of primary education in schools,' their report concluded. Teachers' leaders said the testing regime was 'past its sell-by date' and called for a fundamental review of assessment.

Steve Sinnott, General Secretary of the National Union of Teachers, said England's testing system was having a 'devastating' impact on schools. 'Uniquely, England is a country where testing is used to police schools and control what is taught,' he said. 'When it comes to testing in England, the tail wags the dog. It is patently absurd that even the structure and content of education is shaped by the demands of the tests. I call on the Government to initiate a full and independent review of the impact of the current testing system on schools and on children's learning and to be prepared to dismantle a system which is long past its sell-by date.'

John Dunford, General Secretary of the Association of School and College Leaders, warned that the tests were having a damaging effect on pupils. 'The whole testing regime is governed by the need to produce league tables,' he said. 'It has more to do with holding schools to account than helping pupils to progress.'

The fear that many children were suffering intolerable stress because of the tests was voiced by Mick Brookes, General Secretary of the National Association of Head Teachers. 'There are schools that start rehearsing for key stage two SATs [Standard Assessment Tests] from the moment the children arrive in September. That's just utterly ridiculous,' he said. 'There are other schools that rehearse SATs during Christmas week. These are young children we are talking about. They should be having the time of their lives at school not just worrying about tests. It is the breadth and richness of the curriculum that suffers. The consequences for schools not reaching their targets are dire – heads can lose their jobs and schools can be closed down. With this at stake it's not surprising that schools let the tests take over.'

David Laws, the Liberal Democrat schools spokesman, said: 'The uniquely high stakes placed on national tests mean that many primary schools have become too exam focused.' However, the Government rejected the criticism. 'The idea that children are over-tested is not a view that the Government accepts,' a spokesman said. 'The reality is that children spend a very small percentage of their time in school being tested. Seeing that children leave school up to the right standard in the basics is the highest priority of the Government.'

In another child-centred initiative, both major political parties in the UK – Labour and the Conservatives – have announced plans to make Britain more child-friendly following a report by UNICEF which ranked the UK the worst place to be a child out of 21 rich nations.

Parents were warned that they risked creating a generation of 'battery-farmed children' by always keeping them indoors to ensure their safety. The family's minister, Kevin Brennan, called for an end to the 'cotton wool' culture and warned that children would not learn to cope with risks if they were never allowed to play outdoors.

Questions 15-19

Complete the sentences.

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

15 According to the inquiry, the amount of testing puts a lot of _______ on young children.

16 The education report describes testing in England as ______ testing.

17 Parents often select their children's schools after studying test results in ______ .

18 Kathy Hall and Kamil Ozerk believe testing in England is also used to evaluate ______ in schools.

19 The major political parties have promised to make Britain ______ in view of the UNICEF report.

Questions 20-23

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

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

- 20 Steve Sinnott says what is taught at school should be more tightly controlled.
- 21 According to John Dunford, children would make more progress with much shorter and easier tests.
- 22 Mick Brookes wants to see earlier student preparation for SATs.
- 23 David Laws agrees with the opinions of Mick Brookes.

To answer questions about people's opinions, skim the text for the person's name and read this part of the text closely. Decide what you think the person's opinion is and then match it to one of the options.

Questions 24-27

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

- 24 What does the government argue?
 - A There is not enough testing at present.
 - B Tests at primary school are too easy.
 - C Tests are not given too frequently.
 - D Teachers should take more tests.
- 25 The government spokesman
 - A is extremely critical of the way exams are written.
 - B accepts many of the points made by the teachers' leaders.
 - C thinks education is what the government is most interested in.
 - D argues it is the teachers' fault that students are tested so much.
- 26 According to UNICEF, children in the UK
 - A often spend too much time in the worst kind of places.
 - B are not so well behaved as in other countries.
 - C are not as rich as children in 21 other countries.
 - D could be having much more fulfilling childhoods.
- 27 What is the point Kevin Brennan makes?
 - A Children use too many electrical devices.
 - B Children would learn by being outside more.
 - C It's too risky for children to be outside on their own.
 - D The most important thing is children's safety.

READING PASSAGE 3

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

Three ways to Levitate a Magic Carpet

It sounds like a science fiction joke, but it isn't. What do you get when you turn an invisibility cloak on its side? A mini flying carpet. So say physicists who believe the same exotic materials used to make cloaking devices could also be used to levitate tiny objects. In a further breakthrough, two other research groups have come a step closer to cracking the mysteries of levitation.

Scientists have levitated objects before, most famously using powerful magnetic fields to levitate a frog. But that technique, using the repulsive force of a giant magnet, requires large amounts of energy. In contrast, the latest theories exploit the natural smaller amounts of energy produced by the quantum fluctuations of empty space.

In May 2006, two research teams led by Ulf Leonhardt at St Andrew's University, UK, and John Pendry at Imperial College, London, independently proposed that an invisibility cloak could be created from exotic materials with abnormal optical properties. Such a cloaking device – working in the microwave region – was manufactured later that year.

The device was formed from so-called 'metamaterials', exotic materials made from complex arrays of metal units and wires. The metal units are smaller than the wavelength of light and so the materials can be engineered to precisely control how electromagnetic light waves travel around them. 'They can transform space, tricking electromagnetic waves into moving along directions they otherwise wouldn't,' says Leonhardt.

Leonhardt and his colleague Thomas Philbin, also at St Andrew's University, realised that this property could also be exploited to levitate extremely small objects. They propose inserting a metamaterial between two so-called Casimir plates. When two such plates are brought very close together, the vacuum between them becomes filled with quantum fluctuations of the electromagnetic field. As two plates are brought closer together, fewer fluctuations can occur within the gap between them, but on the outer sides of the plates, the fluctuations are unconstrained. This causes a pressure difference on either side of the plates, forcing the plates to stick together, in a phenomenon called the Casimir effect.

Leonhardt and Philbin believe that inserting a section of metamaterial between the plates will disrupt the quantum fluctuations of the electromagnetic field. In particular, metamaterials have a negative refractive index, so that electromagnetic light waves entering a metamaterial bend in the opposite way than expected, says Leonhardt. That will cause the Casimir force to act in the opposite direction – forcing the upper plate to levitate. The work will appear in the New Journal of Physics.

Federico Capasso, an expert on the Casimir effect at Harvard University in Boston, is impressed. 'Using metamaterials to reverse the Casimir effect is a very clever idea,' he says.

However, he points out that because metamaterials are difficult to engineer, it's unlikely that they could be used to levitate objects in the near future.

But there are good signs that quantum levitation could be achieved much sooner, by other methods. Umar Mohideen at the University of California Riverside and his colleagues have successfully manipulated the strength of the Casimir force by increasing the reflectivity of one of the plates, so that it reflects virtual particles more efficiently. Modifying the strength of the Casimir force is the first step towards reversing it, says team member Galina Klimchitskaya at North-West Technical University in St Petersburg, Russia.

Capasso and his colleagues have also been working on an alternative scheme to harness a repulsive Casimir effect. Their calculations show that a repulsive Casimir force could be set up between a 42.7 micrometre-wide gold-coated polystyrene sphere and a silicon dioxide plate, if the two are immersed in ethanol. 'Although the Casimir force between any two substances – the ethanol and gold, the gold and the silicon dioxide, or the silicon dioxide and the ethanol – is positive, the relative strengths of attraction are different, and when you combine the materials, you should see the gold sphere levitate,' he says.

Capasso's early experiments suggest that such repulsion could occur, and that in turn could be used to levitate one object above another. It's very early work, and we still need to make certain this is really happening, but we are slowly building up experimental evidence for quantum levitation, says Capasso, who presented his results at a conference on Coherence and Quantum Optics in Rochester, New York, in June.

'This is a very exciting experimental result because it is the first demonstration that we can engineer a repulsive Casimir force,' says Leonhardt.

Questions 28-32

Do the following statements agree with the claims of the writer in Reading Passage 3?

Write

| YES if the statement agrees with the writer's claims | | if the statement agrees with the writer's claims | |
|--|---|--|---|
| NO | NO if the statement contradicts the writer's claims | | |
| NOT | GIVEN | if it is impossible to say what the writer thinks about this | |
| 28 | A mini flying | carpet is a possibility according to some scientists. | |
| 29 | 29 Cloaking devices can be used for levitation. | | |
| 30 | 30 Scientists now know all about levitation. | | |
| 31 | Things can be space technological | transported from place to place using empty ogy. | _ |
| 32 | The most rece | ent research into levitation has made use of large magnets. | |

Questions 33-37

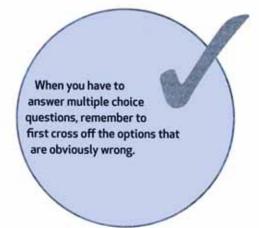
Choose the correct letter, A, B, C or D.

- 33 Ulf Leonhardt and John Pendry
 - A worked together on a project in 2006.
 - B both came up with the same idea.
 - C invented the microwave oven.
 - D used only basic objects in their research.
- 34 Metamaterials are
 - A similar to light, but with a smaller wavelength.
 - B a combination of simple metals and wires.
 - C able to change where electromagnetic waves go.
 - D engineered when light waves travel around them.
- 35 The importance of the Casimir effect is that it
 - A doesn't require a vacuum in order to work.
 - B increases the number of plates that can be used.
 - C creates large and frequent fluctuations.
 - D creates pressure difference and stickiness.
- 36 Leonhardt and Philbin think that putting a metamaterial between two plates will
 - A cause the top plate to rise above the bottom plate.
 - B stop electromagnetic light waves bending.
 - C stop the Casimir force from working.
 - D not affect electromagnetic fluctuations.
- 37 Why is it important to change the strength of the Casimir force?
 - A to reflect the plates
 - B to help reverse the force
 - C to see virtual particles better
 - D to enable other scientists to progress

Questions 38-40

Complete each sentence with the correct ending A-F below.

- 38 Capasso is unconvinced that
- 39 Capasso has calculated that
- 40 Capasso has admitted that
- A gold can be used to produce levitation.
- B a particular type of ethanol has to be used.
- C the levitation will last for only a few seconds.
- D using metamaterials will help lead to levitation in the short term.
- E his experiment will be extremely costly to perform.
- F his idea is still only a theory.



4. WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

The table below gives information about rail transport in four countries in 2007.

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

Write at least 150 words.

| Country | Number of people using rail transport (not including metro) | Passenger kilometres per head of population | Cargo carried (billions of tons) |
|---------|---|--|---|
| UK | 5.9 | 770 | 22.2 |
| USA | 0.3 | 80 | 2,820 |
| Japan | 27 | 1,980 | 23.01 |
| Italy | 5.5 | 780 | 21.9 |

When you have to describe data in a table, remember to note down the main points and make a paragraph plan before you start writing.

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

It is becoming more and more difficult to escape the influence of the media on our lives. Discuss the advantages and disadvantages of living in a media-rich society.

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

Write at least 250 words.

When you have to discuss advantages and disadvantages, remember to give both sides of the argument, not just your own opinion.

SPEAKING

PART 1

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

Friends

- · How important is friendship to you?
- Do you have friends who live in other countries?
- · What qualities do you look for in a friend?
- What kind of things do you like to do when you get together with your friends?

PART 2

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

Describe a common leisure activity in your country.

You should say:

what the activity is what type of people do it where and when it is possible to do it and explain why it is so popular. When you have to answer questions in Part 1, don't just give one-word answers. You have to show you can communicate in English. Try to say several sentences for each answer.

PART 3

Work and play

- Could you compare the amount of time people spend working nowadays with the situation in the past?
- What do you think are the most important factors to bear in mind when choosing a job?
- Would you say that it is better to do something active or just relax when you have free time?

Leisure and age

- What new kinds of leisure activities would you like to see introduced into your area which don't currently exist? [Why?]
- Would you agree that it is important for older or retired people to keep themselves busy?
 Can you suggest some suitable activities?
- In your opinion, do young people have enough or too much leisure time? [Why / Why not?]

5 TEST 5

LISTENING

SECTION 1 Questions 1-10 TEST 5_01

Questions 1-10

Complete the form below.

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

| COM | PLAINT RECORD FORM | |
|----------------------------|--|------------------------------------|
| Example Name: | Susan Yorke | |
| Address: | Flat 1 1 Harchester HA6 5LD | - |
| Daytime telephone number: | 0781 233 452 | |
| Purchase reference number: | 2 | _8443 |
| Date of purchase: | 15th January | |
| Item description: | Aqua Powershot digital camera in 3 | |
| Insurance? | Yes, has a 4 | |
| Details of complaint: | 5should be 67 | but isn't |
| Action to be taken | If repair not possible, offered to p 8 requests a 9 Asked customer to send item to 10 | orovide a _ , but customer _ |

When you have to fill in a form, make sure you understand that it may have been written in note form. For example, in number 5 here, 'missing' means 'is missing'. You won't need to write 'is' in the gap.

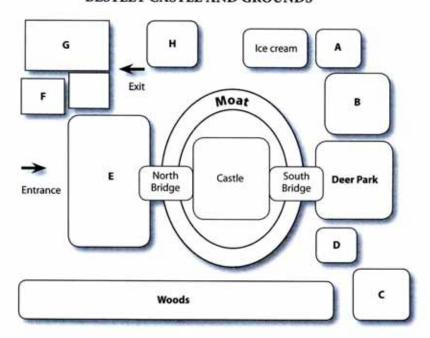
SECTION 2 Questions 11-20 TEST 5_02

Questions 11-15

Match the places.

Write the correct letter A-H next to the Questions 11-15.

BESTLEY CASTLE AND GROUNDS



| 11 | tourist information | |
|----|---------------------|--|
| | | |

- 12 car park
- 13 museum
- 14 picnic area
- 15 gift shop

Questions 16-18

Which THREE activities or events do you need to pay to get in?

Choose THREE letters A-F.

- A museum
- B castle
- C fireworks
- D gardens
- E rock concert
- F jazz concert

When there's a multiple choice question where more than one answer is correct, remember that you can write your choices in any order on the answer sheet.

Questions 19 and 20

Answer the questions below.

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

19 How often is the charity event held?

20 Who does Age Concern help?

SECTION 3 Questions 21-30 TEST 5_03

Questions 21-26

Choose the correct letter, A, B or C.

- 21 Before giving his presentation, Paul is worried about
 - A choosing what information to use.
 - B not remembering what to say.
 - C organising the projection equipment.
- 22 Paul's friends advise him not to
 - A speak about popular periods.
 - B talk at length about art history.
 - C speak too quickly in the presentation.
- 23 Why does Paul like the idea of the timeline?
 - A It will be visually pleasing.
 - B It will save some time.
 - C It will keep him focused.
- 24 Paul is going to show famous works of art to
 - A show people that he has good taste.
 - B make people think about what counts as art.
 - C prove that modern art isn't as good as classic art.
- 25 Paul wants his presentation to
 - A change personal opinions.
 - B create a big fight.
 - C start an exciting debate.
- 26 What does Isabel say about modern artists?
 - A They are skilful.
 - B They paint like children.
 - C They have a sense of freedom.

When you have to answer multiple choice questions, if you're not immediately sure of the answer, make a note of what you heard and move onto the next question. Don't miss a question because you're thinking about a previous one.

Questions 27-30

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

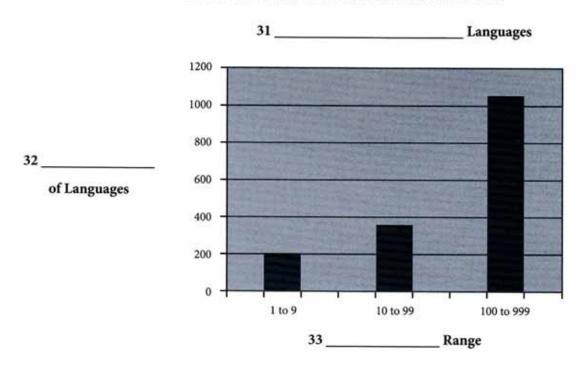
| TIPS TO | FIND PICTURES |
|--------------------------------|--------------------------|
| • go to fine art section in 27 | |
| • ask 28 | for access to slide bank |
| • if not, use the 29 | |
| • find pictures using a 30 | |

SECTION 4 Questions 31-40 TEST 5_04

Questions 31-36

Complete the diagram below.

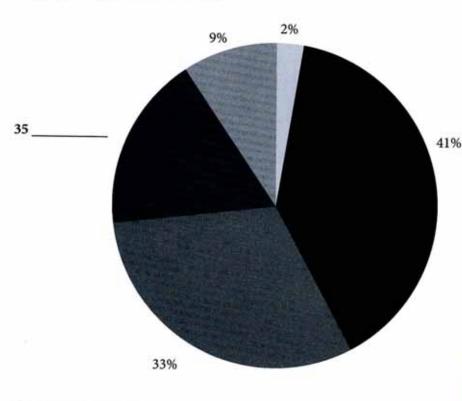
Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.



Nearly Extinct Languages

(only spoken by a few elderly speakers)

Languages in 34 = 516



When you have to label a diagram, remember that the question numbers follow the order of the recording.

The Pacific

Asia

Africa

The Americas

Questions 37-40

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

- 37 Technology has made communication easier, encouraging the use of a ______.
- 38 Some speakers may associate major languages with better
- 39 A group of people can lose their _____ when their language becomes extinct.
- 40 We can help preserve languages through specific programmes and by encouraging people to become _______.

READING

READING PASSAGE 1

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

The Need to Belong

No one likes to feel left out, ignored by colleagues at meetings or not be invited to the big party that everyone is talking about. Imagine not being part of a joke, or worse still, if the joke is on you. For most people, living the life of an outsider can have a negative effect on selfesteem and mood. It can even lead to negative behaviour. The pull to belong is extremely strong. Scientists believe that, in part, there is an evolutionary explanation for why we have this need to belong.

In the past, people hunted and cooked together in tribes and each member of the group would be assigned a role. As each member had a purpose, it meant that in the event of the loss of one person, the group as a whole would suffer. For this reason, they had a vested interest in protecting each other. To our prehistoric ancestors, membership of a group meant the difference between survival and death. Those who were rejected and excluded from joining a group had to fend for themselves and struggled to stay alive alone in the wild. Apart from protection, being part of a group also ensured that genes could be passed on to future generations. Although it is very different now from the way our primitive ancestors lived, our brains have not had time to evolve to fit today's lifestyles. In this day and age, it is no longer a matter of survival to be affiliated to a tribe or group, but the evolutionary instinct to find protection still lingers.

This inherent feeling of security that comes with being part of a group is powerful enough to make people employ both conscious and unconscious strategies to gain membership. One obvious way people try to be accepted into a group is self-presentation, which is the act of portraying yourself in the best possible light. An individual will attempt to outwardly display the characteristics which are important to the group's advancement. At the same time, they will conceal any parts of their personality that may be seen as undesirable or not useful to a group. An example of self-presentation is the job application process. A candidate applying for a job will promote themselves as motivated, but is likely to hide the fact that they are disorganised. These conscious tactics that people use are not a surprise to anyone, but we also use other strategies unknowingly.

Psychologists Jessica Larkin, Tanya Chartrand and Robert Arkin suggested that people often resort to automatic mimicry to gain affiliation into groups, much like our primitive ancestors used to do. Before humans had the ability to speak, physical imitation was a method of begging for a place in the group. Most will be unaware they are doing it. Larkin and her co-workers decided to test this hypothesis.

They took a group of student volunteers and had them play a game called Cyberball, a balltossing arcade game that resembled American football. The volunteers were led to believe they were all playing against each other, but in actual fact they were not. The computer was manipulating the game by passing the ball to some volunteers and excluding others. The 'accepted' and 'rejected' students were then asked if they enjoyed the game and about

their opinions of the other players. Participants were then put alone in a room and their natural foot movements were filmed. Then a female entered the room under the pretence of conducting a fake photo description task. The female deliberately moved her foot during the task, but not in a way that would be noticeable to the volunteer. It turned out that the rejected students mimicked the female's foot movements the most. This revealed that after exclusion, people will automatically mimic to affiliate with someone new.

However, Larkin and her colleagues wanted to go further. They believed that more often than not, in the real world, we actually know the people that reject us. How do we behave towards the group that we know has excluded us? The experiment was repeated with this question in mind. In the second experiment, only female volunteers played the Cyberball game, during which they experienced rejection by either men or women. Then each volunteer did the fake photo task, but this time with a man and then a woman. The results clearly indicated that the female students that felt rejected would unconsciously make more of an effort to mimic members of their own in-group – that is, other women – rather than men. This deep-wired instinct to mimic was not only directed towards random people, as initially thought, but targeted to specific groups, the particular group that did the rejecting in the first place.

To some, it is inconceivable why people will go to great lengths to be accepted into one of life's social groups or clubs, enduring rejection and sometimes humiliation in order to be accepted. You only have to look at college campuses, which are notorious for strict initiations inflicted on candidates desperately seeking membership. But it happens and will continue to happen, because the desire to belong is a very powerful force and a fundamental part of human nature.

Questions 1-5

Complete the summary.

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

| Modern man's basic need to be | elong to clubs and groups dates | | | | |
|---|--|--|--|--|--|
| back to early history. Each per | son within the group had a | | | | |
| 1 | to play and was considered integral | | | | |
| to the entire group's dynamics a group could affect their char | and success. For an individual, belonging to nees of 2 | | | | |
| In those times, few could avoid | d death living alone in | | | | |
| 3 | . Living with other humans offered | | | | |
| 4 | from danger. Staying in a group also meant | | | | |
| that 5 | could be passed down to descendants. | | | | |

Some summaries are a summary of the complete passage.
Others are a summary of a small section of the passage. Before you start filling in gaps, make sure you know which type of summary it is. This will allow you to do the task more quickly.

Questions 6-10

Complete the flow chart below.

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

THE PROCEDURE FOR LARKIN'S EXPERIMENT

| Volunteers believed they were playing a computer game, similar to 6 | |
|---|-----------|
| \ | |
| The computer was controlling the gameplay, 7 and not others. | _ to some |
| • | |
| The volunteers gave their 8 after the game. | |
| | |
| Each volunteer first sat on their own in a room and had their foot movements 9 | s |
| | |
| The volunteer took part in a task with a woman who 10 on purpose. | |

Questions 11-13

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

- 11 Which of the following is NOT mentioned in the first paragraph?
 - A one expert's view on evolution
 - B the consequences of being excluded
 - C being made fun of by the people around you
 - D a social event that people are eagerly awaiting
- 12 According to the article, which method do people consciously use to obtain membership into their chosen group?
 - A They tell the group they are strongly motivated.
 - B They convey the best parts of their personality to the group.
 - C They show how the group will be important to their lives.
 - D They alter aspects of their personality to suit others.

- 13 The writer's main purpose in writing this article is to
 - A explain how people feel when they face rejection.
 - B encourage people to go it alone and not be part of a group.
 - C show the unconscious drive behind the need to belong.
 - D compare how the modern lifestyle is different to the past.

READING PASSAGE 2

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

Is Technology Harming our Children's Health?

Technology is moving at such a breakneck speed that it is enough to make your head spin. It can be difficult to keep up. However, with each new technological marvel come consequences. Much of the research conducted has shown the extent of the damage being done to our health by technology. It is a scary thought, and with teenagers and children being heavy consumers and users of these gadgets, they run the risk of being harmed the most.

The digital revolution in music has enabled people to download, store and listen to songs on a tiny, portable device called an MP3 player. The process is quick and afterwards you can have access to a library of thousands of songs that can fit into your palm. But experts say that continuously listening to loud music on these small music players can permanently damage hair cells in the inner ear, resulting in hearing loss. For instance, old-fashioned headphones have been replaced with smaller ones that fit neatly into the ear, instead of over them, which intensifies the sound. In addition to that, digital music does not distort and keeps its crystal clear sound, even on loud settings, which encourages children to crank up the volume. Combine that with the fact that many children will spend hours listening to their iPods, and you have the recipe for hearing loss. Put into further perspective, most MP3 players can reach levels of 120 decibels, which is louder than a chainsaw or lawnmower. When you consider 85 decibels is the maximum safe decibel level set by hearing experts over the course of a working day, and that children will listen to music at higher decibel levels than that for long periods of time, hearing will invariably suffer.

Apart from hearing damage, there are other serious health risks. We are living in a wireless age. Calls can be made and received on mobiles from anywhere and the internet can be accessed without the need for cables. The advantages are enormous, bringing ease and convenience to our lives. It is clear that mobiles and wireless technology are here to stay but are we paying the price for new technology? Studies have shown that the rapid expansion in the use of wireless technology has brought with it a new form of radiation called 'electropollution'.

Compared to two generations ago, we are exposed to 100 million times more radiation. The human body consists of trillions of cells which use faint electromagnetic signals to communicate with each other, so that the necessary biological and physiological changes can happen. It is a delicate, natural balance. But this balance is being upset by the constant exposure to electromagnetic radiation (EMR) that we face in our daily lives and it is playing

havoc with our bodies. EMR can disrupt and alter the way in which our cells communicate and this can result in abnormal cell behaviour. Some studies have shown that exposure to wireless technology can affect our enzyme production, immune systems, nervous system and even our moods and behaviour. The most dangerous part of the phone is around the antenna. This area emits extremely potent radiation which has been shown to cause genetic damage and an increase in the risk of cancer.

Research shows that teenagers and young adults are the largest group of mobile phone users. According to a recent *Eurobarometer* survey, 70 per cent of Europeans aged 12–13 own a mobile phone and the number of children five to nine years old owning mobiles has greatly increased over the years. Children are especially vulnerable because their brains and nervous systems are not as immune to attack as adults. Sir William Stewart, chairman of the National Radiological Protection Board, says there is mounting evidence to prove the harmful effects of wireless technologies and that families should monitor their children's use of them.

Besides the physical and biological damage, technology can also have serious mental implications for children. It can be the cause of severe, addictive behaviour. In one case, two children had to be admitted into a mental health clinic in Northern Spain because of their addiction to mobile phones. An average of six hours a day would be spent talking, texting and playing games on their phones. The children could not be separated from their phones and showed disturbed behaviour that was making them fail at school. They regularly deceived family members to obtain money to buy phone cards to fund their destructive habit. There have been other cases of phone addiction like this.

Technology may also be changing our brain patterns. Professor Greenfield, a top specialist in brain development, says that, thanks to technology, teenage minds are developing differently from those of previous generations. Her main concern is over computer games. She claims that living in a virtual world where actions are rewarded without needing to think about the moral implications makes young people 'lose awareness of who they are'. She claims that technology brings a decline in linguistic creativity.

As technology keeps moving at a rapid pace and everyone clamours for the new musthave gadget of the moment, we cannot easily perceive the long-term effects on our health. Unfortunately, it is the most vulnerable members of our society that will be affected.

Questions 14-18

Complete the table below.

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

How MP3 players can threaten health

| MP3 player features | | Harmful results | Effects | |
|---------------------|--|---|-----------------------------------|--|
| Problem A | new 14 fit inside ears | creates intense sound | | |
| Problem B | 15 is distortion-free with clear quality sound | invites children to increase | damage to hair cells & loss of | |
| Problem C | capable of producing sound at 17 | as loud as a lawnmower or chainsaw – over recommended safe 18 | hearing | |

| Ques | tin | ne l | 0 | 23 |
|------|---------------------------|------|----|------|
| Oues | $\iota\iota\upsilon\iota$ | 15 1 | 7- | • 23 |

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

| | | * | | | |
|----|---|----|---|---|---|
| ٠, | Λ | Ιw | • | ٠ | 0 |

YES

if the statement agrees with the writer's views

NO

21

if the statement contradicts the writer's views

NOT GIVEN

if it is impossible to say what the writer thinks about this

| 19 | There are considerable benefits to our wireless world. | |
|----|--|--|
| | | |

Wireless technology is a permanent part of our lives.

Exposure to EMR can lead to criminal behaviour.

It is possible to become obsessed with technology.

Using technology always helps with academic success.

If the instructions say write no more than two words and/or a number' remember that at least one answer will contain a number.

Questions 24-26

Answer the questions below using NO MORE THAN THREE WORDS for each answer.

24 According to Professor Greenfield, what kind of world do children occupy when playing computer games?

25 What does Professor Greenfield feel children don't pay attention to when playing computer games?

26 According to Professor Greenfield, what may be lower in teenagers who play a lot of computer games?

READING PASSAGE 3

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

A History of Fingerprinting

A

To detectives, the answers lie at the end of our fingers. Fingerprinting offers an accurate and infallible means of personal identification. The ability to identify a person from a mere fingerprint is a powerful tool in the fight against crime. It is the most commonly used forensic evidence, often outperforming other methods of identification. These days, older methods of ink fingerprinting, which could take weeks, have given way to newer, faster techniques like fingerprint laser scanning, but the principles stay the same. No matter which way you collect fingerprint evidence, every single person's print is unique. So, what makes our fingerprints different from our neighbour's?

В

A good place to start is to understand what fingerprints are and how they are created. A fingerprint is the arrangement of skin ridges and furrows on the tips of the fingers. This ridged skin develops fully during foetal development, as the skin cells grow in the mother's womb. These ridges are arranged into patterns and remain the same throughout the course of a person's life. Other visible human characteristics, like weight and height, change over time whereas fingerprints do not. The reason why every fingerprint is unique is that when a baby's genes combine with environmental influences, such as temperature, it affects the way the ridges on the skin grow. It makes the ridges develop at different rates, buckling and bending into patterns. As a result, no two people end up having the same fingerprints. Even identical twins possess dissimilar fingerprints.

C

It is not easy to map the journey of how the unique quality of the fingerprint came to be discovered. The moment in history it happened is not entirely clear. However, the use of fingerprinting can be traced back to some ancient civilisations, such as Babylon and China, where thumbprints were pressed onto clay tablets to confirm business transactions. Whether people at this time actually realised the full extent of how fingerprints were important for identification purposes is another matter altogether. One cannot be sure if the act was seen as a means to confirm identity or a symbolic gesture to bind a contract, where giving your fingerprint was like giving your word.

D

Despite this uncertainty, there are those who made a significant contribution towards the analysis of fingerprinting. History tells us that a 14th century Persian doctor made an early statement that no two fingerprints are alike. Later, in the 17th century, Italian physician Marcello Malpighi studied the distinguishing shapes of loops and spirals in fingerprints. In his honour, the medical world later named a layer of skin after him. It was, however, an employee for the East India Company, William Herschel, who came to see the true potential of fingerprinting. He took fingerprints from the local people as a form of signature for contracts, in order to avoid fraud. His fascination with fingerprints propelled him to study them for the next twenty years. He developed the theory that fingerprints were unique to an individual and did not change at all over a lifetime. In 1880 Henry Faulds suggested that fingerprints could be used to identify convicted criminals. He wrote to Charles Darwin for advice, and the idea was referred on to Darwin's cousin, Sir Francis Galton. Galton eventually published an in-depth study of fingerprint science in 1892.

E

Although the fact that each person has a totally unique fingerprint pattern had been well documented and accepted for a long time, this knowledge was not exploited for criminal identification until the early 20th century. In the past, branding, tattooing and maiming had been used to mark the criminal for what he was. In some countries, thieves would have their hands cut off. France branded criminals with the fleur-de-lis symbol. The Romans tattooed mercenary soldiers to stop them from becoming deserters.

F

For many years police agencies in the Western world were reluctant to use fingerprinting, much preferring the popular method of the time, the Bertillon System, where dimensions of certain body parts were recorded to identify a criminal. The turning point was in 1903 when a prisoner by the name of Will West was admitted into Leavenworth Federal Penitentiary. Amazingly, Will had almost the same Bertillon measurements as another prisoner residing at the very same prison, whose name happened to be William West. It was only their fingerprints that could tell them apart. From that point on, fingerprinting became the standard for criminal identification.

G

Fingerprinting was useful in identifying people with a history of crime and who were listed on a database. However, in situations where the perpetrator was not on the database and a crime had no witnesses, the system fell short. Fingerprint chemistry is a new technology

that can work alongside traditional fingerprinting to find more clues than ever before. From organic compounds left behind on a print, a scientist can tell if the person is a child, an adult, a mature person or a smoker, and much more. It seems, after all these years, fingers continue to point the way.

Questions 27-32

Reading Passage 3 has seven paragraphs, A-G.

Choose the correct heading for paragraphs B-G from the list of headings below.

List of Headings

- Key people that made a difference
- ii An alternative to fingerprinting
- iii The significance of prints
- How to identify a criminal
- Patterns in the making
- vi Family connections
- vii Exciting new developments
- viii A strange coincidence
- Punishing a criminal ix
- An uncertain past

| Example | Paragraph A _ | iii |
|---------|---------------|-----|
| 27 | Paragraph B | |
| 28 | Paragraph C | |
| 29 | Paragraph D | |
| 30 | Paragraph E | |
| 31 | Paragraph F | |
| 32 | Paragraph G | |

When matching headings to paragraphs, be careful as there are more options than there are paragraphs. These extra headings are designed to confuse you, often referring to only specific details within a paragraph, rather than the main idea of the whole paragraph.

Questions 33-35

Complete the sentences.

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

- 33 Unlike other ______ that you can see, fingerprints never change.
- 34 Although genetically the same, ______ do not share the same fingerprints.
- 35 A fingerprint was a substitute for a ______ in Indian contracts.

5

Questions 36-40

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

| Wri | te | | | | | | | | |
|-----|---|---------------|----------------|-----------------|---------------|------------|------|--|--|
| TRU | E | if the sta | tement agree | s with the ir | nformation | | | | |
| FAL | SE | if the sta | tement contr | radicts the ir | nformation | | | | |
| NOT | GIVEN | if there i | s no informa | tion on this | | | | | |
| 36 | Fingerp | rinting is th | ne only effect | ive method | for identifyi | ng crimina | als. | | |
| 37 | The ridges and patterns that make up fingerprints develop before birth. | | | | | | | | |
| 38 | Malpigh | i conducte | d his studies | in Italy. | | | | | |
| 39 | Roman : | | re tattooed to | o prevent th | em from cor | nmitting | | | |
| 40 | Fingerp | | stry can ident | tify if a finge | erprint belon | igs to an | | | |

WRITING

WRITING TASK 1

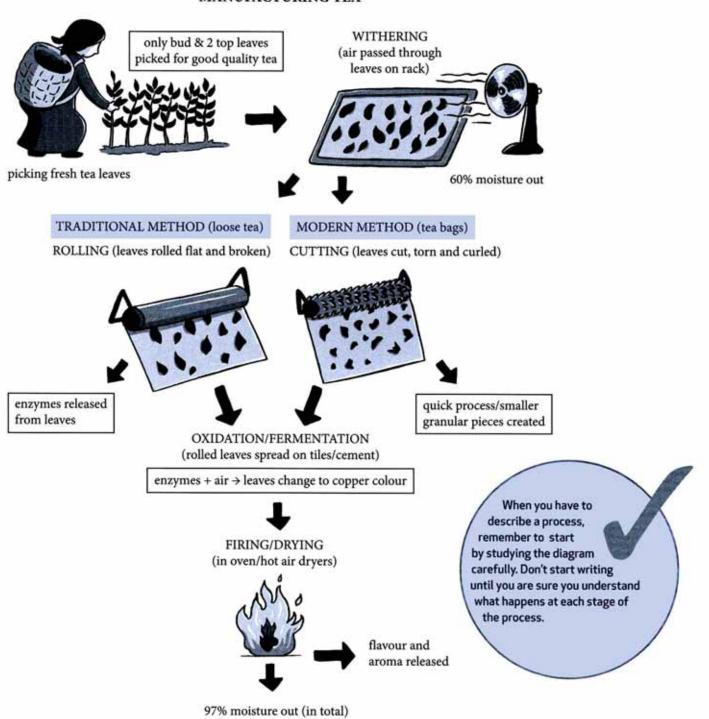
You should spend about 20 minutes on this task.

The diagram below shows two different processes for manufacturing black tea.

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

Write at least 150 words.

MANUFACTURING TEA



WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

In some countries young people have little leisure time and are under a lot of pressure to work hard on their studies.

What do you think are the causes of this?

What solutions can you suggest?

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

Write at least 250 words.

When discussing causes and solutions, remember to present a clear and logical argument in organised paragraphs. Use linking phrases such as One reason why..., Another reason is that..., One cause for this is that..., A way to solve this is...

SPEAKING

PART 1

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

Your local area

- · Where is your hometown?
- · How long have you lived there?
- · What is there to see and do in your local area?
- · What improvements would you like to see made in your local area?

PART 2

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

Describe a friend that you spend a lot of time with.

You should say:

who the person is
where you met
what kinds of things you do together
and explain why you like spending time with this person.

PART 3

Meeting people

- Could you describe some common ways of meeting people in your society?
- How have the ways in which we meet people now, changed from the past?
- · How important is it to make a good first impression?

Friendship

- What qualities do you look for in a friend?
- Do you prefer to have a large group of friends and acquaintances or a few close friends? [Why?]
- What are the differences between friendships made as a child and those we make as an adult?

When you are answering questions in Part 3, don't be afraid to say you're not sure about something. However, don't just say I don't know. Use phrases such as I'm not sure, but perhaps..., One possibility is that..., etc.

6 TEST 6

Example

LISTENING

SECTION 1 Questions 1-10 TEST 6_01

Questions 1 and 2

Complete the sentences below.

The caller works as a teacher

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

| 1 There will be | | _ passengers on the coach. |
|--------------------------|---------------------------|---------------------------------|
| 2 The students | leave the school | * |
| Questions 3-8 | ii. | |
| Complete the note | es below. | |
| Write NO MORE | THAN THREE WORDS AND | OR A NUMBER for each answer. |
| Example Company name: | Burnham Coaches | |
| Name of Client: | 3 | <u>= 4</u> |
| Address: | Down Language School | |
| | Down House | |
| | 4 | <u></u> |
| | Brighton | |
| Contact number: | 5 | to be contacted on 01273 512634 |
| Pick-up time: | 6 | |
| Return time: | 7 | |
| Purpose of Hire: | Visit to Stonehenge and 8 | |

When you have to complete notes, read the questions carefully before you listen. Try to predict what kind of information (names, numbers, etc.) you might need.

Questions 9 and 10

Answer the questions below.

Write NO MORE THAN THREE WORDS for each answer.

What does the cost of hiring the coach include?

10 Who does the customer have to speak to before confirming the booking?

SECTION 2 Questions 11-20 TEST 6_02

Questions 11 and 12

Choose the correct letter A, B or C.

- 11 Sally Jackson is
 - A a university lecturer.
 - B a university student.
 - C a secretary at the university.
- 12 What does Sally say about bank accounts?
 - A You are obliged to open a new one at the university.
 - B The matter should be discussed with the Director of Studies.

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

C Some students may not have to worry about opening one.

Questions 13-17

Complete the table below.

When answering multiple choice questions, remember that as you're listening, you may hear words from all three options. Avoid choosing an option just because you have heard one of the words included. The answer may be a paraphrase or synonym of the key word(s).

| Day | Event | Time | Notes | |
|-----------------|-----------------------|--------|---|--|
| Monday – Friday | Orientation & Welfare | 10 am | Tour of campus Sessions to develop 13 | |
| Monday – Friday | Tour of Upton | 5 pm | Visits to 14 and Ghost walk. | |
| Monday | Academic Fair | 1 pm | Talk to students and 15 | |
| Tuesday | Societies Fair | 1 pm | More than 16 societies and sports clubs. | |
| Wednesday | 17 | 2-5 pm | Lots of bargains and free gifts | |

Questions 18-20

Which THREE statements are true about the entertainment programme?

Choose THREE letters A-F.

- A Sally cannot reveal the name of the band for the first party.
- B Students can bring a guest to the opening party.
- C There will be a concert in the Cotswold Theatre on Monday.
- D There is an important event on Thursday.
- E There is no formal dress code for the Freshers' Ball.
- F Students should check the notice board for changes to the announced programme.

SECTION 3 Questions 21-30 TEST 6_03

Questions 21-23

Which THREE symptoms of compulsive eating disorder are mentioned?

Choose THREE letters A-F.

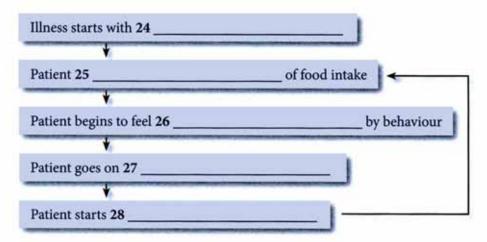
- A overeating
- B excess weight
- C weight loss
- D constant hunger
- E depression
- F continuous eating

Questions 24-28

Complete the flow chart below.

Write NO MORE THAN TWO WORDS for each answer.

COMPULSIVE EATING DISORDER



When you have to select items from a list, remember to read the instructions very carefully so you know exactly what kind of information you're looking for.

Questions 29 and 30

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

- 29 What disease can sufferers of compulsive eating disorder develop?
- 30 Which organisation offers help to people suffering from compulsive eating disorder?

SECTION 4 Questions 31-40 TEST 6_04

Questions 31-33

Choose the correct letter, A, B or C.

- 31 What does the speaker say about newspapers?
 - A They never report developments in science accurately.
 - B He became interested in his subject because of a newspaper report.
 - C They only report developments in renewable energy technology.
- 32 What significant event took place in 1956?
 - A Scientists discovered a new source of energy.
 - B A new type of power station came into service.
 - C Helium was first produced from hydrogen.
- 33 What does the speaker consider to be the main problem with nuclear fusion?
 - A Irresponsible scientists make false claims on the subject.
 - B It takes too long to produce the required reaction.
 - C The reaction has not produced usable quantities of energy.

Questions 34 and 35

Complete the sentences below.

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

| 34 | Temperatures of at least | degrees are needed for fusion |
|----|--------------------------|--|
| | to take place. | ************************************** |

| 35 Creating the pressure required in a | | is a major |
|--|------------------------|------------|
| | technological problem. | |

Questions 36-40

Complete the summary below.

Write NO MORE THAN TWO WORDS for each answer.

| In order for nuclear fusion to p | produce useful quantities of energy, isotopes of hydrogen must | | |
|--|---|--|--|
| be brought together at extreme | ely high temperatures and pressures. A number of | | |
| 36 will suspend the fuel so that it does not come into | | | |
| with the sides of the 37 Another one will raise the | | | |
| temperature of the fuel pellet to | that required to start the 38 | | |
| Extra energy released in this p | rocess will be used to produce 39 | | |
| that can be used to generate el | ectricity. It is believed that the amount of energy that can be | | |
| produced from 40 | of fusion fuel is equivalent to that which | | |
| can be produced from 10,000 | tonnes of fossil fuel. | | |

When you have to complete a summary, remember to read the summary carefully before you listen. In some cases, you may be able to predict the answer from the context.

READING

READING PASSAGE 1

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

Australia's Convict Colonies

Δ

The 1700s in Britain saw widespread poverty and rising crime, and those convicted of crimes faced harsh penalties, including transportation to one of Britain's overseas colonies. Since 1615, convicts had been transported to Britain's American colonies, both as punishment and a source of labour, but this practice was halted by the Revolutionary War in America (1775–1783). The British government decided to establish a new prison colony, and Botany Bay in New South Wales was chosen as the site. (Captain Cook, exploring the southeast coast of Australia in 1770, had named the land New South Wales and claimed it for Britain.) Between 1787 and 1868, almost 160,000 convicts, of whom about 25,000 were women, were sent to Australia to serve sentences ranging from 7 years to life.

B

Eleven ships set sail from England in 1787 to take the first group of about 750 British convicts to Australia. The fleet reached Botany Bay in January 1788, but nearby Sydney Cove was selected as a more suitable site for the new settlement, which later became the city of Sydney. The first few years were difficult, with severe food shortages; by 1792, however, there were government farms and private gardens. Convicts worked on these farms, or on construction projects such as building roads and bridges. Although the settlement was a prison colony, few convicts served their sentences in jail. They lived in houses they had built themselves, and established families, businesses and farms. A settlement was also established on Norfolk Island, where some convicts were sent for crimes committed after arrival in the colony. Two more settlements were established on Van Diemen's Land (now Tasmania), in 1803 and 1804.

c

Convicts not involved in public work were assigned to free settlers, providing labour in exchange for food, clothing and shelter. Some masters treated the convicts cruelly, and the punishment of convicts, particularly in the early days, could be arbitrary and savage. Lachlan Macquarie, governor of New South Wales from 1809 to 1819, adopted a more humane approach. He encouraged convicts to reform by rewarding good behaviour, even granting pardons to convicts before their sentence was completed. These emancipists, as they were called, were given land and government assistance to help them start farming. His policies were unpopular both with British authorities and wealthy free settlers, however, and the next governors were under orders to ensure that life for convicts became much stricter and more controlled. There were harsher punishments for second offenders, such as working in the 'iron gangs', where men were chained together to carry out exhausting work on the roads, or being sent to penal settlements where punishment was deliberately brutal so that it would act as a deterrent.

D

In the early years of settlement, the convicts greatly outnumbered free immigrants and settlers. In 1810, convicts made up almost 60 percent of the population, and over 20,000 new convicts arrived between 1821 and 1830. Even in 1831, convicts still comprised 45 percent of the population, with ex-convicts and emancipists making up another 30 percent. 25 percent of the population now consisted of people born in the colonies, and free people outnumbered convicts.

E

The first group of free settlers had arrived in Australia in 1793 to seek their fortune in the new land. Their numbers grew, with about 8,000 free settlers arriving in the 1820s to take advantage of free land grants and cheap convict labour. In 1831, the British government offered money to support new settlers, hoping to attract skilled workers and single women as immigrants. Between 1831 and 1840, more than 40,000 immigrants arrived in Australia.

F

During the 1820s there was a lengthy campaign to win certain rights for emancipists, which was opposed by wealthy free settlers. In the 1830s, free immigrants to New South Wales and Van Diemen's Land, unhappy about living in a prison colony where civil liberties were restricted and convict labour resulted in low wages, increasingly voiced their opposition to transportation. Again, wealthy landowners disagreed, but a growing number of reformers in England were also opposed to convict transportation. In 1838, a committee set up by the British Parliament recommended that the government end transportation to New South Wales and Van Diemen's Land, and abolish assignment. The British duly abolished assignment, and transportation – at least to New South Wales – was halted in 1840.

G

Transportation continued, however, to other colonies and settlements. In the 1840s, most British convicts were sent to Van Diemen's Land, where the British government introduced a convict system based on stages of reform, with the convicts gaining increasing levels of freedom for continued good behaviour. Transportation to the eastern colonies was abolished in 1852. In contrast, the convict system in Western Australia began in 1850, at the request of the Western Australian government, and continued until 1868. Convicts served part of their sentences in Britain before being transported to the colony, where they worked on badlyneeded public construction projects under a system similar to that tried in Van Diemen's Land.

Questions 1-3

Which THREE of the following statements are true of free settlers in the Australian prison colonies, according to the text?

Choose THREE letters A-H.

NB Your answers may be given in any order.

- They were mainly skilled workers and single women.
- В They all welcomed Governor Macquarie's policies.
- 25 percent of them were born in the colonies. C
- 160,000 of them went to Australia between 1787 and 1868. D
- 8,000 of them arrived in Australia in the 1820s.
- F They established families, businesses and farms.
- G Convicts who were assigned to them provided them with labour.
- They campaigned in favour of emancipist rights. H

When answering a multiple choice question with multiple answers, make sure you understand who or what the question refers to. Here, we are only interested in 'free settlers in the Australian prison colonies'. So we are only interested in statements about the free settlers.

Questions 4-9

Reading Passage 1 has seven paragraphs, A-G.

Choose the correct heading for paragraphs B-G from the list of headings below.

List of Headings

- Free settlers
- ii Transportation of convicts
- The end of transportation
- Convict life
- The colonial population v
- The treatment of convicts
- vii Opponents of transportation
- viii The first settlements

| Example | Paragraph A | ii |
|---------|-------------|----|
| 4 | Paragraph B | |
| 5 | Paragraph C | |
| 6 | Paragraph D | |
| 7 | Paragraph E | |
| 8 | Paragraph F | |
| 9 | Paragraph G | |

Questions 10-13

Complete the notes below.

Write NO MORE THAN THREE WORDS for each answer.

| Australia's Convict Colonies | |
|--|------------------|
| Events preceding first settlement • 1615 – convicts first transported to 10 by Britain | _controlled |
| • 1770 – Cook claims SE Australian coast for Britain, calling it 11 | |
| • 1775 – 1783 – Revolutionary War in America halts transportation there | |
| • 1787 – Botany Bay chosen as site for new 12 fleet sets sail | ; first convict |
| • 1788 – fleet reaches Botany Bay but 13 | _ chosen instead |

READING PASSAGE 2

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

Crows Can be Craftsmen too

A remarkable colony of inventors has emerged on an isolated Pacific island. They can fashion tools out of materials scavenged from the rainforest. They can even customise a tool for a given job. Meet the crows of New Caledonia.

Thinkers as diverse as Freud, Engels and Thomas Carlyle once pointed to the use of tools as being a defining behaviour of human beings. Then it was found that many animals also used them, from the 'fishing sticks' of apes to the rocks dropped on ostrich eggs by Egyptian vultures. Crows are particularly crafty. Earlier studies showed that they are almost human-like in their use of tools, with technological features that match the stone and bone tool cultures that emerged among primitive humans between 2.5 million and 70,000 BC.

But only humans were thought to have the brain power required for cumulative technological evolution. This is the skill for innovation that took our ancestors two million years ago from creating flakes of flint, for use in cutting, to honing knives, blades, arrowheads and axeheads.

Now this 'unique' attribute of humans has also turned out to be a flattering delusion. A new study shows that the crows of New Caledonia are inventive. With their evolving leaf tools, the birds have levered man off his pedestal.

Dr Gavin Hunt and Dr Russell Gray of the University of Auckland have spent the past decade studying feathered technology in New Caledonia, 900 miles north-east of Australia. After an intensive field survey of local crow industry, the scientists found that the birds rip the leaves of the *pandanus* tree to fashion three distinct types of tool for grub and insect extraction: wide, narrow and tapered.

Long ago, the birds discovered that they could rip the serrated edge off the leaves to make a wide tool. The skill spread and the crows honed tools with finer working tips, by either narrowing tools or tapering them. (Because the leaves are reinforced by tough parallel fibres, the tapered design is made in steps. The crow nips the leaf, rips along the fibres, makes another cut and tears again, repeating until it has a tool with usually two, three or four steps.)

Leaf tool manufacture is an example of culture: the birds learn through example and their tool-making wisdom grows in sophistication down the generations. The crows appear to have the cognitive requirements for cumulative, though rudimentary, technological evolution, said Dr Gray. 'Tool manufacture in New Caledonian crows shows striking flexibility and innovation.' The ability of the birds to innovate is further shown by their making of other tools. They often strip a twig of leaves and cut it off just below a shortened offshoot to create a hook to get bugs out. They also use simpler tools to extract grubs from the dead wood of trees.

Prof Alex Kacelnik, fellow of Pembroke College, Oxford, praised the study as 'extremely important'. It complements his own research, with Dr Jackie Chappell and Alex Weir, which has turned Betty the New Caledonian crow into a star by revealing her to be the first animal, other than man, to show a basic understanding of cause and effect.

Betty began making tools after her partner snatched away a hook made for her by the researchers, forcing her to make her own from garden wire to fish out morsels from a tube. She wedged the end of the wire into the base of the food tube and turned her head to form the hook. What amazed the researchers is that she can even adapt her hooks if they are not up to the job, something that even chimpanzees are unable to do. Although chimps use sticks in experiments, they have not shown any human-like understanding of basic physical laws. 'When she starts bending the wire it is as if she has a clear objective, even correcting the angle of the hook if it is not right,' said Prof Kacelnik. 'Although many animals use tools, purposeful modification of objects to solve new problems, without training or prior experience, is virtually unknown.'

'While we have been emphasising the individual ability of animals like Betty to solve problems, the New Zealand team has been emphasising tool manufacture, the cultural traditions and transmission of information in the wild,' said Prof Kacelnik. Both strands of research are related by how the crows are not genetically programmed to use a tool, like a spider and his web. Instead, the birds creatively invent new kinds of tools to solve problems and can share skills with others.

The crow family are the Einsteins of the avian world, though Prof Kacelnik added that, at least in terms of tool making, the Pacific crows are smarter than their British cousins. 'We have not yet identified what it is that makes these crows so special, though it is something to do with ecological circumstances,' said Prof Kacelnik.

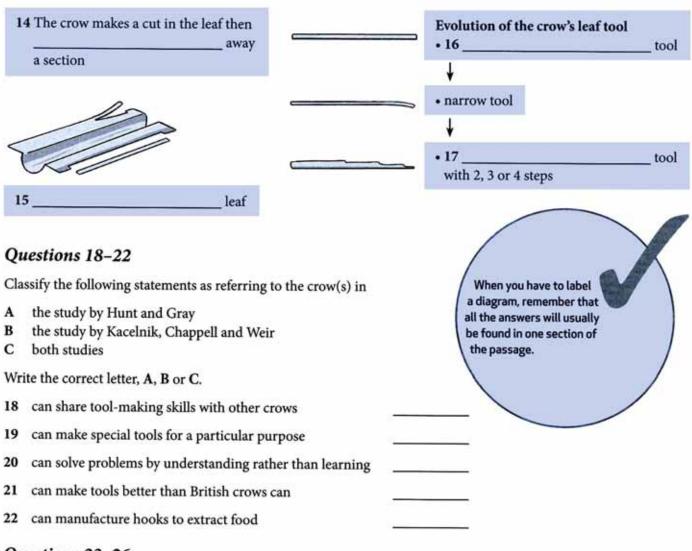
Once scientists have got to the bottom of what makes Pacific crows master toolmakers, they may have to think again about how this skill evolved in humans.

6

Questions 14-17

Complete the diagrams.

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



Questions 23-26

Complete the summary.

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

| It used to be thought that only | numan beings used tools. Even after we learned that many |
|---------------------------------|--|
| other 23 | also do so, it was still believed that only humans |
| were intelligent enough to grad | ually evolve better tools. A study of crows in |
| 24 | , however, shows that these birds use a leaf tool which |
| has been evolved over several g | enerations. A crow in another study has shown the human- |
| like ability to understand 25 | in order to manufacture tools, |
| which not even 26 | can do. |

READING PASSAGE 3

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

Coming into the World

A little-known island community comes in from the cold.

Back in early 1961, few outside the corridors of dwindling British power had heard of the archipelago centred on the main island of Tristan da Cunha, from which the scattered islands that make up the group took their name.

It would take a dramatic volcanic eruption, and an emergency evacuation that would grab the attention of the media, to bring attention to this mysterious outpost of the British Empire. It seemed that the islands, no more than pin-pricks in the Southern Atlantic Ocean, almost equidistant between Buenos Aires in South America and Cape Town in South Africa, preferred not to be found.

The same can be said of the 290 or so residents of Tristan da Cunha at that time. They lived on the remotest island on the entire planet. There was no airport, nor was there space to build one on this mountainous carbuncle projecting from the ocean. The only harbour, impenetrable during rough weather, was 1,500 miles distant from the nearest mainland port, Cape Town. Communications with the outside world relied predominantly on signals to passing fishing boats and the annual visit of the vessel that supplied the islanders with the goods they could not produce themselves.

For this was a self-reliant community, proud of their ability to survive and help each other in times of adversity. Colonised early in the 19th century, until December 1942, money had not been exchanged on the island. However, war-time conditions and new development, in particular a new fishing industry, saw the beginnings of links which meant that the islanders had to accept they were now part of the modern world, however much the older members of the community might resist such change.

The lives of the islanders ticked quietly along, largely ignored as the government of Britain struggled with larger events on the world stage, until the beginning of August 1961. Earth tremors and rock falls began on the 6th, but by October the situation had got so bad that the island had to be evacuated. The entire population eventually found themselves in England, where they were met with unwanted and unexpected attention from the media. They were housed at a military camp just outside the port of Southampton.

Coming from a sub-tropical island and having had little exposure to the illnesses and chill endured by the natives of the British Isles during winter, several of the elder islanders succumbed. The government did not seem to know what to offer the islanders, there was no news about what was happening to their homeland, and the future looked very bleak. These were people who had built up their own way of life for over one hundred and fifty years. They were a compact community who shared only seven family names between them, and now it seemed that their way of life was to be destroyed.

Fortunately, and despite the islanders reluctance to have any dealings with the media, who they suspected looked on them as historical curiosities, the attention helped keep their plight in the public eye. Eventually, word came through that the island was again habitable and, despite strong resistance from the British Government, the vast majority of the islanders voted to return, turning their backs on the temptations of the brighter lights of their temporary home in favour of their own.

The last of the returning islanders arrived in November 1963 and, with the rebuilding of the crawfish canning industry and a growing demand for the island's stamps amongst dedicated collectors following the publicity caused by the volcanic eruption, the local economy soon recovered, although communications remained as difficult as they had ever been. Michael Parsons, a young British teacher who was employed on the island, recalls that there was no television and mail from the outside world arrived just eight times a year. It was allowed to send a 100-word telegram home once a month, he recalls, and getting news from home brought a lump to my throat.

Things have changed with developments in technology, but at the beginning of the present century the island was again cut off from the rest of the world when, on May 23rd 2001, a hurricane tore through the area. It caused extensive damage, knocking out the radio station and satellite telephone link as well as leaving the islanders without electricity. It would be a week before news of the disaster reached London and several more weeks before a rescue package could be agreed to help the islanders rebuild.

Today the island boasts its own internet café. For the first time people can see what the items they wish to obtain from abroad actually look like before they purchase them – a big bonus in a place where you have to wait many months to receive an order which might prove to be unsuitable for the purpose you had in mind. At last, it seems, Tristan da Cunha has joined the world.

Questions 27 and 28

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

- 27 The writer describes the islands of Tristan da Cunha as
 - A difficult to find in an emergency.
 - B a place the media didn't understand.
 - C somewhere different countries claimed to own.
 - D unknown to most members of the public.
- 28 What does the writer say about the islanders?
 - A They could go for years with no contact with outsiders.
 - B They had no means of leaving the island to speak to others.
 - C They exchanged messages with boats that went past them.
 - D They travelled to the mainland on the supply ship.

Questions 29-34

Do the following statements agree with the claims of the writer in Reading Passage 3?

Write

YES if the statement agrees with the writer's views NO if the statement contradicts the writer's views

NOT GIVEN if it is impossible to say what the writer thinks about this

- 29 People living on Tristan da Cunha are totally self-sufficient.
- 30 The islanders often get ill.
- 31 Some islanders were reluctant to return after the volcanic eruption.
- 32 The selling of postage stamps has generated revenue for the islanders.
- 33 There is no television service on Tristan da Cunha.
- 34 Communications with the island are often interrupted.

When saying if statements agree with what the writer says, remember that NO means the statement specifically contradicts the writer's view. A statement which seems slightly different to what the writer says, is more likely to be NOT GIVEN.

6

Questions 35-40

Complete the summary.

| Choose NO MORE THAN | TWO WORDS from the passage for | r each answer. |
|-------------------------------|--|--------------------------------|
| First colonised in the early | part of the 19th century, Tristan da C | Cunha remained unknown to |
| many people in the rest of | the world until a 35 | forced the |
| small population of this rea | mote island to evacuate their homes | and brought their existence to |
| the attention of 36 | . After spe | nding two years as refugees in |
| 37 | , the British Government r | eluctantly allowed them to |
| return to the island once it | had been established that the dange | r had passed. The |
| 38 | of the island improved who | en rebuilding work had been |
| completed, partly because | of a new interest in the 39 | * |
| Disaster was to strike the is | sland again nearly forty years later w | hen a |
| 40 | destroyed many buildings | on the island. |

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

The table below shows the number of students living in the UK gaining teacher training qualifications in 2005/6 and 2006/7, and the proportion of male qualifiers.

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

Write at least 150 words.

Initial Teacher Training (ITT) qualifications obtained 2005/6 and 2006/7, UK

| | | Total | Female | Male | % Male |
|--------|--|--------|--------|-------|--------|
| 2005/6 | Total teaching qualifications obtained | 31,930 | 23,865 | 8,065 | 25.3% |
| | PGCE* | 24,405 | 17,420 | 6,980 | 28.6% |
| | BEd & other degrees | 7,525 | 6,440 | 1,085 | 14.4% |
| 2006/7 | Total teaching qualifications obtained | 31,945 | 24,335 | 7,610 | 23.8% |
| | PGCE | 23,900 | 17,415 | 6,485 | 27.1% |
| | BEd & other degrees | 8,045 | 6,920 | 1,125 | 14.5% |

^{*}Postgraduate Certificate in Education

When you have to summarise information in Task 1, remember that it is often not possible to include all the figures you are presented with, so select only the most important figures in the data.

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

As mass communication and transport continue to grow, societies are becoming more and more alike leading to a phenomenon known as globalisation. Some people fear that globalisation will inevitably lead to the total loss of cultural identity.

To what extent do you agree or disagree with this statement?

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

Write at least 250 words.

When you have to respond to a provocative statement as in this case, remember that you have a choice. You can totally agree, totally disagree, or partly agree and partly disagree.

SPEAKING

PART 1

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

Newspapers

- · When did you first start reading newspapers? [Why?]
- · What different kinds of newspaper are there in your country?
- How important is it for people to read the news rather than watch it on TV? [Why?]

PART 2

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

Describe one of the facilities (e.g. sports centre, shopping centre, cinema, theatre) in your area that you use frequently.

You should say:

what kind of facility it is where it is located what the facility has to offer and explain why you use it so frequently.

PART 3

Neighbourhoods in your country

- Describe a typical neighbourhood in your country.
- Have neighbourhoods changed over the years? In what ways?
- How do people show pride in their neighbourhoods?

A sense of community

- What are the advantages of living in a small community? Are there any disadvantages?
- Do you think people in your neighbourhood have a strong sense of community?
- What can be done to develop a sense of community in neighbourhoods?

When
talking about a
topic in Part 2, remember
to make notes of the
key points you want
to talk about during the
preparation time so that you do not
run out of things to say when you
start talking. It is far better to
be stopped by the examiner
because you have overrun
the time allowed.

Answer Key

TEST 1

LISTENING

SECTION 1 Questions 1-10 TEST 1 01

- 1 A because Jamie says: 'I've been thinking about next month's camping trip.'
- 2 A because Jamie says: 'I wasn't completely happy with the camp we used last year. It was rather small'.
- 3 C because Jamie says: 'No, actually it's just outside Carlisle. It's a huge site and it's on a lovely lake, Lake Brant I believe it's called.'
- 4 B because Jamie says: 'For kids that rarely get to see anything more than concrete, it's ideal."
- 5 A because Jamie says: 'at this campsite it's only £4 per night and they told me that if we had over 50 children, which we do, they could give us a further 10% off.
- 6 barbecue
- 7 7/seven
- 8 discuss their day
- 9 (some)/(the) caves
- 10 buses

SECTION 2 Questions 11-20 TEST 1 02

- 11 director/Director
- 12 reception staff
- 13 35/thirty-five
- 14 10 and 3/ten and three
- 15 get involved
- 16 emotional or physical
- 17 homesickness
- 19 (about) 45 minutes/forty-five minutes
- 20 (the) Counselling Service

SECTION 3 Questions 21-30 TEST 1 03

- 21 B because Simon says: 'It seems that everyone else is working on the same things at the same time and every time I look the books are checked out from the library.'
- 22 C because Simon says: 'Bradman was simple and straightforward and I felt as if I got a lot out of that.'
- 23 diagnosis
- 24 pure rational thought
- 25 (the) 11th century
- 26 problem
- 27 analyse
- 28 unreliable/unusual/surprising
- 29 modify
- 30 communicate

SECTION 4 Questions 31-40 TEST 1 04

- 31 (the) South Bank
- 32 (a) power station

- 33 contemporary artists
- 34 (a) gasworks
- 35 (a) 3/three-storey building
- 36 modern British artists
- 37 1897
- 38 historic
- 39 temporary exhibitions
- 40 (a) warehouse

READING

READING PASSAGE 1

- 1 a hundred years/100 years
- 2 mentally confused/behind monolingual children
- 3 (well-developed) language
- 4 ii
- 5 vi
- 6 iv
- 7 i
- 8 ix
- 9 v
- 10 FALSE because it says in the last paragraph: "balanced" bilinguals may have temporary and occasionally permanent advantages over monolinguals'.
- 11 FALSE because it says in the last paragraph: 'being less fixed on the sounds of words and more centred on the meaning of words'.
- 12 NOT GIVEN
- 13 TRUE because it says in the last paragraph: 'This advantage may mean an initial head start in learning to read and learning to think about language."

READING PASSAGE 2

14-16 (in any order)

- B because it says in paragraph 1: 'which advises on the clinical and cost effectiveness of treatments for the National Health Service (NHS) in the UK'.
- D because it says in paragraph 2: 'Its ruling should apply only if the treatment was likely to be less effective, or not work because of an unhealthy habit."
- G because it says in paragraph 3: 'Across the UK, primary care trusts (PCTs) regularly wait for many months for a NICE decision before agreeing to fund a new treatment.'
- 17 A because it says in paragraph 4: 'no priority should be given to patients based on income'.
- 18 D because it says in paragraph 4: 'NICE has already ruled that IVF should be available on the NHS to women aged 23 to 39'.
- 19 C because it says in paragraph 5: 'They acknowledge that it can be difficult to decide whether an illness such as a heart attack was self-inflicted in a smoker.'
- 20 C because it says in the last paragraph: 'Jonathan Ellis, the policy manager at Help the Aged, said it was pleased NICE had finally shown an understanding of the importance of tackling age discrimination.'

- 21 A because it says in paragraph 6: 'Prof Sir Michael Rawlins, the chairman of NICE'.
- 22 B because it says in paragraph 7: 'Steve Webb, the Liberal Democrat health spokesman'. The Liberal Democrats are a political party in the UK.
- 23 A because it says in paragraph 6: 'On age we are very clear'.
- 24 B because it says in paragraph 7: 'There is no excuse for cashstrapped hospitals denying treatment to people whose lifestyle they disapprove of'.
- 25 C because it says in the last paragraph: 'The NHS now has much to learn. It will ensure a fairer deal all round for older people using the NHS.'
- 26 A because it says in paragraph 6: 'NICE values people, equally, at all ages.'

READING PASSAGE 3

- 27 FALSE because it says in paragraph 1: 'During the late eighteenth and early nineteenth centuries'.
- 28 TRUE because it says in paragraph 1: 'casting off their predecessors' styles in favour of a gripping and forceful art'.
- 29 FALSE because it says in paragraph 1: 'a gripping and forceful art which endures with us to this day'.
- 30 NOT GIVEN
- 31 TRUE because it says in paragraph 2, 'Indeed, imagination was the most critical attribute of the Romantic poets.'
- 32 TRUE because it says in paragraph 2: 'Nature, mythology and emotion were of great importance'.
- 33 (the) Mediterranean
- 34 Greece
- 35 his (colourful) lifestyle
- 36 political views
- 37 output
- 38 failing health
- 39 climate
- 40 individualism and imagination, because it says in the last paragraph: 'They introduced the concept of individualism and imagination'.

TEST 2

LISTENING

SECTION 1 Questions 1-10 TEST 2_01

- 1 (the) local clinic
- 2 a charity event
- 3 hold a protest
- 4 B because Peter says: 'we might need a caterer to provide refreshments'.
- 5 C because Peter says: 'the village hall is a good idea. It's more official than having it in someone's living room'.
- 6 A because Peter says: 'we'll give them an alternative. Say, one evening in the week after everybody's finished work. We'll see

which is the most acceptable to them, then book the hall'.

- 7 financial situation
- 8 socially
- 9 for free
- 10 Volunteers

SECTION 2 Questions 11-20 TEST 2 02

- 11 B because she says: 'we have child carriers, free of charge' and 'It might make things a bit easier for you than using a pushchair.'
- 12 C because she says: 'Posters, postcards, replicas'.
- 13 B because she says: 'they were sculpted in 1894 for the grand opening in 1897'.
- 14 A because she says: 'the first people to build here were the Celts' and 'When the Romans came, they too built a temple here.'
- 15 1.6 m/metres
- 16 benches
- 17 46° C/forty-six degrees centigrade
- 18 minerals
- 19 healing powers
- 20 60/sixty and 70/seventy

SECTION 3 Questions 21-30 TEST 2 03

- 21 (urban) transport systems
- 22 (traffic) congestion
- 23 (a) status symbol
- 24 £5/five pounds
- 25 (a) credit card
- 26 alternate days
- 27 rapid transit
- 28 17%/seventeen per cent
- 29 (special) parking facilities/areas
- 30 arrests

SECTION 4 Questions 31-40 TEST 2 04

- 31 medical profession
- 32 narrow
- 33 physicians
- 34 human dimension/mind
- 35 E because she says: 'just because it's now officially a school book'.
- 36 A because she says it: 'shows how much imagination and excitement there is in scientific discovery'.
- 37 G because she says it: 'forces us to look at some of the darker aspects of human nature'.
- 38 H because she says: 'it is the first fictional response to Charles Darwin's On The Origin of Species'.
- 39 D because she says it: 'is a biography' and it 'is about Luca Turin, a biophysicist'.
- 40 C because she says: 'that classic of the genre, Charles Darwin's On The Origin of Species'.

READING

READING PASSAGE 1

- 1 local consumption
- 2 competition
- 3 banned
- 4 meet (the) demand
- 5 efficient
- 6 steam (engines)
- 7 C because it says in paragraph 4: 'the spinning jenny, which among other things had the effect of raising productivity eightfold'.
- 8 D because it says in paragraph 5: 'By the end of the 19th century the figure had soared to close on £50 million.'
- 9 A because it says in paragraph 6: 'it was competition from abroad'.
- 10 FALSE because in paragraph 3 it describes the foreign fabrics as 'high quality'.
- 11 NOT GIVEN
- 12 TRUE because it says in paragraph 6: 'Economically less developed countries, on the other hand, had the advantage of being able to provide low wage competition.'
- 13 TRUE because it says in paragraph 8: 'out-sourcing was a rational response to the growing competition from overseas'.

READING PASSAGE 2

14-15-16 (in any order)

C because it says in paragraph 2: 'foul and abusive language'.

E because it says in paragraph 5: 'young people merely hanging out in public places, however boisterous their behaviour might seem to be to some people, are not considered to be indulging in anti-social behaviour'.

F because it says in paragraph 6: 'ASBOs are made on an individual basis even if that person is part of a group'.

- 17 C because it says in paragraph 1: 'you are getting into an area where there is going to be considerable disagreement'.
- 18 C because it says in paragraph 7: 'It is a striking fact that the majority of ASBOs imposed since the law was enacted have been handed to young people and children.'
- 19 A because it says in paragraph 8: 'What all this means is that ASBOs are being used very rarely in many parts of the country. So the jury is still out as to how effective they really are.'
- 20 definition
- 21 excessive
- 22 civil
- 23 make a complaint
- 24 witnesses/neighbours/acquaintances
- 25 magistrates' court
- 26 Physical violence

READING PASSAGE 3

- 27 B because it says in paragraph 2: 'humans have been causing global warming ever since our ancestors started burning and cutting forests to make way for fields at least 7,000 years ago' and in paragraph 3: 'that's the view of retired climate scientist William Ruddiman'.
- 28 C because it says in paragraph 8: 'the atmospheric methane began to climb again 5,000 years ago'.
- 29 C because Ruddiman's view is that 'a few primitive farmers' (paragraph 4) caused global warming when they 'started burning and cutting forests to make way for fields at least 7,000 years ago' (paragraph 1).
- 30 ancestors
- 31 far-fetched
- 32 climate-warming
- 33 recorded history
- 34 ice age
- 35 FALSE because it says in paragraph 1: 'our ancestors stand accused of wiping out mega fauna'.
- 36 NOT GIVEN
- 37 TRUE because it says in paragraph 4: 'Ruddiman's idea has been hugely controversial'.
- 38 FALSE because it says in paragraph 4: 'the latest evidence strengthens his case' not proves it correct.
- 39 NOT GIVEN
- 40 TRUE because it says in paragraph 6: 'periodic changes in the planet's orbit and axis of rotation alter the amount of sunlight reaching the Earth'.

TEST 3

LISTENING

SECTION 1 Questions 1-10 TEST 3_01

- 1 Sanders
- 2 4456786
- 3 leave (a) message
- 4 50/fifty
- 5 25th (of) June
- 6 round
- 7 large
- 8 5/five
- 9 B because the man says: 'The buffet is fine.'
- 10 A because the woman says: 'it's £30 a head ... times 50 ... so that's £1,500. Fifty per cent of that would be £700 now, with the balance due another £750 on the day,' and the man replies, 'Great. I'll call in tomorrow if that's okay. I can pay you the deposit then.'

SECTION 2 Questions 11-20 TEST 3 02

11 B because she says: 'The East Front, which is the part we see from the road, was added as part of the work done by Queen Victoria and was completed in 1850.

12 C because she says: 'The last major changes to the structure were made by King George the Fifth who, in 1913, had the East Front redesigned.

13 C because she says: 'the palace was bombed seven times during the Second World War, most seriously in 1940.

14 A because she says: 'It was George the Fourth who turned it into a palace, doubling its size, when he became king in 1820.'

15 A because she says: 'King George the Third who, in 1761, had become the first royal owner of the building, though it was still not used as the home of the royal family - just as a private home for Queen Charlotte. It was known as The Queen's House at that time.'

16 A because she says: 'in 1834, he offered it as a new home for Parliament after the Houses of Parliament were destroyed by fire'. 17 B because she says: 'in 1837, when Victoria became Queen', 'Victoria was also responsible for moving the Marble Arch' and

18 8,000/8000/eight thousand

'Victoria died in 1901'.

19 350

20 state rooms

SECTION 3 Questions 21-30 TEST 3 03

21 (our) past mistakes

22 what they thought

23 in a job

24 flexible and adaptable

25 F because she says: 'The first one was anthropology, which he said would cover pre-history and archaeology as well'.

26 C because she says: 'this was not meant to mean that we will spend all our time looking at economic theory, but more that we need to see how humans behave'.

27 A because she says: 'we'll be looking at how cultural information is handed down from one generation to the next through teaching children'.

28 H because she says: 'in relation to urban planning'.

29 E because he says: 'laws affect the way wealth is distributed'.

30 G because he says: 'In sociology and social work, and in social science generally, they can only study patterns of behaviour and observe. If you compare that to the way scientists work in physics or chemistry, it's very different because they use specific experiments that can be tested and which give concrete answers. Social studies is often accused of being unscientific.

SECTION 4 Questions 31-40 TEST 3_04

31 B because he says: 'if for no other reason than it will help make sense of the next series of lectures'.

32 C because he says: 'the post-war baby boom. With the end of

the Second World War in 1945, there began in the USA an era of perceived prosperity and security. In short, people started to feel that that the world was a much better and safer place to bring up children'.

33 A because he says: 'seventy million in the USA alone - were teenagers'.

34 A because he says: 'the more conservative atmosphere of the preceding decade'.

35 C because he says: 'The role of women changed and, uh, equality for women...well, let's just say that once certain books were published, women were no longer going to be satisfied with their roles as devoted wives and mothers'.

36 B because he says: 'The crime rate rose to nine times what it was in the fifties'.

37 C because he says: 'lasers being invented at the start of the decade'.

38 (photographic) evidence

39 the second/2nd

40 (nuclear) war

READING

READING PASSAGE 1

1 (existing) phone networks

2 press a button

3 (in) cars

4 2G / the second generation

5 battery design

6 machine-generated

7 wirelessly

8 paired spectrum

9 uplink

10 downlink

11 B because it says in paragraph 5: '3G technology uses a higher frequency to carry the signals, allowing masts to emit more radiation. This problem is intensified by the need to have masts in closer proximity to each other.'

12 D because it says in paragraph 7: "Tests carried out on animals living close to this form of radiation are particularly useful because scientists can rule out the psychological effect that humans might be exhibiting due to their fear of possible contamination."

13 A because it says in paragraph 8: 'the danger of exposure exists when using a mobile phone but since we do this for limited periods, between which it is believed our bodies can recover, it is not considered as serious as the effect of living or working near a mast."

READING PASSAGE 2

14 FALSE because it says in paragraph 1: 'Usually, contamination occurs through direct contact with secretions from an infected person. Its spread is also possible from ... coughs or sneezes.'

15 NOT GIVEN because the final sentence of paragraph 1 describes the effect on the cells of the body, not what the infected person is aware of.

16 TRUE because it says in paragraph 2: 'The spread continues for up to 72 hours, the exact length of time depending on the body's immune system response and the strength of the particular strain of flu.'

17 TRUE because it says in paragraph 2: 'people with compromised immune systems (typical in the young, where it is not fully developed, or in the old and the sick, where it is not working efficiently), often suffer the worst effects'.

18 NOT GIVEN because it says in paragraph 4 that some survivors from 1918 still had antibodies and some were still producing them, but no information is given about whether they were weaker.

19 FALSE because it says in paragraph 5: 'the vaccine protects us from the variations of flu that doctors expect that year.'

20 TRUE because it says in the final paragraph: 'scientists and doctors can reasonably expect a death rate comparable to that which occurred in 1918 and ... it could be several times worse.'

21 C because in paragraph 1 it says: 'it should be made clear that the risk is not great from simply being in the same room as an infected person'.

22 B because in paragraph 3 it says: 'It is also <u>estimated</u> that one fifth of the population of the world <u>may</u> have been infected.'

23 C because in paragraph 5 it says: 'Although these genetic changes are rare'.

24 A because in paragraph 6 it says: 'In 2005, another genetic shift in an influenza A virus was recorded, giving rise to the H5N1 strain'.

25 (the) respiratory tract

26 human to human

READING PASSAGE 3

27 C because in paragraph 2 it says: 'people in poor countries simply cannot afford to pay the same amount of money as those in rich countries'.

28 B because it says in paragraph 4: 'Ethical trade began as an attempt to cause as little damage as possible to the producers of raw materials and manufactured goods in poor countries.'

29 B because it says in paragraph 4: 'This movement put pressure on the industry to see to it that working conditions and human rights were not damaged by the need for poorer people to produce goods.'

30 C because it says in paragraph 5: 'Worse still, while the agricultural land is given over to cash crops, it robs the local people of the ability to grow their own food.'

31 A because it says in paragraph 6: 'Fair trade organisations view sustainability as a key aim. This involves implementing policies where producers are given a fair price for the goods they sell, so that they and their communities can continue to operate.'
32 (market) research

33 (local) government controls

34 price list

35 maximum number

36 limited market

37 A because it says in paragraph 1: 'All that needed to be negotiated was a fair 'price' for the items. (How many axes is a barrel of oil worth, for example?)'

38 B because it says in paragraph 3: 'nearly everyone wants to own a television or a mobile phone, and there is a lot of competition in the area of production, forcing the prices to be competitive too. The producers have to sell a large number of items to make a profit because their profit margin is small.'

39 C because it says in paragraph 5: 'while the agricultural land is given over to cash crops, it robs the local people of the ability to grow their own food. In time, through over-production, the land becomes spent and infertile, leading to ... the destruction of the whole community.'

40 D because it says in paragraph 7 that big businesses 'are cynical' but that 'it will help them too'.

TEST 4

LISTENING

SECTION 1 Questions 1-10 TEST 4_01

1 12/twelve

2 3/three because she says 'I'm staying with two other students and the lady who rents the house to us.'

3 abroad

4 50/fifty minutes

5/6 A, D (in either order) A: because she says 'It's just so far away';

D: because she says 'there's nothing to do there'.

7 (the) (student) noticeboard(s)/notice board(s)/notice-board(s)

8 Hillside (College)

9 literature/Literature

10 (on) Monday

SECTION 2 Questions 11-20 TEST 4_02

11 C because he says 'after finishing my degree'.

12 A because he says 'I had to find the money for the flight'.

13 B because he says 'originally I was going to be sent to a village in India'.

14 C because he says 'mostly a mixture of descendants from Africa and India'... 'There are also some Trinidadians of Chinese and British origin'.

15 B because he says 'some concepts don't quite translate. They're pure Trinidadian.' It's not A because the terms (e.g. 'playing mass') are connected to the English language.

16 a million dollars/\$1000000/\$1,000,000/1,000,000/1000000 dollars

17 (in) the jungle

18 D because he says 'the kids'... 'were so respectful'.

19 F because he says 'a Samaritan - that's someone who listens and supports people who have problems with their lives'.

20 A because he says 'so many different kinds of festival to see'.

SECTION 3 Questions 21-30 TEST 4 03

- 21 B because Sonia says 'We're supposed to fill this form in' and the questions are about a course e.g. question 1: 'Was the course well organised?"
- 22 A because 'Mattheus' says 'Fair enough' after Sonia says the teacher was flexible.
- 23 C because Sonia says 'I know it was a bit early, with classes starting at 8.30, but you choose if you want to sign up to them or not, so that's no excuse really.' And then Mattheus says 'Yeah, they could have taken the evening classes if they didn't want to wake up early in the morning."
- 24 B because Sonia says: 'Look, the business studies book was interesting, but I thought the human behaviour one was boring." 25 B because Mattheus says: 'I want to study psychology. You
- want to become master of the universe, managing a huge multinational company, don't you?'
- 26 A because Sonia says: 'most of the books I wanted had already been taken out'.
- 27 F because Mattheus says: 'as you go in, the librarians' desk is on your right. Directly opposite is the section for new publications new books the college has acquired.'
- 28 A because Mattheus says: 'Behind that [the seating and computers section] we've got the periodicals - newspapers and magazines. And that's before the reference section.'
- 29 D because Mattheus says: 'Management and business studies, along with marketing, are all as you said, at the back, but on the right.'
- 30 B because Mattheus says: 'It's between the multimedia room and the seminar room. They're all behind the librarians' desk.'

SECTION 4 Questions 31-40 TEST 4 04

- 31 C because he says: 'perhaps over 3,000 years old, arriving in Ireland with the Celts, some claim'.
- 32 A because he says: 'Each one has a stick called a hurley. Here you are: I've brought mine along - had it since I was at school'.
- 33 C because he says: 'you hit it into the net for three points or you can hit it over the net for one point'.
- 34 C because he says: 'the golden age of the game is considered to be the eighteenth century'.
- 35 B because he says: 'in 1879'.
- 36 B because he says: 'closely followed just a few years later'.
- 37 A because he says: 'with greater organisation last century, the
- All Ireland Hurling Championship got off to a flying start'.
- 39 soccer/football and basketball
- 40 shorter

READING

READING PASSAGE 1

1 NOT GIVEN

- 2 FALSE because it says in paragraph 1: 'Rather than being created in one session, as archaeologists previously thought, many of the works discovered across Europe were produced over hundreds of generations, who added to, refreshed and painted over the original pieces of art.'
- 3 FALSE because it says in paragraph 3: 'If we can date the art then we can relate that to the artefacts we find in the ground'.
- 4 TRUE because it says in paragraph 5: 'this can be inaccurate'; 'Taking samples for carbon dating also means destroying a bit of these precious paintings because you need to take away a bit of the pigment.'; 'For carvings, it is virtually impossible to date as there is no organic pigment containing carbon at all.'
- 5 NOT GIVEN
- 6 C because it says in paragraph 6: 'It is probably the case that people did not live in the caves they painted. It seems the caves they lived in were elsewhere and there was something special about the painted caves."
- 7 A because it says in paragraph 7: 'uranium series dating, which was originally developed by geologists to date rock formations'.
- 8 B because it says in paragraph 8: 'this new technique developed by Bristol allows that date to be accurately bracketed'.
- 9 D because it says in paragraph 5: 'it only gives the date the charcoal was created not when the work was crafted."
- 10 A because it says in paragraph 5: 'destroying a bit of these precious paintings because you need to take away a bit of the pigment'.
- 11 G because it says in paragraph 5: 'For carvings, it is virtually impossible to date them as there is no organic pigment containing carbon at all.'
- 12 C because it says in paragraph 7: 'uranium slowly decays to become another element known as thorium.
- 13 H because it says in paragraph 7: 'small amounts of calcium carbonate are deposited to form a hard layer over the paintings'.
- 14 E because it says in paragraph 7: 'the uranium slowly decays to become another element known as thorium'.

READING PASSAGE 2

- 15 pressure
- 16 high stakes
- 17 league tables
- 18 teaching standards
- 19 more child-friendly
- 20 FALSE because he says in paragraph 4: 'England is a country where testing is used to police schools and control what is taught' and he says that this is 'devastating', suggesting he thinks there should be less control over what is taught, not more.
- 21 NOT GIVEN
- 22 FALSE because in paragraph 6 he opposes early preparation:

'There are schools that start rehearsing for key stage two SATs [Standard Assessment Tests] from the moment the children arrive in September. That's just utterly ridiculous,' he said.

23 TRUE because in paragraph 7 he says: 'many primary schools have become too exam focused'. This is the same point Mick Brookes makes in paragraph 6: 'They should be having the time of their lives at school not just worrying about tests'.

24 C because in paragraph 7 it says: "The idea that children are over-tested is not a view that the government accepts."

25 C because it says in paragraph 7: 'Seeing that children leave school up to the right standard in the basics is the highest priority of government.'

26 D because it says in paragraph 8: 'a report by Unicef which ranked the UK the worst place to be a child out of 21 rich nations'.
27 B because in paragraph 8 it says: he 'warned that children would not learn to cope with risks if they were never allowed to play outdoors'.

READING PASSAGE 3

28 YES because in paragraph 1 it says: 'So say physicists who believe the same exotic materials ... could also be used to levitate tiny objects.'

29 NO because in paragraph 1 it says: 'the same exotic materials used to make cloaking devices'. It is the materials that are used, rather than the cloaking devices themselves.

30 NO because in paragraph 1 it says: 'two other research groups have come a step closer to cracking the mysteries of levitation', suggesting there is still much to learn.

31 NOT GIVEN The reference to 'empty space' in paragraph 2 is concerned with levitation – raising and keeping an object up – rather than transporting things from place to place.

32 NO because in paragraph 2 it says: 'In contrast' – this is in contrast to 'using powerful magnets'; 'the latest theories exploit the natural amounts of energy produced by the quantum fluctuations of empty space.'

33 B because it says in paragraph 3 that they 'independently proposed' the idea.

34 C because in paragraph 4 it says: 'They can transform space, tricking electromagnetic waves into moving along directions they otherwise wouldn't.'

35 D because it says in paragraph 5: 'this causes a pressure difference on either side of the plates, forcing the plates to stick together, in a phenomenon called the Casimir effect.'

36 A because it says in paragraph 6: 'forcing the upper plate to levitate'.

37 **B** because it says in paragraph 8: 'Modifying the strength of the Casimir force is the first step towards reversing it.'

38 D because it says in paragraph 7: 'he points out that because metamaterials are difficult to engineer, it's unlikely that they could be used to levitate objects in the near future.'

39 A because it says in paragraph 9: 'when you combine the materials, you should see the gold sphere levitate.' **40 F** because it says in paragraph 10: 'It's very early work, and we still need to make certain this is really happening'.

TEST 5

LISTENING

SECTION 1 Questions 1-10 TEST 5_01

1 Alpine Avenue

2 DMX

3 silver

4 Four Star/four star

5 memory card

6 waterproof

7 (big) scratch

8 replacement

9 refund

10 Customer Services/customer services

SECTION 2 Questions 11-20 TEST 5_02

11 F because he says: 'At the moment we are at the entrance, and immediately to our left is the tourist information office.'

12 G because he says: 'And, of course, behind the tourist office is the car park.'

13 D because he says: 'To the right of the deer park is the castle museum'.

14 B because he says: 'Alternatively, you can choose to dine in the picnic area on the other side of the deer park.'

15 H because he says: 'We hope that on your way out, you'll pop into the gift shop by the exit'.

16-18 (in any order)

B because he says: 'There is an admission fee for the castle.'

C because he says: 'Another sight to see is the fantastic firework display on November 5th, and the cost of that includes refreshments.'

E because he says: 'a rock concert, at an admission price of £10 per person.'

19 every year

20 elderly people

SECTION 3 Questions 21-30 TEST 5_03

21 A because Paul says: 'there's so much stuff on the subject that I'm finding it difficult to put it all into one short presentation.'
22 B because Joe says: 'keep it concise', and Isabel says: 'An explanation of the movements and periods in art wouldn't be too long.'

23 B because Paul says: 'It would certainly cut down on time.'

24 B because Paul says: 'I think I'll have a collection of pictures, including famous pieces of art from classic to modern, projected on the wall, like the Mona Lisa and some pop art, and ask people whether they think it's art on not.'

25 C because Paul says: 'That's what I'm hoping for – some disagreement to liven up the presentation.'

26 C because Isabel says: 'Artists now have the freedom to express themselves completely.'

27 (the) library

28 (the) staff

29 (library) computers

30 search engine

SECTION 4 Questions 31-40 TEST 5_04

31 Minority/minority

32 Number/number

33 Population/population

34 total

35 15%

36 Europe

37 common language

38 (economic) status

39 oral traditions

40 literate

READING

READING PASSAGE 1

1 role

2 survival

3 the wild

4 protection

5 genes

6 American football

7 passing the ball

8 opinions

9 filmed

10 moved her foot

11 A because in paragraph 1 it says: 'Scientists believe that there is an evolutionary explanation for why we have this need to belong.' It doesn't give 'one expert's view on evolution'.

12 B because in paragraph 3 it says: 'the act of portraying yourself in the best possible light'.

13 C because the text talks about our need to fit in and be part of a group, even if we don't do this consciously.

READING PASSAGE 2

14 headphones

15 digital music

16 the volume

17 120 decibels

18 (decibel) level

19 YES because in paragraph 3 it says: "The advantages are enormous, bringing ease and convenience to many of our lives."

20 YES because in paragraph 3 it says: 'It is clear that mobiles and

wireless technology are here to stay."

21 NOT GIVEN

22 YES because in paragraph 6 it says: 'It can be the cause of severe, addictive behaviour.'

23 NO because in paragraph 6 it says: 'The children could not be separated from their phones and showed disturbed behaviour that was making them fail at school.'

24 (a) virtual (world)

25 moral implications

26 linguistic creativity

READING PASSAGE 3

27 v

28 x

29 i

30 iv

31 viii

32 vii

33 (human) characteristics

34 identical twins

35 signature

36 FALSE because in paragraph A it says: 'Fingerprinting offers an accurate and infallible means of personal identification' not the only effective method.

37 TRUE because in paragraph B it says: 'ridged skin develops fully during foetal development, as the skin cells grow in the mother's womb.'

38 NOT GIVEN

39 FALSE because in paragraph E it says: "The Romans tattooed mercenary soldiers to stop them from becoming deserters."

40 TRUE because it says in paragraph G: 'From organic compounds left behind on a print, a scientist can tell if the person is a child, an adult, a mature person'.

TEST 6

LISTENING

SECTION 1 Questions 1-10 TEST 6_01

1 34/thirty-four

2 on Monday

3 Paul Scott

4 Hill Street

5 (the) school secretary

6 7.30/seven thirty

7 11 pm/eleven p.m. latest

8 Bath

9 tax and insurance

10 (the) school accountant

SECTION 2 Questions 11-20 TEST 6_02

11 B because Sally says: 'You will usually find me in the office on the first floor of this building when I'm not attending lectures!'
12 C because Sally says: 'once you've opened a bank account (if

you haven't got one already)'.

13 study skills

14 castle and museum

15 academic staff

16 150

17 Trade Fair

18-20 (in any order)

A because Sally says: 'We have a top band lined up for your entertainment, but I'm not allowed to say who they are.'

D because Sally says: 'on Thursday there is an important date for your diaries.'

E because Sally says: 'we are more than happy if you turn up wearing jeans and a T-shirt.'

SECTION 3 Questions 21-30 TEST 6_03

21-23 (in any order)

A because Mary says: 'one symptom is that the person eats too much'.

B because Mary says: 'They also put on weight.'

E because the tutor says: 'the person with the condition often becomes clinically depressed.'

24 eating snacks

25 loses control

26 embarrassed

27 extreme diets

28 eating again

29 diabetes

30 Overeaters Anonymous

SECTION 4 Questions 31-40 TEST 6 04

31 B because he says: 'I must confess that my own interest in the subject was actually stimulated by an article published more than fifty years ago in a popular Sunday tabloid'.

32 B because he says: 'the opening of the world's first commercial nuclear power station, more than fifty years ago now, at Calder Hall in 1956'.

33 C because he says: "... we've always had to put more energy into the reaction than we've ever succeeded in getting out."

34 100 million/100,000,000

35 fusion reactor

36 lasers

37 reactor

38 (fusion) reaction

39 steam

40 1/one kilogram/kg

READING

READING PASSAGE 1

1-3 (in any order)

A because this refers to the type of immigrant authorities hoped to attract.

E because in paragraph E it says: 'with about 8,000 free settlers arriving in the 1820s'.

G because in paragraph C it says: 'Convicts not involved in public work were assigned to free settlers, providing labour in exchange for food, clothing and shelter.'

4 viii

5 vi

6 v

7 i

8 vii

9 iii

10 American colonies

11 New South Wales

12 prison colony

13 Sydney Cove

READING PASSAGE 2

14 rips

15 pandanus

16 wide

17 tapered

18 A because in paragraph 7 it says: 'the birds learn through example and their tool-making wisdom grows in sophistication down the generations.'

19 C because in paragraph 5 it says: 'the scientists found that the birds rip the leaves of the pandanus tree to fashion three distinct types of tool for grub and insect extraction' and in paragraph 9 it says: 'Betty began making tools after her partner snatched away a hook made for her by the researchers.'

20 B because in paragraph 8 it says: 'a basic understanding of cause and effect' and in paragraph 9 it says: 'without training or prior experience' and in paragraph 7 it says: the birds in A 'learn by example'.

21 C because in paragraph 7 it says: 'Tool manufacture in New Caledonian crows shows striking flexibility and innovation,' and in paragraph 11 it says: 'Prof Kacelnik added that, at least in terms of tool making, the Pacific crows are smarter than their British cousins.'

22 C because in paragraph 7 it says: 'They often strip a twig of leaves and cut it off just below a shortened offshoot to create a hook to get bugs out.' and in paragraph 9 it says: 'She wedged the end of the wire into the base of the food tube and turned her head to form the hook.'

23 animals

24 New Caledonia

25 physical laws

26 chimpanzees/chimps

READING PASSAGE 3

- 27 D because in paragraph 1 it says that 'few outside the corridors of dwindling British power had heard of' the islands.
- 28 C because in paragraph 3 it says that they 'relied predominantly on signals to passing fishing boats'.
- 29 NO because it says in paragraph 3 that the islanders relied on the visit of a ship to supply them.
- 30 NOT GIVEN The islanders had little resistance to the illnesses they had not been exposed to; this tells us nothing about how often they got ill.
- 31 YES In paragraph 7 we are told 'the vast majority ... voted to return' which means that some islanders did not vote to return.
- 32 YES because in paragraph 8 it says: '... a growing demand for the island's stamps amongst dedicated collectors ...'
- 33 NOT GIVEN In paragraph 8 Michael Parsons describes conditions when he was there. There is no information about present television services.
- 34 NOT GIVEN There is no information about how reliable communications have been since 2001.
- 35 volcanic eruption
- 36 the media
- 37 England
- 38 (local) economy
- 39 island's stamps
- 40 hurricane

Model Answers

TEST 1

WRITING

WRITING TASK 1 - model composition

The chart compares population shares in various regions of the world with the distribution of wealth in these same regions. It can be seen that population shares in almost all cases do not relate to the distribution of wealth.

Even though North America has only approximately 6% of the world's population, it boasts nearly 34% of global wealth. A similar situation can be seen in Europe, which has 15% of the global population but 30% of global wealth, and the rich (high income) Asia-Pacific countries with 5% of the world's population but 24% of its wealth.

On the other hand, the total wealth of people in China, India, Africa, Latin America and the Caribbean, and the other poor (lower income) countries in Asia-Pacific is far less than their shares of the world population. This is most striking in India, where 16% of the world's population own only 1% of the world's wealth and in China, which has the highest percentage of global population (24%) but only 3% of the world's wealth. (171 words)

WRITING TASK 2 - model composition

In the past, a typical family consisted of a father who went out to work and a mother who stayed at home and looked after the children. Nowadays, it is the norm for both parents to work. This situation can affect children both positively and negatively.

Some people think that the children of working parents are in an advantageous position where their parents are able to afford more luxuries such as new clothes, video games or mobile phones. Proponents of this view argue that children are able to enjoy and experience more from life due to their parents' extra wealth, for example, by going on foreign holidays.

On the other hand, however, there are those who claim that when both parents work, their children do not get enough support and attention; meaning that these children might not do as well at school because there is no one at home to provide support with such things as homework or exam revision. The absence of a parent at home could make it easier for children to get involved in such things as drugs or underage drinking.

When I was growing up, both my parents worked and I was always well provided for. On the other hand, I think that it would sometimes have been better if I could have seen more of my parents.

In conclusion, I believe that we cannot change the fact that both parents have to work nowadays. It is not an ideal situation, but if parents make time for their children in the evenings and at the weekends, then the children will not suffer in any way. It must be stated that the extra income generated by both parents working, makes for a much higher standard of living which benefits the whole family. (295 words)

TEST 2

WRITING

WRITING TASK 1 - model composition

The table gives information on the market share of mobile phone manufacturers for two consecutive years, 2005 and 2006.

In both years, Nokia was clearly the market leader, selling 32.5% of all mobile phones in 2005, and slightly more (35%) in 2006. This is a greater market share than its two closest competitors, Motorola and Samsung, added together.

Motorola increased its market share from 17.7% in 2005 to 21.1% in 2006. In contrast, Samsung saw its share of the market decline slightly from 12.7% to 11.8%.

The other companies listed each had a much smaller share of the market. Sony Ericsson's share increased from 6.3% in 2005 to 7.4% in 2006, whereas L.G.'s decreased slightly from 6.7% to 6.3%. BenQ Mobile's share more than halved from 2005 to 2006: from 4.9% of the market to only 2.4%.

Other mobile phone manufactures accounted for 19.2% of the market in 2005 – more than all the companies mentioned except Nokia. However, in 2006 the other companies only made 16.2% of mobile phone sales – less than both Nokia and Motorola. (176 words)

WRITING TASK 2 - model composition

It does seem to be true that parents and teachers have lost the authority they used to have, especially in the eyes of teenagers. They are no longer seen as models for behaviour: hard work, politeness and other positive qualities are seen as old-fashioned. Many young people have no respect for these qualities or the people who represent them. In fact, I think some young people today are so rebellious that it's possible that both parents and teachers are afraid to exercise their authority. However, I do not agree that this is the basic reason for the increase in teenage violence.

While I believe it is true that a lack of social and emotional learning contributes to the problem, other factors are surely involved: economic factors, for example. If a child comes from a poor family and they live in low-quality housing in an undesirable area, this is sure to affect the child, however loving the parents are.

There is also the question of who your friends are. I believe that when you are in your teens your friends have more influence on you than your parents or teachers. At that age, you want to be part of a group, or even a gang, and this might lead to breaking the law in a number of ways.

In conclusion, while I agree that lack of social and emotional learning from parents and teachers is a factor in the growth of teenage violence, I do not believe it is the only, or even the main, cause. (256 words)

TEST 3

WRITING

WRITING TASK 1 - model composition

The diagram shows the main features of a coin-operated photo booth, which allows the user to take large or passport-sized self-portraits.

Two buttons on the outside of the booth allow you to select the size of photo (large format or passport size). If the large format setting is chosen, you will only receive one photo. Passport-sized photos are issued in sets of four. Two buttons below these let you choose colour or black and white, although you must choose colour for passport photos. There is also a slot on the outside of the booth for the insertion of coins, and a larger slot where the photos are delivered.

Inside the booth, there is an adjustable seat to sit on. The seat should be adjusted so that your eyes are level with the arrow on the screen. A mirror allows you to check your appearance before the photos are taken.

The curtain in the doorway should be closed when the photos are taken. A light to the right of the screen comes on, telling you to prepare. After this, the flash goes off after three seconds. The photographs are delivered outside within sixty seconds. (193 words)

WRITING TASK 2 – model composition

It is probably true to say that most people believe that a university degree is the only way to get a good job. I think this is true in certain areas, while in other areas, a degree is not as useful.

To begin with, many people have ambitions to become a qualified professional, and there is no doubt that becoming a doctor or a lawyer, for example, is only possible with a degree. Another advantage of graduating from university is that it gives you more choices when it comes to choosing a job. Most employers will be more impressed by a candidate who has a degree than they would be by one who only has high school qualifications because it shows a certain level of intelligence and education, as well as the commitment and self-discipline that is needed in order to study a degree course for three or four years.

On the other hand, there might be some benefit to starting your career early, especially if your chosen field is one which does not typically require a university education. This would apply to somebody who wants to be a car mechanic, or a fashion designer,

for instance, who would not necessarily gain anything from going to university. The hands-on experience you gain in your job while others are studying for a degree can give you a distinct advantage. I once read about a man who left school at sixteen and went on to become a wealthy and successful investment broker. He claimed that he had learned all he needed to know by working in his chosen field and that he could not have done any better by getting a degree.

So, to conclude, it is possible to get a good job without going to university. Having said that, some professions, such as the law, require you to have a degree and as stated above a university degree could potentially open more doors when looking for a job. (328 words)

TEST 4

WRITING

WRITING TASK 1 - model composition

The table shows details for four countries concerning the percentage of the population who use the railways, how many kilometres each person travels on average, and the number of tons of cargo the railways carry.

What is surprising is that very few Americans use rail – less than half of one per cent – and they do not travel far (just 80 kilometres). However, the USA carries by far the most cargo, nearly 3 thousand billion tons. This contrasts greatly with Japan, where 27% of the population use rail, and they each travel further (1,980 kilometres) than any of the other countries. On the other hand, less than 25 billion tons of freight is carried.

The two countries which are most similar are the UK and Italy. Both have between 5 and 6 % of people who use trains, they travel between 770 and 780 kilometres and the amount of freight is approximately the same (22.2 and 21.9 billion tons respectively).

In general it can be seen that while citizens of the USA use rail transport the least, they transport the most amount of cargo by rail. (186 words)

WRITING TASK 2 – model composition

The media is about communication, and I suppose most of us would agree that, as human beings, we need to communicate. We need to know what is going on in the world generally; we want to be entertained and to keep in touch with people. Older media, such as newspapers, radio and TV help us do this, but the newer media, particularly the internet and mobile phones, go further. We have more choice in terms of what we watch or who we talk to.

I have an iPhone which allows me – just by using one device – to make phone calls, use the internet, listen to music, play games and watch videos. And it's all immediate, and portable. It makes you feel in control, but there are disadvantages too.

People are always texting and emailing each other and if they don't have their phone or laptop around, they feel cut off. Also, have you seen a group of teenagers in a café where they're not talking to each other, but using their phones? It's a very common sight these days, which many people feel is worrying, as we seem to prefer using technology to face-to-face communication.

We are also spoilt for choice – perhaps too much choice. There are so many TV channels, but so many of the programmes are poor quality. There's also so much advertising all around us, trying to persuade us to buy things we don't really need. To survive in such a society, you have to be very aware of the power the media can have over you, your actions and your opinions, and try not to let it control your life.

To my mind, there's no doubt we live in a media-rich society, and there's nothing we can do about that. What we can do is use the media responsibly and not let it use us. (309 words)

TEST 5

WRITING TASK 1 - model composition

The diagram shows the two processes for manufacturing black tea. The traditional way is used for making loose tea and the modern process is ideal for teabags.

When collecting tea, the tea picker picks only the two top leaves and the bud of each plant to ensure a high quality tea. Then, the tea leaves go through withering, where leaves are spread out and air is passed through them to remove up to 60 per cent of their moisture.

After that, the leaves are ready for rolling or cutting. Factories use traditional methods of rolling and crushing or faster modern methods of cutting, tearing and curling to make teabags. In both processes, natural enzymes are produced from the leaves. The next step is oxidation, where the enzymes from the leaves mix with the air. This changes the colour of the leaves from green to copper and creates a nice flavour and aroma. Finally, the leaves are fired and dried. By this stage, little moisture remains in the tea – just three per cent. (173 words)

WRITING TASK 2 - model composition

Some young people find themselves with very little leisure time. I believe there are two main causes of this situation. The first is parental pressure and the second is competition for university places.

Every parent wants to see his or her child do well in school and go on to have a successful career. This means that they exert pressure on their children to spend hours each day studying at home. Some even arrange extra tuition for their children. In my own country, it is not uncommon for young people to spend another three

hours at small private schools after their usual day at state school is over. As a consequence, their leisure time is extremely limited and the pressure on them is considerable.

The second cause is related to the higher education system. Each year, there are many times more applicants to university than there are university places. The result of this is that only those students with very high grades manage to obtain a place. This contributes to the pressure on teenagers, since they must work long hours to have any chance of success.

One solution to the problem is for parents to be made aware of the effects of the pressure they put on their children. Schools should inform parents that too much pressure can lead to anxiety, stress and depression. They should be shown ways in which they can help their children lead more balanced lives, with a reasonable amount of leisure time.

Another effective measure would be for the government to invest in the creation of more university places. This could be done by expanding existing universities or by building new ones. This would have the effect of easing competition for places, giving teenagers some of their precious free time back. (296 words)

TEST 6

WRITING TASK 1 - model composition

This report summarises information on the total number of students in the United Kingdom who gained initial teacher training qualifications in two academic years, 2005/6 and 2006/7, with specific focus on the number of male qualifiers.

In both years, the total numbers of students remained the same, but there was a great difference between the numbers of male and female students who qualified. In 2005/6, out of a total of 31,930 students, only 25.3% were male. The percentage of males who qualified in 2006/7 was even lower. Out of a total of 31,945 students, only 23.8% of them were male. This is a drop of 1.5%

There was also a large difference in the qualifications that students studied for. Most students qualified with a Postgraduate Certificate in Education (PGCE); this was true for male students and female students. The number of students who qualified with the PGCE was roughly three times the number who qualified with a BEd or other first degree, although the total number of students qualifying with the PGCE dropped slightly, from 24,405 in 2005/6 to 23,900 a year later. Again, there was a drop of 1.5% in the number of male students who gained this qualification.

In general it can be seen that the number of males qualifying as teachers is vastly outnumbered by females and that the proportion of male qualifiers is gradually dropping. (229 words)

WRITING TASK 2 - model composition

Globalisation means that in some ways people around the world are becoming more and more similar. We often eat the same food, watch the same TV programmes, listen to the same music and we wear the same clothes. Some of this at least can be blamed on the spread of multinational brands available all over the world.

On the surface, it may appear as if the global diversity of cultural identities is being lost. If, the argument goes, people in Tokyo and London look and dress the same, then that must mean that cultural differences are disappearing. However, I would argue that this is a very narrow definition of culture and that, in fact, cultural differences are as present as ever.

Cultural identity is built on far more than just the films we watch or the jeans we wear. The foundation of cultural identity is shared values. When you look in detail at different cultures, you realise that the things that are important to one culture can be very different from the things valued by another culture.

Take my own culture, Greece, as an example and compare it to a very different culture, Japan. Although I have never visited Japan personally, I believe that it is a culture which places a lot of value on hard work and that people often work very long hours. The Greek people, in contrast, greatly value their leisure time and strive to spend as much time with their family as they possibly can. Even if we consume the same products, I would argue that there are still some very deep-rooted differences.

To summarise, I do not accept that the total loss of cultural identity is inevitable, despite the influence of large companies and their products around the globe. (294 words)