

Test 1

LISTENING

SECTION 1 Questions 1–10

Questions 1–6

Complete the notes below.

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

Dreamtime travel agency	
Tour information	
<i>Example</i>	<i>Answer</i>
Holiday name	Whale Watch Experience
Holiday length	2 days
Type of transportation	1
Maximum group size	2
Next tour date	3
Hotel name	4 The

Questions 5 and 6

Choose **TWO** letters A–E.

Which **TWO** things are included in the price of the tour?

- A fishing trip
- B guided bushwalk
- C reptile park entry
- D table tennis
- E tennis

Questions 7–10

Complete the sentences below.

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

- 7 The tour costs \$..... .
- 8 Bookings must be made no later than days in advance.
- 9 A deposit is required.
- 10 The customer's reference number is

SECTION 2 Questions 11–20**Questions 11–19**

Complete the table below.

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

Brand of Cot	Good Points	Problems	Verdict
<i>Baby Safe</i>	Easy to 11	<ul style="list-style-type: none"> • Did not have any 12 • Babies could trap their 13 in the side bar 	14
<i>Choice Cots</i>	Easy to 15	<ul style="list-style-type: none"> • Side did not drop down • Spaces between the bars were 16 	17
<i>Mother's Choice</i>	Base of cot could be moved	<ul style="list-style-type: none"> • Did not have any 18 • Pictures could be removed easily 	19

Question 20

Complete the notes below.

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

- Metal should not be rusted or bent
- Edges of cot should not be **20**

SECTION 3 Questions 21–30**Questions 21–23**

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

- 21 Andrew has worked at the hospital for
- A two years.
 - B three years.
 - C five years.
- 22 During the course Andrew's employers will pay
- A his fees.
 - B his living costs.
 - C his salary.
- 23 The part-time course lasts for
- A one whole year.
 - B 18 months.
 - C two years.

Questions 24 and 25

Choose **TWO** letters *A–E*.

What **TWO** types of coursework are required **each month** on the part-time course?

- A a case study
- B an essay
- C a survey
- D a short report
- E a study diary

Questions 26–30

Complete the summary below.

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

Modular Courses

Students study **26** during each module. A module takes **27** and the work is very **28** To get a Diploma each student has to study **29** and then work on **30** in depth.

SECTION 4 *Questions 31–40**Questions 31–35**Complete the sentences below.**Write NO MORE THAN THREE WORDS for each answer.*

- 31 According to George Bernard Shaw, men are supposed to understand , economics and finance.
- 32 However, women are more prepared to about them.
- 33 Women tend to save for and a house.
- 34 Men tend to save for and for retirement.
- 35 Women who are left alone may have to pay for when they are old.

*Questions 36–40**Complete the summary below.**Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.***Saving for the future**

Research indicates that many women only think about their financial future when a **36** occurs. This is the worst time to make decisions. It is best for women to start thinking about pensions when they are in their **37** A good way for women to develop their **38** in dealing with financial affairs would be to attend classes in **39** When investing in stocks and shares, it is suggested that women should put a high proportion of their savings in **40** In such ways, women can have a comfortable, independent retirement.

READING

READING PASSAGE 1

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

Johnson's Dictionary



For the century before Johnson's *Dictionary* was published in 1775, there had been concern about the state of the English language. There was no standard way of speaking or writing and no agreement as to the best way of bringing some order to the chaos of English spelling. Dr Johnson provided the solution.

There had, of course, been dictionaries in the past, the first of these being a little book of some 120 pages, compiled by a certain Robert Cawdray, published in 1604 under the title *A Table Alphabeticall* 'of hard usuall English wordes'. Like the various dictionaries that came after it during the seventeenth century, Cawdray's tended to concentrate on 'scholarly' words; one function of the dictionary was to enable its student to convey an impression of fine learning.

Beyond the practical need to make order out of chaos, the rise of dictionaries is associated with the rise of the English middle class, who were anxious to define and circumscribe the various worlds to conquer – lexical as well as social and commercial. It is highly appropriate that Dr Samuel Johnson, the very model of an eighteenth-century literary man, as famous in his own time as in ours, should have

published his *Dictionary* at the very beginning of the heyday of the middle class.

Johnson was a poet and critic who raised common sense to the heights of genius. His approach to the problems that had worried writers throughout the late seventeenth and early eighteenth centuries was intensely practical. Up until his time, the task of producing a dictionary on such a large scale had seemed impossible without the establishment of an academy to make decisions about right and wrong usage. Johnson decided he did not need an academy to settle arguments about language; he would write a dictionary himself; and he would do it single-handed. Johnson signed the contract for the *Dictionary* with the bookseller Robert Dosley at a breakfast held at the Golden Anchor Inn near Holborn Bar on 18 June 1764. He was to be paid £1,575 in instalments, and from this he took money to rent 17 Gough Square, in which he set up his 'dictionary workshop'.

James Boswell, his biographer, described the garret where Johnson worked as 'fitted up like a counting house' with a long desk running down the middle at which the copying clerks would work standing up.

Johnson himself was stationed on a rickety chair at an 'old crazy deal table' surrounded by a chaos of borrowed books. He was also helped by six assistants, two of whom died whilst the *Dictionary* was still in preparation.

The work was immense; filling about eighty large notebooks (and without a library to hand), Johnson wrote the definitions of over 40,000 words, and illustrated their many meanings with some 114,000 quotations drawn from English writing on every subject, from the Elizabethans to his own time. He did not expect to achieve complete originality. Working to a deadline, he had to draw on the best of all previous dictionaries, and to make his work one of heroic synthesis. In fact, it was very much more. Unlike his predecessors, Johnson treated English very practically, as a living language, with many different shades of meaning. He adopted his definitions on the principle of English common law – according to precedent. After its publication, his *Dictionary* was not seriously rivalled for over a century.

After many vicissitudes the *Dictionary* was finally published on 15 April 1775. It was instantly recognised as a landmark throughout Europe. 'This very noble work,' wrote the leading Italian lexicographer, 'will be a perpetual monument of Fame to the

Author, an Honour to his own Country in particular, and a general Benefit to the republic of Letters throughout Europe.' The fact that Johnson had taken on the Academies of Europe and matched them (everyone knew that forty French academics had taken forty years to produce the first French national dictionary) was cause for much English celebration.

Johnson had worked for nine years, 'with little assistance of the learned, and without any patronage of the great; not in the soft obscurities of retirement, or under the shelter of academic bowers, but amidst inconvenience and distraction, in sickness and in sorrow'. For all its faults and eccentricities his two-volume work is a masterpiece and a landmark, in his own words, 'setting the orthography, displaying the analogy, regulating the structures, and ascertaining the significations of English words'. It is the cornerstone of Standard English, an achievement which, in James Boswell's words, 'conferred stability on the language of his country'.

The *Dictionary*, together with his other writing, made Johnson famous and so well esteemed that his friends were able to prevail upon King George III to offer him a pension. From then on, he was to become the Johnson of folklore.

Questions 1–3

Choose **THREE** letters A–H.

Write your answers in boxes 1–3 on your answer sheet.

NB Your answers may be given in any order.

Which **THREE** of the following statements are true of Johnson's *Dictionary*?

- A It avoided all scholarly words.
- B It was the only English dictionary in general use for 200 years.
- C It was famous because of the large number of people involved.
- D It focused mainly on language from contemporary texts.
- E There was a time limit for its completion.
- F It ignored work done by previous dictionary writers.
- G It took into account subtleties of meaning.
- H Its definitions were famous for their originality.

Questions 4–7

Complete the summary.

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

Write your answers in boxes 4–7 on your answer sheet.

In 1764 Dr Johnson accepted the contract to produce a dictionary. Having rented a garret, he took on a number of 4 , who stood at a long central desk. Johnson did not have a 5 available to him, but eventually produced definitions of in excess of 40,000 words written down in 80 large notebooks. On publication, the *Dictionary* was immediately hailed in many European countries as a landmark. According to his biographer, James Boswell, Johnson's principal achievement was to bring 6 to the English language. As a reward for his hard work, he was granted a 7 by the king.

Questions 8–13

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

In boxes 8–13 on your answer sheet, write

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

- 8** The growing importance of the middle classes led to an increased demand for dictionaries.
- 9** Johnson has become more well known since his death.
- 10** Johnson had been planning to write a dictionary for several years.
- 11** Johnson set up an academy to help with the writing of his *Dictionary*.
- 12** Johnson only received payment for his *Dictionary* on its completion.
- 13** Not all of the assistants survived to see the publication of the *Dictionary*.

READING PASSAGE 2

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

Nature or Nurture?

- A** A few years ago, in one of the most fascinating and disturbing experiments in behavioural psychology, Stanley Milgram of Yale University tested 40 subjects from all walks of life for their willingness to obey instructions given by a 'leader' in a situation in which the subjects might feel a personal distaste for the actions they were called upon to perform. Specifically, Milgram told each volunteer 'teacher-subject' that the experiment was in the noble cause of education, and was designed to test whether or not punishing pupils for their mistakes would have a positive effect on the pupils' ability to learn.
- B** Milgram's experimental set-up involved placing the teacher-subject before a panel of thirty switches with labels ranging from '15 volts of electricity (slight shock)' to '450 volts (danger – severe shock)' in steps of 15 volts each. The teacher-subject was told that whenever the pupil gave the wrong answer to a question, a shock was to be administered, beginning at the lowest level and increasing in severity with each successive wrong answer. The supposed 'pupil' was in reality an actor hired by Milgram to simulate receiving the shocks by emitting a spectrum of groans, screams and writhings together with an assortment of statements and expletives denouncing both the experiment and the experimenter. Milgram told the teacher-subject to ignore the reactions of the pupil, and to administer whatever level of shock was called for, as per the rule governing the experimental situation of the moment.
- C** As the experiment unfolded, the pupil would deliberately give the wrong answers to questions posed by the teacher, thereby bringing on various electrical punishments, even up to the danger level of 300 volts and beyond. Many of the teacher-subjects balked at administering the higher levels of punishment, and turned to Milgram with questioning looks and/or complaints about continuing the experiment. In these situations, Milgram calmly explained that the teacher-subject was to ignore the pupil's cries for mercy and carry on with the experiment. If the subject was still reluctant to proceed, Milgram said that it was important for the sake of the experiment that the procedure be followed through to the end. His final argument was, 'You have no other choice. You must go on.' What Milgram was trying to discover was the number of teacher-subjects who would be willing to administer the highest levels of shock, even in the face of strong personal and moral revulsion against the rules and conditions of the experiment.
- D** Prior to carrying out the experiment, Milgram explained his idea to a group of 39 psychiatrists and asked them to predict the average percentage of people in an ordinary population who would be willing to administer the highest shock level of 450 volts. The overwhelming consensus was that virtually all the teacher-subjects would refuse to obey the experimenter. The psychiatrists felt that 'most subjects would not go beyond 150 volts' and they further anticipated that only four per cent would go up to 300 volts.

Furthermore, they thought that only a lunatic fringe of about one in 1,000 would give the highest shock of 450 volts.

- E** What were the actual results? Well, over 60 per cent of the teacher-subjects continued to obey Milgram up to the 450-volt limit! In repetitions of the experiment in other countries, the percentage of obedient teacher-subjects was even higher, reaching 85 per cent in one country. How can we possibly account for this vast discrepancy between what calm, rational, knowledgeable people predict in the comfort of their study and what pressured, flustered, but cooperative 'teachers' actually do in the laboratory of real life?
- F** One's first inclination might be to argue that there must be some sort of built-in animal aggression instinct that was activated by the experiment, and that Milgram's teacher-subjects were just following a genetic need to discharge this pent-up primal urge onto the pupil by administering the electrical shock. A modern hard-core sociobiologist might even go so far as to claim that this aggressive instinct evolved as an advantageous trait, having been of survival value to our ancestors in their struggle against the hardships of life on the plains and in the caves, ultimately finding its way into our genetic make-up as a remnant of our ancient animal ways.
- G** An alternative to this notion of genetic programming is to see the teacher-subjects' actions as a result of the social environment under which the experiment was carried out. As Milgram himself pointed out, 'Most subjects in the experiment see their behaviour in a larger context that is benevolent and useful to society – the pursuit of scientific truth. The psychological laboratory has a strong claim to legitimacy and evokes trust and confidence in those who perform there. An action such as shocking a victim, which in isolation appears evil, acquires a completely different meaning when placed in this setting.'
- H** Thus, in this explanation the subject merges his unique personality and personal and moral code with that of larger institutional structures, surrendering individual properties like loyalty, self-sacrifice and discipline to the service of malevolent systems of authority.
- I** Here we have two radically different explanations for why so many teacher-subjects were willing to forgo their sense of personal responsibility for the sake of an institutional authority figure. The problem for biologists, psychologists and anthropologists is to sort out which of these two polar explanations is more plausible. This, in essence, is the problem of modern sociobiology – to discover the degree to which hard-wired genetic programming dictates, or at least strongly biases, the interaction of animals and humans with their environment, that is, their behaviour. Put another way, sociobiology is concerned with elucidating the biological basis of all behaviour.

Questions 14–19

Reading Passage 2 has nine paragraphs, A–I.

Which paragraph contains the following information?

Write the correct letter A–I in boxes 14–19 on your answer sheet.

- 14 a biological explanation of the teacher-subjects' behaviour
- 15 the explanation Milgram gave the teacher-subjects for the experiment
- 16 the identity of the pupils
- 17 the expected statistical outcome
- 18 the general aim of sociobiological study
- 19 the way Milgram persuaded the teacher-subjects to continue

Questions 20–22

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

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

- 20 The teacher-subjects were told that they were testing whether
 - A a 450-volt shock was dangerous.
 - B punishment helps learning.
 - C the pupils were honest.
 - D they were suited to teaching.
- 21 The teacher-subjects were instructed to
 - A stop when a pupil asked them to.
 - B denounce pupils who made mistakes.
 - C reduce the shock level after a correct answer.
 - D give punishment according to a rule.
- 22 Before the experiment took place the psychiatrists
 - A believed that a shock of 150 volts was too dangerous.
 - B failed to agree on how the teacher-subjects would respond to instructions.
 - C underestimated the teacher-subjects' willingness to comply with experimental procedure.
 - D thought that many of the teacher-subjects would administer a shock of 450 volts.

Questions 23–26

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

In boxes 23–26 on your answer sheet, write

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

- 23** Several of the subjects were psychology students at Yale University.
- 24** Some people may believe that the teacher-subjects' behaviour could be explained as a positive survival mechanism.
- 25** In a sociological explanation, personal values are more powerful than authority.
- 26** Milgram's experiment solves an important question in sociobiology.

READING PASSAGE 3

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

The Truth about the Environment

For many environmentalists, the world seems to be getting worse. They have developed a hit-list of our main fears: that natural resources are running out; that the population is ever growing, leaving less and less to eat; that species are becoming extinct in vast numbers, and that the planet's air and water are becoming ever more polluted.

But a quick look at the facts shows a different picture. First, energy and other natural resources have become more abundant, not less so, since the book 'The Limits to Growth' was published in 1972 by a group of scientists. Second, more food is now produced per head of the world's population than at any time in history. Fewer people are starving. Third, although species are indeed becoming extinct, only about 0.7% of them are expected to disappear in the next 50 years, not 25–50%, as has so often been predicted. And finally, most forms of environmental pollution either appear to have been exaggerated, or are transient – associated with the early phases of industrialisation and therefore best cured not by restricting economic growth, but by accelerating it. One form of pollution – the release of greenhouse gases that causes global warming – does appear to be a phenomenon that is going to extend well into our future, but its total impact is unlikely to pose a devastating problem. A bigger problem may well turn out to be an inappropriate response to it.

Yet opinion polls suggest that many people nurture the belief that environmental standards are declining and four factors seem to cause this disjunction between perception and reality.

One is the lopsidedness built into scientific research. Scientific funding goes mainly to areas with many problems. That may be wise policy, but it will also create an impression that many more potential problems exist than is the case.

Secondly, environmental groups need to be noticed by the mass media. They also need to keep the money rolling in. Understandably, perhaps, they sometimes overstate their arguments. In 1997, for example, the World Wide Fund for Nature issued a press release entitled: 'Two thirds of the world's forests lost forever'. The truth turns out to be nearer 20%.

Though these groups are run overwhelmingly by selfless folk, they nevertheless share many of the characteristics of other lobby groups. That would matter less if people applied the same degree of scepticism to environmental lobbying as they do to lobby groups in other fields. A trade organisation arguing for, say, weaker pollution controls is instantly seen as self-interested. Yet a green organisation opposing such a weakening is

seen as altruistic, even if an impartial view of the controls in question might suggest they are doing more harm than good.

A third source of confusion is the attitude of the media. People are clearly more curious about bad news than good. Newspapers and broadcasters are there to provide what the public wants. That, however, can lead to significant distortions of perception. An example was America's encounter with El Niño in 1997 and 1998. This climatic phenomenon was accused of wrecking tourism, causing allergies, melting the ski-slopes and causing 22 deaths. However, according to an article in the *Bulletin of the American Meteorological Society*, the damage it did was estimated at US\$4 billion but the benefits amounted to some US\$19 billion. These came from higher winter temperatures (which saved an estimated 850 lives, reduced heating costs and diminished spring floods caused by meltwaters).

The fourth factor is poor individual perception. People worry that the endless rise in the amount of stuff everyone throws away will cause the world to run out of places to dispose of waste. Yet, even if America's trash output continues to rise as it has done in the past, and even if the American population doubles by 2100, all the rubbish America produces through the entire 21st century will still take up only one-12,000th of the area of the entire United States.

So what of global warming? As we know, carbon dioxide emissions are causing the planet to warm. The best estimates are that the temperatures will rise by 2–3°C in this century, causing considerable problems, at a total cost of US\$5,000 billion.

Despite the intuition that something drastic needs to be done about such a costly problem, economic analyses clearly show it will be far more expensive to cut carbon dioxide emissions radically than to pay the costs of adaptation to the increased temperatures. A model by one of the main authors of the United Nations Climate Change Panel shows how an expected temperature increase of 2.1 degrees in 2100 would only be diminished to an increase of 1.9 degrees. Or to put it another way, the temperature increase that the planet would have experienced in 2094 would be postponed to 2100.

So this does not prevent global warming, but merely buys the world six years. Yet the cost of reducing carbon dioxide emissions, for the United States alone, will be higher than the cost of solving the world's single, most pressing health problem: providing universal access to clean drinking water and sanitation. Such measures would avoid 2 million deaths every year, and prevent half a billion people from becoming seriously ill.

It is crucial that we look at the facts if we want to make the best possible decisions for the future. It may be costly to be overly optimistic – but more costly still to be too pessimistic.

Questions 27–32

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

In boxes 27–32 on your answer sheet, write

YES	<i>if the statement agrees with the writer's claims</i>
NO	<i>if the statement contradicts the writer's claims</i>
NOT GIVEN	<i>if it is impossible to say what the writer thinks about this</i>

- 27 Environmentalists take a pessimistic view of the world for a number of reasons.
- 28 Data on the Earth's natural resources has only been collected since 1972.
- 29 The number of starving people in the world has increased in recent years.
- 30 Extinct species are being replaced by new species.
- 31 Some pollution problems have been correctly linked to industrialisation.
- 32 It would be best to attempt to slow down economic growth.

Questions 33–37

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

Write your answers in boxes 33–37 on your answer sheet.

- 33** What aspect of scientific research does the writer express concern about in paragraph 4?
- A** the need to produce results
 - B** the lack of financial support
 - C** the selection of areas to research
 - D** the desire to solve every research problem
- 34** The writer quotes from the Worldwide Fund for Nature to illustrate how
- A** influential the mass media can be.
 - B** effective environmental groups can be.
 - C** the mass media can help groups raise funds.
 - D** environmental groups can exaggerate their claims.
- 35** What is the writer's main point about lobby groups in paragraph 6?
- A** Some are more active than others.
 - B** Some are better organised than others.
 - C** Some receive more criticism than others.
 - D** Some support more important issues than others.
- 36** The writer suggests that newspapers print items that are intended to
- A** educate readers.
 - B** meet their readers' expectations.
 - C** encourage feedback from readers.
 - D** mislead readers.
- 37** What does the writer say about America's waste problem?
- A** It will increase in line with population growth.
 - B** It is not as important as we have been led to believe.
 - C** It has been reduced through public awareness of the issues.
 - D** It is only significant in certain areas of the country.

Questions 38–40

Complete the summary with the list of words A–I below.

Write the correct letter A–I in boxes 38–40 on your answer sheet.

GLOBAL WARMING

The writer admits that global warming is a **38** challenge, but says that it will not have a catastrophic impact on our future, if we deal with it in the **39** way. If we try to reduce the levels of greenhouse gases, he believes that it would only have a minimal impact on rising temperatures. He feels it would be better to spend money on the more **40** health problem of providing the world's population with clean drinking water.

A unrealistic

B agreed

C expensive

D right

E long-term

F usual

G surprising

H personal

I urgent

WRITING

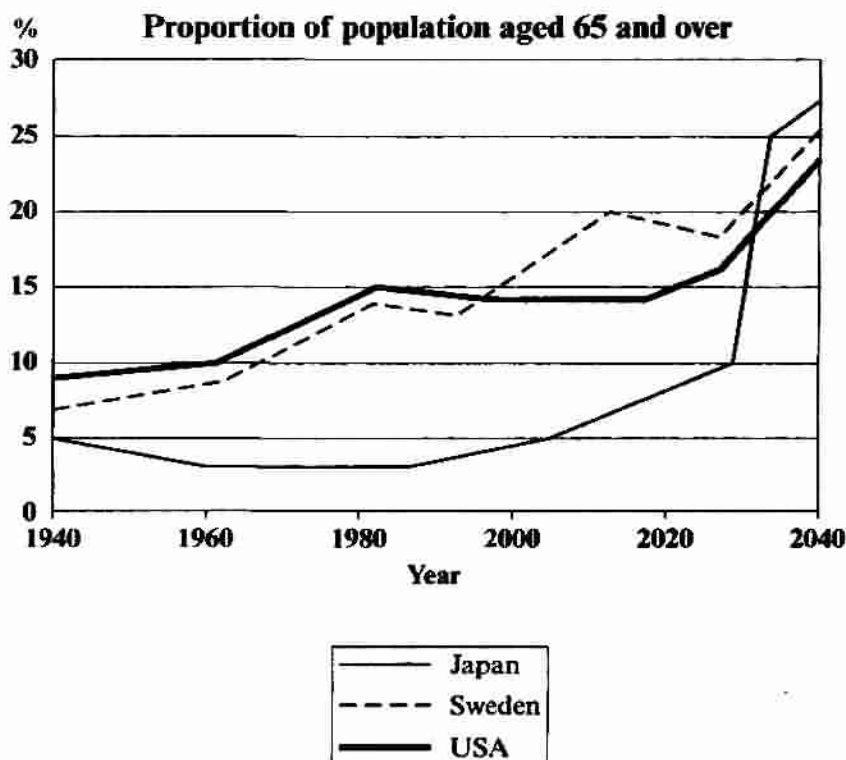
WRITING TASK 1

You should spend about 20 minutes on this task.

The graph below shows the proportion of the population aged 65 and over between 1940 and 2040 in three different countries.

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

Write at least 150 words.



WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Universities should accept equal numbers of male and female students in every subject.

To what extent do you agree or disagree?

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

Write at least 250 words.

SPEAKING

PART 1

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

EXAMPLE

Your country

- Which part of your country do most people live in?
- Tell me about the main industries there.
- How easy is it to travel around your country?
- Has your country changed much since you were a child?

PART 2

Describe a well-known person you like or admire.

You should say:

**who this person is
what this person has done
why this person is well known
and explain why you admire this person.**

You will have to talk about the 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.

PART 3

*Discussion topics:***Famous people in your country**

Example questions:

What kind of people become famous people these days?

Is this different from the kind of achievement that made people famous in the past?

In what way?

How do you think people will become famous in the future?

Being in the public eye

Example questions:

What are the good things about being famous? Are there any disadvantages?

How does the media in your country treat famous people?

Why do you think ordinary people are interested in the lives of famous people?

Test 2

LISTENING

SECTION 1 Questions 1–10

Questions 1–10

Complete the notes below.

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

LIBRARY INFORMATION

Example	Answer
Minimum joining age:	18 years

For registration, must take

- two 1 and
- two forms of I.D. e.g. driving licence, 2

Cost to join per year (without current student card): 3 £

Number of items allowed: (members of public) 4

Loan times: four weeks

Fines start at 5 £

Computers can be booked up to 6 hours in advance

Library holds most national papers, all 7 , and magazines

Need 8 to use photocopier

Creative Writing class

- tutor is John 9
- held on 10 evenings

SECTION 2 Questions 11–20**Questions 11–15**

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

BICYCLES FOR THE WORLD

- 11 In 1993 Dan Pearman went to Ecuador
- A** as a tourist guide.
 - B** as part of his studies.
 - C** as a voluntary worker.
- 12 Dan's neighbour was successful in business because he
- A** employed carpenters from the area.
 - B** was the most skilled craftsman in the town.
 - C** found it easy to reach customers.
- 13 Dan says the charity relies on
- A** getting enough bicycles to send regularly.
 - B** finding new areas which need the bicycles.
 - C** charging for the bicycles it sends abroad.
- 14 What does Dan say about the town of Rivas?
- A** It has received the greatest number of bikes.
 - B** It has almost as many bikes as Amsterdam.
 - C** Its economy has been totally transformed.
- 15 What problem did the charity face in August 2000?
- A** It couldn't meet its overheads.
 - B** It had to delay sending the bikes.
 - C** It was criticised in the British media.

Questions 16 and 17

Answer the questions below.

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

16 How much money did the charity receive when it won an award?

.....

17 What is the charity currently hoping to buy?

.....

Questions 18–20

*Choose **THREE** letters A–G.*

*Which **THREE** things can the general public do to help the charity Pedal Power?*

- | | |
|----------|---------------------------------|
| A | organise a bicycle collection |
| B | repair the donated bikes |
| C | donate their unwanted tools |
| D | do voluntary work in its office |
| E | hold an event to raise money |
| F | identify areas that need bikes |
| G | write to the government |

SECTION 3 Questions 21–30

Questions 21–30

Complete the table below.

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

'Student Life' video project		
	Cristina	Ibrahim
Enjoyed:	<ul style="list-style-type: none"> • using the camera • going to a British 21 	contact with students doing other courses (has asked some to 22 with him)
Most useful language practice:	<ul style="list-style-type: none"> • listening to instructions • learning 23 vocabulary 	listening to British students' language because of: <ul style="list-style-type: none"> – normal speed – large amount of 24
General usefulness:	<ul style="list-style-type: none"> • operating video camera • working with other people: <ul style="list-style-type: none"> – learning about 25 – compromising – 26 people who have different views 	the importance of 27
Things to do differently in future:	<ul style="list-style-type: none"> • decide when to 28 each stage at the beginning • make more effort to 29 with the camera 	don't make the film too 30

SECTION 4 Questions 31–40

Questions 31–40

Complete the notes below.

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

ANTARCTICA

GEOGRAPHY

- world's highest, coldest and windiest continent
- more than **31** times as big as the UK
- most of the area is classified as **32**

RESEARCH STATIONS

- international teams work together
- **33** is integrated with technical support
- stations contain accommodation, work areas, a kitchen, a **34** and a gym
- supplies were brought to Zero One station by sledge from a **35** at the edge of the ice 15 km away
- problem of snow build-ups solved by building stations on **36** with adjustable legs

FOOD AND DIET

- average daily requirement for an adult in Antarctica is approximately **37** kilocalories
- rations for field work prepared by process of freeze-drying

RESEARCH

The most important research focuses on climate change, including

- measuring changes in the ice-cap (because of effects on sea levels and **38**
- monitoring the hole in the ozone layer
- analysing air from bubbles in ice to measure **39** caused by human activity

WORK OPPORTUNITIES

Many openings for **40** people including

- research assistants
- administrative and technical positions

READING

READING PASSAGE 1

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

BAKELITE**The birth of modern plastics**

In 1907, Leo Hendrick Baekeland, a Belgian scientist working in New York, discovered and patented a revolutionary new synthetic material. His invention, which he named 'Bakelite', was of enormous technological importance, and effectively launched the modern plastics industry.

The term 'plastic' comes from the Greek *plassein*, meaning 'to mould'. Some plastics are derived from natural sources, some are semi-synthetic (the result of chemical action on a natural substance), and some are entirely synthetic, that is, chemically engineered from the constituents of coal or oil. Some are 'thermoplastic', which means that, like candlewax, they melt when heated and can then be reshaped. Others are 'thermosetting': like eggs, they cannot revert to their original viscous state, and their shape is thus fixed for ever. Bakelite had the distinction of being the first totally synthetic thermosetting plastic.

The history of today's plastics begins with the discovery of a series of semi-synthetic thermoplastic materials in the mid-nineteenth century. The impetus behind the development of these early plastics was generated by a number of factors – immense technological progress in the domain of chemistry, coupled with wider cultural changes, and the pragmatic need to find acceptable substitutes for dwindling supplies of 'luxury' materials such as tortoiseshell and ivory.

Baekeland's interest in plastics began in 1885 when, as a young chemistry student in Belgium, he embarked on research into phenolic resins, the group of sticky substances produced when phenol (carbolic acid) combines with an aldehyde (a volatile fluid similar to alcohol). He soon abandoned the subject, however, only returning to it some years later. By 1905 he was a wealthy New Yorker, having recently made his fortune with the invention of a new photographic paper. While Baekeland had been busily amassing dollars, some advances had been made in the development of plastics. The years 1899 and 1900 had seen the patenting of the first semi-synthetic thermosetting material that could be manufactured on an industrial scale. In purely scientific terms, Baekeland's major contribution to the field is not so much the actual discovery of the material to which he gave his name, but rather the method by which a reaction between phenol and formaldehyde could be controlled, thus

making possible its preparation on a commercial basis. On 13 July 1907, Baekeland took out his famous patent describing this preparation, the essential features of which are still in use today.

The original patent outlined a three-stage process, in which phenol and formaldehyde (from wood or coal) were initially combined under vacuum inside a large egg-shaped kettle. The result was a resin known as Novalak, which became soluble and malleable when heated. The resin was allowed to cool in shallow trays until it hardened, and then broken up and ground into powder. Other substances were then introduced: including fillers, such as woodflour, asbestos or cotton, which increase strength and moisture resistance, catalysts (substances to speed up the reaction between two chemicals without joining to either) and hexa, a compound of ammonia and formaldehyde which supplied the additional formaldehyde necessary to form a thermosetting resin. This resin was then left to cool and harden, and ground up a second time. The resulting granular powder was raw Bakelite, ready to be made into a vast range of manufactured objects. In the last stage, the heated Bakelite was poured into a hollow mould of the required shape and subjected to extreme heat and pressure, thereby 'setting' its form for life.

The design of Bakelite objects, everything from earrings to television sets, was governed to a large extent by the technical requirements of the moulding process. The object could not be designed so that it was locked into the mould and therefore difficult to extract. A common general rule was that objects should taper towards the deepest part of the mould, and if necessary the product was moulded in separate pieces. Moulds had to be carefully designed so that the molten Bakelite would flow evenly and completely into the mould. Sharp corners proved impractical and were thus avoided, giving rise to the smooth, 'streamlined' style popular in the 1930s. The thickness of the walls of the mould was also crucial: thick walls took longer to cool and harden, a factor which had to be considered by the designer in order to make the most efficient use of machines.

Baekeland's invention, although treated with disdain in its early years, went on to enjoy an unparalleled popularity which lasted throughout the first half of the twentieth century. It became the wonder product of the new world of industrial expansion – 'the material of a thousand uses'. Being both non-porous and heat-resistant, Bakelite kitchen goods were promoted as being germ-free and sterilisable. Electrical manufacturers seized on its insulating properties, and consumers everywhere relished its dazzling array of shades, delighted that they were now, at last, no longer restricted to the wood tones and drab browns of the pre-plastic era. It then fell from favour again during the 1950s, and was despised and destroyed in vast quantities. Recently, however, it has been experiencing something of a renaissance, with renewed demand for original Bakelite objects in the collectors' marketplace, and museums, societies and dedicated individuals once again appreciating the style and originality of this innovative material.

Questions 1–3

Complete the summary.

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

Write your answers in boxes 1–3 on your answer sheet.

Some plastics behave in a similar way to **1** in that they melt under heat and can be moulded into new forms. Bakelite was unique because it was the first material to be both entirely **2** in origin, and thermosetting.

There were several reasons for the research into plastics in the nineteenth century, among them the great advances that had been made in the field of **3** and the search for alternatives to natural resources like ivory.

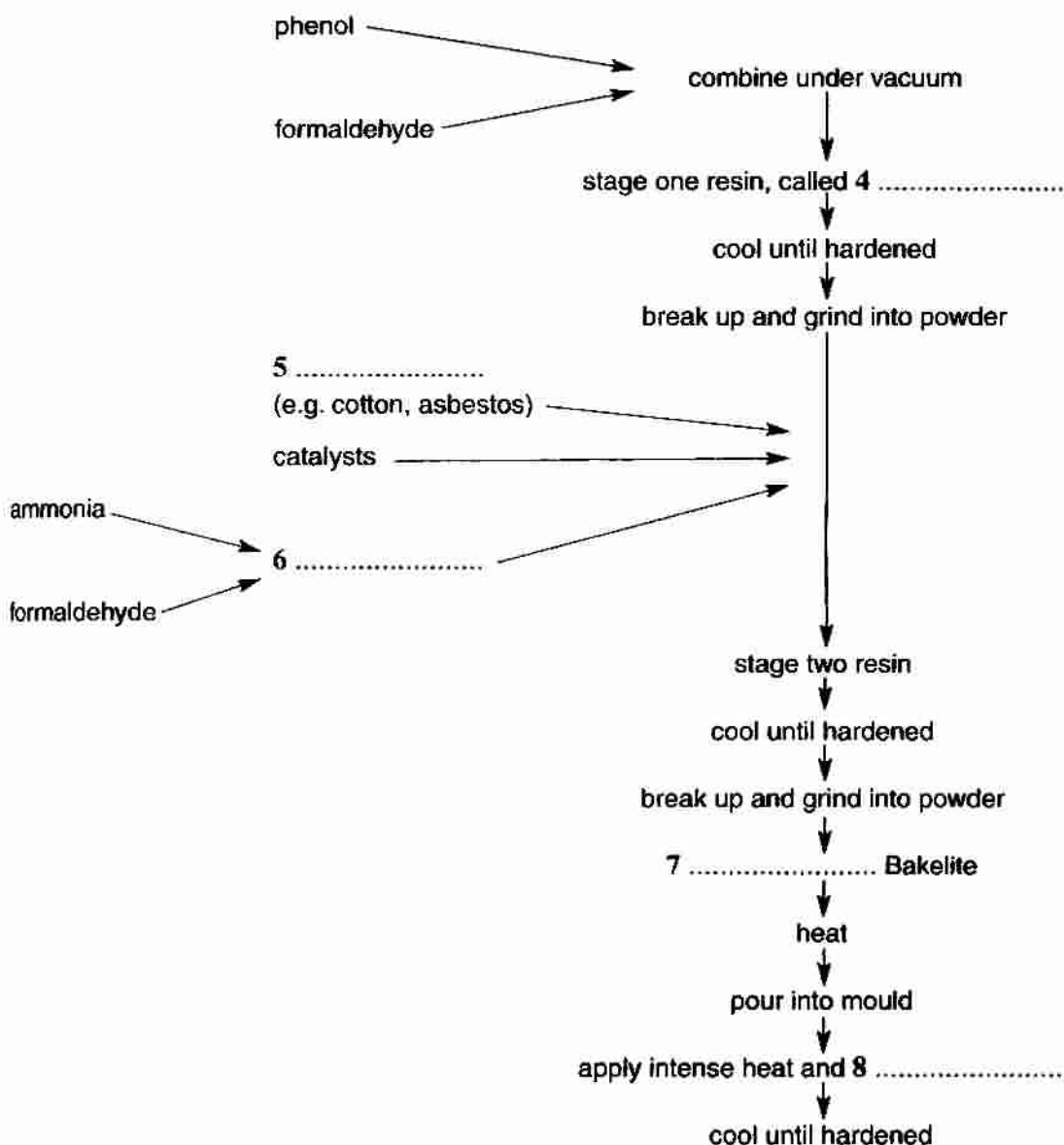
Questions 4–8

Complete the flow-chart.

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

Write your answers in boxes 4–8 on your answer sheet.

The Production of Bakelite



Questions 9 and 10

Choose **TWO** letters **A–E**.

Write your answers in boxes 9 and 10 on your answer sheet.

NB Your answers may be given in either order.

Which **TWO** of the following factors influencing the design of Bakelite objects are mentioned in the text?

- A** the function which the object would serve
- B** the ease with which the resin could fill the mould
- C** the facility with which the object could be removed from the mould
- D** the limitations of the materials used to manufacture the mould
- E** the fashionable styles of the period

Questions 11–13

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

In boxes 11–13 on your answer sheet, write

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

- 11** Modern-day plastic preparation is based on the same principles as that patented in 1907.
- 12** Bakelite was immediately welcomed as a practical and versatile material.
- 13** Bakelite was only available in a limited range of colours.

READING PASSAGE 2

You should spend about 20 minutes on Questions 14–27, which are based on Reading Passage 2 below.

What's so funny?

John McCrone reviews recent research on humour

The joke comes over the headphones: 'Which side of a dog has the most hair? The left.' No, not funny. Try again. 'Which side of a dog has the most hair? The outside.' Hah! The punchline is silly yet fitting, tempting a smile, even a laugh. Laughter has always struck people as deeply mysterious, perhaps pointless. The writer Arthur Koestler dubbed it the luxury reflex: 'unique in that it serves no apparent biological purpose'.

Theories about humour have an ancient pedigree. Plato expressed the idea that humour is simply a delighted feeling of superiority over others. Kant and Freud felt that joke-telling relies on building up a psychic tension which is safely punctured by the ludicrousness of the punchline. But most modern humour theorists have settled on some version of Aristotle's belief that jokes are based on a reaction to or resolution of incongruity, when the punchline is either a nonsense or, though appearing silly, has a clever second meaning.

Graeme Ritchie, a computational linguist in Edinburgh, studies the linguistic structure of jokes in order to understand not only humour but language understanding and reasoning in machines. He says that while there is no single format for jokes, many revolve around a sudden and surprising conceptual shift. A comedian will present a situation followed by an unexpected interpretation that is also apt.

So even if a punchline sounds silly, the listener can see there is a clever semantic fit and that sudden mental 'Aha!' is the buzz that makes us laugh. Viewed from this angle, humour is just a form of creative insight, a sudden leap to a new perspective.

However, there is another type of laughter, the laughter of social appeasement and it is important to understand this too. Play is a crucial part of development in most young mammals. Rats produce ultrasonic squeaks to prevent their scuffles turning nasty. Chimpanzees have a 'play-face' – a gaping expression accompanied by a panting 'ah, ah' noise. In humans, these signals have mutated into smiles and laughs. Researchers believe social situations, rather than cognitive events such as jokes, trigger these instinctual markers of play or appeasement. People laugh on fairground rides or when tickled to flag a play situation, whether they feel amused or not.

Both social and cognitive types of laughter tap into the same expressive machinery in our brains, the emotion and motor circuits that produce smiles and excited vocalisations. However, if cognitive laughter is the product of more general thought processes, it should result from more expansive brain activity.

Psychologist Vinod Goel investigated humour using the new technique of 'single event' functional magnetic resonance imaging (fMRI). An MRI scanner uses magnetic fields and radio waves to track the changes in oxygenated blood that accompany mental activity. Until recently, MRI scanners needed several minutes of activity and so could not be used to track rapid thought processes such as comprehending a joke. New developments now allow half-second 'snapshots' of all sorts of reasoning and problem-solving activities.

Although Goel felt being inside a brain scanner was hardly the ideal place for appreciating a joke, he found evidence that understanding a joke involves a widespread mental shift. His scans showed that at the beginning of a joke the listener's prefrontal cortex lit up, particularly the right prefrontal believed to be critical for problem solving. But there was also activity in the temporal lobes at the side of the head (consistent with attempts to rouse stored knowledge) and in many other brain areas. Then when the punchline arrived, a new area sprang to life – the orbital prefrontal cortex. This patch of brain tucked behind the orbits of the eyes is associated with evaluating information.

Making a rapid emotional assessment of the events of the moment is an extremely demanding job for the brain, animal or human. Energy and arousal levels may need to be retuned in the blink of an eye. These abrupt changes will produce either positive or negative feelings. The orbital cortex, the region that becomes active in Goel's experiment, seems the best candidate for the site that feeds such feelings into higher-level thought processes, with its close connections to the brain's sub-cortical arousal apparatus and centres of metabolic control.

All warm-blooded animals make constant tiny adjustments in arousal in response to external events, but humans, who have developed a much more complicated internal life as a result of language, respond emotionally not only to their surroundings, but to their own thoughts. Whenever a sought-for answer snaps into place, there is a shudder of pleased recognition. Creative discovery being pleasurable, humans have learned to find ways of milking this natural response. The fact that jokes tap into our general evaluative machinery explains why the line between funny and disgusting, or funny and frightening, can be so fine. Whether a joke gives pleasure or pain depends on a person's outlook.

Humour may be a luxury, but the mechanism behind it is no evolutionary accident. As Peter Derks, a psychologist at William and Mary College in Virginia, says: 'I like to think of humour as the distorted mirror of the mind. It's creative, perceptual, analytical and lingual. If we can figure out how the mind processes humour, then we'll have a pretty good handle on how it works in general.'



Questions 14–20

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

In boxes 14–20 on your answer sheet, write

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

- 14 Arthur Koestler considered laughter biologically important in several ways.
- 15 Plato believed humour to be a sign of above-average intelligence.
- 16 Kant believed that a successful joke involves the controlled release of nervous energy.
- 17 Current thinking on humour has largely ignored Aristotle's view on the subject.
- 18 Graeme Ritchie's work links jokes to artificial intelligence.
- 19 Most comedians use personal situations as a source of humour.
- 20 Chimpanzees make particular noises when they are playing.

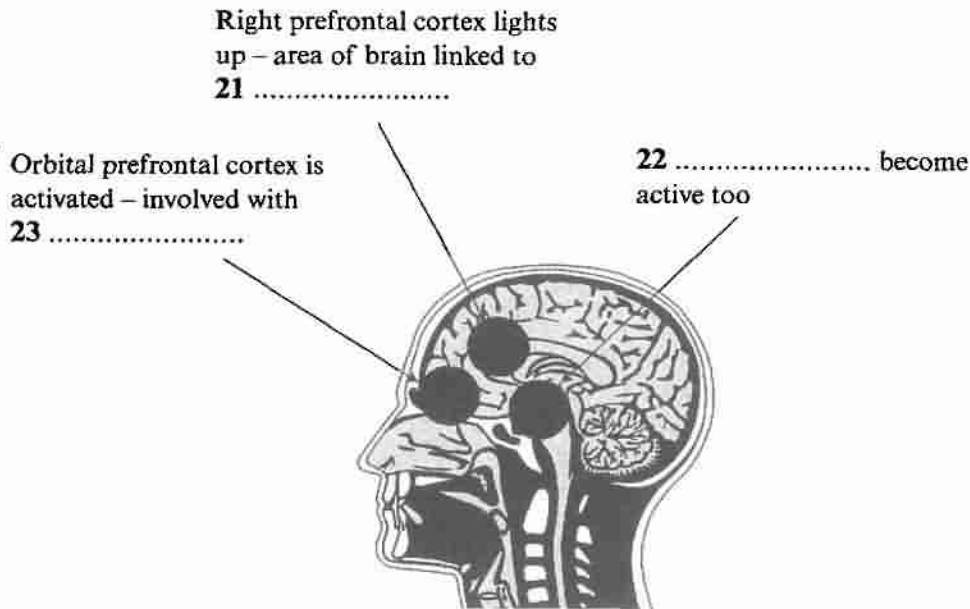
Questions 21–23

The diagram below shows the areas of the brain activated by jokes.

Label the diagram.

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

Write your answers in boxes 21–23 on your answer sheet.



Questions 24–27

Complete each sentence with the correct ending A–G below.

Write the correct letter A–G in boxes 24–27 on your answer sheet.

- 24 One of the brain's most difficult tasks is to
25 Because of the language they have developed, humans
26 Individual responses to humour
27 Peter Derks believes that humour

- A react to their own thoughts.
- B helped create language in humans.
- C respond instantly to whatever is happening.
- D may provide valuable information about the operation of the brain.
- E cope with difficult situations.
- F relate to a person's subjective views.
- G led our ancestors to smile and then laugh.

READING PASSAGE 3

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

The Birth of Scientific English

World science is dominated today by a small number of languages, including Japanese, German and French, but it is English which is probably the most popular global language of science. This is not just because of the importance of English-speaking countries such as the USA in scientific research; the scientists of many non-English-speaking countries find that they need to write their research papers in English to reach a wide international audience. Given the prominence of scientific English today, it may seem surprising that no one really knew how to write science in English before the 17th century. Before that, Latin was regarded as the *lingua franca*¹ for European intellectuals.

The European Renaissance (c. 14th–16th century) is sometimes called the 'revival of learning', a time of renewed interest in the 'lost knowledge' of classical times. At the same time, however, scholars also began to test and extend this knowledge. The emergent nation states of Europe developed competitive interests in world exploration and the development of trade. Such expansion, which was to take the English language west to America and east to India, was supported by scientific developments such as the discovery of magnetism (and hence the invention of the compass), improvements in cartography and – perhaps the most important scientific

revolution of them all – the new theories of astronomy and the movement of the Earth in relation to the planets and stars, developed by Copernicus (1473–1543).

England was one of the first countries where scientists adopted and publicised Copernican ideas with enthusiasm. Some of these scholars, including two with interests in language – John Wallis and John Wilkins – helped found the Royal Society in 1660 in order to promote empirical scientific research.

Across Europe similar academies and societies arose, creating new national traditions of science. In the initial stages of the scientific revolution, most publications in the national languages were popular works, encyclopaedias, educational textbooks and translations. Original science was not done in English until the second half of the 17th century. For example, Newton published his mathematical treatise, known as the *Principia*, in Latin, but published his later work on the properties of light – *Opticks* – in English.

There were several reasons why original science continued to be written in Latin. The first was simply a matter of audience. Latin was suitable for an international audience of scholars, whereas English reached a socially wider, but more local, audience. Hence, popular science was written in English.

¹ *lingua franca*: a language which is used for communication between groups of people who speak different languages

A second reason for writing in Latin may, perversely, have been a concern for secrecy. Open publication had dangers in putting into the public domain preliminary ideas which had not yet been fully exploited by their 'author'. This growing concern about intellectual property rights was a feature of the period – it reflected both the humanist notion of the individual, rational scientist who invents and discovers through private intellectual labour, and the growing connection between original science and commercial exploitation. There was something of a social distinction between 'scholars and gentlemen' who understood Latin, and men of trade who lacked a classical education. And in the mid-17th century it was common practice for mathematicians to keep their discoveries and proofs secret, by writing them in cipher, in obscure languages, or in private messages deposited in a sealed box with the Royal Society. Some scientists might have felt more comfortable with Latin precisely because its audience, though international, was socially restricted. Doctors clung the most keenly to Latin as an 'insider language'.

A third reason why the writing of original science in English was delayed may have been to do with the linguistic inadequacy of English in the early modern period. English was not well equipped to deal with scientific argument. First, it lacked the necessary technical vocabulary. Second, it lacked the grammatical resources required to represent the world in an objective and impersonal way, and to discuss the relations, such as cause and effect, that might hold between complex and hypothetical entities.

Fortunately, several members of the Royal Society possessed an interest in language and became engaged in various linguistic projects. Although a proposal in 1664 to establish a committee for improving the English language came to little, the society's members did a great deal to foster the publication of science in English and to encourage the development of a suitable writing style. Many members of the Royal Society also published monographs in English. One of the first was by Robert Hooke, the society's first curator of experiments, who described his experiments with microscopes in *Micrographia* (1665). This work is largely narrative in style, based on a transcript of oral demonstrations and lectures.

In 1665 a new scientific journal, *Philosophical Transactions*, was inaugurated. Perhaps the first international English-language scientific journal, it encouraged a new genre of scientific writing, that of short, focused accounts of particular experiments.

The 17th century was thus a formative period in the establishment of scientific English. In the following century much of this momentum was lost as German established itself as the leading European language of science. It is estimated that by the end of the 18th century 401 German scientific journals had been established as opposed to 96 in France and 50 in England. However, in the 19th century scientific English again enjoyed substantial lexical growth as the industrial revolution created the need for new technical vocabulary, and new, specialised, professional societies were instituted to promote and publish in the new disciplines.

Questions 28–34

Complete the summary.

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

Write your answers in boxes 28–34 on your answer sheet.

In Europe, modern science emerged at the same time as the nation state. At first, the scientific language of choice remained **28** It allowed scientists to communicate with other socially privileged thinkers while protecting their work from unwanted exploitation. Sometimes the desire to protect ideas seems to have been stronger than the desire to communicate them, particularly in the case of mathematicians and **29** In Britain, moreover, scientists worried that English had neither the **30** nor the **31** to express their ideas. This situation only changed after 1660 when scientists associated with the **32** set about developing English. An early scientific journal fostered a new kind of writing based on short descriptions of specific experiments. Although English was then overtaken by **33** , it developed again in the 19th century as a direct result of the **34**

Questions 35–37

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

In boxes 35–37 on your answer sheet, write

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

- 35** There was strong competition between scientists in Renaissance Europe.
- 36** The most important scientific development of the Renaissance period was the discovery of magnetism.
- 37** In 17th-century Britain, leading thinkers combined their interest in science with an interest in how to express ideas.

Questions 38–40

Complete the table.

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

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

Science written in the first half of the 17th century		
Language used	Latin	English
Type of science	Original	38
Examples	39	Encyclopaedias
Target audience	International scholars	40 , but socially wider

WRITING

WRITING TASK 1

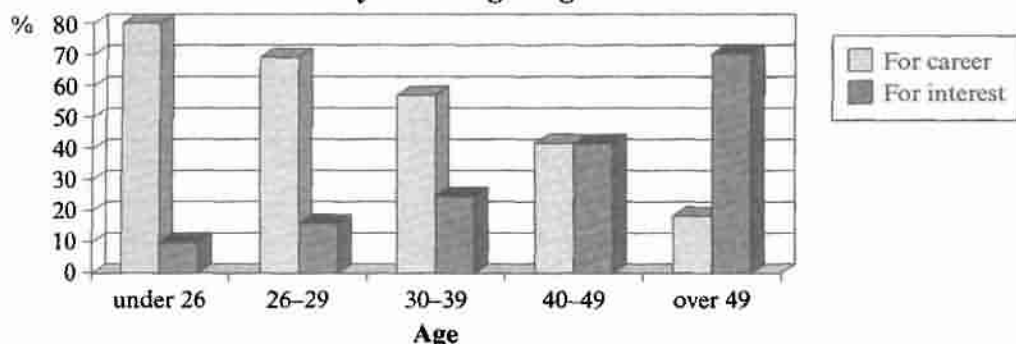
You should spend about 20 minutes on this task.

The charts below show the main reasons for study among students of different age groups and the amount of support they received from employers.

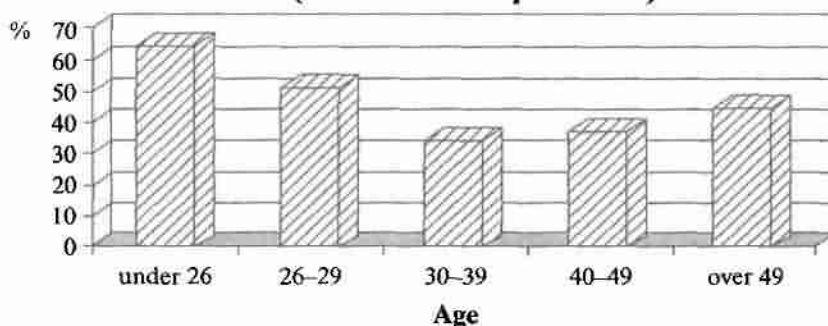
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Reasons for study according to age of student



**Employer support, by age group
(Time off and help with fees)**



WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

In some countries young people are encouraged to work or travel for a year between finishing high school and starting university studies.

Discuss the advantages and disadvantages for young people who decide to do this.

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

Write at least 250 words.

SPEAKING

PART 1

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

EXAMPLE

Colour

- What's your favourite colour? [Why?]
- Do you like the same colours now as you did when you were younger? [Why/Why not?]
- What can you learn about a person from the colours they like?
- Do any colours have a special meaning in your culture?

PART 2

Describe a song or a piece of music you like.

You should say:

**what the song or music is
what kind of song or music it is
where you first heard it
and explain why you like it.**

You will have to talk about the 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.

PART 3

Discussion topics:

Music and young people

Example questions:

What kinds of music are popular with young people in your culture?

What do you think influences a young person's taste in music?

How has technology affected the kinds of music popular with young people?

Music and society

Example questions:

Tell me about any traditional music in your culture.

How important is it for a culture to have musical traditions?

Why do you think countries have national anthems or songs?

Test 3

LISTENING

SECTION 1 Questions 1–10

Questions 1–10

Complete the form below.

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

MINTONS CAR MART

Customer Enquiry

Example

Answer

Make:

Lida

Engine size:

1

Model:

Max

Type of gears:

2

Preferred colour:

3 blue

FINANCE

Customer wishes to arrange

4

Part exchange?

yes

PERSONAL DETAILS

Name:

Wendy 5

Title:

6

Address:

20, Green Banks

7

Hampshire

Postcode:

GU8 9EW

Contact number:

8 (for only) 0798 257643

CURRENT CAR

Make:

Conti

Model:

Name: 9

Year: 1994

Mileage:

maximum 70,000

Colour:

metallic grey

Condition:

10

SECTION 2 *Questions 11–20*

Questions 11 and 12

Choose **TWO** letters **A–E**.

What **TWO** advantages does the speaker say Rexford University has for the students he is speaking to?

- A** higher than average results in examinations
- B** good transport links with central London
- C** near London Airport
- D** special government funding
- E** good links with local industry

Questions 13–15

Complete the notes below.

Write **NO MORE THAN ONE WORD** for each answer.

- When application is received, confirmation will be sent
- Application processing may be slowed down by
 - postal problems
 - delays in sending 13
- University tries to put international applicants in touch with a student from the same 14 who can give information and advice on
 - academic atmosphere
 - leisure facilities
 - English 15 and food
 - what to pack

Questions 16–20

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

- 16** The speaker says international students at UK universities will be
- A** offered accommodation with local families.
 - B** given special help by their lecturers.
 - C** expected to work independently.
- 17** What does the speaker say about university accommodation on campus?
- A** Most places are given to undergraduates.
 - B** No places are available for postgraduates with families.
 - C** A limited number of places are available for new postgraduates.
- 18** Students wishing to live off-campus should apply
- A** several months in advance.
 - B** two or three weeks in advance.
 - C** at the beginning of term.
- 19** The university accommodation officer will
- A** send a list of agents for students to contact.
 - B** contact accommodation agencies for students.
 - C** ensure that students have suitable accommodation.
- 20** With regard to their English, the speaker advises the students to
- A** tell their lecturers if they have problems understanding.
 - B** have private English lessons when they arrive.
 - C** practise their spoken English before they arrive.

SECTION 3 Questions 21–30

Complete the form below.

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

Feedback Form

Course: Communication in Business

Course code: CB162

Dates: From 21 to 22

Please give your comments on the following aspects of the course:

	Good Points	Suggestions for Improvement
Course organisation	<ul style="list-style-type: none"> • 23 • useful to have 24 at beginning of course 	<ul style="list-style-type: none"> • too much work in 25 of the course – could be more evenly balanced
Course delivery	<ul style="list-style-type: none"> • good 26 	<ul style="list-style-type: none"> • some 27 sessions went on too long
Materials and equipment	<ul style="list-style-type: none"> • good 28 	<ul style="list-style-type: none"> • not enough copies of key texts available • need more computers
Testing and evaluation	<ul style="list-style-type: none"> • quick feedback from oral presentations • marking criteria for oral presentations known in advance 	<ul style="list-style-type: none"> • too much 29 • can we know criteria for marking final exams?
Other comments	<ul style="list-style-type: none"> • excellent 30 	

SECTION 4 Questions 31–40

Questions 31–35

Complete the sentences below.

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

HOUSEHOLD WASTE RECYCLING

- 31 By 2008, carbon dioxide emissions need to be lower than in 1990.
- 32 Recycling saves energy and reduces emissions from landfill sites and
- 33 People say that one problem is a lack of '.....' sites for household waste.
- At the 'bring banks', household waste is sorted and unsuitable items removed.
- 34 Glass designed to be utilised for cannot be recycled with other types of glass.
- 35 In the UK, tons of glass is recycled each year.

Questions 36–40

Complete the table below.

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

Companies working with recycled materials		
Material	Company	Product that the company manufactures
glass	CLF Aggregates	material used for making 36
paper	Martin's	office stationery
	Papersave	37 for use on farms
plastic	Pacrite	38 for collecting waste
	Waterford	39
	Johnson & Jones	40

READING

READING PASSAGE 1

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

Early Childhood Education

New Zealand's National Party spokesman on education, Dr Lockwood Smith, recently visited the US and Britain. Here he reports on the findings of his trip and what they could mean for New Zealand's education policy

A 'Education To Be More' was published last August. It was the report of the New Zealand Government's Early Childhood Care and Education Working Group. The report argued for enhanced equity of access and better funding for childcare and early childhood education institutions. Unquestionably, that's a real need; but since parents don't normally send children to pre-schools until the age of three, are we missing out on the most important years of all?

B A 13-year study of early childhood development at Harvard University has shown that, by the age of three, most children have the potential to understand about 1000 words – most of the language they will use in ordinary conversation for the rest of their lives.

Furthermore, research has shown that while every child is born with a natural curiosity, it can be suppressed dramatically during the second and third years of life. Researchers claim that the human personality is formed during the first two years of life, and during the first three years children learn the basic skills they will use in all their later learning both at home and at school. Once over the age of three, children continue to expand on existing knowledge of the world.

C It is generally acknowledged that young people from poorer socio-economic backgrounds tend to

do less well in our education system. That's observed not just in New Zealand, but also in Australia, Britain and America. In an attempt to overcome that educational under-achievement, a nationwide programme called 'Headstart' was launched in the United States in 1965. A lot of money was poured into it. It took children into pre-school institutions at the age of three and was supposed to help the children of poorer families succeed in school.

Despite substantial funding, results have been disappointing. It is thought that there are two explanations for this. First, the programme began too late. Many children who entered it at the age of three were already behind their peers in language and measurable intelligence. Second, the parents were not involved. At the end of each day, 'Headstart' children returned to the same disadvantaged home environment.

D As a result of the growing research evidence of the importance of the first three years of a child's life and the disappointing results from 'Headstart', a pilot programme was launched in Missouri in the US that focused on parents as the child's first teachers. The 'Missouri' programme was predicated on research showing that working with the family, rather than bypassing the parents, is the most effective way of helping children get off to the best possible start in life. The four-year pilot study included 380 families who were about to have their first child and who

represented a cross-section of socio-economic status, age and family configurations. They included single-parent and two-parent families, families in which both parents worked, and families with either the mother or father at home.

The programme involved trained parent-educators visiting the parents' home and working with the parent, or parents, and the child. Information on child development, and guidance on things to look for and expect as the child grows were provided, plus guidance in fostering the child's intellectual, language, social and motor-skill development. Periodic check-ups of the child's educational and sensory development (hearing and vision) were made to detect possible handicaps that interfere with growth and development. Medical problems were referred to professionals.

Parent-educators made personal visits to homes and monthly group meetings were held with other new parents to share experience and discuss topics of interest. Parent resource centres, located in school buildings, offered learning materials for families and facilitators for child care.

E

At the age of three, the children who had been involved in the 'Missouri' programme were evaluated alongside a cross-section of children selected from the same range of socio-economic backgrounds and family situations, and also a random sample of children that age. The results were phenomenal. By the age of three, the children in the programme were significantly more advanced in language development than their peers, had made greater strides in problem solving and other intellectual skills, and were

further along in social development. In fact, the average child on the programme was performing at the level of the top 15 to 20 per cent of their peers in such things as auditory comprehension, verbal ability and language ability.

Most important of all, the traditional measures of 'risk', such as parents' age and education, or whether they were a single parent, bore little or no relationship to the measures of achievement and language development. Children in the programme performed equally well regardless of socio-economic disadvantages. Child abuse was virtually eliminated. The one factor that was found to affect the child's development was family stress leading to a poor quality of parent-child interaction. That interaction was not necessarily bad in poorer families.

F

These research findings are exciting. There is growing evidence in New Zealand that children from poorer socio-economic backgrounds are arriving at school less well developed and that our school system tends to perpetuate that disadvantage. The initiative outlined above could break that cycle of disadvantage. The concept of working with parents in their homes, or at their place of work, contrasts quite markedly with the report of the Early Childhood Care and Education Working Group. Their focus is on getting children and mothers access to childcare and institutionalised early childhood education. Education from the age of three to five is undoubtedly vital, but without a similar focus on parent education and on the vital importance of the first three years, some evidence indicates that it will not be enough to overcome educational inequity.

Questions 1–4

Reading Passage 1 has six sections, **A–F**.

Which paragraph contains the following information?

Write the correct letter A–F in boxes 1–4 on your answer sheet.

- 1 details of the range of family types involved in an education programme
- 2 reasons why a child's early years are so important
- 3 reasons why an education programme failed
- 4 a description of the positive outcomes of an education programme

Questions 5–10

Classify the following features as characterising

- A** the 'Headstart' programme
- B** the 'Missouri' programme
- C** both the 'Headstart' and the 'Missouri' programmes
- D** neither the 'Headstart' nor the 'Missouri' programme

Write the correct letter A, B, C or D in boxes 5–10 on your answer sheet.

- 5 was administered to a variety of poor and wealthy families
- 6 continued with follow-up assistance in elementary schools
- 7 did not succeed in its aim
- 8 supplied many forms of support and training to parents
- 9 received insufficient funding
- 10 was designed to improve pre-schoolers' educational development

Questions 11–13

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

In boxes 11–13 on your answer sheet, write

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

- 11 Most 'Missouri' programme three-year-olds scored highly in areas such as listening, speaking, reasoning and interacting with others.
- 12 'Missouri' programme children of young, uneducated, single parents scored less highly on the tests.
- 13 The richer families in the 'Missouri' programme had higher stress levels.

READING PASSAGE 2

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

Questions 14–17

Reading Passage 2 has six paragraphs, A–F.

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

Write the correct number **i–viii** in boxes 14–17 on your answer sheet.

List of Headings

- i** Effects of irrigation on sedimentation
- ii** The danger of flooding the Cairo area
- iii** Causing pollution in the Mediterranean
- iv** Interrupting a natural process
- v** The threat to food production
- vi** Less valuable sediment than before
- vii** Egypt's disappearing coastline
- viii** Looking at the long-term impact

<i>Example</i>	Paragraph A	<i>Answer</i>	vii
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14 Paragraph B

<i>Example</i>	Paragraph C	<i>Answer</i>	vi
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15 Paragraph D

16 Paragraph E

17 Paragraph F

Disappearing Delta

A The fertile land of the Nile delta is being eroded along Egypt's Mediterranean coast at an astounding rate, in some parts estimated at 100 metres per year. In the past, land scoured away from the coastline by the currents of the Mediterranean Sea used to be replaced by sediment brought down to the delta by the River Nile, but this is no longer happening.

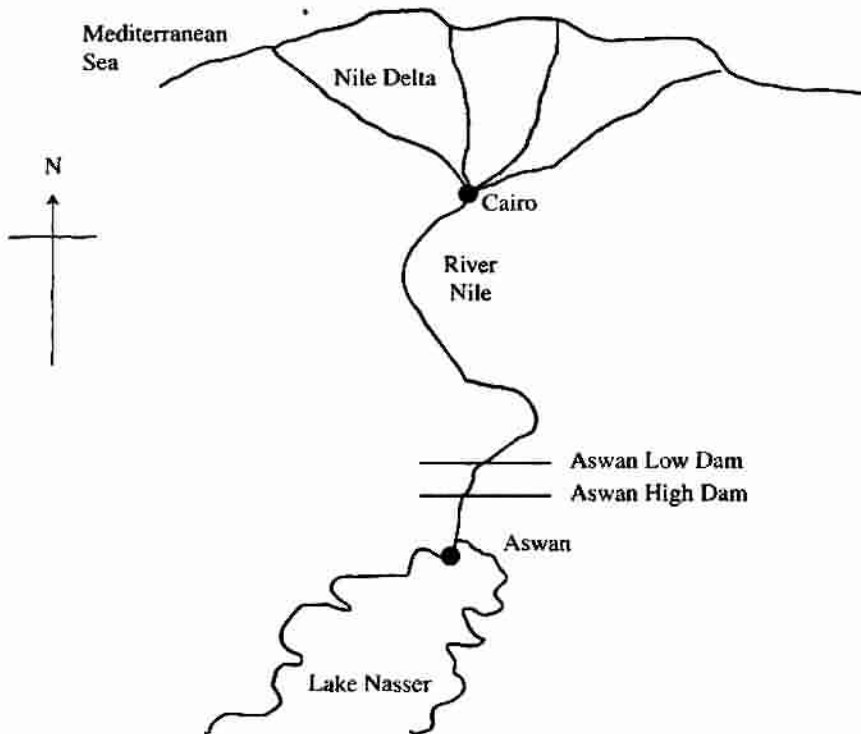
B Up to now, people have blamed this loss of delta land on the two large dams at Aswan in the south of Egypt, which hold back virtually all of the sediment that used to flow down the river. Before the dams were built, the Nile flowed freely, carrying huge quantities of sediment north from Africa's interior to be deposited on the Nile delta. This continued for 7,000 years, eventually covering a region of over 22,000 square kilometres with layers of fertile silt. Annual flooding brought in new, nutrient-rich soil to the delta region, replacing what had been washed away by the sea, and dispensing with the need for fertilizers in Egypt's richest food-growing area. But when the Aswan dams were constructed in the 20th century to provide electricity and irrigation, and to protect the huge population centre of Cairo and its surrounding areas from annual flooding and drought, most of the sediment with its natural fertilizer accumulated up above the dam in the southern, upstream half of Lake Nasser, instead of passing down to the delta.

C Now, however, there turns out to be more to the story. It appears that the sediment-free water emerging from the Aswan dams picks up silt and sand as it erodes the river bed and banks on the 800-kilometre trip to Cairo. Daniel Jean Stanley

of the Smithsonian Institute noticed that water samples taken in Cairo, just before the river enters the delta, indicated that the river sometimes carries more than 850 grams of sediment per cubic metre of water – almost half of what it carried before the dams were built. 'I'm ashamed to say that the significance of this didn't strike me until after I had read 50 or 60 studies,' says Stanley in *Marine Geology*. 'There is still a lot of sediment coming into the delta, but virtually no sediment comes out into the Mediterranean to replenish the coastline. So this sediment must be trapped on the delta itself.'

D Once north of Cairo, most of the Nile water is diverted into more than 10,000 kilometres of irrigation canals and only a small proportion reaches the sea directly through the rivers in the delta. The water in the irrigation canals is still or very slow-moving and thus cannot carry sediment, Stanley explains. The sediment sinks to the bottom of the canals and then is added to fields by farmers or pumped with the water into the four large freshwater lagoons that are located near the outer edges of the delta. So very little of it actually reaches the coastline to replace what is being washed away by the Mediterranean currents.

E The farms on the delta plains and fishing and aquaculture in the lagoons account for much of Egypt's food supply. But by the time the sediment has come to rest in the fields and lagoons it is laden with municipal, industrial and agricultural waste from the Cairo region, which is home to more than 40 million people. 'Pollutants are building up faster and faster,' says Stanley.



Based on his investigations of sediment from the delta lagoons, Frederic Siegel of George Washington University concurs. 'In Manzalah Lagoon, for example, the increase in mercury, lead, copper and zinc coincided with the building of the High Dam at Aswan, the availability of cheap electricity, and the development of major power-based industries,' he says. Since that time the concentration of mercury has increased significantly. Lead from engines that use leaded fuels and from other industrial sources has also increased dramatically. These poisons can easily enter the food chain, affecting the productivity of fishing and farming. Another problem is that agricultural wastes include fertilizers which stimulate increases in plant growth in the lagoons and upset the ecology of the area, with serious effects on the fishing industry.

F According to Siegel, international environmental organisations are beginning to pay closer attention to the region, partly because of the problems of erosion and pollution of the Nile delta, but principally because they fear the impact this situation could have on the whole Mediterranean coastal ecosystem. But there are no easy solutions. In the immediate future, Stanley believes that one solution would be to make artificial floods to flush out the delta waterways, in the same way that natural floods did before the construction of the dams. He says, however, that in the long term an alternative process such as desalination may have to be used to increase the amount of water available. 'In my view, Egypt must devise a way to have more water running through the river and the delta,' says Stanley. Easier said than done in a desert region with a rapidly growing population.

Questions 18–23

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

In boxes 18–23 on your answer sheet, write

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

- 18 Coastal erosion occurred along Egypt's Mediterranean coast before the building of the Aswan dams.
- 19 Some people predicted that the Aswan dams would cause land loss before they were built.
- 20 The Aswan dams were built to increase the fertility of the Nile delta.
- 21 Stanley found that the levels of sediment in the river water in Cairo were relatively high.
- 22 Sediment in the irrigation canals on the Nile delta causes flooding.
- 23 Water is pumped from the irrigation canals into the lagoons.

Questions 24–26

Complete the summary of paragraphs E and F with the list of words **A–H** below.

Write the correct letter **A–H** in boxes 24–26 on your answer sheet.

In addition to the problem of coastal erosion, there has been a marked increase in the level of 24 contained in the silt deposited in the Nile delta. To deal with this, Stanley suggests the use of 25 in the short term, and increasing the amount of water available through 26 in the longer term.

A artificial floods

B desalination

C delta waterways

D natural floods

E nutrients

F pollutants

G population control

H sediment

READING PASSAGE 3

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

The Return of Artificial Intelligence

It is becoming acceptable again to talk of computers performing human tasks such as problem-solving and pattern-recognition

A After years in the wilderness, the term 'artificial intelligence' (AI) seems poised to make a comeback. AI was big in the 1980s but vanished in the 1990s. It re-entered public consciousness with the release of *AI*, a movie about a robot boy. This has ignited public debate about AI, but the term is also being used once more within the computer industry. Researchers, executives and marketing people are now using the expression without irony or inverted commas. And it is not always hype. The term is being applied, with some justification, to products that depend on technology that was originally developed by AI researchers. Admittedly, the rehabilitation of the term has a long way to go, and some firms still prefer to avoid using it. But the fact that others are starting to use it again suggests that AI has moved on from being seen as an over-ambitious and under-achieving field of research.



B The field was launched, and the term 'artificial intelligence' coined, at a conference in 1956, by a group of researchers that included Marvin Minsky, John McCarthy, Herbert Simon and Alan Newell, all of whom went on to become leading figures in the field. The expression provided an attractive but informative name for a research programme that encompassed such previously disparate fields as operations research, cybernetics, logic and computer science. The goal they shared was an attempt to capture or mimic human abilities using machines. That said, different groups of researchers attacked different problems, from speech recognition to chess playing, in different ways; AI unified the field in name only. But it was a term that captured the public imagination.

C Most researchers agree that AI peaked around 1985. A public reared on science-fiction movies and excited by the growing power of computers had high expectations. For years, AI researchers had implied that a breakthrough was just around the corner. Marvin Minsky said in 1967 that within a generation the problem of creating 'artificial intelligence' would be substantially solved. Prototypes of medical-diagnosis programs and speech recognition software appeared to be making progress. It proved to be a false dawn. Thinking computers and

household robots failed to materialise, and a backlash ensued. 'There was undue optimism in the early 1980s,' says David Leake, a researcher at Indiana University. 'Then when people realised these were hard problems, there was retrenchment. By the late 1980s, the term AI was being avoided by many researchers, who opted instead to align themselves with specific sub-disciplines such as neural networks, agent technology, case-based reasoning, and so on.'

D Ironically, in some ways AI was a victim of its own success. Whenever an apparently mundane problem was solved, such as building a system that could land an aircraft unattended, the problem was deemed not to have been AI in the first place. 'If it works, it can't be AI,' as Dr Leake characterises it. The effect of repeatedly moving the goal-posts in this way was that AI came to refer to 'blue-sky' research that was still years away from commercialisation. Researchers joked that AI stood for 'almost implemented'. Meanwhile, the technologies that made it onto the market, such as speech recognition, language translation and decision-support software, were no longer regarded as AI. Yet all three once fell well within the umbrella of AI research.

E But the tide may now be turning, according to Dr Leake. HNC Software of San Diego, backed by a government agency, reckon that their new approach to artificial intelligence is the most powerful and promising approach ever discovered. HNC claim that their system, based on a cluster of 30 processors, could be used to spot camouflaged vehicles on a battlefield or extract a voice signal from a noisy background – tasks humans can do well, but computers cannot. 'Whether or not their technology lives up to the claims made for it, the fact that HNC are emphasising the use of AI is itself an interesting development,' says Dr Leake.

F Another factor that may boost the prospects for AI in the near future is that investors are now looking for firms using clever technology, rather than just a clever business model, to differentiate themselves. In particular, the problem of information overload, exacerbated by the growth of e-mail and the explosion in the number of web pages, means there are plenty of opportunities for new technologies to help filter and categorise information – classic AI problems. That may mean that more artificial intelligence companies will start to emerge to meet this challenge.

G The 1969 film, *2001: A Space Odyssey*, featured an intelligent computer called HAL 9000. As well as understanding and speaking English, HAL could play chess and even learned to lipread. HAL thus encapsulated the optimism of the 1960s that intelligent computers would be widespread by 2001. But 2001 has been and gone, and there is still no sign of a HAL-like computer. Individual systems can play chess or transcribe speech, but a general theory of machine intelligence still remains elusive. It may be, however, that the comparison with HAL no longer seems quite so important, and AI can now be judged by what it can do, rather than by how well it matches up to a 30-year-old science-fiction film. 'People are beginning to realise that there are impressive things that these systems can do,' says Dr Leake hopefully.

Questions 27–31

Reading Passage 3 has seven paragraphs, A–G.

Which paragraph contains the following information?

Write the correct letter A–G in boxes 27–31 on your answer sheet.

NB *You may use any letter more than once.*

- 27 how AI might have a military impact
- 28 the fact that AI brings together a range of separate research areas
- 29 the reason why AI has become a common topic of conversation again
- 30 how AI could help deal with difficulties related to the amount of information available electronically
- 31 where the expression AI was first used

Questions 32–37

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

In boxes 32–37 on your answer sheet, write

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information about this</i>

- 32 The researchers who launched the field of AI had worked together on other projects in the past.
- 33 In 1985, AI was at its lowest point.
- 34 Research into agent technology was more costly than research into neural networks.
- 35 Applications of AI have already had a degree of success.
- 36 The problems waiting to be solved by AI have not changed since 1967.
- 37 The film *2001: A Space Odyssey* reflected contemporary ideas about the potential of AI computers.

Questions 38–40

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

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

- 38** According to researchers, in the late 1980s there was a feeling that
- A** a general theory of AI would never be developed.
 - B** original expectations of AI may not have been justified.
 - C** a wide range of applications was close to fruition.
 - D** more powerful computers were the key to further progress.
- 39** In Dr Leake's opinion, the reputation of AI suffered as a result of
- A** changing perceptions.
 - B** premature implementation.
 - C** poorly planned projects.
 - D** commercial pressures.
- 40** The prospects for AI may benefit from
- A** existing AI applications.
 - B** new business models.
 - C** orders from internet-only companies.
 - D** new investment priorities.

WRITING

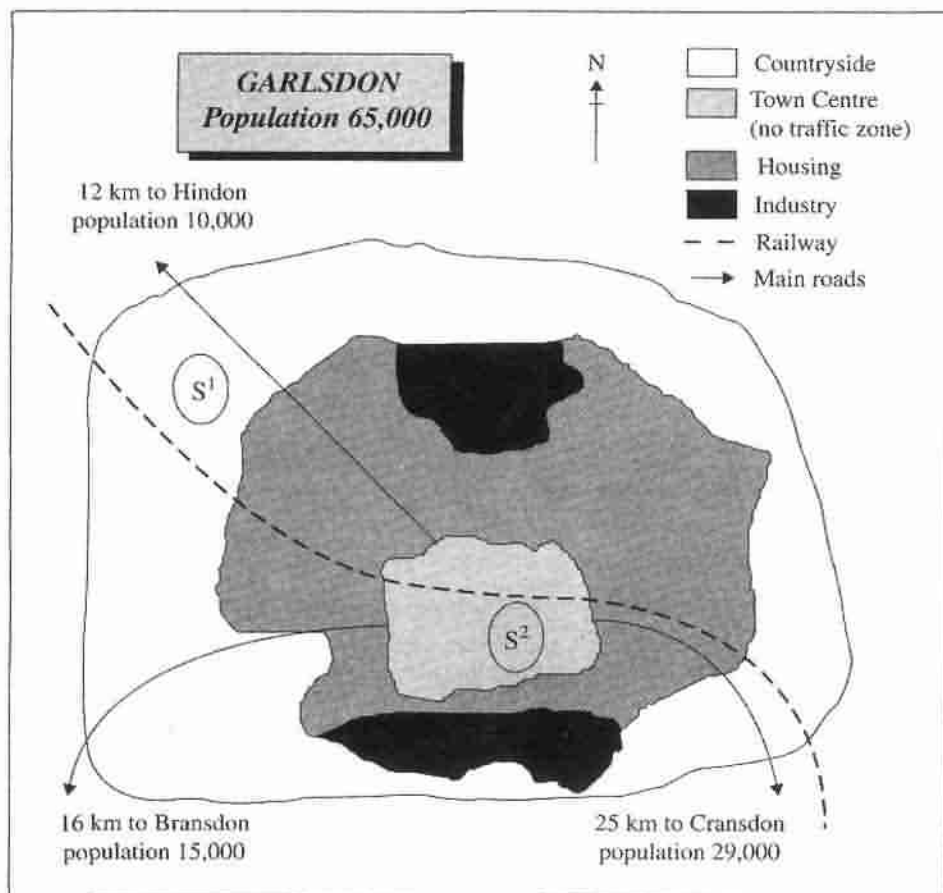
WRITING TASK 1

You should spend about 20 minutes on this task.

The map below is of the town of Garlsdon. A new supermarket (S) is planned for the town. The map shows two possible sites for the supermarket.

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

Write at least 150 words.



WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some people think that a sense of competition in children should be encouraged. Others believe that children who are taught to co-operate rather than compete become more useful adults.

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.

SPEAKING

PART 1

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

EXAMPLE

Entertainment

- Do you prefer relaxing at home or going out in the evening? [Why?]
- When you go out for an evening, what do you like to do?
- How popular is this with other people in your country?
- Is there any kind of entertainment you do not like? [Why/Why not?]

PART 2

Describe one of your friends.

You should say:

how you met

how long you have known each other

how you spend time together

and explain why you like this person.

You will have to talk about the 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.

PART 3

*Discussion topics:***Qualities of friends**

Example questions:

What do you think are the most important qualities for friends to have?

Which are more important to people, their family or their friends? Why?

What do you think causes friendships to break up?

Other relationships

Example questions:

What other types of relationship, apart from friends or family, are important in people's lives today?

Have relationships with neighbours where you live changed in recent years? How?

How important do you think it is for a person to spend some time alone? Why/Why not?

Test 4

LISTENING

SECTION 1 Questions 1–10

Questions 1–10

Complete the form below.

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

HOST FAMILY APPLICANT	
<i>Example</i>	<i>Answer</i>
Name:	Jenny Chan
Present address: Sea View Guest House, 1	
Daytime phone number: 2237676	
[NB Best time to contact is 2]	
Age: 19	
Intended length of stay: 3	
Occupation while in UK: student	
General level of English: 4	
Preferred location: in the 5	
Special diet: 6	
Other requirements: own facilities	
own television	
7	
to be 8	
Maximum price: 9 £ a week	
Preferred starting date: 10	

SECTION 2 Questions 11–20**Questions 11–13**

Complete the sentences below.

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

- 11 The next meeting of the soccer club will be in the in King's Park on 2 July.
- 12 The first event is a
- 13 At the final dinner, players receive

Questions 14–17

Complete the table below.

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

Competition	Number of Teams	Games Begin	Training Session (in King's Park)
Junior	14	8.30 am	15
Senior	16	2.00 pm	17

Questions 18–20

Complete the table below.

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

Name of Office Bearer	Responsibility
Robert Young: President	to manage meetings
Gina Costello: Treasurer	to 18
David West: Secretary	to 19
Jason Dokic: Head Coach	to 20

SECTION 3 *Questions 21–30**Questions 21–24**Complete the notes below.**Write NO MORE THAN THREE WORDS for each answer.***Box Telecom**

Problems: been affected by

- drop in 21
- growing 22
- delays due to a strike

Causes of problems:

- high 23
- lack of good 24

*Questions 25–27**Choose the correct letter, A, B or C.***25** What does Karin think the company will do?

- A** look for private investors
- B** accept a takeover offer
- C** issue some new shares

26 How does the tutor suggest the company can recover?

- A** by appointing a new managing director
- B** by changing the way it is organised
- C** by closing some of its retail outlets

27 The tutor wants Jason and Karin to produce a report which

- A** offers solutions to Box Telecom's problems.
- B** analyses the UK market.
- C** compares different companies.

Questions 28–30

Which opinion does each person express about Box Telecom?

Choose your answers from the box and write the letters A–F next to questions 28–30.

- | |
|--|
| <p>A its workers are motivated</p> <p>B it has too little investment</p> <p>C it will overcome its problems</p> <p>D its marketing campaign needs improvement</p> <p>E it is old-fashioned</p> <p>F it has strong managers</p> |
|--|

28 Karin

29 Jason

30 the tutor

SECTION 4 Questions 31–40**Questions 31–36**

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

- 31 During the first week of term, students are invited to
- A** be shown round the library by the librarian.
 - B** listen to descriptions of library resources.
 - C** do an intensive course in the computer centre.
- 32 The speaker warns the students that
- A** internet materials can be unreliable.
 - B** downloaded information must be acknowledged.
 - C** computer access may be limited at times.
- 33 The library is acquiring more CDs as a resource because
- A** they are a cheap source of information.
 - B** they take up very little space.
 - C** they are more up to date than the reference books.
- 34 Students are encouraged to use journals online because
- A** the articles do not need to be returned to the shelves.
 - B** reading online is cheaper than photocopying articles.
 - C** the stock of printed articles is to be reduced.
- 35 Why might some students continue to use reference books?
- A** they can be taken away from the library
 - B** they provide information unavailable elsewhere
 - C** they can be borrowed for an extended loan period
- 36 What is the responsibility of the Training Supervisor?
- A** to supervise and support library staff
 - B** to provide orientation to the library facilities
 - C** to identify needs and inform section managers

Questions 37–40

Which section of the university will help postgraduate students with their dissertations in the following ways?

- A** the postgraduate's own department or tutor
- B** library staff
- C** another section of the university

Write the correct letter, A, B or C, next to questions 37–40.

- 37 training in specialised computer programs
- 38 advising on bibliography presentation
- 39 checking the draft of the dissertation
- 40 providing language support

READING**READING PASSAGE 1**

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

Questions 1–3

Reading Passage 1 has three sections, **A–C**.

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

Write the correct number **i–vi** in boxes 1–3 on your answer sheet.

List of Headings

- i** The expansion of international tourism in recent years
- ii** How local communities can balance their own needs with the demands of wilderness tourism
- iii** Fragile regions and the reasons for the expansion of tourism there
- iv** Traditional methods of food-supply in fragile regions
- v** Some of the disruptive effects of wilderness tourism
- vi** The economic benefits of mass tourism

1 Section **A**

2 Section **B**

3 Section **C**

The Impact of Wilderness Tourism

A

The market for tourism in remote areas is booming as never before. Countries all across the world are actively promoting their 'wilderness' regions – such as mountains, Arctic lands, deserts, small islands and wetlands – to high-spending tourists. The attraction of these areas is obvious: by definition, wilderness tourism requires little or no initial investment. But that does not mean that there is no cost. As the 1992 United Nations Conference on Environment and Development recognized, these regions are fragile (i.e. highly vulnerable to abnormal pressures) not just in terms of their ecology, but also in terms of the culture of their inhabitants. The three most significant types of fragile environment in these respects, and also in terms of the proportion of the Earth's surface they cover, are deserts, mountains and Arctic areas. An important characteristic is their marked seasonality, with harsh conditions prevailing for many months each year. Consequently, most human activities, including tourism, are limited to quite clearly defined parts of the year.

Tourists are drawn to these regions by their natural landscape beauty and the unique cultures of their indigenous people. And poor governments in these isolated areas have welcomed the new breed of 'adventure tourist', grateful for the hard currency they bring. For several years now, tourism has been the prime source of foreign exchange in Nepal and Bhutan. Tourism is also a key element in the economies of Arctic zones such as Lapland and Alaska and in desert areas such as Ayers Rock in Australia and Arizona's Monument Valley.

B

Once a location is established as a main tourist destination, the effects on the local community are profound. When hill-farmers, for example, can make more money in a few weeks working as porters for foreign trekkers than they can in a year working in their fields, it is not surprising that many of them give up their farm-work, which is thus left to other members of the family. In some hill-regions, this has led to a serious decline in farm output and a change in the local diet, because there is insufficient labour to maintain terraces and irrigation systems and tend to crops. The result has been that many people in these regions have turned to outside supplies of rice and other foods.

In Arctic and desert societies, year-round survival has traditionally depended on hunting animals and fish and collecting fruit over a relatively short season. However, as some inhabitants become involved in tourism, they no longer have time to collect wild food; this has led to increasing dependence on bought food and stores. Tourism is not always the culprit behind such changes. All kinds of wage labour, or government handouts, tend to undermine traditional survival

systems. Whatever the cause, the dilemma is always the same: what happens if these new, external sources of income dry up?

The physical impact of visitors is another serious problem associated with the growth in adventure tourism. Much attention has focused on erosion along major trails, but perhaps more important are the deforestation and impacts on water supplies arising from the need to provide tourists with cooked food and hot showers. In both mountains and deserts, slow-growing trees are often the main sources of fuel and water supplies may be limited or vulnerable to degradation through heavy use.

C

Stories about the problems of tourism have become legion in the last few years. Yet it does not have to be a problem. Although tourism inevitably affects the region in which it takes place, the costs to these fragile environments and their local cultures can be minimized. Indeed, it can even be a vehicle for reinvigorating local cultures, as has happened with the Sherpas of Nepal's Khumbu Valley and in some Alpine villages. And a growing number of adventure tourism operators are trying to ensure that their activities benefit the local population and environment over the long term.

In the Swiss Alps, communities have decided that their future depends on integrating tourism more effectively with the local economy. Local concern about the rising number of second home developments in the Swiss Pays d'Enhaut resulted in limits being imposed on their growth. There has also been a renaissance in communal cheese production in the area, providing the locals with a reliable source of income that does not depend on outside visitors.

Many of the Arctic tourist destinations have been exploited by outside companies, who employ transient workers and repatriate most of the profits to their home base. But some Arctic communities are now operating tour businesses themselves, thereby ensuring that the benefits accrue locally. For instance, a native corporation in Alaska, employing local people, is running an air tour from Anchorage to Kotzebue, where tourists eat Arctic food, walk on the tundra and watch local musicians and dancers.

Native people in the desert regions of the American Southwest have followed similar strategies, encouraging tourists to visit their pueblos and reservations to purchase high-quality handicrafts and artwork. The Acoma and San Ildefonso pueblos have established highly profitable pottery businesses, while the Navajo and Hopi groups have been similarly successful with jewellery.

Too many people living in fragile environments have lost control over their economies, their culture and their environment when tourism has penetrated their homelands. Merely restricting tourism cannot be the solution to the imbalance, because people's desire to see new places will not just disappear. Instead, communities in fragile environments must achieve greater control over tourism ventures in their regions, in order to balance their needs and aspirations with the demands of tourism. A growing number of communities are demonstrating that, with firm communal decision-making, this is possible. The critical question now is whether this can become the norm, rather than the exception.

Questions 4–9

Do the following statements reflect the opinion of the writer of Reading Passage 1?

In boxes 4–9 on your answer sheet, write

- YES** if the statement reflects the opinion of the writer
NO if the statement contradicts the opinion of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

- 4 The low financial cost of setting up wilderness tourism makes it attractive to many countries.
- 5 Deserts, mountains and Arctic regions are examples of environments that are both ecologically and culturally fragile.
- 6 Wilderness tourism operates throughout the year in fragile areas.
- 7 The spread of tourism in certain hill-regions has resulted in a fall in the amount of food produced locally.
- 8 Traditional food-gathering in desert societies was distributed evenly over the year.
- 9 Government handouts do more damage than tourism does to traditional patterns of food-gathering.

Questions 10–13

Complete the table below.

Choose **ONE WORD** from Reading Passage 1 for each answer.

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

The positive ways in which some local communities have responded to tourism	
People/Location	Activity
Swiss Pays d'Enhaut	Revived production of 10
Arctic communities	Operate 11 businesses
Acoma and San Ildefonso	Produce and sell 12
Navajo and Hopi	Produce and sell 13

READING PASSAGE 2

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

Flawed Beauty: the problem with toughened glass

On 2nd August 1999, a particularly hot day in the town of Cirencester in the UK, a large pane of toughened glass in the roof of a shopping centre at Bishops Walk shattered without warning and fell from its frame. When fragments were analysed by experts at the giant glass manufacturer Pilkington, which had made the pane, they found that minute crystals of nickel sulphide trapped inside the glass had almost certainly caused the failure.

'The glass industry is aware of the issue,' says Brian Waldron, chairman of the standards committee at the Glass and Glazing Federation, a British trade association, and standards development officer at Pilkington. But he insists that cases are few and far between. 'It's a very rare phenomenon,' he says.

Others disagree. 'On average I see about one or two buildings a month suffering from nickel sulphide related failures,' says Barrie Josie, a consultant engineer involved in the Bishops Walk investigation. Other experts tell of similar experiences. Tony Wilmott of London-based consulting engineers Sandberg, and Simon Armstrong at CladTech Associates in Hampshire both say they know of hundreds of cases. 'What you hear is only the tip of the iceberg,' says Trevor Ford, a glass expert at Resolve Engineering in Brisbane, Queensland. He believes the reason is simple: 'No-one wants bad press.'

Toughened glass is found everywhere, from cars and bus shelters to the windows, walls and roofs of thousands of buildings around the world. It's easy to see why. This glass has five times the strength of standard glass, and when it does break it shatters into tiny cubes rather than large, razor-sharp shards. Architects love it because large panels can be bolted together to make transparent walls, and turning it into ceilings and floors is almost as easy.

It is made by heating a sheet of ordinary glass to about 620°C to soften it slightly, allowing its structure to expand, and then cooling it rapidly with jets of cold air. This causes the outer layer of the pane to contract and solidify before the interior. When the interior finally solidifies and shrinks, it exerts a pull on the outer layer that leaves it in permanent compression and produces a tensile force inside the glass. As cracks propagate best in materials under tension, the compressive force on the surface must be overcome before the pane will break, making it more resistant to cracking.

The problem starts when glass contains nickel sulphide impurities. Trace amounts of nickel and sulphur are usually present in the raw materials used to make glass, and nickel can also be introduced by fragments of nickel alloys falling into the molten glass. As the glass is heated, these atoms react to

form tiny crystals of nickel sulphide. Just a tenth of a gram of nickel in the furnace can create up to 50,000 crystals.

These crystals can exist in two forms: a dense form called the alpha phase, which is stable at high temperatures, and a less dense form called the beta phase, which is stable at room temperatures. The high temperatures used in the toughening process convert all the crystals to the dense, compact alpha form. But the subsequent cooling is so rapid that the crystals don't have time to change back to the beta phase. This leaves unstable alpha crystals in the glass, primed like a coiled spring, ready to revert to the beta phase without warning.

When this happens, the crystals expand by up to 4%. And if they are within the central, tensile region of the pane, the stresses this unleashes can shatter the whole sheet. The time that elapses before failure occurs is unpredictable. It could happen just months after manufacture, or decades later, although if the glass is heated – by sunlight, for example – the process is speeded up. Ironically, says Graham Dodd, of consulting engineers Arup in London, the oldest pane of toughened glass known to have failed due to nickel sulphide inclusions was in Pilkington's glass research building in Lathom, Lancashire. The pane was 27 years old.

Data showing the scale of the nickel sulphide problem is almost impossible to

find. The picture is made more complicated by the fact that these crystals occur in batches. So even if, on average, there is only one inclusion in 7 tonnes of glass, if you experience one nickel sulphide failure in your building, that probably means you've got a problem in more than one pane. Josie says that in the last decade he has worked on over 15 buildings with the number of failures into double figures.

One of the worst examples of this is Waterfront Place, which was completed in 1990. Over the following decade the 40-storey Brisbane block suffered a rash of failures. Eighty panes of its toughened glass shattered due to inclusions before experts were finally called in. John Barry, an expert in nickel sulphide contamination at the University of Queensland, analysed every glass pane in the building. Using a studio camera, a photographer went up in a cradle to take photos of every pane. These were scanned under a modified microfiche reader for signs of nickel sulphide crystals. 'We discovered at least another 120 panes with potentially dangerous inclusions which were then replaced,' says Barry. 'It was a very expensive and time-consuming process that took around six months to complete.' Though the project cost A\$1.6 million (nearly £700,000), the alternative – re-cladding the entire building – would have cost ten times as much.

Questions 14–17

Look at the following people and the list of statements below.

Match each person with the correct statement.

Write the correct letter A–H in boxes 14–17 on your answer sheet.

14 Brian Waldron

15 Trevor Ford

16 Graham Dodd

17 John Barry

List of Statements

- A** suggests that publicity about nickel sulphide failure has been suppressed
- B** regularly sees cases of nickel sulphide failure
- C** closely examined all the glass in one building
- D** was involved with the construction of Bishops Walk
- E** recommended the rebuilding of Waterfront Place
- F** thinks the benefits of toughened glass are exaggerated
- G** claims that nickel sulphide failure is very unusual
- H** refers to the most extreme case of delayed failure

Questions 18–23

Complete the summary with the list of words A–P below.

Write your answers in boxes 18–23 on your answer sheet.

Toughened Glass

Toughened glass is favoured by architects because it is much stronger than ordinary glass, and the fragments are not as **18** when it breaks. However, it has one disadvantage: it can shatter **19** This fault is a result of the manufacturing process. Ordinary glass is first heated, then cooled very **20** The outer layer **21** before the inner layer, and the tension between the two layers which is created because of this makes the glass stronger. However, if the glass contains nickel sulphide impurities, crystals of nickel sulphide are formed. These are unstable, and can expand suddenly, particularly if the weather is **22** If this happens, the pane of glass may break. The frequency with which such problems occur is **23** by glass experts. Furthermore, the crystals cannot be detected without sophisticated equipment.

- | | | |
|---------------------|--------------------|-----------------------|
| A numerous | B detected | C quickly |
| D agreed | E warm | F sharp |
| G expands | H slowly | I unexpectedly |
| J removed | K contracts | L disputed |
| M cold | N moved | O small |
| P calculated | | |

Questions 24–26

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

In boxes 24–26 on your answer sheet, write

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

- 24** Little doubt was expressed about the reason for the Bishops Walk accident.
- 25** Toughened glass has the same appearance as ordinary glass.
- 26** There is plenty of documented evidence available about the incidence of nickel sulphide failure.

READING PASSAGE 3

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

.....
The effects of light on plant and animal species
.....

Light is important to organisms for two different reasons. Firstly it is used as a cue for the timing of daily and seasonal rhythms in both plants and animals, and secondly it is used to assist growth in plants.

Breeding in most organisms occurs during a part of the year only, and so a reliable cue is needed to trigger breeding behaviour. Day length is an excellent cue, because it provides a perfectly predictable pattern of change within the year. In the temperate zone in spring, temperatures fluctuate greatly from day to day, but day length increases steadily by a predictable amount. The seasonal impact of day length on physiological responses is called *photoperiodism*, and the amount of experimental evidence for this phenomenon is considerable. For example, some species of birds' breeding can be induced even in midwinter simply by increasing day length artificially (Wolfson 1964). Other examples of photoperiodism occur in plants. A *short-day plant* flowers when the day is less than a certain critical length. A *long-day plant* flowers after a certain critical day length is exceeded. In both cases the critical day length differs from species to species. Plants which flower after a period of vegetative growth, regardless of photoperiod, are known as *day-neutral plants*.

Breeding seasons in animals such as birds have evolved to occupy the part of the year in which offspring have the greatest chances of survival. Before the breeding season begins, food reserves must be built up to support the energy cost of reproduction, and to provide for young birds both when they are in the nest and after fledging. Thus many temperate-zone birds use the increasing day lengths in spring as a cue to begin the nesting cycle, because this is a point when adequate food resources will be assured.

The adaptive significance of photoperiodism in plants is also clear. Short-day plants that flower in spring in the temperate zone are adapted to maximising seedling growth during the growing season. Long-day plants are adapted for situations that require fertilization by insects, or a long period of seed ripening. Short-day plants that flower in the autumn in the temperate zone are able to build up food reserves over the growing season and over winter as seeds. Day-neutral plants have an evolutionary advantage when the connection between the favourable period for reproduction and day length is much less certain. For example, desert annuals germinate, flower and seed whenever suitable rainfall occurs, regardless of the day length.

The breeding season of some plants can be delayed to extraordinary lengths. Bamboos are perennial grasses that remain in a vegetative state for many years and then suddenly flower, fruit and die (Evans 1976). Every bamboo of the species *Chusquea abietifolia* on the island of Jamaica flowered, set seed and died during 1884. The next generation of bamboo flowered and died between 1916 and 1918, which suggests a vegetative cycle of about 31 years. The climatic trigger for this flowering cycle is not yet known, but the adaptive significance is clear. The simultaneous production of masses of bamboo seeds (in some cases lying 12 to 15 centimetres deep on the ground) is more than all the seed-eating animals can cope with at the time, so that some seeds escape being eaten and grow up to form the next generation (Evans 1976).

The second reason light is important to organisms is that it is essential for *photosynthesis*. This is the process by which plants use energy from the sun to convert carbon from soil or water into organic material for growth. The rate of photosynthesis in a plant can be measured by calculating the rate of its uptake of carbon. There is a wide range of photosynthetic responses of plants to variations in light intensity. Some plants reach maximal photosynthesis at one-quarter full sunlight, and others, like sugarcane, never reach a maximum, but continue to increase photosynthesis rate as light intensity rises.

Plants in general can be divided into two groups: *shade-tolerant* species and *shade-intolerant* species. This classification is commonly used in forestry and horticulture. Shade-tolerant plants have lower photosynthetic rates and hence have lower growth rates than those of shade-intolerant species. Plant species become adapted to living in a certain kind of habitat, and in the process evolve a series of characteristics that prevent them from occupying other habitats. Grime (1966) suggests that light may be one of the major components directing these adaptations. For example, eastern hemlock seedlings are shade-tolerant. They can survive in the forest understorey under very low light levels because they have a low photosynthetic rate.

Questions 27–33

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

In boxes 27–33 on your answer sheet, write

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

- 27 There is plenty of scientific evidence to support photoperiodism.
- 28 Some types of bird can be encouraged to breed out of season.
- 29 Photoperiodism is restricted to certain geographic areas.
- 30 Desert annuals are examples of long-day plants.
- 31 Bamboos flower several times during their life cycle.
- 32 Scientists have yet to determine the cue for *Chusquea abietifolia*'s seasonal rhythm.
- 33 Eastern hemlock is a fast-growing plant.

Questions 34–40

Complete the sentences.

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

Write your answers in boxes 34–40 on your answer sheet.

- 34 Day length is a useful cue for breeding in areas where are unpredictable.
- 35 Plants which do not respond to light levels are referred to as
- 36 Birds in temperate climates associate longer days with nesting and the availability of
- 37 Plants that flower when days are long often depend on to help them reproduce.
- 38 Desert annuals respond to as a signal for reproduction.
- 39 There is no limit to the photosynthetic rate in plants such as
- 40 Tolerance to shade is one criterion for the of plants in forestry and horticulture.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

The table below gives information about the underground railway systems in six cities.

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

Write at least 150 words.

Underground Railway Systems

City	Date opened	Kilometres of route	Passengers per year (in millions)
London	1863	394	775
Paris	1900	199	1191
Tokyo	1927	155	1927
Washington DC	1976	126	144
Kyoto	1981	11	45
Los Angeles	2001	28	50

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Research indicates that the characteristics we are born with have much more influence on our personality and development than any experiences we may have in our life.

Which do you consider to be the major influence?

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

Write at least 250 words.

SPEAKING

PART 1

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

EXAMPLE

Clothes

- How important are clothes and fashion to you? [Why/Why not?]
- What kind of clothes do you dislike? [Why?]
- How different are the clothes you wear now from those you wore 10 years ago?
- What do you think the clothes we wear say about us?

PART 2

Describe a festival that is important in your country.

You should say:

**when the festival occurs
what you did during it
what you like or dislike about it
and explain why this festival is important.**

You will have to talk about the 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.

PART 3

Discussion topics:

Purpose of festivals and celebrations

Example questions:

Why do you think festivals are important events in the working year?

Would you agree that the original significance of festivals is often lost today? Is it good or bad, do you think?

Do you think that new festivals will be introduced in the future? What kind?

Festivals and the media

Example questions:

What role does the media play in festivals, do you think?

Do you think it's good or bad to watch festivals on TV? Why?

How may globalisation affect different festivals around the world?

Answer key

TEST 1

LISTENING

Section 1, Questions 1–10

- 1 by minibus / a minibus
- 2 15 / 15 people
- 3 April (the) 18th
- 4 Pallisades
- 5–6 **IN EITHER ORDER**
 - B
 - D
- 7 280
- 8 14
- 9 20 %
- 10 39745T

Section 2, Questions 11–20

- 11 move around / move about
- 12 brakes
- 13 fingers
- 14 satisfactory
- 15 put (it) together
- 16 too wide
- 17 dangerous
- 18 wheels
- 19 (the) best / (the) best buy / safe
- 20 sharp

Section 3, Questions 21–30

- 21 B
- 22 A
- 23 C
- 24 & 25 **IN EITHER ORDER**
 - B
 - D
- 26 full-time
- 27 a term / one term
- 28 intensive
- 29 two modules / (for) two terms
- 30 a topic / one topic

Section 4, Questions 31–40

- 31 politics
- 32 learn
- 33 children's education / their children's education
- 34 a car
- 35 nursing care
- 36 crisis
- 37 early twenties
- 38 confidence
- 39 money management
- 40 low-risk investments

If you score ...

0–13	14–28	29–40
you are highly unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

ACADEMIC READING

Reading Passage 1, Questions 1–13**1–3 IN ANY ORDER**

- D
E
G
4 clerks / copying clerks
5 library
6 stability
7 pension
8 TRUE
9 FALSE
10 NOT GIVEN
11 FALSE
12 FALSE
13 TRUE

Reading Passage 2, Questions 14–26

- 14 F
15 A
16 B
17 D
18 I
19 C

- 20 B
21 D
22 C
23 NOT GIVEN
24 TRUE
25 FALSE
26 FALSE

Reading Passage 3, Questions 27–40

- 27 YES
28 NOT GIVEN
29 NO
30 NOT GIVEN
31 YES
32 NO
33 C
34 D
35 C
36 B
37 B
38 E
39 D
40 I

If you score . . .

0–11	12–29	30–40
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TEST 2

LISTENING

Section 1, Questions 1–10

- 1 (passport) photos / (passport) photographs
- 2 (a) bank statement
- 3 125 (per year)
- 4 8
- 5 1.50
- 6 48
- 7 local papers / local newspapers
- 8 (a) card / cards
- 9 Grantingham
- 10 Friday

Section 3, Questions 21–30

- 21 home / student's home
- 22 (have) dinner / come to dinner / go to dinner
- 23 technical
- 24 slang
- 25 cooperating / cooperation
- 26 persuading
- 27 editing
- 28 complete
- 29 experiment
- 30 long

Section 2, Questions 11–20

- 11 C
- 12 C
- 13 A
- 14 C
- 15 A
- 16 £75,000
- 17 computers
- 18–20 **IN ANY ORDER**
- C
- E
- F

Section 4, Questions 31–40

- 31 58
- 32 desert
- 33 science
- 34 hospital / small hospital
- 35 ship
- 36 platforms
- 37 3,500
- 38 currents / ocean currents
- 39 (the) pollution
- 40 young

If you score . . .

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ACADEMIC READING

Reading Passage 1, Questions 1–13

- 1 candlewax
- 2 synthetic
- 3 chemistry
- 4 Novalak
- 5 fillers
- 6 hexa
- 7 raw
- 8 pressure
- 9 B
- 10 C
- 11 TRUE
- 12 FALSE
- 13 FALSE

Reading Passage 2, Questions 14–27

- 14 FALSE
- 15 NOT GIVEN
- 16 TRUE
- 17 FALSE
- 18 TRUE
- 19 NOT GIVEN
- 20 TRUE

- 21 problem solving
- 22 temporal lobes
- 23 evaluating information
- 24 C
- 25 A
- 26 F
- 27 D

Reading Passage 3, Questions 28–40

- 28 Latin
- 29 doctors
- 30 & 31 **IN EITHER ORDER**
technical vocabulary
grammatical resources
- 32 Royal Society
- 33 German
- 34 industrial revolution
- 35 NOT GIVEN
- 36 FALSE
- 37 TRUE
- 38 popular
- 39 Principia / the Principia / Newton's Principia /
mathematical treatise
- 40 local / more local / local audience

If you score ...

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TEST 3

LISTENING

Section 1, Questions 1–10

- 1 1.4 litres / 1.4 liters
- 2 automatic
- 3 light / sky
- 4 credit
- 5 Harries
- 6 Dr / Doctor
- 7 Alton
- 8 messages
- 9 Lion
- 10 reasonable

*Section 2, Questions 11–20***11 & 12 IN EITHER ORDER**

- C
- E
- 13 references
- 14 country
- 15 weather
- 16 C
- 17 C
- 18 A
- 19 B
- 20 C

Section 3, Questions 21–30

- 21 5th May
- 22 16th July / Friday 16th July
- 23 clear / was clear
- 24 (an/the) outline / (a/the) course outline
- 25 (the) 2nd half
- 26 (standard of) teaching / (standard of) teachers
- 27 discussion / group discussion
- 28 handouts
- 29 written work
- 30 student support / support for students

Section 4, Questions 31–40

- 31 12.5 %
- 32 incineration plants
- 33 drop-off
- 34 cooking
- 35 500,000
- 36 roads
- 37 soil conditioner
- 38 containers
- 39 pencils
- 40 business cards

If you score . . .

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ACADEMIC READING

Reading Passage 1, Questions 1–13

- 1 D
2 B
3 C
4 E
5 B
6 D
7 A
8 B
9 D
10 C
11 TRUE
12 FALSE
13 NOT GIVEN

Reading Passage 2, Questions 14–26

- 14 iv
15 i
16 v
17 viii
18 YES
19 NOT GIVEN

- 20 NO
21 YES
22 NOT GIVEN
23 YES
24 F
25 A
26 B

Reading Passage 3, Questions 27–40

- 27 E
28 B
29 A
30 F
31 B
32 NOT GIVEN
33 FALSE
34 NOT GIVEN
35 TRUE
36 FALSE
37 TRUE
38 B
39 A
40 D

If you score ...

0–11	12–28	29–40
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TEST 4

LISTENING

Section 1, Questions 1–10

- 1 14 Hill Road
- 2 between 9 and 9.30 / 9–9.30
- 3 1 year
- 4 intermediate
- 5 North-West
- 6 vegetarian
- 7 (a) (real) garden
- 8 (the) only guest
- 9 100
- 10 23rd March / Monday 23rd March

Section 2, Questions 11–20

- 11 clubhouse
- 12 picnic
- 13 prizes
- 14 10
- 15 Wednesday afternoon(s)
- 16 4
- 17 Sunday afternoon(s)
- 18 collect (the) fees / collect (the) money
- 19 send (out/the) newsletter(s)
- 20 supervise (the) teams

Section 3, Questions 21–30

- 21 sales
- 22 competition
- 23 interest rates / rates of interest
- 24 training
- 25 A
- 26 B
- 27 A
- 28 C
- 29 B
- 30 D

Section 4, Questions 31–40

- 31 B
- 32 A
- 33 A
- 34 C
- 35 A
- 36 B
- 37 B
- 38 A
- 39 B
- 40 C

If you score . . .

0–12	13–27	28–40
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ACADEMIC READING

Reading Passage 1, Questions 1–13

- 1 iii
- 2 v
- 3 ii
- 4 YES
- 5 YES
- 6 NO
- 7 YES
- 8 NO
- 9 NOT GIVEN
- 10 cheese
- 11 tourism/tourist/tour
- 12 pottery
- 13 jewellery/jewelry

Reading Passage 2, Questions 14–26

- 14 G
- 15 A
- 16 H
- 17 C
- 18 F
- 19 I
- 20 C

- 21 K
- 22 E
- 23 L
- 24 TRUE
- 25 NOT GIVEN
- 26 FALSE

Reading Passage 3, Questions 27–40

- 27 TRUE
- 28 TRUE
- 29 NOT GIVEN
- 30 FALSE
- 31 FALSE
- 32 TRUE
- 33 FALSE
- 34 temperatures
- 35 day-neutral / day-neutral plants
- 36 food / food resources / adequate food /
adequate food resources
- 37 insects / fertilization by insects
- 38 rainfall / suitable rainfall
- 39 sugarcane
- 40 classification

If you score ...

0–12	13–28	29–40
you are highly unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

Model and sample answers for Writing tasks

TEST 1, WRITING TASK 1

MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

The graph shows the increase in the ageing population in Japan, Sweden and the USA. It indicates that the percentage of elderly people in all three countries is expected to increase to almost 25% of the respective populations by the year 2040.

In 1940 the proportion of people aged 65 or more stood at only 5% in Japan, approximately 7% in Sweden and 9% in the US. However, while the figures for the Western countries grew to about 15% in around 1990, the figure for Japan dipped to only 2.5% for much of this period, before rising to almost 5% again at the present time.

In spite of some fluctuation in the expected percentages, the proportion of older people will probably continue to increase in the next two decades in the three countries. A more dramatic rise is predicted between 2030 and 2040 in Japan, by which time it is thought that the proportion of elderly people will be similar in the three countries.

TEST 1, WRITING TASK 2

SAMPLE ANSWER

This is an answer written by a candidate who achieved a Band 4 score. Here is the examiner's comment:

It is difficult to find the main arguments in this answer. There are long, formulaic introductions, not many ideas that deal with the actual issues and the writer's point of view is not consistent. The prompt is copied directly three times in the response and the remainder is underlength at 181 words, so marks are lost for this.

The response is organised into sections, but the relationship between ideas is not always clear and the linking expressions are sometimes inaccurate, as in the opening paragraph, or used in a mechanical way, as in the second paragraph.

The dependence on formulaic language and the input material indicates a limited range of vocabulary and there is a lot of repetition and inaccuracy. A range of structures is attempted, but control is weak. Errors in grammar and punctuation are frequent and cause problems for the reader.

According to universities should accept equal numbers of male and female students in every subject. Therefore, this essay will show some reasons of argument for and argument against.

Firstly, I will discuss about two reasons of argument for to begin with universities should accept equal numbers of male and female students in every subject because it will be balance of idea while studying. In general, there usually are different ideas between man and woman. These lead to, new ideas from different vision will happen. Another reason is it display that have equal of society not except in each side. In addition, nowadays, the most societies become to accept ability of both in any way.

Secondly, I will discuss about one reason of argument against that is some subjects not suitable for each other. For example, some subject of sports such as weight putting. It is not suitable for female because there are different of body between male and female.

In conclusion, I agree with universities should accept equal numbers of male and female students in every subject. Moreover, it depen on what the subjects that the students want to study, they can choose by themself because I believe that if the students like to study their subjects, they will do it well so that I strongly agree with this topic.

TEST 2, WRITING TASK 1

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 8** score. Here is the examiner's comment:

This answer summarises the key features of both charts and integrates them well. Clear trends are identified and supported with appropriately-selected figures. The answer could only be improved by adding an introduction to the general topic of the charts.

The information is well organised, with a clearly-signalled progression. Linking words are used accurately and precisely, although there is occasional omission. Paragraphing is used well initially, but lapses in the later section.

A very good range of vocabulary is used to convey the information concisely and accurately with only occasional inappropriacy. Words are used precisely and there are no errors in spelling or word form.

A wide range of structures is used and most sentences in this answer are accurate. Errors are rare and do not affect communication in this answer.

The first graph shows that there is a gradual decrease in study for career reasons with age. Nearly 80% of students under 26 years, study for their career. This percentage gradually declines by 10-20% every decade. Only 40% of 40-49yr olds and 18% of over 49yr olds are studying for career reasons in late adulthood.

Conversely, the first graph also shows that study stemming from interest increases with age. There are only 10% of under 26yr olds studying out of interest. The percentage increases slowly till the beginning of the fourth decade, and increases dramatically in late adulthood. Nearly same number of 40-49yr olds study for career and interest. However 70% of over 49yr olds study for interest in comparison to 18% studying for career reasons in that age group.

The second graph shows that employer support is maximum (approximately 60%) for the under 26yr students. It drops rapidly to 32% up to the third decade of life, and then increases in late adulthood up to about 44%. It is unclear whether employer support is only for career-focused study, but the highest level is for those students who mainly study for career purposes.

TEST 2, WRITING TASK 2

MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

It is quite common these days for young people in many countries to have a break from studying after graduating from high school. The trend is not restricted to rich students who have the money to travel, but is also evident among poorer students who choose to work and become economically independent for a period of time.

The reasons for this trend may involve the recognition that a young adult who passes directly from school to university is rather restricted in terms of general knowledge and experience of the world. By contrast, those who have spent some time earning a living or travelling to other places, have a broader view of life and better personal resources to draw on. They tend to be more independent, which is a very important factor in academic study and research, as well as giving them an advantage in terms of coping with the challenges of student life.

However, there are certainly dangers in taking time off at that important age. Young adults may end up never returning to their studies or finding it difficult to readapt to an academic environment. They may think that it is better to continue in a particular job, or to do something completely different from a university course. But overall, I think this is less likely today, when academic qualifications are essential for getting a reasonable career.

My view is that young people should be encouraged to broaden their horizons. That is the best way for them to get a clear perspective of what they are hoping to do with their lives and why. Students with such a perspective are usually the most effective and motivated ones and taking a year off may be the best way to gain this.

TEST 3, WRITING TASK 1

MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

The map shows two proposed locations for a new supermarket for the town of Garlsdon.

The first potential location (S1) is outside the town itself, and is sited just off the main road to the town of Hindon, lying 12 kms to the north-west. This site is in the countryside and so would be able to accommodate a lot of car parking. This would make it accessible to shoppers from both Hindon and Garlsdon who could travel by car. As it is also close to the railway line linking the two towns to Cransdon (25 km to the south-east), a potentially large number of shoppers would also be able to travel by train.

In contrast, the suggested location, S2, is right in the town centre, which would be good for local residents. Theoretically the store could be accessed by road or rail from the surrounding towns, including Bransdon, but as the central area is a no-traffic zone, cars would be unable to park and access would be difficult.

Overall, neither site is appropriate for all the towns, but for customers in Cransdon, Hindon and Garlsdon, the out-of-town site (S1) would probably offer more advantages.

TEST 3, WRITING TASK 2

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 6** score. Here is the examiner's comment:

Although the answer considers the main issues in the question, it deals much more with the aspect of 'competition' than it does with 'co-operation'. Some of the supporting examples are overdeveloped and divert the reader away from the argument. However, the main points are relevant and the writer's point of view is generally clear.

The argument has a logical progression and there is some good use of linking expressions, though the use of rhetorical questions to signal topic changes is not very skilful. There are also examples of overusing markers, and of errors in referencing.

The candidate tries to use a range of language, but there are regular errors in word choice and word form, and this occasionally causes problems for the reader. Similarly, a range of structures is attempted, but not always with good control of punctuation or grammar. However, the meaning is generally clear.

Nowadays, purpose of education being changed in Korea. There are some people who think that competition in children should be made, also others believe that children who are taught to co-operate as well as become more useful adults. There are advantages and disadvantages for both of the arguments.

To begin with, what is good if a sense of competition in children is made? They could develop themselves more and more as they learn and study a lot to win from the competition. To prove this, in Korea, it is popular - even common now - to have a tutor who come to student's house to teach extra pieces of study with paying a lot of money. They learn faster than what they learn at school. Furthermore, during the vacations, students study abroad to learn English for a month instead of revise school work. If they have experiments such as study abroad, it is one of the greatest plus point to go to the famous well-known high-school. Moreover, there are four big school exam and two national examinations to test students' level of studies. Generally, only the highest 40% can go to the good quality highschools and colleges. Children learn as much as they can, to win the competition to obtain good quality schools.

On the other hand, as they are busy to enter the schools and study individually with their own tutors, there are problems. They become selfish. They become careless and don't help others alot if it is about studies. There will be no co-operations for them. Then, why are there companies for many people to work in? Each of them are clever, however, there are weak parts and strong parts for each person. To co-operate is to improve this part. People talk and listen to what others thinking of and learn. That could also be a great opportunity to learn instead of learning alone with one teacher.

In conclusion, I strongly agree with that children should be taught to co-operate rather than compete. Nobody is perfect. People learn together, work together to develop each other. Therefore, I want parents and teachers to educate children concentrating on co-operation, not compete and ranking them.

TEST 4, WRITING TASK 1

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 7** score. Here is the examiner's comment:

This answer selects and describes the information well. Key features are clearly identified, while unexpected differences are highlighted and illustrated. The answer is relevant and accurate with a clear overview.

Information is well-organised using a good range of signals and link words. These are generally accurate and appropriate, although occasional errors occur.

The writer successfully uses some less common words. There is a clear awareness of style but there are occasional inaccuracies and there is some repetition. Grammar is well-controlled and sentences are varied and generally accurate with only minor errors.

The table shows the details regarding the underground railway systems in six cities.

London has the oldest underground railway systems among the six cities. It was opened in the year 1863, and it is already 140 years old. Paris is the second oldest, in which it was opened in the year 1900. This was then followed by the opening of the railway systems in Tokyo, Washington DC and Kyoto. Los Angeles has the newest underground railway system, and was only opened in the year 2001. In terms of the size of the railway systems, London, for certain, has the largest underground railway systems. It has 394 kilometres of route in total, which is nearly twice as large as the system in Paris. Kyoto, in contrast, has the smallest system. It only has 11 kilometres of route, which is more than 30 times less than that of London.

Interestingly, Tokyo, which only has 155 kilometres of route, serves the greatest number of passengers per year, at 1927 millions passengers. The system in Paris has the second greatest number of passengers, at 1191 millions passengers per year. The smallest underground railway system, Kyoto, serves the smallest number of passengers per year as predicted.

In conclusion, the underground railway systems in different cities vary a lot in the size of the system, the number of passengers served per year and in the age of the system.

TEST 4, WRITING TASK 2

MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

Today the way we consider human psychology and mental development is heavily influenced by the genetic sciences. We now understand the importance of inherited characteristics more than ever before. Yet we are still unable to decide whether an individual's personality and development are more influenced by genetic factors (nature) or by the environment (nurture).

Research, relating to identical twins, has highlighted how significant inherited characteristics can be for an individual's life. But whether these characteristics are able to develop within the personality of an individual surely depends on whether the circumstances allow such a development. It seems that the experiences we have in life are so unpredictable and so powerful, that they can boost or over-ride other influences, and there seems to be plenty of research findings to confirm this.

My own view is that there is no one major influence in a person's life. Instead, the traits we inherit from our parents and the situations and experiences that we encounter in life are constantly interacting. It is the interaction of the two that shapes a person's personality and dictates how that personality develops. If this were not true, then we would be able to predict the behaviour and character of a person from the moment they were born.

In conclusion, I do not think that either nature or nurture is the major influence on a person, but that both have powerful effects. How these factors interact is still unknown today and they remain largely unpredictable in a person's life.