••• Past Papers

CAMBRIDGE

IELTS 6

WITH ANSWERS

EXAMINATION PAPERS FROM
UNIVERSITY OF CAMBRIDGE
ESOL EXAMINATIONS

Cambridge Books for Cambridge Exams •••

Contents

Test 1

LISTENING

SECTION 1 *Questions 1–10*

Questions 1–4

Complete the notes below.

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

Notes on sports club

Example	*Answer*
Name of club:	***Kingswell***

Facilities available: Golf

1 .....

2 .....

Classes available:
- Kick-boxing
- **3** .....

Additional facility: **4** ..... (restaurant opening soon)

Questions 5–8

Complete the table below.

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

MEMBERSHIP SCHEMES					
Type	**Use of facilities**	**Cost of classes**	**Times**	**Joining fee**	**Annual subscription fee**
GOLD	All	Free	Any time	£250	**5** £ .....
SILVER	All	**6** £	from **7** ..... to	£225	£300
BRONZE	Restricted	£3	from 10.30 to 3.30 weekdays only	£50	**8** £ .....

Questions 9 and 10

Complete the sentences below.

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

9 To join the centre, you need to book an instructor's ..... .

10 To book a trial session, speak to David ..... (0458 95311).

SECTION 2 *Questions 11–20*

Questions 11–16

What change has been made to each part of the theatre?

*Choose **SIX** answers from the box and write the correct letter, **A–G**, next to questions 11–16.*

RIVENDEN CITY THEATRE

A	doubled in number
B	given separate entrance
C	reduced in number
D	increased in size
E	replaced
F	strengthened
G	temporarily closed

Part of the theatre

11 box office .....

12 shop .....

13 ordinary seats .....

14 seats for wheelchair users .....

15 lifts .....

16 dressing rooms .....

Questions 17–20

Complete the table below.

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

Play	Dates	Starting time	Tickets available	Price
Royal Hunt of the Sun	October 13th to **17**	**18** ..... pm	for **19** ..... and	**20** £ .....

SECTION 3 *Questions 21–30*

Question 21

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

21 What is Brian going to do before the course starts?

A attend a class

B write a report

C read a book

Questions 22–25

Complete the table below.

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

College Facility	Information
Refectory	inform them **22** ..... about special dietary requirements
23	long waiting list, apply now
Careers advice	drop-in centre for information
Fitness centre	reduced **24** ..... for students
Library	includes books, journals, equipment room containing audio-visual materials
Computers	ask your **25** ..... to arrange a password with the technical support team

Questions 26–30

Complete the summary below.

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

Business Centre

The Business Resource Centre contains materials such as books and manuals to be used for training. It is possible to hire **26** ..... and **27** ..... .
There are materials for working on study skills (*e.g.* **28** .....) and other subjects include finance and **29** ..... .

30 ..... membership costs £50 per year.

SECTION 4 *Questions 31–40*

Questions 31–37

Complete the table below.

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

Social history of the East End of London

Period	Situation
1st–4th centuries	Produce from the area was used to **31**..... the people of London.
5th–10th centuries	New technology allowed the production of goods made of **32** ..... and ..... .
11th century	Lack of **33** ..... in the East End encouraged the growth of businesses.
16th century	Construction of facilities for the building of **34** ..... stimulated international trade. Agricultural workers came from other parts of **35** ..... to look for work.
17th century	Marshes were drained to provide land that could be **36** ..... on.
19th century	Inhabitants lived in conditions of great **37** ..... with very poor sanitation.

Questions 38–40

*Choose **THREE** letters, **A–G**.*

Which **THREE** of the following problems are mentioned in connection with 20th century housing in the East End?

A unsympathetic landlords

B unclean water

C heating problems

D high rents

E overcrowding

F poor standards of building

G houses catching fire

READING

READING PASSAGE 1

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

AUSTRALIA'S SPORTING SUCCESS

A They play hard, they play often, and they play to win. Australian sports teams win more than their fair share of titles, demolishing rivals with seeming ease. How do they do it? A big part of the secret is an extensive and expensive network of sporting academies underpinned by science and medicine. At the Australian Institute of Sport (AIS), hundreds of youngsters and pros live and train under the eyes of coaches. Another body, the Australian Sports Commission (ASC), finances programmes of excellence in a total of 96 sports for thousands of sportsmen and women. Both provide intensive coaching, training facilities and nutritional advice.

B Inside the academies, science takes centre stage. The AIS employs more than 100 sports scientists and doctors, and collaborates with scores of others in universities and research centres. AIS scientists work across a number of sports, applying skills learned in one – such as building muscle strength in golfers – to others, such as swimming and squash. They are backed up by technicians who design instruments to collect data from athletes. They all focus on one aim: winning. 'We can't waste our time looking at ethereal scientific questions that don't help the coach work with an athlete and improve performance,' says Peter Fricker, chief of science at AIS.

C A lot of their work comes down to measurement – everything from the exact angle of a swimmer's dive to the second-by-second power output of a cyclist. This data is used to wring improvements out of athletes. The focus is on individuals, tweaking performances to squeeze an extra hundredth of a second here, an extra millimetre there. No gain is too slight to bother with. It's the tiny, gradual improvements that add up to world-beating results. To demonstrate how the system works, Bruce Mason at AIS shows off the prototype of a 3D analysis tool for studying swimmers. A wire-frame model of a champion swimmer slices through the water, her arms moving in slow motion. Looking side-on, Mason measures the distance between strokes. From above, he analyses how her spine swivels. When fully developed, this system will enable him to build a biomechanical profile for coaches to use to help budding swimmers. Mason's contribution to sport also includes the development of the SWAN (SWimming ANalysis) system now used in Australian national competitions. It collects images from digital cameras

running at 50 frames a second and breaks down each part of a swimmer's performance into factors that can be analysed individually – stroke length, stroke frequency, average duration of each stroke, velocity, start, lap and finish times, and so on. At the end of each race, SWAN spits out data on each swimmer.

D 'Take a look,' says Mason, pulling out a sheet of data. He points out the data on the swimmers in second and third place, which shows that the one who finished third actually swam faster. So why did he finish 35 hundredths of a second down? 'His turn times were 44 hundredths of a second behind the other guy,' says Mason. 'If he can improve on his turns, he can do much better.' This is the kind of accuracy that AIS scientists' research is bringing to a range of sports. With the Cooperative Research Centre for Micro Technology in Melbourne, they are developing unobtrusive sensors that will be embedded in an athlete's clothes or running shoes to monitor heart rate, sweating, heat production or any other factor that might have an impact on an athlete's ability to run. There's more to it than simply measuring performance. Fricker gives the example of athletes who may be down with coughs and colds 11 or 12 times a year. After years of experimentation, AIS and the University of Newcastle in New South Wales developed a test that measures how much of the immune-system protein immunoglobulin A is present in athletes' saliva. If IgA levels suddenly fall below a certain level, training is eased or dropped altogether. Soon, IgA levels start rising again, and the danger passes. Since the tests were introduced, AIS athletes in all sports have been remarkably successful at staying healthy.

E Using data is a complex business. Well before a championship, sports scientists and coaches start to prepare the athlete by developing a 'competition model', based on what they expect will be the winning times. 'You design the model to make *that* time,' says Mason. 'A start of *this* much, each free-swimming period has to be *this* fast, with a certain stroke frequency and stroke length, with turns done in *these* times.' All the training is then geared towards making the athlete hit those targets, both overall and for each segment of the race. Techniques like these have transformed Australia into arguably the world's most successful sporting nation.

F Of course, there's nothing to stop other countries copying – and many have tried. Some years ago, the AIS unveiled coolant-lined jackets for endurance athletes. At the Atlanta Olympic Games in 1996, these sliced as much as two per cent off cyclists' and rowers' times. Now everyone uses them. The same has happened to the 'altitude tent', developed by AIS to replicate the effect of altitude training at sea level. But Australia's success story is about more than easily copied technological fixes, and up to now no nation has replicated its all-encompassing system.

Questions 1–7

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

Which paragraph contains the following information?

*Write the correct letter, **A–F**, in boxes 1–7 on your answer sheet.*

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

1 a reference to the exchange of expertise between different sports

2 an explanation of how visual imaging is employed in investigations

3 a reason for narrowing the scope of research activity

4 how some AIS ideas have been reproduced

5 how obstacles to optimum achievement can be investigated

6 an overview of the funded support of athletes

7 how performance requirements are calculated before an event

Questions 8–11

Classify the following techniques according to whether the writer states they

A *are currently exclusively used by Australians*

B *will be used in the future by Australians*

C *are currently used by both Australians and their rivals*

*Write the correct letter, **A**, **B** or **C**, in boxes 8–11 on your answer sheet.*

8 cameras

9 sensors

10 protein tests

11 altitude tents

Questions 12 and 13

Answer the questions below.

*Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the passage for each answer.*

Write your answers in boxes 12 and 13 on your answer sheet.

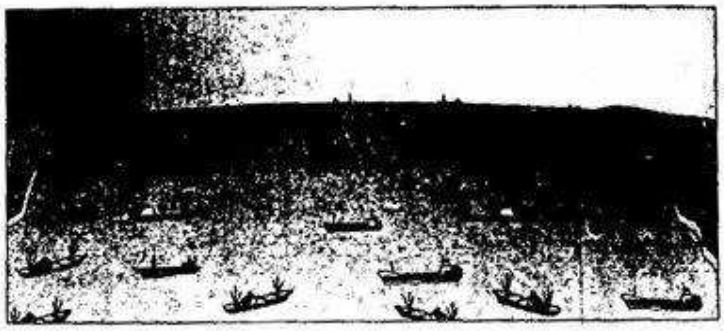
12 What is produced to help an athlete plan their performance in an event?

13 By how much did some cyclists' performance improve at the 1996 Olympic Games?

READING PASSAGE 2

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

DELIVERING THE GOODS



The vast expansion in international trade owes much to a revolution in the business of moving freight

A International trade is growing at a startling pace. While the global economy has been expanding at a bit over 3% a year, the volume of trade has been rising at a compound annual rate of about twice that. Foreign products, from meat to machinery, play a more important role in almost every economy in the world, and foreign markets now tempt businesses that never much worried about sales beyond their nation's borders.

B What lies behind this explosion in international commerce? The general worldwide decline in trade barriers, such as customs duties and import quotas, is surely one explanation. The economic opening of countries that have traditionally been minor players is another. But one force behind the import–export boom has passed all but unnoticed: the rapidly falling cost of getting goods to market. Theoretically, in the world of trade, shipping costs do not matter. Goods, once they have been made, are assumed to move instantly and at no cost from place to place. The real world, however, is full of frictions. Cheap labour may make Chinese clothing competitive in America, but if delays in shipment tie up working capital and cause winter coats to arrive in spring, trade may lose its advantages.

C At the turn of the 20th century, agriculture and manufacturing were the two most important sectors almost everywhere, accounting for about 70% of total output in Germany, Italy and France, and 40–50% in America, Britain and Japan. International commerce was therefore dominated by raw materials, such as wheat, wood and iron ore, or processed commodities, such as meat and steel. But these sorts of products are heavy and bulky and the cost of transporting them relatively high.

D Countries still trade disproportionately with their geographic neighbours. Over time, however, world output has shifted into goods whose worth is unrelated to their size and weight. Today, it is finished manufactured products that dominate the flow of trade, and, thanks to technological advances such as lightweight components, manufactured goods themselves have tended to become lighter and less bulky. As a result, less transportation is required for every dollar's worth of imports or exports.

E To see how this influences trade, consider the business of making disk drives for computers. Most of the world's disk-drive manufacturing is concentrated in South-east Asia. This is possible only because disk drives, while valuable, are small and light and so cost little to ship. Computer manufacturers in Japan or Texas will not face hugely bigger freight bills if they import drives from Singapore rather than purchasing them on the domestic market. Distance therefore poses no obstacle to the globalisation of the disk-drive industry.

F This is even more true of the fast-growing information industries. Films and compact discs cost little to transport, even by aeroplane. Computer software can be 'exported' without ever loading it onto a ship, simply by transmitting it over telephone lines from one country to another, so freight rates and cargo-handling schedules become insignificant factors in deciding where to make the product. Businesses can locate based on other considerations, such as the availability of labour, while worrying less about the cost of delivering their output.

G In many countries deregulation has helped to drive the process along. But, behind the scenes, a series of technological innovations known broadly as *containerisation* and *intermodal transportation* has led to swift productivity improvements in cargo-handling. Forty years ago, the process of exporting or importing involved a great many stages of handling, which risked portions of the shipment being damaged or stolen along the way. The invention of the container crane made it possible to load and unload containers without capsizing the ship and the adoption of standard container sizes allowed almost any box to be transported on any ship. By 1967, dual-purpose ships, carrying loose cargo in the hold* and containers on the deck, were giving way to all-container vessels that moved thousands of boxes at a time.

H The shipping container transformed ocean shipping into a highly efficient, intensely competitive business. But getting the cargo to and from the dock was a different story. National governments, by and large, kept a much firmer hand on truck and railroad tariffs than on charges for ocean freight. This started changing, however, in the mid-1970s, when America began to deregulate its transportation industry. First airlines, then road hauliers and railways, were freed from restrictions on what they could carry, where they could haul it and what price they could charge. Big productivity gains resulted. Between 1985 and 1996, for example, America's freight railways dramatically reduced their employment, trackage, and their fleets of locomotives – while increasing the amount of cargo they hauled. Europe's railways have also shown marked, albeit smaller, productivity improvements.

I In America the period of huge productivity gains in transportation may be almost over, but in most countries the process still has far to go. State ownership of railways and airlines, regulation of freight rates and toleration of anti-competitive practices, such as cargo-handling monopolies, all keep the cost of shipping unnecessarily high and deter international trade. Bringing these barriers down would help the world's economies grow even closer.

* *hold:* ship's storage area below deck

Questions 14–17

Reading Passage 2 has nine paragraphs, **A–I**.

Which paragraph contains the following information?

*Write the correct letter, **A–I**, in boxes 14–17 on your answer sheet.*

14 a suggestion for improving trade in the future

15 the effects of the introduction of electronic delivery

16 the similar cost involved in transporting a product from abroad or from a local supplier

17 the weakening relationship between the value of goods and the cost of their delivery

Questions 18–22

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

In boxes 18–22 on your answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

18 International trade is increasing at a greater rate than the world economy.

19 Cheap labour guarantees effective trade conditions.

20 Japan imports more meat and steel than France.

21 Most countries continue to prefer to trade with nearby nations.

22 Small computer components are manufactured in Germany.

Questions 23–26

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

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

THE TRANSPORT REVOLUTION

Modern cargo-handling methods have had a significant effect on **23** ..... as the business of moving freight around the world becomes increasingly streamlined. Manufacturers of computers, for instance, are able to import **24** ..... from overseas, rather than having to rely on a local supplier. The introduction of **25** ..... has meant that bulk cargo can be safely and efficiently moved over long distances. While international shipping is now efficient, there is still a need for governments to reduce **26** ..... in order to free up the domestic cargo sector.

A	tariffs	**B**	components	**C**	container ships
D	output	**E**	employees	**F**	insurance costs
G	trade	**H**	freight	**I**	fares
J	software	**K**	international standards		

READING PASSAGE 3

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

Questions 27–32

Reading Passage 3 has seven paragraphs, **A–G**.

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

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

List of Headings

i	The reaction of the Inuit community to climate change
ii	Understanding of climate change remains limited
iii	Alternative sources of essential supplies
iv	Respect for Inuit opinion grows
v	A healthier choice of food
vi	A difficult landscape
vii	Negative effects on well-being
viii	Alarm caused by unprecedented events in the Arctic
ix	The benefits of an easier existence

Example	*Answer*
Paragraph **A**	**viii**

27 Paragraph **B**

28 Paragraph **C**

29 Paragraph **D**

30 Paragraph **E**

31 Paragraph **F**

32 Paragraph **G**

Climate Change and the Inuit

The threat posed by climate change in the Arctic and the problems faced by Canada's Inuit people

A Unusual incidents are being reported across the Arctic. Inuit families going off on snowmobiles to prepare their summer hunting camps have found themselves cut off from home by a sea of mud, following early thaws. There are reports of igloos losing their insulating properties as the snow drips and refreezes, of lakes draining into the sea as permafrost melts, and sea ice breaking up earlier than usual, carrying seals beyond the reach of hunters. Climate change may still be a rather abstract idea to most of us, but in the Arctic it is already having dramatic effects – if summertime ice continues to shrink at its present rate, the Arctic Ocean could soon become virtually ice-free in summer. The knock-on effects are likely to include more warming, cloudier skies, increased precipitation and higher sea levels. Scientists are increasingly keen to find out what's going on because they consider the Arctic the 'canary in the mine' for global warming – a warning of what's in store for the rest of the world.

B For the Inuit the problem is urgent. They live in precarious balance with one of the toughest environments on earth. Climate change, whatever its causes, is a direct threat to their way of life. Nobody knows the Arctic as well as the locals, which is why they are not content simply to stand back and let outside experts tell them what's happening. In Canada, where the Inuit people are jealously guarding their hard-won autonomy in the country's newest territory, Nunavut, they believe their best hope of survival in this changing environment lies in combining their ancestral knowledge with the best of modern science. This is a challenge in itself.

C The Canadian Arctic is a vast, treeless polar desert that's covered with snow for most of the year. Venture into this terrain and you get some idea of the hardships facing anyone who calls this home. Farming is out of the question and nature offers meagre pickings. Humans first settled in the Arctic a mere 4,500 years ago, surviving by exploiting sea mammals and fish. The environment tested them to the limits: sometimes the colonists were successful, sometimes they failed and vanished. But around a thousand years ago, one group emerged that was uniquely well adapted to cope with the Arctic environment. These Thule people moved in from Alaska, bringing kayaks, sleds, dogs, pottery and iron tools. They are the ancestors of today's Inuit people.

D Life for the descendants of the Thule people is still harsh. Nunavut is 1.9 million square kilometres of rock and ice, and a handful of islands around the North Pole. It's currently home to 2,500 people, all but a handful of them indigenous Inuit. Over the past 40 years, most have abandoned their nomadic ways and settled in the territory's 28 isolated communities, but they still rely heavily on nature to provide food and clothing.

Provisions available in local shops have to be flown into Nunavut on one of the most costly air networks in the world, or brought by supply ship during the few ice-free weeks of summer. It would cost a family around £7,000 a year to replace meat they obtained themselves through hunting with imported meat. Economic opportunities are scarce, and for many people state benefits are their only income.

E While the Inuit may not actually starve if hunting and trapping are curtailed by climate change, there has certainly been an impact on people's health. Obesity, heart disease and diabetes are beginning to appear in a people for whom these have never before been problems. There has been a crisis of identity as the traditional skills of hunting, trapping and preparing skins have begun to disappear. In Nunavut's 'igloo and email' society, where adults who were born in igloos have children who may never have been out on the land, there's a high incidence of depression.

F With so much at stake, the Inuit are determined to play a key role in teasing out the mysteries of climate change in the Arctic. Having survived there for centuries, they believe their wealth of traditional knowledge is vital to the task. And Western scientists are starting to draw on this wisdom, increasingly referred to as 'Inuit Qaujimajatuqangit', or IQ. 'In the early days scientists ignored us when they came up here to study anything. They just figured these people don't know very much so we won't ask them,' says John Amagoalik, an Inuit leader and politician. 'But in recent years IQ has had much more credibility and weight.' In fact it is now a requirement for anyone hoping to get permission to do research that they consult the communities, who are helping to set the research agenda to reflect their most important concerns. They can turn down applications from scientists they believe will work against their interests, or research projects that will impinge too much on their daily lives and traditional activities.

G Some scientists doubt the value of traditional knowledge because the occupation of the Arctic doesn't go back far enough. Others, however, point out that the first weather stations in the far north date back just 50 years. There are still huge gaps in our environmental knowledge, and despite the scientific onslaught, many predictions are no more than best guesses. IQ could help to bridge the gap and resolve the tremendous uncertainty about how much of what we're seeing is natural capriciousness and how much is the consequence of human activity.

Questions 33–40

Complete the summary of paragraphs C and D below.

Choose ***NO MORE THAN TWO WORDS*** *from paragraphs C and D for each answer.*

Write your answers in boxes 33–40 on your answer sheet.

If you visit the Canadian Arctic, you immediately appreciate the problems faced by people for whom this is home. It would clearly be impossible for the people to engage in **33** ..... as a means of supporting themselves. For thousands of years they have had to rely on catching **34** ..... and **35** ..... as a means of sustenance. The harsh surroundings saw many who tried to settle there pushed to their limits, although some were successful. The **36** ..... people were an example of the latter and for them the environment did not prove unmanageable. For the present inhabitants, life continues to be a struggle. The territory of Nunavut consists of little more than ice, rock and a few **37** ..... . In recent years, many of them have been obliged to give up their **38** ..... lifestyle, but they continue to depend mainly on **39** ..... for their food and clothes. **40** ..... produce is particularly expensive.

WRITING

WRITING TASK 1

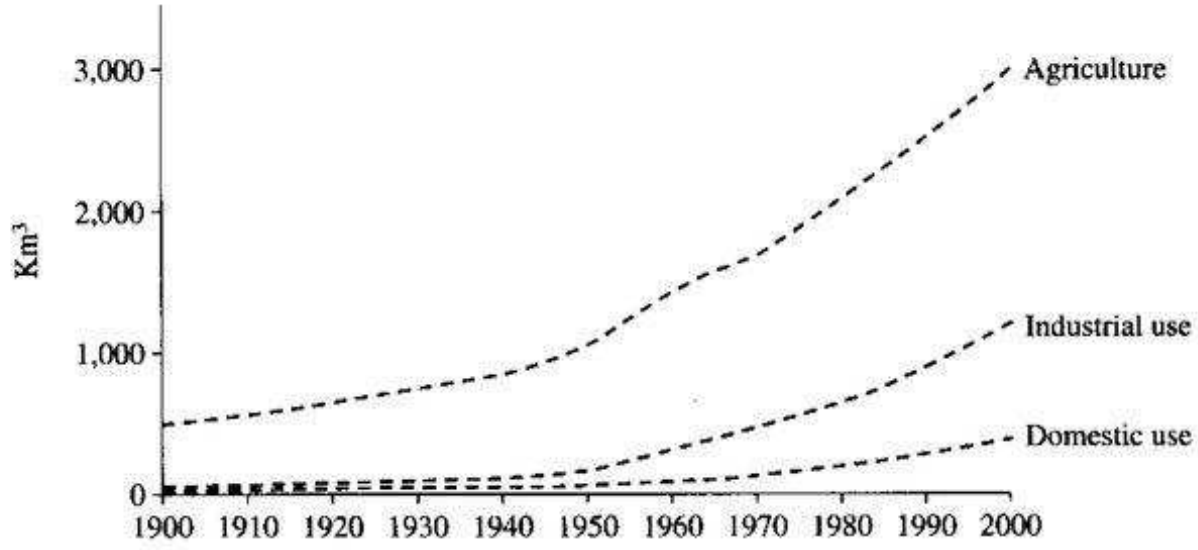
You should spend about 20 minutes on this task.

The graph and table below give information about water use worldwide and water consumption in two different countries.

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

Write at least 150 words.

Global water use by sector



Water consumption in Brazil and Congo in 2000

Brazil	176 million	26,500 km^2	359 m^3
Democractic Republic of Congo	5.2 million	100 km^2	8 m^3

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

> ***Today, the high sales of popular consumer goods reflect the power of advertising and not the real needs of the society in which they are sold.***
>
> ***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

Dancing

- Do you enjoy dancing? [Why/Why not?]
- Has anyone ever taught you to dance? [Why/Why not?]
- Tell me about any traditional dancing in your country.
- Do you think that traditional dancing will be popular in the future? [Why/Why not?]

PART 2

Describe someone in your family who you like.

You should say:
how this person is related to you
what this person looks like
what kind of person he/she is
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 are going to say.
You can make some notes to help you if you wish.

PART 3

Discussion topics:

Family similarities

Example questions:
In what ways can people in a family be similar to each other?
Do you think that daughters are always more similar to mothers than to male relatives? What about sons and fathers?
In terms of personality, are people more influenced by their family or by their friends? In what ways?

Genetic research

Example questions:
Where can people in your country get information about genetic research?
How do people in your country feel about genetic research?
Should this research be funded by governments or private companies? Why?

Answer key

TEST 1

LISTENING

Section 1, Questions 1–10

1 (a) keep-fit (studio)
2 swimming
3 yoga (classes)
4 (a) salad bar
5 500
6 1
7 10 (am), 4.30 (pm)
8 180
9 assessment
10 Kynchley

Section 2, Questions 11–20

11 B
12 G
13 C
14 A
15 E
16 D
17 (October (the)) 19th
18 7
19 Monday, Thursday
20 18

Section 3, Questions 21–30

21 A
22 in advance
23 nursery
24 annual fee
25 tutor
26&27 *IN EITHER ORDER*
laptops
printers
28 report writing
29 marketing
30 Individual

Section 4, Questions 31–40

31 feed
32 *IN EITHER ORDER*
metal
leather
33 restrictions
34 ships
35 England
36 built
37 poverty
38–40 *IN ANY ORDER*
C
E
F

If you score . . .

0–12	13–26	27–40
you are 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 B
2 C
3 B
4 F
5 D
6 A
7 E
8 A
9 B
10 A
11 C
12 (a) competition model
13 (by) 2 per cent/%

Reading Passage 2, Questions 14–26

14 I
15 F
16 E
17 D
18 TRUE
19 FALSE
20 NOT GIVEN
21 TRUE
22 NOT GIVEN
23 G
24 B
25 C
26 A

Reading Passage 3, Questions 27–40

27 i
28 vi
29 iii
30 vii
31 iv
32 ii
33 farming
34&35 *IN EITHER ORDER*
sea mammals
fish
36 Thule
37 islands
38 nomadic
39 nature
40 Imported

If you score . . .

0–12	13–30	31–40
you are 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.

Test 2

LISTENING

SECTION 1 *Questions 1–10*

Questions 1–5

Complete the notes below.

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

CHILDREN'S ART AND CRAFT WORKSHOPS

Example	*Answer*
Workshops organised every:	***Saturday***

- Adults must accompany children under **1** .....
- Cost: £2.50
- Workshops held in: Winter House, **2** ..... Street
- Security device: must push the **3** ..... to open door
- Should leave car behind the **4** .....
- Book workshops by phoning the **5** ..... (on 200765)

Questions 6–10

Complete the table below.

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

Next two workshops

Date	Workshop title	Children advised to wear:	Please bring (if pos
16/11	'Building **6** ..... '	**7**	**8** .....
23/11	**9** '..... '	(Nothing special)	**10** .....

SECTION 2 *Questions 11–20*

Questions 11–14

Complete the sentences below.

Write ***NO MORE THAN TWO WORDS ANDIOR A NUMBER*** *for each answer.*

TRAIN INFORMATION

11 Local services depart from ..... railway station.

12 National services depart from the ..... railway station.

13 Trains for London depart every ..... each day during the week.

14 The price of a first class ticket includes ..... .

Questions 15–17

Complete the table below.

Write ***NO MORE THAN TWO WORDS ANDIOR A NUMBER*** *for each answer.*

Type of ticket	Details
Standard open	no restrictions
Supersave	travel after 8.45
Special	travel after **15** ..... and at weekends
16	buy at least six days ahead limited numbers **17** ..... essential

Questions 18–20

*Choose **THREE** letters, A–G.*

Which **THREE** attractions can you visit at present by train from Trebirch?

A a science museum

B a theme park

C a climbing wall

D a mining museum

E an aquarium

F a castle

G a zoo

SECTION 3 *Questions 21–30*

Complete the tables below.

Write ***NO MORE THAN THREE WORDS ANDIOR A NUMBER*** *for each answer.*

Dissertation Tutorial Record (Education)

Name: Sandy Gibbons

Targets previously agreed	Work completed	Further action suggested
Investigate suitable data analysis software	– Read IT **21** ..... – Spoken to Jane Prince, Head of the **22**	Sign up for some software practice sessions
Prepare a **23** ..... for survey	– Completed and sent for review	Add questions in section three on **24** .....
Further reading about discipline	– Read Banerjee – N.B. Couldn't find Ericsson's essays on managing the **25**	Obtain from library through special loans service

New Targets	Specific suggestions	Timing
Do further work on Chapter 1 (Give the title: *Context* **26** .....)	– Add statistics on the **27** ..... in various zones – Include more references to works dated after **28**	By the **29** .....
Prepare list of main sections for Chapter 2	– Use index cards to help in organisation	Before starting the **30** .....

SECTION 4 *Questions 31–40*

Questions 31–37

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

The history of moving pictures

31 Some photographs of a horse running showed

A all feet off the ground.
B at least one foot on the ground.
C two feet off the ground.

32 The Scotsman employed by Edison

A designed a system to use the technology Edison had invented.
B used available technology to make a new system.
C was already an expert in motion picture technology.

33 One major problem with the first system was that

A only one person could be filmed.
B people could only see very short films.
C the camera was very heavy.

34 Rival systems started to appear in Europe after people had

A been told about the American system.
B seen the American system.
C used the American system.

35 In 1895, a famous new system was developed by

A a French team working alone.
B a French and German team working together.
C a German team who invented the word 'cinema'.

36 Longer films were not made at the time because of problems involving

A the subject matter.
B the camera.
C the film projector.

37 The 'Lantham Loop' invention relied on

A removing tension between the film reels.
B adding three more film reels to the system.
C making one of the film reels more effective.

Questions 38–40

Complete the sentences below.

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

38 The first motion picture was called *The* .....

39 ..... were used for the first time on film in 1926.

40 Subtitles were added to *The Lights of New York* because of its ..... .

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 1–5

Reading Passage 1 has five marked paragraphs, **A–E**.

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

Write the correct number, ***i–viii****, in boxes 1–5 on your answer sheet.*

List of Headings

i Avoiding an overcrowded centre
ii A successful exercise in people power
iii The benefits of working together in cities
iv Higher incomes need not mean more cars
v Economic arguments fail to persuade
vi The impact of telecommunications on population distribution
vii Increases in travelling time
viii Responding to arguments against public transport

1 Paragraph **A**

2 Paragraph **B**

3 Paragraph **C**

4 Paragraph **D**

5 Paragraph **E**

Advantages of public transport

A new study conducted for the World Bank by Murdoch University's Institute for Science and Technology Policy (ISTP) has demonstrated that public transport is more efficient than cars. The study compared the proportion of wealth poured into transport by thirty-seven cities around the world. This included both the public and private costs of building, maintaining and using a transport system.

The study found that the Western Australian city of Perth is a good example of a city with minimal public transport. As a result, 17% of its wealth went into transport costs. Some European and Asian cities, on the other hand, spent as little as 5%. Professor Peter Newman, ISTP Director, pointed out that these more efficient cities were able to put the difference into attracting industry and jobs or creating a better place to live.

According to Professor Newman, the larger Australian city of Melbourne is a rather unusual city in this sort of comparison. He describes it as two cities: 'A European city surrounded by a car-dependent one'. Melbourne's large tram network has made car use in the inner city much lower, but the outer suburbs have the same car-based structure as most other Australian cities. The explosion in demand for accommodation in the inner suburbs of Melbourne suggests a recent change in many people's preferences as to where they live.

Newman says this is a new, broader way of considering public transport issues. In the past, the case for public transport has been made on the basis of environmental and social justice considerations rather than economics. Newman, however, believes the study demonstrates that 'the auto-dependent city model is inefficient and grossly inadequate in economic as well as environmental terms'.

Bicycle use was not included in the study but Newman noted that the two most 'bicycle friendly' cities considered – Amsterdam and Copenhagen – were very efficient, even though their public transport systems were 'reasonable but not special'.

It is common for supporters of road networks to reject the models of cities with good public transport by arguing that such systems would not work in their particular city. One objection is climate. Some people say their city could not make more use of public transport because it is either too hot or too cold. Newman rejects this, pointing out that public transport has been successful in both Toronto and Singapore and, in fact, he has checked the use of cars against climate and found 'zero correlation'.

When it comes to other physical features, road lobbies are on stronger ground. For example, Newman accepts it would be hard for a city as hilly as Auckland to develop a really good rail network. However, he points out that both Hong Kong and Zürich have managed to make a success of their rail systems, heavy and light respectively, though there are few cities in the world as hilly.

A In fact, Newman believes the main reason for adopting one sort of transport over another is politics: 'The more democratic the process, the more public transport is favored.' He considers Portland, Oregon, a perfect example of this. Some years ago, federal money was granted to build a new road. However, local pressure groups forced a referendum over whether to spend the money on light rail instead. The rail proposal won and the railway worked spectacularly well. In the years that have followed, more and more rail systems have been put in, dramatically changing the nature of the city. Newman notes that Portland has about the same population as Perth and had a similar population density at the time.

B In the UK, travel times to work had been stable for at least six centuries, with people avoiding situations that required them to spend more than half an hour travelling to work. Trains and cars initially allowed people to live at greater distances without taking longer to reach their destination. However, public infrastructure did not keep pace with urban sprawl, causing massive congestion problems which now make commuting times far higher.

C There is a widespread belief that increasing wealth encourages people to live farther out where cars are the only viable transport. The example of European cities refutes that. They are often wealthier than their American counterparts but have not generated the same level of car use. In Stockholm, car use has actually fallen in recent years as the city has become larger and wealthier. A new study makes this point even more starkly. Developing cities in Asia, such as Jakarta and Bangkok, make more use of the car than wealthy Asian cities such as Tokyo and Singapore. In cities that developed later, the World Bank and Asian Development Bank discouraged the building of public transport and people have been forced to rely on cars – creating the massive traffic jams that characterize those cities.

D Newman believes one of the best studies on how cities built for cars might be converted to rail use is *The Urban Village* report, which used Melbourne as an example. It found that pushing everyone into the city centre was not the best approach. Instead, the proposal advocated the creation of urban villages at hundreds of sites, mostly around railway stations.

E It was once assumed that improvements in telecommunications would lead to more dispersal in the population as people were no longer forced into cities. However, the ISTP team's research demonstrates that the population and job density of cities rose or remained constant in the 1980s after decades of decline. The explanation for this seems to be that it is valuable to place people working in related fields together. 'The new world will largely depend on human creativity, and creativity flourishes where people come together face-to-face.'

Questions 6–10

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

In boxes 6–10 on your answer sheet, write

TRUE *if the statement agrees with the information*
FALSE *if the statement contradicts the information*
NOT GIVEN *if there is no information on this*

6 The ISTP study examined public and private systems in every city of the world.

7 Efficient cities can improve the quality of life for their inhabitants.

8 An inner-city tram network is dangerous for car drivers.

9 In Melbourne, people prefer to live in the outer suburbs.

10 Cities with high levels of bicycle usage can be efficient even when public transport is only averagely good.

Questions 11–13

Look at the following cities (Questions 11–13) and the list of descriptions below.

Match each city with the correct description, ***A–F****.*

Write the correct letter, ***A–F****, in boxes 11–13 on your answer sheet.*

11 Perth

12 Auckland

13 Portland

List of Descriptions

A successfully uses a light rail transport system in hilly environment
B successful public transport system despite cold winters
C profitably moved from road to light rail transport system
D hilly and inappropriate for rail transport system
E heavily dependent on cars despite widespread poverty
F inefficient due to a limited public transport system

READING PASSAGE 2

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

GREYING POPULATION STAYS IN THE PINK

Elderly people are growing healthier, happier and more independent, say American scientists. The results of a 14-year study to be announced later this month reveal that the diseases associated with old age are afflicting fewer and fewer people and when they do strike, it is much later in life.

In the last 14 years, the National Long-term Health Care Survey has gathered data on the health and lifestyles of more than 20,000 men and women over 65. Researchers, now analysing the results of data gathered in 1994, say arthritis, high blood pressure and circulation problems – the major medical complaints in this age group – are troubling a smaller proportion every year. And the data confirms that the rate at which these diseases are declining continues to accelerate. Other diseases of old age – dementia, stroke, arteriosclerosis and emphysema – are also troubling fewer and fewer people.

'It really raises the question of what should be considered normal ageing,' says Kenneth Manton, a demographer from Duke University in North Carolina. He says the problems doctors accepted as normal in a 65-year-old in 1982 are often not appearing until people are 70 or 75.

Clearly, certain diseases are beating a retreat in the face of medical advances. But there may be other contributing factors. Improvements in childhood nutrition in the first quarter of the twentieth century, for example, gave today's elderly people a better start in life than their predecessors.

On the downside, the data also reveals failures in public health that have caused surges in some illnesses. An increase in some cancers and bronchitis may reflect changing smoking habits and poorer air quality, say the researchers. 'These may be subtle influences,' says Manton, 'but our subjects have been exposed to worse and worse pollution for over 60 years. It's not surprising we see some effect.'

One interesting correlation Manton uncovered is that better-educated people are likely to live longer. For example, 65-year-old women with fewer than eight years of schooling are expected, on average, to live to 82. Those who continued their education live an extra seven years. Although some of this can be attributed to a higher income, Manton believes it is mainly because educated people seek more medical attention.

The survey also assessed how independent people over 65 were, and again found a striking trend. Almost 80% of those in the 1994 survey could complete everyday activities ranging from eating and dressing unaided to complex tasks such as cooking and managing their finances. That represents a significant drop in the number of disabled old people in the population. If the trends apparent in the United States 14 years ago had continued,

researchers calculate there would be an additional one million disabled elderly people in today's population. According to Manton, slowing the trend has saved the United States government's Medicare system more than $200 billion, suggesting that the greying of America's population may prove less of a financial burden than expected.

The increasing self-reliance of many elderly people is probably linked to a massive increase in the use of simple home medical aids. For instance, the use of raised toilet seats has more than doubled since the start of the study, and the use of bath seats has grown by more than 50%. These developments also bring some health benefits, according to a report from the MacArthur Foundation's research group on successful ageing. The group found that those elderly people who were able to retain a sense of independence were more likely to stay healthy in old age.

Maintaining a level of daily physical activity may help mental functioning, says Carl Cotman, a neuroscientist at the University of California at Irvine. He found that rats that exercise on a treadmill have raised levels of brain-derived neurotrophic factor coursing through their brains. Cotman believes this hormone, which keeps neurons functioning, may prevent the brains of active humans from deteriorating.

As part of the same study, Teresa Seeman, a social epidemiologist at the University of Southern California in Los Angeles, found a connection between self-esteem and stress in people over 70. In laboratory simulations of challenging activities such as driving, those who felt in control of their lives pumped out lower levels of stress hormones such as cortisol. Chronically high levels of these hormones have been linked to heart disease.

But independence can have drawbacks. Seeman found that elderly people who felt emotionally isolated maintained higher levels of stress hormones even when asleep. The research suggests that older people fare best when they feel independent but know they can get help when they need it.

'Like much research into ageing, these results support common sense,' says Seeman. They also show that we may be underestimating the impact of these simple factors. 'The sort of thing that your grandmother always told you turns out to be right on target,' she says.

Questions 14–22

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

*Write the correct letter, **A–Q**, in boxes 14–22 on your answer sheet.*

Research carried out by scientists in the United States has shown that the proportion of people over 65 suffering from the most common age-related medical problems is **14** ..... and that the speed of this change is **15** ..... . It also seems that these diseases are affecting people **16** ..... in life than they did in the past. This is largely due to developments in **17** ..... , but other factors such as improved **18** ..... may also be playing a part. Increases in some other illnesses may be due to changes in personal habits and to **19** ..... . The research establishes a link between levels of **20** ..... and life expectancy. It also shows that there has been a considerable reduction in the number of elderly people who are **21** ..... , which means that the **22** ..... involved in supporting this section of the population may be less than previously predicted.

A cost	**B** falling	**C** technology
D undernourished	**E** earlier	**F** later
G disabled	**H** more	**I** increasing
J nutrition	**K** education	**L** constant
M medicine	**N** pollution	**O** environmental
P health	**Q** independent	

Questions 23–26

*Complete each sentence with the correct ending, **A–H**, below.*

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

23 Home medical aids

24 Regular amounts of exercise

25 Feelings of control over life

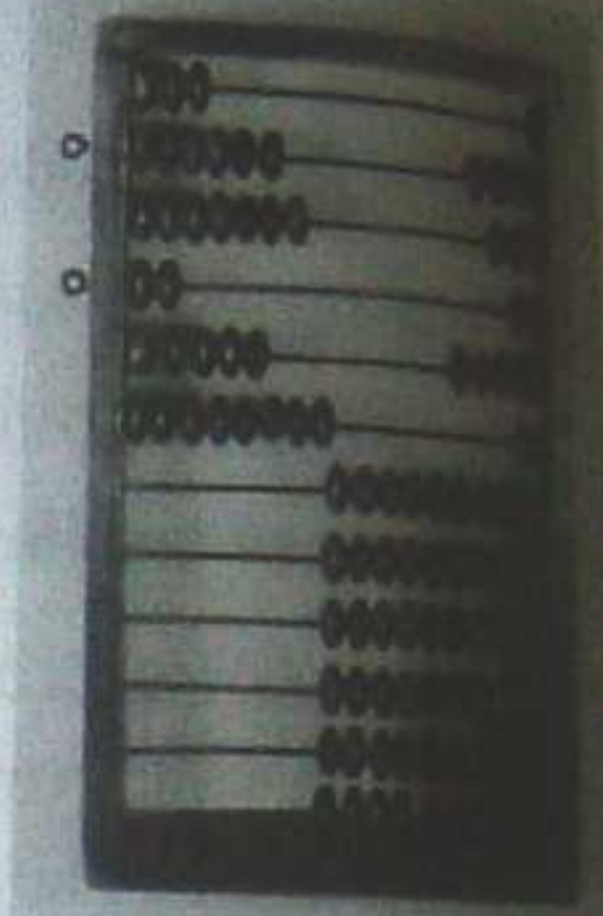
26 Feelings of loneliness

A	may cause heart disease.
B	can be helped by hormone treatment.
C	may cause rises in levels of stress hormones.
D	have cost the United States government more than $200 billion.
E	may help prevent mental decline.
F	may get stronger at night.
G	allow old people to be more independent.
H	can reduce stress in difficult situations.

READING PASSAGE 3

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

Numeration



One of the first great intellectual feats of a young child is learning how to talk, closely followed by learning how to count. From earliest childhood we are so bound up with our system of numeration that it is a feat of imagination to consider the problems faced by early humans who had not yet developed this facility. Careful consideration of our system of numeration leads to the conviction that, rather than being a facility that comes naturally to a person, it is one of the great and remarkable achievements of the human race.

It is impossible to learn the sequence of events that led to our developing the concept of number. Even the earliest of tribes had a system of numeration that, if not advanced, was sufficient for the tasks that they had to perform. Our ancestors had little use for actual numbers; instead their considerations would have been more of the kind *Is this enough?* rather than *How many?* when they were engaged in food gathering, for example. However, when early humans first began to reflect on the nature of things around them, they discovered that they needed an idea of number simply to keep their thoughts in order. As they began to settle, grow plants and herd animals, the need for a sophisticated number system became paramount. It will never be known how and when this numeration ability developed, but it is certain that numeration was well developed by the time humans had formed even semi-permanent settlements.

Evidence of early stages of arithmetic and numeration can be readily found. The indigenous peoples of Tasmania were only able to count *one, two, many*; those of South Africa counted *one, two, two and one, two twos, two twos and one*, and so on. But in real situations the number and words are often accompanied by gestures to help resolve any confusion. For example, when using the *one, two, many* type of system, the word *many* would mean, *Look at my hands and see how many fingers I am showing you*. This basic approach is limited in the range of numbers that it can express, but this range will generally suffice when dealing with the simpler aspects of human existence.

The lack of ability of some cultures to deal with large numbers is not really surprising. European languages, when traced back to their earlier version, are very poor in number words and expressions. The ancient Gothic word for ten, *tachund*, is used to express the number 100 as *tachund tachund*. By the seventh century, the word *teon* had become interchangeable with the *tachund* or *hund* of the Anglo-Saxon language, and so 100 was denoted as *hund teontig*, or ten times ten. The average person in the seventh century in Europe was not as familiar with numbers as we are today. In fact, to qualify as a witness in a court of law a man had to be able to count to nine!

Perhaps the most fundamental step in developing a sense of number is not the ability to count, but rather to see that a number is really an abstract idea instead of a simple attachment to a group of particular objects. It must have been within the grasp of the earliest humans to conceive that four birds are distinct from two birds; however, it is not an elementary step to associate the number 4, as connected with four birds, to the number 4, as connected with four rocks. Associating a number as one of the qualities of a specific object is a great hindrance to the development of a true number sense. When the number 4 can be registered in the mind as a specific word, independent of the object being referenced, the individual is ready to take the first step toward the development of a notational system for numbers and, from there, to arithmetic.

Traces of the very first stages in the development of numeration can be seen in several living languages today. The numeration system of the Tsimshian language in British Columbia contains seven distinct sets of words for numbers according to the class of the item being counted: for counting flat objects and animals, for round objects and time, for people, for long objects and trees, for canoes, for measures, and for counting when no particular object is being numerated. It seems that the last is a later development while the first six groups show the relics of an older system. This diversity of number names can also be found in some widely used languages such as Japanese.

Intermixed with the development of a number sense is the development of an ability to count. Counting is not directly related to the formation of a number concept because it is possible to count by matching the items being counted against a group of pebbles, grains of corn, or the counter's fingers. These aids would have been indispensable to very early people who would have found the process impossible without some form of mechanical aid. Such aids, while different, are still used even by the most educated in today's society due to their convenience. All counting ultimately involves reference to something other than the things being counted. At first it may have been grains or pebbles but now it is a memorised sequence of words that happen to be the names of the numbers.

Questions 27–31

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

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

27 A developed system of numbering

28 An additional hand signal

29 In seventh-century Europe, the ability to count to a certain number

30 Thinking about numbers as concepts separate from physical objects

31 Expressing number differently according to class of item

A was necessary in order to fulfil a civic role.
B was necessary when people began farming.
C was necessary for the development of arithmetic.
D persists in all societies.
E was used when the range of number words was restricted.
F can be traced back to early European languages.
G was a characteristic of early numeration systems.

Questions 32–40

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

In boxes 32–40 on your answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

32 For the earliest tribes, the concept of sufficiency was more important than the concept of quantity.

33 Indigenous Tasmanians used only four terms to indicate numbers of objects.

34 Some peoples with simple number systems use body language to prevent misunderstanding of expressions of number.

35 All cultures have been able to express large numbers clearly.

36 The word 'thousand' has Anglo-Saxon origins.

37 In general, people in seventh-century Europe had poor counting ability.

38 In the Tsimshian language, the number for long objects and canoes is expressed with the same word.

39 The Tsimshian language contains both older and newer systems of counting.

40 Early peoples found it easier to count by using their fingers rather than a group of pebbles.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

The table below gives information about changes in modes of travel in England between 1985 and 2000.

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

Write at least 150 words.

Average distance in miles travelled per person per year, by mode of travel

	1985	**2000**
Walking	255	237
Bicycle	51	41
Car	3,199	4,806
Local bus	429	274
Long distance bus	54	124
Train	289	366
Taxi	13	42
Other	450	585
All modes	**4,740**	**6,475**

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

> ***Successful sports professionals can earn a great deal more money than people in other important professions. Some people think this is fully justified while others think it is unfair.***
>
> ***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

Musical instruments

- Which instrument do you like listening to most? [Why?]
- Have you ever learned to play a musical instrument? [Which one?]
- Do you think children should learn to play a musical instrument at school? [Why/Why not?]
- How easy would it be to learn to play an instrument without a teacher? [Why?]

PART 2

Describe something healthy you enjoy doing.

You should say:
what you do
where you do it
who you do it with
and explain why you think doing this is healthy.

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

PART 3

Discussion topics:

Keeping fit and healthy

Example questions:
What do most people do to keep fit in your country?
How important is it for people to do some regular physical exercise?

Health and modern lifestyles

Example questions:
Why do some people think that modern lifestyles are not healthy?
Why do some people choose to lead unhealthy lives?
Should individuals or governments be responsible for making people's lifestyle healthy?
What could be done to encourage people to live in a healthy way?

Test 3

LISTENING

SECTION 1 *Questions 1–10*

Complete the form below.

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

OPENING A BANK ACCOUNT

Example	*Answer*
Application for a	*Current* bank account

Type of current account: The **1** '.....' account

Full name of applicant: Pieter Henes

Date of birth: **2** .....

Joint account holder(s): No

Current address: **3** ..... Exeter

Time at current address: **4** .....

Previous address: Rielsdorf 2, Utrecht, Holland

Telephone: **work 5** .....

home 796431

Test 3

LISTENING

SECTION 1 *Questions 1–10*

Complete the form below.

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

OPENING A BANK ACCOUNT

Example — *Answer*

Application for a ***Current*** bank account

Type of current account:	The **1** '.....' account
Full name of applicant:	Pieter Henes
Date of birth:	**2** .....
Joint account holder(s):	No
Current address:	**3** ..... Exeter
Time at current address:	**4** .....
Previous address:	Rielsdorf 2, Utrecht, Holland
Telephone:	**work 5** ..... **home** 796431

Occupation:	**6** .....
Identity (security):	Name of his **7** ..... : Siti
Opening sum:	**8** € ..... to be transferred from Fransen Bank, Utrecht
Statements:	Every **9** .....
Requests:	Supply information about the bank's **10** ..... service

SECTION 2 *Questions 11–20*

Questions 11–13

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

THE HISTORY OF ROSEWOOD HOUSE

11 When the writer Sebastian George first saw Rosewood House, he

A thought he might rent it.
B felt it was too expensive for him.
C was unsure whether to buy it.

12 Before buying the house, George had

A experienced severe family problems.
B struggled to become a successful author.
C suffered a serious illness.

13 According to the speaker, George viewed Rosewood House as

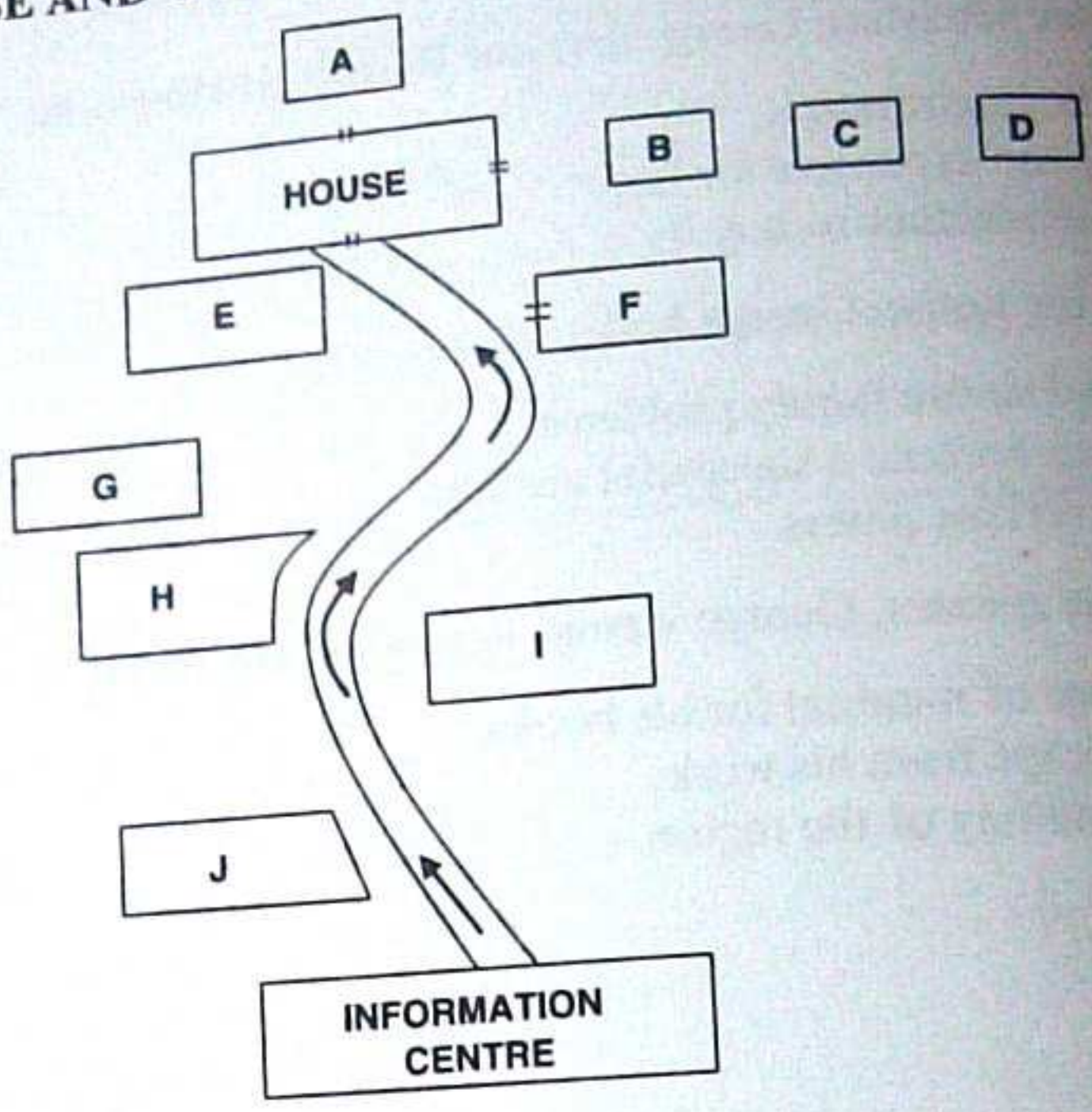
A a rich source of material for his books.
B a way to escape from his work.
C a typical building of the region.

Questions 14–17

Label the map below.

Write the correct letter, A–J, next to questions 14–17.

ROSEWOOD HOUSE AND GARDENS



14 Pear Alley .....

15 Mulberry Garden .....

16 Shop .....

17 Tea Room .....

Questions 18–20

Complete the sentences below.

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

RIVER WALK

18 You can walk through the ..... that goes along the river bank.

19 You can go over the ..... and then into a wooded area.

20 On your way back, you could also go up to the ..... .

SECTION 3 *Questions 21–30*

Questions 21–24

Complete the sentences below.

Write ***NO MORE THAN THREE WORDS ANDIOR A NUMBER*** *for each answer.*

MARKETING ASSIGNMENT

21 For their assignment, the students must investigate one part of the ..... .

22 The method the students must use to collect data is ..... .

23 In total, the students must interview ..... people.

24 Jack thinks the music preferences of ..... listeners are similar.

Questions 25–30

Complete the notes below.

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

Marketing Survey: Music Preferences

Age group of interviewee

- 25 or under
- 45 or over

Music preferences

- Pop
- **25** .....
- Folk
- Easy listening
- **26** .....

Medium for listening to music

- Radio
- CD
- TV
- **27** .....

Source of music

- Music shops
- **28** .....
- Internet

Places for listening to music

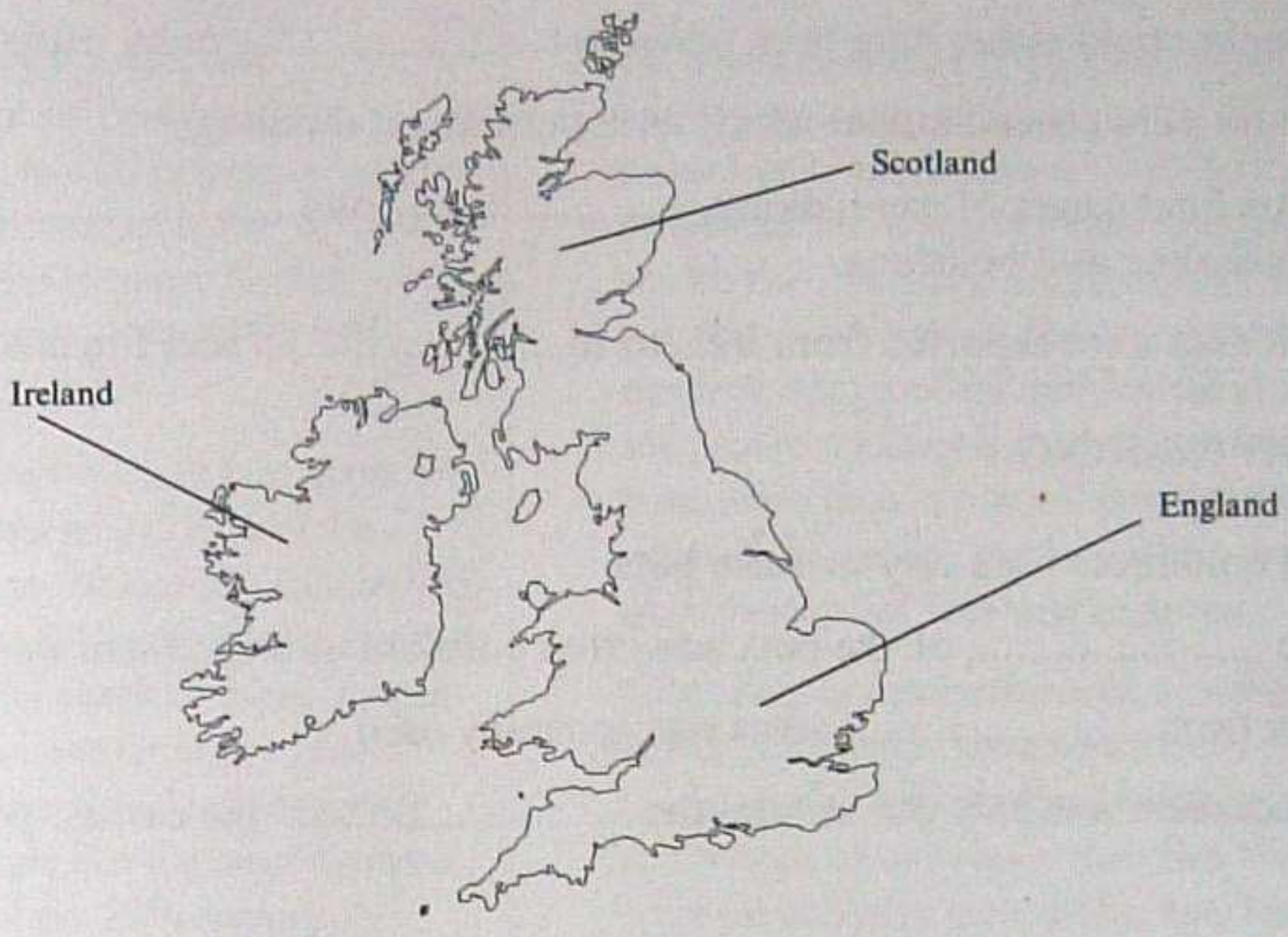
- Disco
- Pub
- **29** .....
- Concert hall
- **30** .....

SECTION 4 *Questions 31–40*

Questions 31–34

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

IRELAND IN THE NEOLITHIC PERIOD



31 According to the speaker, it is not clear

A when the farming economy was introduced to Ireland.
B why people began to farm in Ireland.
C where the early Irish farmers came from.

32 What point does the speaker make about breeding animals in Neolithic Ireland?

A Their numbers must have been above a certain level.
B They were under threat from wild animals.
C Some species died out during this period.

33 What does the speaker say about the transportation of animals?

A Livestock would have limited the distance the farmers could sail.
B Neolithic boats were too primitive to have been used.
C Probably only a few breeding animals were imported.

34 What is the main evidence for cereal crops in Neolithic Ireland?

A the remains of burnt grain in pots
B the marks left on pots by grains
C the patterns painted on the surface of pots

Questions 35–40

Complete the sentences below.

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

STONE TOOLS

35 Ploughs could either have been pulled by ..... or by cattle.

- The farmers needed homes which were permanent dwellings.

36 In the final stages of axe-making, ... and ..... were necessary for grinding and polishing.

37 Irish axes were exported from Ireland to ..... and England.

POTTERY MAKING

- The colonisers used clay to make pots.

38 The ..... of the pots was often polished to make them watertight.

39 Clay from ..... areas was generally used.

40 Decoration was only put around the ..... of the earliest pots.

READING

READING PASSAGE 1

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

A The Lumière Brothers opened their Cinematographe, at 14 Boulevard des Capucines in Paris, to 100 paying customers over 100 years ago, on December 8, 1895. Before the eyes of the stunned, thrilled audience, photographs came to life and moved across a flat screen.

B So ordinary and routine has this become to us that it takes a determined leap of the imagination to grasp the impact of those first moving images. But it is worth trying, for to understand the initial shock of those images is to understand the extraordinary power and magic of cinema, the unique, hypnotic quality that has made film the most dynamic, effective art form of the 20th century.

C One of the Lumière Brothers' earliest films was a 30-second piece which showed a section of a railway platform flooded with sunshine. A train appears and heads straight for the camera. And that is all that happens. Yet the Russian director Andrei Tarkovsky, one of the greatest of all film artists, described the film as a 'work of genius'. 'As the train approached,' wrote Tarkovsky, 'panic started in the theatre: people jumped and ran away. That was the moment when cinema was born. The frightened audience could not accept that they were watching a mere picture. Pictures were still, only reality moved; this must, therefore, be reality. In their confusion, they feared that a real train was about to crush them.'

D Early cinema audiences often experienced the same confusion. In time, the idea of film became familiar, the magic was accepted – but it never stopped being magic. Film has never lost its unique power to embrace its audiences and transport them to a different world. For Tarkovsky, the key to that magic was the way in which cinema created a dynamic image of the real flow of events. A still picture could only imply the existence of time, while time in a novel passed at the whim of the reader. But in cinema, the real, objective flow of time was captured.

E One effect of this realism was to educate the world about itself. For cinema makes the world smaller. Long before people travelled to America or anywhere else, they knew what other places looked like; they knew how other people worked and lived. Overwhelmingly, the lives recorded – at least in film fiction – have been American. From the earliest days of the industry, Hollywood has dominated the world film market. American imagery – the cars, the cities, the cowboys – became the primary imagery of film. Film carried American life and values around the globe.

F And, thanks to film, future generations will know the 20th century more intimately than any other period. We can only imagine what life was like in the 14th century or in classical Greece. But the life of the modern world has been recorded on film in massive, encyclopaedic detail. We shall be known better than any preceding generations.

G The 'star' was another natural consequence of cinema. The cinema star was effectively

born in 1910. Film personalities have such an immediate presence that, inevitably, they become super-real. Because we watch them so closely and because everybody in the world seems to know who they are, they appear more real to us than we do ourselves. The star as magnified human self is one of cinema's most strange and enduring legacies.

H Cinema has also given a new lease of life to the idea of the story. When the Lumière Brothers and other pioneers began showing off this new invention, it was by no means obvious how it would be used. All that mattered at first was the wonder of movement. Indeed, some said that, once this novelty had worn off, cinema would fade away. It was no more than a passing gimmick, a fairground attraction.

I Cinema might, for example, have become primarily a documentary form. Or it might have developed like television – as a strange, noisy transfer of music, information and narrative. But what happened was that it became, overwhelmingly, a medium for telling stories. Originally these were conceived as short stories – early producers doubted the ability of audiences to concentrate for more than the length of a reel. Then, in 1912, an Italian 2-hour film was hugely successful, and Hollywood settled upon the novel-length narrative that remains the dominant cinematic convention of today.

J And it has all happened so quickly. Almost unbelievably, it is a mere 100 years since that train arrived and the audience screamed and fled, convinced by the dangerous reality of what they saw, and, perhaps, suddenly aware that the world could never be the same again – that, maybe, it could be better, brighter, more astonishing, more real than reality.

Questions 1–5

Reading Passage 1 has ten paragraphs, **A–J**.

Which paragraph contains the following information?

*Write the correct letter, **A–J**, in boxes 1–5 on your answer sheet.*

1 the location of the first cinema

2 how cinema came to focus on stories

3 the speed with which cinema has changed

4 how cinema teaches us about other cultures

5 the attraction of actors in films

Questions 6–9

Do the following statements agree with the views of the writer in Reading Passage 1?

In boxes 6–9 on your answer sheet, write

YES	*if the statement agrees with the views of the writer*
NO	*if the statement contradicts the views of the writer*
NOT GIVEN	*if it is impossible to say what the writer thinks about this*

6 It is important to understand how the first audiences reacted to the cinema.

7 The Lumière Brothers' film about the train was one of the greatest films ever made.

8 Cinema presents a biased view of other countries.

9 Storylines were important in very early cinema.

Questions 10–13

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

Write the correct letter in boxes 10–13 on your answer sheet.

10 The writer refers to the film of the train in order to demonstrate

A the simplicity of early films.
B the impact of early films.
C how short early films were.
D how imaginative early films were.

11 In Tarkovsky's opinion, the attraction of the cinema is that it

A aims to impress its audience.
B tells stories better than books.
C illustrates the passing of time.
D describes familiar events.

12 When cinema first began, people thought that

A it would always tell stories.
B it should be used in fairgrounds.
C its audiences were unappreciative.
D its future was uncertain.

13 What is the best title for this passage?

A The rise of the cinema star
B Cinema and novels compared
C The domination of Hollywood
D The power of the big screen

READING PASSAGE 2

*You should spend about 20 minutes on **Questions 14–27**, which are based on Reading Passage 2 on the following pages.*

Questions 14–18

Reading Passage 2 contains six Key Points.

*Choose the correct heading for Key Points **TWO** to **SIX** from the list of headings below.*

*Write the correct number, **i–viii**, in boxes 14–18 on your answer sheet.*

List of Headings

i	Ensure the reward system is fair
ii	Match rewards to individuals
iii	Ensure targets are realistic
iv	Link rewards to achievement
v	Encourage managers to take more responsibility
vi	Recognise changes in employees' performance over time
vii	Establish targets and give feedback
viii	Ensure employees are suited to their jobs

Example	*Answer*
Key Point **One**	**viii**

14 Key Point **Two**

15 Key Point **Three**

16 Key Point **Four**

17 Key Point **Five**

18 Key Point **Six**

Motivating Employees under Adverse Conditions

THE CHALLENGE

It is a great deal easier to motivate employees in a growing organisation than a declining one. When organisations are expanding and adding personnel, promotional opportunities, pay rises, and the excitement of being associated with a dynamic organisation create feelings of optimism. Management is able to use the growth to entice and encourage employees. When an organisation is shrinking, the best and most mobile workers are prone to leave voluntarily. Unfortunately, they are the ones the organisation can least afford to lose – those with the highest skills and experience. The minor employees remain because their job options are limited.

Morale also suffers during decline. People fear they may be the next to be made redundant. Productivity often suffers, as employees spend their time sharing rumours and providing one another with moral support rather than focusing on their jobs. For those whose jobs are secure, pay increases are rarely possible. Pay cuts, unheard of during times of growth, may even be imposed. The challenge to management is how to motivate employees under such retrenchment conditions. The ways of meeting this challenge can be broadly divided into six Key Points, which are outlined below.

KEY POINT ONE

There is an abundance of evidence to support the motivational benefits that result from carefully matching people to jobs. For example, if the job is running a small business or an autonomous unit within a larger business, high achievers should be sought. However, if the job to be filled is a managerial post in a large bureaucratic organisation, a candidate who has a high need for power and a low need for affiliation should be selected. Accordingly, high achievers should not be put into jobs that are inconsistent with their needs. High achievers will do best when the job provides moderately challenging goals and where there is independence and feedback. However, it should be remembered that not everybody is motivated by jobs that are high in independence, variety and responsibility.

KEY POINT TWO

The literature on goal-setting theory suggests that managers should ensure that all employees have specific goals and receive comments on how well they are doing in those goals. For those with high achievement needs, typically a minority in any organisation, the existence of external goals is less important because high achievers are already internally motivated. The next factor to be determined is whether the goals should be assigned by a manager or collectively set in conjunction with the employees. The answer to that depends on perceptions of goal acceptance and the organisation's culture. If resistance to goals is expected, the use of participation in goal-setting should increase acceptance. If participation is inconsistent with

the culture, however, goals should be assigned. If participation and the culture are incongruous, employees are likely to perceive the participation process as manipulative and be negatively affected by it.

KEY POINT THREE

Regardless of whether goals are achievable or well within management's perceptions of the employee's ability, if employees see them as unachievable they will reduce their effort. Managers must be sure, therefore, that employees feel confident that their efforts *can* lead to performance goals. For managers, this means that employees must have the capability of doing the job and must regard the appraisal process as valid.

KEY POINT FOUR

Since employees have different needs, what acts as a reinforcement for one may not for another. Managers could use their knowledge of each employee to personalise the rewards over which they have control. Some of the more obvious rewards that managers allocate include pay, promotions, autonomy, job scope and depth, and the opportunity to participate in goal-setting and decision-making.

KEY POINT FIVE

Managers need to make rewards contingent on performance. To reward factors other than performance will only reinforce those other factors. Key rewards such as pay increases and promotions or advancements should be allocated for the attainment of the employee's specific goals. Consistent with maximising the impact of rewards, managers should look for ways to increase their visibility. Eliminating the secrecy surrounding pay by openly communicating everyone's remuneration, publicising performance bonuses and allocating annual salary increases in a lump sum rather than spreading them out over an entire year are examples of actions that will make rewards more visible and potentially more motivating.

KEY POINT SIX

The way rewards are distributed should be transparent so that employees perceive that rewards or outcomes are equitable and equal to the inputs given. On a simplistic level, experience, abilities, effort and other obvious inputs should explain differences in pay, responsibility and other obvious outcomes. The problem, however, is complicated by the existence of dozens of inputs and outcomes and by the fact that employee groups place different degrees of importance on them. For instance, a study comparing clerical and production workers identified nearly twenty inputs and outcomes. The clerical workers considered factors such as quality of work performed and job knowledge near the top of their list, but these were at the bottom of the production workers' list. Similarly, production workers thought that the most important inputs were intelligence and personal involvement with task accomplishment, two factors that were quite low in the importance ratings of the clerks. There were also important, though less dramatic, differences on the outcome side. For example, production workers rated advancement very highly, whereas clerical workers rated advancement in the lower third of their list. Such findings suggest that one person's equity is another's inequity, so an ideal should probably weigh different inputs and outcomes according to employee group.

Questions 19–24

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

In boxes 19–24 on your answer sheet, write

YES	*if the statement agrees with the views of the writer*
NO	*if the statement contradicts the views of the writer*
NOT GIVEN	*if it is impossible to say what the writer thinks about this*

19 A shrinking organisation tends to lose its less skilled employees rather than its more skilled employees.

20 It is easier to manage a small business than a large business.

21 High achievers are well suited to team work.

22 Some employees can feel manipulated when asked to participate in goal-setting.

23 The staff appraisal process should be designed by employees.

24 Employees' earnings should be disclosed to everyone within the organisation.

Questions 25–27

Look at the following groups of workers (Questions 25–27) and the list of descriptions below.

Match each group with the correct description, ***A–E****.*

Write the correct letter, ***A–E****, in boxes 25–27 on your answer sheet.*

25 high achievers

26 clerical workers

27 production workers

List of Descriptions

A They judge promotion to be important.
B They have less need of external goals.
C They think that the quality of their work is important.
D They resist goals which are imposed.
E They have limited job options.

READING PASSAGE 3

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

The Search for the Anti-aging Pill

In government laboratories and elsewhere, scientists are seeking a drug able to prolong life and youthful vigor. Studies of caloric restriction are showing the way

As researchers on aging noted recently, no treatment on the market today has been proved to slow human aging – the build-up of molecular and cellular damage that increases vulnerability to infirmity as we grow older. But one intervention, consumption of a low-calorie* yet nutritionally balanced diet, works incredibly well in a broad range of animals, increasing longevity and prolonging good health. Those findings suggest that caloric restriction could delay aging and increase longevity in humans, too.

Unfortunately, for maximum benefit, people would probably have to reduce their caloric intake by roughly thirty per cent, equivalent to dropping from 2,500 calories a day to 1,750. Few mortals could stick to that harsh a regimen, especially for years on end. But what if someone could create a pill that mimicked the physiological effects of eating less without actually forcing people to eat less? Could such a 'caloric-restriction mimetic', as we call it, enable people to stay healthy longer, postponing age-related disorders (such as diabetes, arteriosclerosis, heart disease and cancer) until very late in life? Scientists first posed this question in the mid-1990s, after researchers came upon a chemical agent that in rodents seemed to reproduce many of caloric restriction's benefits. No compound that would safely achieve the same feat in people has been found yet, but the search has been informative and has fanned hope that caloric-restriction (CR) mimetics can indeed be developed eventually.

The benefits of caloric restriction

The hunt for CR mimetics grew out of a desire to better understand caloric restriction's many effects on the body. Scientists first recognized the value of the practice more than 60 years ago, when they found that rats fed a low-calorie diet lived longer on average than free-feeding rats and also had a reduced incidence of conditions that become increasingly common in old age. What is more, some of the treated animals survived longer than the oldest-living animals in the control group, which means that the maximum lifespan (the oldest attainable age), not merely the normal lifespan, increased. Various interventions, such as infection-fighting drugs, can increase a population's average survival time, but only approaches that slow the body's rate of aging will increase the maximum lifespan.

The rat findings have been replicated many times and extended to creatures ranging from yeast to fruit flies, worms, fish, spiders, mice and hamsters. Until fairly recently, the studies were limited to short-lived creatures genetically distant from humans. But caloric-restriction projects underway in two species more closely related to humans – rhesus and squirrel monkeys – have made scientists optimistic that CR mimetics could help people.

---

* *calorie*: a measure of the energy value of food

The monkey projects demonstrate that, compared with control animals that eat normally, caloric-restricted monkeys have lower body temperatures and levels of the pancreatic hormone insulin, and they retain more youthful levels of certain hormones that tend to fall with age.

The caloric-restricted animals also look better on indicators of risk for age-related diseases. For example, they have lower blood pressure and triglyceride levels (signifying a decreased likelihood of heart disease), and they have more normal blood glucose levels (pointing to a reduced risk for diabetes, which is marked by unusually high blood glucose levels). Further, it has recently been shown that rhesus monkeys kept on caloric-restricted diets for an extended time (nearly 15 years) have less chronic disease. They and the other monkeys must be followed still longer, however, to know whether low-calorie intake can increase both average and maximum lifespans in monkeys. Unlike the multitude of elixirs being touted as the latest anti-aging cure, CR mimetics would alter fundamental processes that underlie aging. We aim to develop compounds that fool cells into activating maintenance and repair.

How a prototype caloric-restriction mimetic works

The best-studied candidate for a caloric-restriction mimetic, 2DG (2-deoxy-D-glucose), works by interfering with the way cells process glucose. It has proved toxic at some doses in animals and so cannot be used in humans. But it has demonstrated that chemicals can replicate the effects of caloric restriction; the trick is finding the right one.

Cells use the glucose from food to generate ATP (adenosine triphosphate), the molecule that powers many activities in the body. By limiting food intake, caloric restriction minimizes the amount of glucose entering cells and decreases ATP generation. When 2DG is administered to animals that eat normally, glucose reaches cells in abundance but the drug prevents most of it from being processed and thus reduces ATP synthesis. Researchers have proposed several explanations for why interruption of glucose processing and ATP production might retard aging. One possibility relates to the ATP-making machinery's emission of free radicals, which are thought to contribute to aging and to such age-related diseases as cancer by damaging cells. Reduced operation of the machinery should limit their production and thereby constrain the damage. Another hypothesis suggests that decreased processing of glucose could indicate to cells that food is scarce (even if it isn't) and induce them to shift into an anti-aging mode that emphasizes preservation of the organism over such 'luxuries' as growth and reproduction.

Questions 28–32

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

In boxes 28–32 on your answer sheet, write

YES	*if the statement agrees with the claims of the writer*
NO	*if the statement contradicts the claims of the writer*
NOT GIVEN	*if it is impossible to say what the writer thinks about this*

28 Studies show drugs available today can delay the process of growing old.

29 There is scientific evidence that eating fewer calories may extend human life.

30 Not many people are likely to find a caloric-restricted diet attractive.

31 Diet-related diseases are common in older people.

32 In experiments, rats who ate what they wanted led shorter lives than rats on a low-calorie diet.

Questions 33–37

Classify the following descriptions as relating to

A	*caloric-restricted monkeys*
B	*control monkeys*
C	*neither caloric-restricted monkeys nor control monkeys*

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

33 Monkeys were less likely to become diabetic.

34 Monkeys experienced more chronic disease.

35 Monkeys have been shown to experience a longer than average life span.

36 Monkeys enjoyed a reduced chance of heart disease.

37 Monkeys produced greater quantities of insulin.

Questions 38–40

Complete the flow-chart below.

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

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

How a caloric-restriction mimetic works

CR mimetic

↓

less **38** ..... is processed

↓

production of ATP is decreased

↙ ↘

Theory 1:

cells less damaged by disease because fewer **39** ..... are emitted

Theory 2:

cells focus on **40** ..... because food is in short supply

WRITING

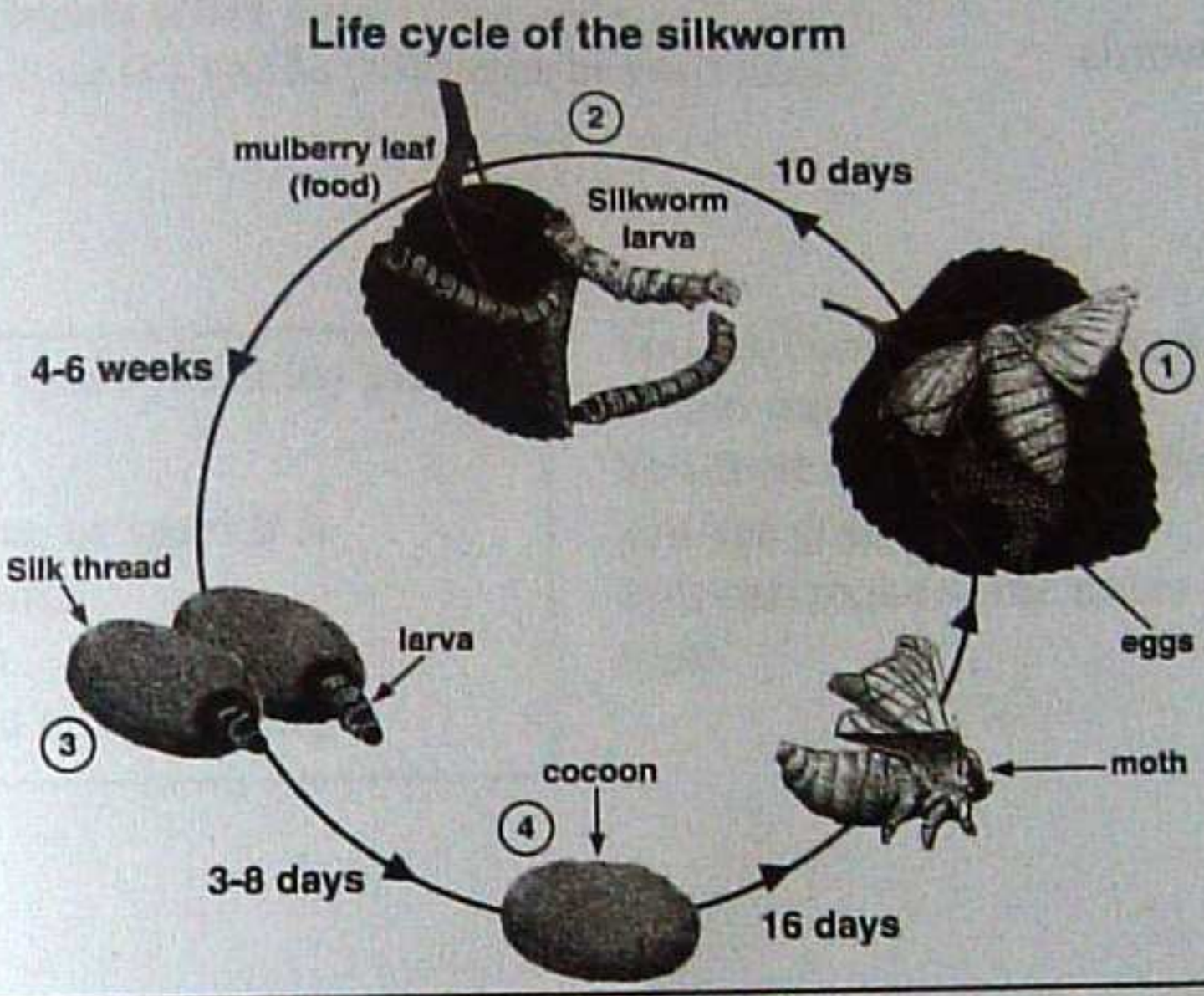
WRITING TASK 1

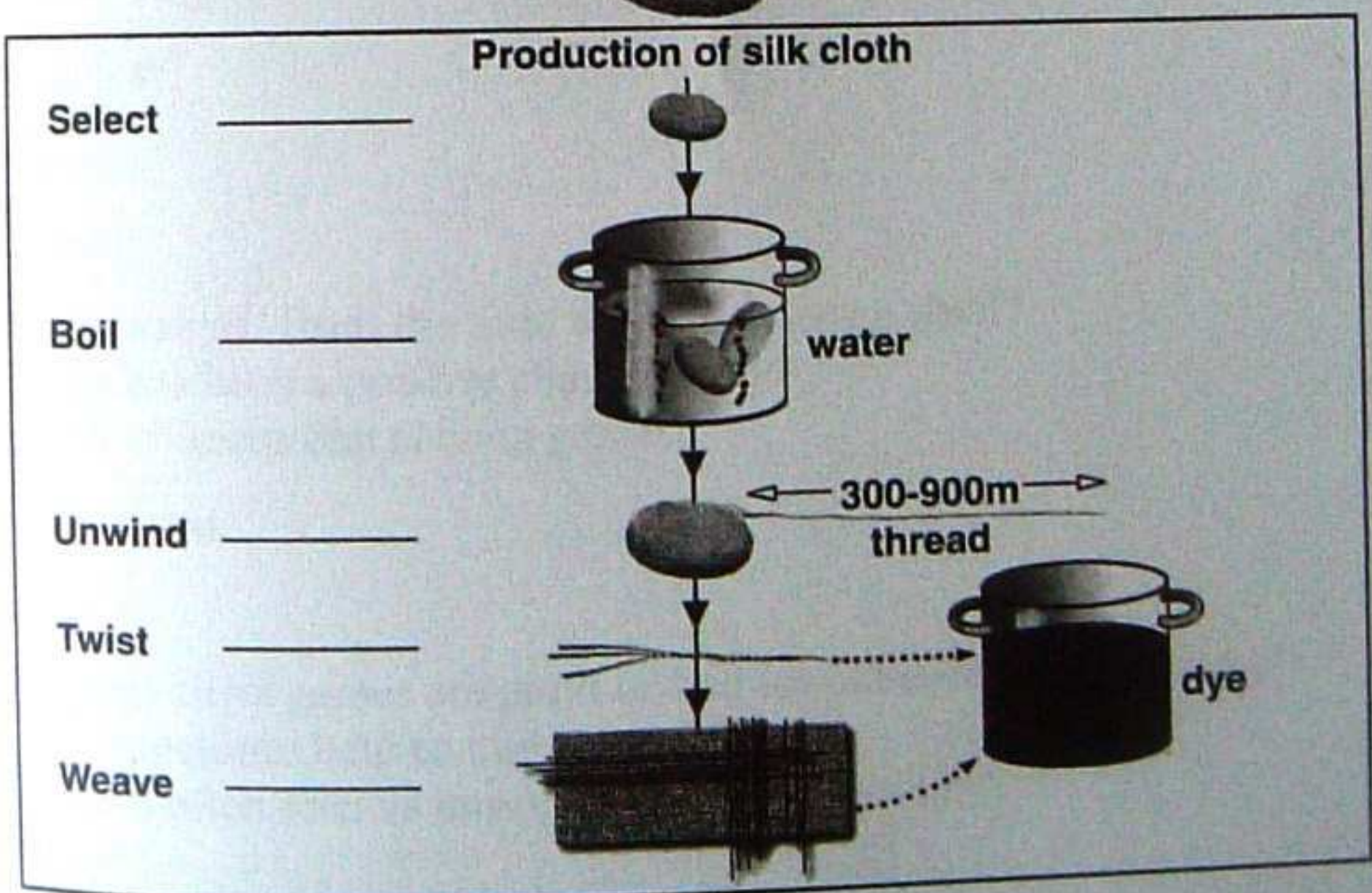
You should spend about 20 minutes on this task.

The diagrams below show the life cycle of the silkworm and the stages in the production of silk cloth.

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 believe that visitors to other countries should follow local customs and behaviour. Others disagree and think that the host country should welcome cultural differences.***
>
> ***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

Traffic where you live

- How do most people travel to work where you live?
- What traffic problems are there in your area? [Why?]
- How do traffic problems affect you?
- How would you reduce the traffic problems in your area?

PART 2

Describe a game or sport you enjoy playing.

You should say:
what kind of game or sport it is
who you play it with
where you play it
and explain why you enjoy playing it.

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

PART 3

Discussion topics:

Children's games

Example questions:

How have games changed from the time when you were a child?
Do you think this has been a positive change? Why?
Why do you think children like playing games?

Games and competition

Example questions:

Do you think competitive games are good or bad for children? In what ways?
How can games sometimes help to unite people?
Why is competition often seen as important in today's society?

Test 4

LISTENING

SECTION 1 *Questions 1–10*

Complete the notes below.

Write ***NO MORE THAN TWO WORDS ANDIOR A NUMBER*** *for each answer.*

Example	*Answer*
Title of conference:	***Future Directions*** in Computing

Three day cost: 1 £ .....
Payment by 2 ..... or on arrival

Accommodation:

Conference Centre

- 3 £ ..... per night
- near to conference rooms

Guest House

- 4 £ ..... per night
- approximately 5 ..... walk from Conference Centre

Further documents to be sent:

- 6 .....
- an application form

Location:

Conference Centre is on 7 ..... Park Road, next to the 8 .....

Taxi costs 9 £ ..... or take bus number 10 ..... from station.

SECTION 2 *Questions 11–20*

Questions 11–13

Which team will do each of the following jobs?

Choose ***THREE*** *answers from the box and write the correct letter,* ***A–D****, next to questions 11–13.*

Teams
A the blue team
B the yellow team
C the green team
D the red team

11 checking entrance tickets .....

12 preparing refreshments .....

13 directing car-park traffic .....

Questions 14–20

Complete the table below.

Write ***NO MORE THAN THREE WORDS ANDIOR A NUMBER*** *for each answer.*

Travel Expo

Temporary Staff Orientation Programme

Time	Event	Details
9.30 am	Talk by Anne Smith	• information about pay • will give out the **14** ..... forms
10.00 am	Talk by Peter Chen	• will discuss Conference Centre plan • will explain about arrangements for **15** ..... and fire exits
10.30 am	Coffee Break	• go to Staff Canteen on the **16** .....
11.00 am	Video Presentation	• go to **17** ..... • video title: **18** .....
12.00	Buffet Lunch	• go to the **19** ..... on 1st floor
1.00 pm	Meet the **20**	
3.00 pm	Finish	

SECTION 3 *Questions 21–30*

Questions 21–25

Complete the summary below.

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

The School of Education Libraries

The libraries on both sites provide internet access and have a variety of **21** ..... materials on education.

The Castle Road library has books on sociology, together with **22** ..... and other resources relevant to the majority of **23** ..... school subjects.

The Fordham library includes resources for teaching in **24** ..... education and special needs.

Current issues of periodicals are available at both libraries, although **25** ..... issues are only available at Fordham.

Questions 26 and 27

Answer the questions below.

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

26 Which books cannot be renewed by telephone or email?

.....

27 How much time is allowed to return recalled books?

.....

Questions 28–30

*Choose **THREE** letters, A–G.*

Which **THREE** topics do this term's study skills workshops cover?

A An introduction to the Internet

B How to carry out research for a dissertation

C Making good use of the whole range of library services

D Planning a dissertation

E Standard requirements when writing a dissertation

F Using the Internet when doing research

G What books and technical resources are available in the library

SECTION 4 *Questions 31–40*

Questions 31–34

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

31 When did Asiatic lions develop as a separate sub-species?

A about 10,000 years ago
B about 100,000 years ago
C about 1,000,000 years ago

32 Pictures of Asiatic lions can be seen on ancient coins from

A Greece.
B The Middle East.
C India.

33 Asiatic lions disappeared from Europe

A 2,500 years ago.
B 2,000 years ago.
C 1,900 years ago.

34 Very few African lions have

A a long mane.
B a coat with varied colours.
C a fold of skin on their stomach.

Questions 35–40

Complete the sentences below.

Write ***NO MORE THAN TWO WORDS ANDIOR A NUMBER*** *for each answer.*

THE GIR SANCTUARY

35 The sanctuary has an area of approximately ..... square kilometres.

36 One threat to the lions in the sanctuary is ..... .

37 The ancestors of the Gir Sanctuary lions were protected by a .....

38 A large part of the lions' ..... consists of animals belonging to local farmers.

39 The lions sometimes ..... , especially when water is short.

40 In ancient India a man would fight a lion as a test of ..... .

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 1–7

Reading Passage 1 has seven paragraphs, **A–G**.

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

Write the correct number, ***i–x****, in boxes 1–7 on your answer sheet.*

List of Headings

i	Not all doctors are persuaded
ii	Choosing the best offers
iii	Who is responsible for the increase in promotions?
iv	Fighting the drug companies
v	An example of what doctors expect from drug companies
vi	Gifts include financial incentives
vii	Research shows that promotion works
viii	The high costs of research
ix	The positive side of drugs promotion
x	Who really pays for doctors' free gifts?

1 Paragraph **A**

2 Paragraph **B**

3 Paragraph **C**

4 Paragraph **D**

5 Paragraph **E**

6 Paragraph **F**

7 Paragraph **G**

Doctoring sales

Pharmaceuticals is one of the most profitable industries in North America. But do the drugs industry's sales and marketing strategies go too far?

A A few months ago Kim Schaefer, sales representative of a major global pharmaceutical company, walked into a medical center in New York to bring information and free samples of her company's latest products. That day she was lucky – a doctor was available to see her. 'The last rep offered me a trip to Florida. What do you have?' the physician asked. He was only half joking.

B What was on offer that day was a pair of tickets for a New York musical. But on any given day, what Schaefer can offer is typical for today's drugs rep – a car trunk full of promotional gifts and gadgets, a budget that could buy lunches and dinners for a small country, hundreds of free drug samples and the freedom to give a physician $200 to prescribe her new product to the next six patients who fit the drug's profile. And she also has a few $1,000 honoraria to offer in exchange for doctors' attendance at her company's next educational lecture.

C Selling pharmaceuticals is a daily exercise in ethical judgement. Salespeople like Schaefer walk the line between the common practice of buying a prospect's time with a free meal, and bribing doctors to prescribe their drugs. They work in an industry highly criticized for its sales and marketing practices, but find themselves in the middle of the age-old chicken-or-egg question – businesses won't use strategies that don't work, so are doctors to blame for the escalating extravagance of pharmaceutical marketing? Or is it the industry's responsibility to decide the boundaries?

D The explosion in the sheer number of salespeople in the field – and the amount of funding used to promote their causes – forces close examination of the pressures, influences and relationships between drug reps and doctors. Salespeople provide much-needed information and education to physicians. In many cases the glossy brochures, article reprints and prescriptions they deliver are primary sources of drug education for healthcare givers. With the huge investment the industry has placed in face-to-face selling, salespeople have essentially become specialists in one drug or group of drugs – a tremendous advantage in getting the attention of busy doctors in need of quick information.

E But the sales push rarely stops in the office. The flashy brochures and pamphlets left by the sales reps are often followed up with meals at expensive restaurants, meetings in warm and sunny places, and an inundation of promotional gadgets. Rarely do patients watch a doctor write with a pen that isn't emblazoned with a drug's name, or see a

nurse use a tablet not bearing a pharmaceutical company's logo. Millions of dollars are spent by pharmaceutical companies on promotional products like coffee mugs, shirts, umbrellas, and golf balls. Money well spent? It's hard to tell. 'I've been the recipient of golf balls from one company and I use them, but it doesn't make me prescribe their medicine,' says one doctor. 'I tend to think I'm not influenced by what they give me.'

F Free samples of new and expensive drugs might be the single most effective way of getting doctors and patients to become loyal to a product. Salespeople hand out hundreds of dollars' worth of samples each week – $7.2 billion worth of them in one year. Though few comprehensive studies have been conducted, one by the University of Washington investigated how drug sample availability affected what physicians prescribe. A total of 131 doctors self-reported their prescribing patterns – the conclusion was that the availability of samples led them to dispense and prescribe drugs that differed from their preferred drug choice.

G The bottom line is that pharmaceutical companies as a whole invest more in marketing than they do in research and development. And patients are the ones who pay – in the form of sky-rocketing prescription prices – for every pen that's handed out, every free theatre ticket, and every steak dinner eaten. In the end the fact remains that pharmaceutical companies have every right to make a profit and will continue to find new ways to increase sales. But as the medical world continues to grapple with what's acceptable and what's not, it is clear that companies must continue to be heavily scrutinized for their sales and marketing strategies.

Questions 8–13

Do the following statements agree with the views of the writer in Reading Passage 1?

In boxes 8–13 on your answer sheet, write

YES *if the statement agrees with the views of the writer*
NO *if the statement contradicts the views of the writer*
NOT GIVEN *if it is impossible to say what the writer thinks about this*

8 Sales representatives like Kim Schaefer work to a very limited budget.

9 Kim Schaefer's marketing technique may be open to criticism on moral grounds.

10 The information provided by drug companies is of little use to doctors.

11 Evidence of drug promotion is clearly visible in the healthcare environment.

12 The drug companies may give free drug samples to patients without doctors' prescriptions.

13 It is legitimate for drug companies to make money.

READING PASSAGE 2

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

Do literate women make better mothers?

Children in developing countries are healthier and more likely to survive past the age of five when their mothers can read and write. Experts in public health accepted this idea decades ago, but until now no one has been able to show that a woman's ability to read in itself improves her children's chances of survival.

Most literate women learnt to read in primary school, and the fact that a woman has had an education may simply indicate her family's wealth or that it values its children more highly. Now a long-term study carried out in Nicaragua has eliminated these factors by showing that teaching reading to poor adult women, who would otherwise have remained illiterate, has a direct effect on their children's health and survival.

In 1979, the government of Nicaragua established a number of social programmes, including a National Literacy Crusade. By 1985, about 300,000 illiterate adults from all over the country, many of whom had never attended primary school, had learnt how to read, write and use numbers.

During this period, researchers from the Liverpool School of Tropical Medicine, the Central American Institute of Health in Nicaragua, the National Autonomous University of Nicaragua and the Costa Rican Institute of Health interviewed nearly 3,000 women, some of whom had learnt to read as children, some during the literacy crusade and some who had never learnt at all. The women were asked how many children they had given birth to and how many of them had died in infancy. The research teams also examined the surviving children to find out how well-nourished they were.

The investigators' findings were striking. In the late 1970s, the infant mortality rate for the children of illiterate mothers was around 110 deaths per thousand live births. At this point in their lives, those mothers who later went on to learn to read had a similar level of child mortality (105/1000). For women educated in primary school, however, the infant mortality rate was significantly lower, at 80 per thousand.

In 1985, after the National Literacy Crusade had ended, the infant mortality figures for those who remained illiterate and for those educated in primary school remained more or less unchanged. For those women who learnt to read through the campaign, the infant mortality rate was 84 per thousand, an impressive 21 points lower than for those women who were still illiterate. The children of the newly-literate mothers were also better nourished than those of women who could not read.

Why are the children of literate mothers better off? According to Peter Sandiford of the Liverpool School of Tropical Medicine, no one knows for certain. Child health was not on the curriculum during the women's lessons, so he and his colleagues are looking at other factors. They are working with the same group of 3,000 women, to try to find out whether reading mothers make better use of hospitals and clinics, opt for smaller families, exert more control at home, learn modern childcare techniques more quickly, or whether they merely have more respect for themselves and their children.

The Nicaraguan study may have important implications for governments and aid agencies that need to know where to direct their resources. Sandiford says that there is increasing evidence that female education, at any age, is 'an important health intervention in its own right'. The results of the study lend support to the World Bank's recommendation that education budgets in developing countries should be increased, not just to help their economies, but also to improve child health.

'We've known for a long time that maternal education is important,' says John Cleland of the London School of Hygiene and Tropical Medicine. 'But we thought that even if we started educating girls today, we'd have to wait a generation for the pay-off. The Nicaraguan study suggests we may be able to bypass that.'

Cleland warns that the Nicaraguan crusade was special in many ways, and similar campaigns elsewhere might not work as well. It is notoriously difficult to teach adults skills that do not have an immediate impact on their everyday lives, and many literacy campaigns in other countries have been much less successful. 'The crusade was part of a larger effort to bring a better life to the people,' says Cleland. Replicating these conditions in other countries will be a major challenge for development workers.

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Questions 14–18

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

Write the correct letter, A–J, in boxes 14–18 on your answer sheet.

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

The Nicaraguan National Literacy Crusade aimed to teach large numbers of illiterate **14** ..... to read and write. Public health experts have known for many years that there is a connection between child health and **15** ..... . However, it has not previously been known whether these two factors were directly linked or not. This question has been investigated by **16** ..... in Nicaragua. As a result, factors such as **17** ..... and attitudes to children have been eliminated, and it has been shown that **18** ..... can in itself improve infant health and survival.

A child literacy	B men and women	C an international research team
D medical care	E mortality	F maternal literacy
G adults and children	H paternal literacy	I a National Literacy Crusade
J family wealth		

Questions 19–24

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

In boxes 19–24 on your answer sheet, write

YES	*if the statement agrees with the claims of the writer*
NO	*if the statement contradicts the claims of the writer*
NOT GIVEN	*if it is impossible to say what the writer thinks about this*

19 About a thousand of the women interviewed by the researchers had learnt to read when they were children.

20 Before the National Literacy Crusade, illiterate women had approximately the same levels of infant mortality as those who had learnt to read in primary school.

21 Before and after the National Literacy Crusade, the child mortality rate for the illiterate women stayed at about 110 deaths for each thousand live births.

22 The women who had learnt to read through the National Literacy Crusade showed the greatest change in infant mortality levels.

23 The women who had learnt to read through the National Literacy Crusade had the lowest rates of child mortality.

24 After the National Literacy Crusade, the children of the women who remained illiterate were found to be severely malnourished.

Questions 25 and 26

*Choose **TWO** letters, **A–E**.*

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

Which **TWO** important implications drawn from the Nicaraguan study are mentioned by the writer of the passage?

A It is better to educate mature women than young girls.

B Similar campaigns in other countries would be equally successful.

C The effects of maternal literacy programmes can be seen very quickly.

D Improving child health can quickly affect a country's economy.

E Money spent on female education will improve child health.

READING PASSAGE 3

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

Questions 27–30

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

Choose the correct heading for sections ***A–D*** *from the list of headings below.*

Write the correct number, ***i–vii****, in boxes 27–30 on your answer sheet.*

List of Headings

i The role of video violence
ii The failure of government policy
iii Reasons for the increased rate of bullying
iv Research into how common bullying is in British schools
v The reaction from schools to enquiries about bullying
vi The effect of bullying on the children involved
vii Developments that have led to a new approach by schools

27 Section **A**

28 Section **B**

29 Section **C**

30 Section **D**

Persistent bullying is one of the worst experiences a child can face. How can it be prevented? Peter Smith, Professor of Psychology at the University of Sheffield, directed the Sheffield Anti-Bullying Intervention Project, funded by the Department for Education. Here he reports on his findings.

A Bullying can take a variety of forms, from the verbal – being taunted or called hurtful names – to the physical – being kicked or shoved – as well as indirect forms, such as being excluded from social groups. A survey I conducted with Irene Whitney found that in British primary schools up to a quarter of pupils reported experience of bullying, which in about one in ten cases was persistent. There was less bullying in secondary schools, with about one in twenty-five suffering persistent bullying, but these cases may be particularly recalcitrant.

B Bullying is clearly unpleasant, and can make the child experiencing it feel unworthy and depressed. In extreme cases it can even lead to suicide, though this is thankfully rare. Victimised pupils are more likely to experience difficulties with interpersonal relationships as adults, while children who persistently bully are more likely to grow up to be physically violent, and convicted of anti-social offences.

C Until recently, not much was known about the topic, and little help was available to teachers to deal with bullying. Perhaps as a consequence, schools would often deny the problem. 'There is no bullying at this school' has been a common refrain, almost certainly untrue. Fortunately more schools are now saying: 'There is not much bullying here, but when it occurs we have a clear policy for dealing with it.'

D Three factors are involved in this change. First is an awareness of the severity of the problem. Second, a number of resources to help tackle bullying have become available in Britain. For example, the Scottish Council for Research in Education produced a package of materials, *Action Against Bullying*, circulated to all schools in England and Wales as well as in Scotland in summer 1992, with a second pack, *Supporting Schools Against Bullying*, produced the following year. In Ireland, *Guidelines on Countering Bullying Behaviour in Post-Primary Schools* was published in 1993. Third, there is evidence that these materials work, and that schools can achieve something. This comes from carefully conducted 'before and after' evaluations of interventions in schools, monitored by a research team. In Norway, after an intervention campaign was introduced nationally, an evaluation of forty-two schools suggested that, over a two-year period, bullying was halved. The Sheffield investigation, which involved sixteen primary schools and seven secondary schools, found that most schools succeeded in reducing bullying.

E Evidence suggests that a key step is to develop a policy on bullying, saying clearly what is meant by bullying, and giving explicit guidelines on what will be done if it occurs, what records will be kept, who will be informed, what sanctions will be employed. The policy should be developed through consultation, over a period of time – not just imposed from the head teacher's office! Pupils, parents and staff should feel they have been involved in the policy, which needs to be disseminated and implemented effectively.

Other actions can be taken to back up the policy. There are ways of dealing with the topic through the curriculum, using video, drama and literature. These are useful for raising awareness, and can best be tied in to early phases of development, while the school is starting to discuss the issue of bullying. They are also useful in renewing the policy for new pupils, or revising it in the light of experience. But curriculum work alone may only have short-term effects; it should be an addition to policy work, not a substitute.

There are also ways of working with individual pupils, or in small groups. Assertiveness training for pupils who are liable to be victims is worthwhile, and certain approaches to group bullying such as 'no blame', can be useful in changing the behaviour of bullying pupils without confronting them directly, although other sanctions may be needed for those who continue with persistent bullying.

Work in the playground is important, too. One helpful step is to train lunchtime supervisors to distinguish bullying from playful fighting, and help them break up conflicts. Another possibility is to improve the playground environment, so that pupils are less likely to be led into bullying from boredom or frustration.

F With these developments, schools can expect that at least the most serious kinds of bullying can largely be prevented. The more effort put in and the wider the whole school involvement, the more substantial the results are likely to be. The reduction in bullying – and the consequent improvement in pupil happiness – is surely a worthwhile objective.

Questions 31–34

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

Write the correct letter in boxes 31–34 on your answer sheet.

31 A recent survey found that in British secondary schools

A there was more bullying than had previously been the case.
B there was less bullying than in primary schools.
C cases of persistent bullying were very common.
D indirect forms of bullying were particularly difficult to deal with.

32 Children who are bullied

A are twice as likely to commit suicide as the average person.
B find it more difficult to relate to adults.
C are less likely to be violent in later life.
D may have difficulty forming relationships in later life.

33 The writer thinks that the declaration 'There is no bullying at this school'

A is no longer true in many schools.
B was not in fact made by many schools.
C reflected the school's lack of concern.
D reflected a lack of knowledge and resources.

34 What were the findings of research carried out in Norway?

A Bullying declined by 50% after an anti-bullying campaign.
B Twenty-one schools reduced bullying as a result of an anti-bullying campaign.
C Two years is the optimum length for an anti-bullying campaign.
D Bullying is a less serious problem in Norway than in the UK.

Questions 35–39

Complete the summary below.

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

Write your answers in boxes 35–39 on your answer sheet.

What steps should schools take to reduce bullying?

The most important step is for the school authorities to produce a **35** ..... which makes the school's attitude towards bullying quite clear. It should include detailed **36** ..... as to how the school and its staff will react if bullying occurs.

In addition, action can be taken through the **37** ..... . This is particularly useful in the early part of the process, as a way of raising awareness and encouraging discussion. On its own, however, it is insufficient to bring about a permanent solution.

Effective work can also be done with individual pupils and small groups. For example, potential **38** ..... of bullying can be trained to be more self-confident. Or again, in dealing with group bullying, a 'no blame' approach, which avoids confronting the offender too directly, is often effective.

Playground supervision will be more effective if members of staff are trained to recognise the difference between bullying and mere **39** ..... .

Question 40

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

Write the correct letter in box 40 on your answer sheet.

Which of the following is the most suitable title for Reading Passage 3?

A Bullying: what parents can do

B Bullying: are the media to blame?

C Bullying: the link with academic failure

D Bullying: from crisis management to prevention

WRITING

WRITING TASK 1

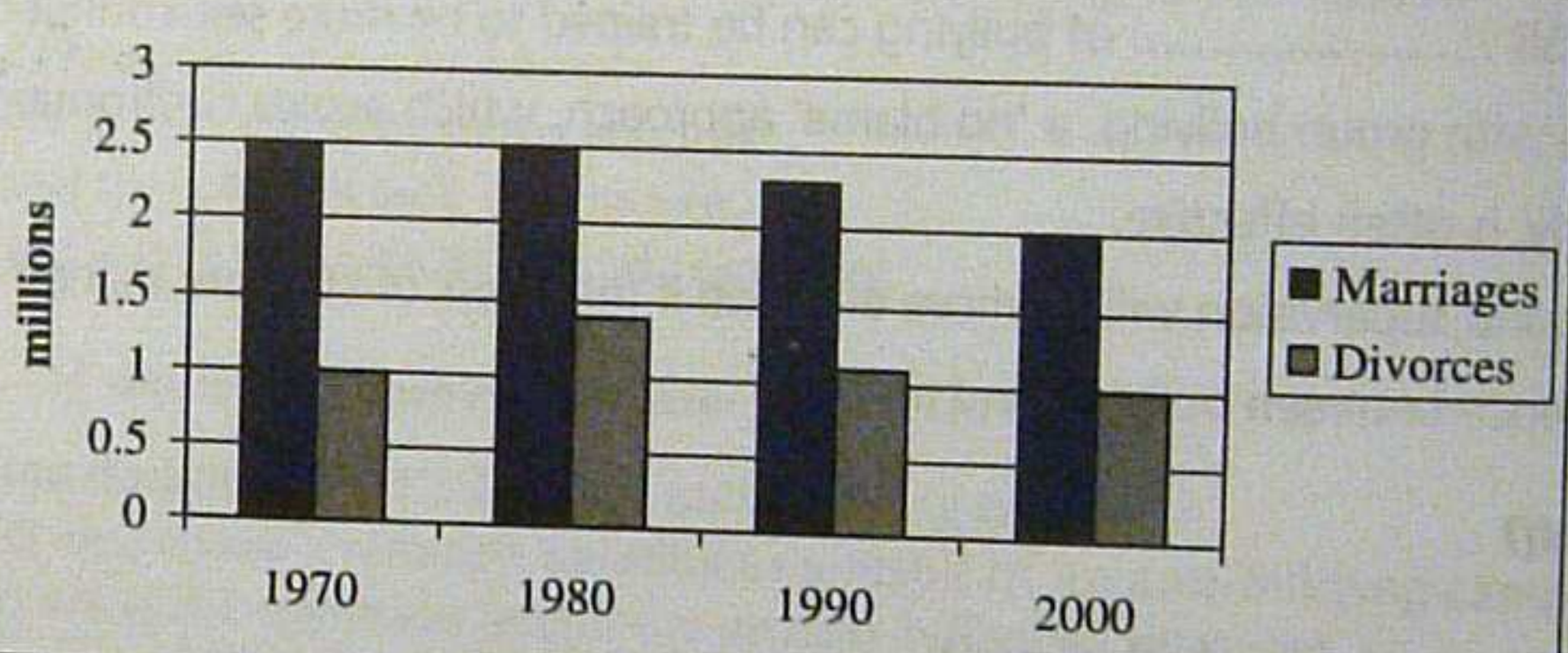
You should spend about 20 minutes on this task.

The charts below give information about USA marriage and divorce rates between 1970 and 2000, and the marital status of adult Americans in two of the years.

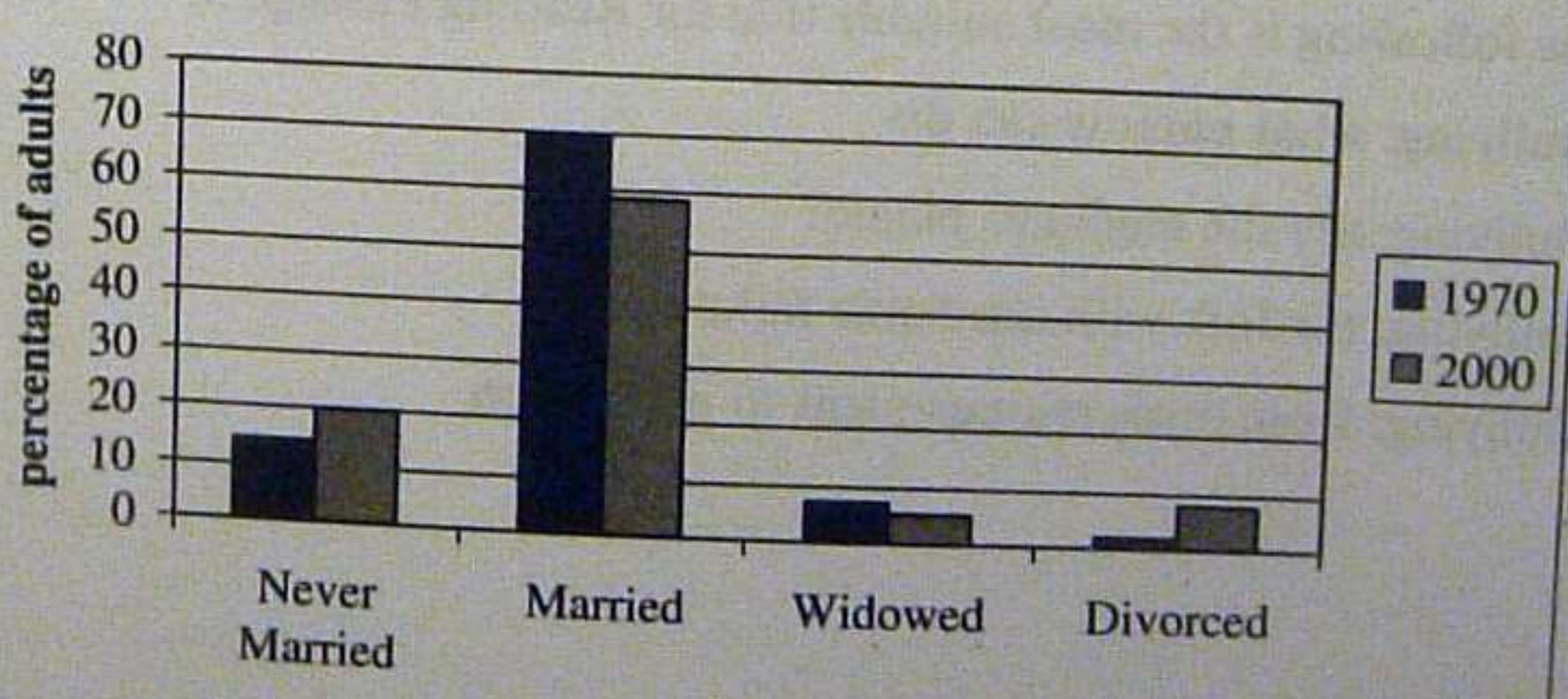
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Number of marriages and divorces in the USA, 1970–2000



Marital status of adult Americans, 1970 and 2000



WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some people prefer to spend their lives doing the same things and avoiding change. Others, however, think that change is always a good thing.

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

Your friends

- Do you prefer to have one particular friend or a group of friends? [Why?]
- What do you like doing most with your friend/s?
- Do you think it's important to keep in contact with friends you knew as a child? [Why/Why not?]
- What makes a friend into a good friend?

PART 2

Describe an important choice you had to make in your life.

You should say:
when you had to make this choice
what you had to choose between
whether you made a good choice
and explain how you felt when you were making this choice.

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

PART 3

Discussion topics:

Important choices

Example questions:
What are the typical choices people make at different stages of their lives?
Should important choices be made by parents rather than by young adults?
Why do some people like to discuss choices with other people?

Choices in everyday life

Example questions:
What kind of choices do people have to make in their everyday life?
Why do some people choose to do the same things every day? Are there any disadvantages in this?
Do you think that people today have more choices to make today than in the past?

BRITISH COUNCIL IELTS AUSTRALIA UNIVERSITY of CAMBRIDGE ESOL Examinations

Answers

TEST1

LESTENING

1 (a) keep-fit (studio)
2 swimming
3 yoga (classes)
4 (a) salad bar
5 500
6 1
7 10(am) 4.30(pm)
8 180
9 assessment
10 Kynchley

11-16 B G C A E D
17 (OOctober (the)) 19th
18 7
19 Monday Thursday
20 18

21 A
22 in advance
23 nursery
24 annual fee
25 tutor
26 27 laptops printers
28 report writting
29 marketing
30 Individual

31 feed
32 metal / leather
33 restricions
34 ships
35 England
36 built
37 property
38-40 C E F

READING

1-11 B C B F D A E A B A C
12 (a) competition model
13 (by) 20 percent

14-17 I F E D
18-22 T F NG T NG
23-26 G B C A

27-32 1 6 3 7 4 2
33 farming
34 35 fish sea mammals
36 Thule
37 islands
38 nomadic
39 nature
40 Imported

TEST2

LISTENING

1 8
2 （in/ on） Tamer
3 green button
4 library
5 educational department
6 castles
7 old clothes
8 bottle tops
9 Undersea Worlds
10 Silver paper

11 King Street
12 central
13 half hours / 30 minutes
14 refreshments
15 10.15
16 Advance
17 (seat) reservations

18-20 C D G
22 catalog(ue)s
23 computer center /centre
24 checklist
25 teaching experience
26 classroom
27 review
28 schools
29 ((the) year) 200
30 end of term

31 research
31-37 A B C A A C A
38 Great Train Robbery
39 Sound effects
40 poor sound quality

READING

1-5 2 7 4 1 3
6 FALSE
7 TRUE
8 NOT GIVEN
9 FALSE
10 TRUE

11-13 F D C
14-15 B I
16-20 F M J N K
21-25 G A G E H
26-30 C B E A C
31 G
32-35 T F T F
36-40 NG T F T NG

TEST3

LISTENING

1 Select
2 27.01.1973
3 15 Riverside
4 2 weeks\
5 616295
6 engineer
7 month
8 2,000
9 month
10 internet

11-15 C A C H F
16-17 B D
18 field
19 footbridge
20 viewpoint

21 entertainment industry
22 telephone interviews
23 30/thirty
24 male and female
25 jazz
26 classical
27 concerts
28 department stores
29 club
30 opera house

31-34 C A A B
35 people
36 water sand
37 Scotland
38 outside
39 local
40 tops

READING

1-5 A I J E G
6-9 Y NG NG N
10-13 B C D D

14-18 7 3 2 4 1
19-22 N NG N Y
23-24 NG Y
25-27 B C A

28-32 N Y Y N G
33-37 A B C A B
38 glucose
39 free radicals
40 preservation

TEST4

LISTENING

1 75
2 check / cheque
3 15
4 25
5 10 minute(s') / min(s')
6 conference pack
7 South
8 library
9 5
10 21A

11-14 D A C
14 tax
15 security
16 ground floor
17 lecture room 311
18 Safety at Work
19 Main Hall
20 team leaders

21 reference
22 textbooks
23 secondary
24 primary
25 back
26 overdue books/ ones
27 7 working days
28-30 C E F

31-34 B A B
35 1,450
36 disease
37 (wealthy) prince
38 diet
39 attack humans
40 leadership

READING

1-7 5 6 3 9 1 7 10
8-13 N Y N Y NG Y
14-18 B F C J F
19-24 NG N Y Y N NG
25-26 C E

27-30 4 6 5 7
31-34 B D D A
35 policy
36 (explicit) guidelines
37 (school) curriculum
38 victims
39 playful fighting
40 D