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CAMBRIDGE

OFFICIAL EXAMINATION PAPERS FROM



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ESOL Examinations

IELTS

7

WITH ANSWERS



Cambridge Books for Cambridge Exams ●●●

Test 1

LISTENING

SECTION 1 Questions 1–10

Questions 1–5

Complete the notes below.

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

Transport from Airport to Milton

Example	Answer
Distance:147..... miles

Options:

- Car hire
 - don't want to drive

- 1
 - expensive

- Greyhound bus
 - \$15 single, \$27.50 return
 - direct to the 2
 - long 3

- Airport Shuttle
 - 4 service
 - every 2 hours
 - \$35 single, \$65 return
 - need to 5

Questions 6–10

Complete the booking form below.

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

AIRPORT SHUTTLE BOOKING FORM	
To:	Milton
Date:	6
Bus Time:	7 pm
Name:	Janet 8
Flight No:	9
Address in Milton:	Vacation Motel, 24, Kitchener Street
Fare:	\$35
Credit Card No:	(Visa) 10
No. of passengers:	One
Type of ticket:	Single
From:	London Heathrow

SECTION 2 *Questions 11–20*

Questions 11–16

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

- 11 PS Camping has been organising holidays for
- A 15 years.
 - B 20 years.
 - C 25 years.
- 12 The company has most camping sites in
- A France.
 - B Italy.
 - C Switzerland.
- 13 Which organised activity can children do every day of the week?
- A football
 - B drama
 - C model making
- 14 Some areas of the sites have a 'no noise' rule after
- A 9.30 p.m.
 - B 10.00 p.m.
 - C 10.30 p.m.
- 15 The holiday insurance that is offered by PS Camping
- A can be charged on an annual basis.
 - B is included in the price of the holiday.
 - C must be taken out at the time of booking.
- 16 Customers who recommend PS Camping to friends will receive
- A a free gift.
 - B an upgrade to a luxury tent.
 - C a discount.

Questions 17–20

What does the speaker say about the following items?

Write the correct letter, *A*, *B* or *C*, next to questions 17–20.

- A** They are provided in all tents.
B They are found in central areas of the campsite.
C They are available on request.

- 17 barbecues
- 18 toys
- 19 cool boxes
- 20 mops and buckets

SECTION 3 *Questions 21–30*

Questions 21–23

Complete the notes below.

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

**DIFFERENCES BETWEEN INDIVIDUALS
IN THE WORKPLACE**

Individuals bring different:

- ideas
- **21**
- learning experiences

Work behaviour differences are due to:

- personality
- **22**

Effects of diversity on companies:

Advantage: diversity develops **23**

Disadvantage: diversity can cause conflict

TRIN

Questions 24–27

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

- 24 Janice thinks that employers should encourage workers who are
- A potential leaders.
 - B open to new ideas.
 - C good at teamwork.
- 25 Janice suggests that managers may find it difficult to
- A form successful groups.
 - B balance conflicting needs.
 - C deal with uncooperative workers.
- 26 Janice believes employers should look for job applicants who
- A can think independently.
 - B will obey the system.
 - C can solve problems.
- 27 Janice believes managers should
- A demonstrate good behaviour.
 - B encourage co-operation early on.
 - C increase financial incentives.

Questions 28–30

Complete the sentences below.

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

- 28 All managers need to understand their employees and recognise their company's
- 29 When managing change, increasing the company's may be more important than employee satisfaction.
- 30 During periods of change, managers may have to cope with increased amounts of

SECTION 4 *Questions 31–40*

Questions 31–35

Complete the notes below.

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

SEMINAR ON ROCK ART

Preparation for fieldwork trip to Namibia in 31

Rock art in Namibia may be

- paintings
- engravings

Earliest explanation of engravings of animal footprints

They were used to help 32 learn about tracking

But:

- Why are the tracks usually 33 ?
- Why are some engravings realistic and others unrealistic?
- Why are the unrealistic animals sometimes half 34 ?

More recent explanation:

Wise men may have been trying to control wild animals with 35

Comment:

Earlier explanation was due to scholars over-generalising from their experience of a different culture.

Questions 36–40

Complete the sentences below.

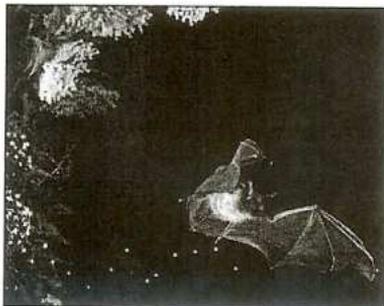
Write **ONE WORD ONLY** for each answer.

- 36 If you look at a site from a , you reduce visitor pressure.
- 37 To camp on a site may be disrespectful to people from that
- 38 Undiscovered material may be damaged by
- 39 You should avoid or tracing rock art as it is so fragile.
- 40 In general, your aim is to leave the site

READING

READING PASSAGE 1

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



Let's Go Bats

- A** Bats have a problem: how to find their way around in the dark. They hunt at night, and cannot use light to help them find prey and avoid obstacles. You might say that this is a problem of their own making, one that they could avoid simply by changing their habits and hunting by day. But the daytime economy is already heavily exploited by other creatures such as birds. Given that there is a living to be made at night, and given that alternative daytime trades are thoroughly occupied, natural selection has favoured bats that make a go of the night-hunting trade. It is probable that the nocturnal trades go way back in the ancestry of all mammals. In the time when the dinosaurs dominated the daytime economy, our mammalian ancestors probably only managed to survive at all because they found ways of scraping a living at night. Only after the mysterious mass extinction of the dinosaurs about 65 million years ago were our ancestors able to emerge into the daylight in any substantial numbers.
- B** Bats have an engineering problem: how to find their way and find their prey in the absence of light. Bats are not the only creatures to face this difficulty today. Obviously the night-flying insects that they prey on must find their way about somehow. Deep-sea fish and whales have little or no light by day or by night. Fish and dolphins that live in extremely muddy water cannot see because, although there is light, it is obstructed and scattered by the dirt in the water. Plenty of other modern animals make their living in conditions where seeing is difficult or impossible.
- C** Given the questions of how to manoeuvre in the dark, what solutions might an engineer consider? The first one that might occur to him is to manufacture light, to use a lantern or a searchlight. Fireflies and some fish (usually with the help of bacteria) have the power to manufacture their own light, but the process seems to consume a large amount of energy. Fireflies use their light for attracting mates. This doesn't require a prohibitive amount of energy: a male's tiny pinprick of light can be seen by a female from some distance on a dark night, since her eyes are exposed directly to the light source itself. However, using light to find one's own way around requires vastly more energy, since the eyes have to detect the tiny fraction of the light that bounces off each part of the scene. The light source must therefore be immensely

brighter if it is to be used as a headlight to illuminate the path, than if it is to be used as a signal to others. In any event, whether or not the reason is the energy expense, it seems to be the case that, with the possible exception of some weird deep-sea fish, no animal apart from man uses manufactured light to find its way about.

- D** What else might the engineer think of? Well, blind humans sometimes seem to have an uncanny sense of obstacles in their path. It has been given the name 'facial vision', because blind people have reported that it feels a bit like the sense of touch, on the face. One report tells of a totally blind boy who could ride his tricycle at good speed round the block near his home, using facial vision. Experiments showed that, in fact, facial vision is nothing to do with touch or the front of the face, although the sensation may be referred to the front of the face, like the referred pain in a phantom limb. The sensation of facial vision, it turns out, really goes in through the ears. Blind people, without even being aware of the fact, are actually using echoes of their own footsteps and of other sounds, to sense the presence of obstacles. Before this was discovered, engineers had already built instruments to exploit the principle, for example to measure the depth of the sea under a ship. After this technique had been invented, it was only a matter of time before weapons designers adapted it for the detection of submarines. Both sides in the Second World War relied heavily on these devices, under such codenames as Asdic (British) and Sonar (American), as well as Radar (American) or RDF (British), which uses radio echoes rather than sound echoes.
- E** The Sonar and Radar pioneers didn't know it then, but all the world now knows that bats, or rather natural selection working on bats, had perfected the system tens of millions of years earlier; and their 'radar' achieves feats of detection and navigation that would strike an engineer dumb with admiration. It is technically incorrect to talk about bat 'radar', since they do not use radio waves. It is sonar. But the underlying mathematical theories of radar and sonar are very similar, and much of our scientific understanding of the details of what bats are doing has come from applying radar theory to them. The American zoologist Donald Griffin, who was largely responsible for the discovery of sonar in bats, coined the term 'echolocation' to cover both sonar and radar, whether used by animals or by human instruments.

Questions 1–5

Reading Passage 1 has five paragraphs, A–E.

Which paragraph contains the following information?

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

NB You may use any letter more than once.

- 1 examples of wildlife other than bats which do not rely on vision to navigate by
- 2 how early mammals avoided dying out
- 3 why bats hunt in the dark
- 4 how a particular discovery has helped our understanding of bats
- 5 early military uses of echolocation

Questions 6–9

Complete the summary below.

Choose ONE WORD ONLY from the passage for each answer.

Write your answers in boxes 6–9 on your answer sheet.

Facial Vision

Blind people report that so-called 'facial vision' is comparable to the sensation of touch on the face. In fact, the sensation is more similar to the way in which pain from a **6** arm or leg might be felt. The ability actually comes from perceiving **7** through the ears. However, even before this was understood, the principle had been applied in the design of instruments which calculated the **8** of the seabed. This was followed by a wartime application in devices for finding **9**

Questions 10–13

Complete the sentences below.

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

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

- 10 Long before the invention of radar, had resulted in a sophisticated radar-like system in bats.
- 11 Radar is an inaccurate term when referring to bats because are not used in their navigation system.
- 12 Radar and sonar are based on similar
- 13 The word 'echolocation' was first used by someone working as a

READING PASSAGE 2

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

Questions 14–20

Reading Passage 2 has seven paragraphs, A–H.

Choose the correct heading for paragraphs A and C–H from the list of headings below.

Write the correct number, i–xi, in boxes 14–20 on your answer sheet.

List of Headings

- i Scientists' call for a revision of policy
- ii An explanation for reduced water use
- iii How a global challenge was met
- iv Irrigation systems fall into disuse
- v Environmental effects
- vi The financial cost of recent technological improvements
- vii The relevance to health
- viii Addressing the concern over increasing populations
- ix A surprising downward trend in demand for water
- x The need to raise standards
- xi A description of ancient water supplies

14 Paragraph A

Example
Paragraph B

Answer
iii

- 15 Paragraph C
- 16 Paragraph D
- 17 Paragraph E
- 18 Paragraph F
- 19 Paragraph G
- 20 Paragraph H

MAKING EVERY DROP COUNT



- A** The history of human civilisation is entwined with the history of the ways we have learned to manipulate water resources. As towns gradually expanded, water was brought from increasingly remote sources, leading to sophisticated engineering efforts such as dams and aqueducts. At the height of the Roman Empire, nine major systems, with an innovative layout of pipes and well-built sewers, supplied the occupants of Rome with as much water per person as is provided in many parts of the industrial world today.
- B** During the industrial revolution and population explosion of the 19th and 20th centuries, the demand for water rose dramatically. Unprecedented construction of tens of thousands of monumental engineering projects designed to control floods, protect clean water supplies, and provide water for irrigation and hydropower brought great benefits to hundreds of millions of people. Food production has kept pace with soaring populations mainly because of the expansion of artificial irrigation systems that make possible the growth of 40 % of the world's food. Nearly one fifth of all the electricity generated worldwide is produced by turbines spun by the power of falling water.
- C** Yet there is a dark side to this picture: despite our progress, half of the world's population still suffers, with water services inferior to those available to the ancient Greeks and Romans. As the United Nations report on access to water reiterated in November 2001, more than one billion people lack access to clean drinking water; some two and a half billion do not have adequate sanitation services. Preventable water-related diseases kill an estimated 10,000 to 20,000 children every day, and the latest evidence suggests that we are falling behind in efforts to solve these problems.
- D** The consequences of our water policies extend beyond jeopardising human health. Tens of millions of people have been forced to move from their homes – often with little warning or compensation – to make way for the reservoirs behind dams. More than 20 % of all freshwater fish species are now threatened or endangered because dams and water withdrawals have destroyed the free-flowing river ecosystems where they thrive. Certain irrigation practices degrade soil quality and reduce agricultural productivity. Groundwater aquifers* are being pumped down faster than they are naturally replenished in parts of India, China, the USA and elsewhere. And disputes over shared water resources have led to violence and continue to raise local, national and even international tensions.

* underground stores of water

- E** At the outset of the new millennium, however, the way resource planners think about water is beginning to change. The focus is slowly shifting back to the provision of basic human and environmental needs as top priority – ensuring 'some for all,' instead of 'more for some'. Some water experts are now demanding that existing infrastructure be used in smarter ways rather than building new facilities, which is increasingly considered the option of last, not first, resort. This shift in philosophy has not been universally accepted, and it comes with strong opposition from some established water organisations. Nevertheless, it may be the only way to address successfully the pressing problems of providing everyone with clean water to drink, adequate water to grow food and a life free from preventable water-related illness.
- F** Fortunately – and unexpectedly – the demand for water is not rising as rapidly as some predicted. As a result, the pressure to build new water infrastructures has diminished over the past two decades. Although population, industrial output and economic productivity have continued to soar in developed nations, the rate at which people withdraw water from aquifers, rivers and lakes has slowed. And in a few parts of the world, demand has actually fallen.
- G** What explains this remarkable turn of events? Two factors: people have figured out how to use water more efficiently, and communities are rethinking their priorities for water use. Throughout the first three-quarters of the 20th century, the quantity of freshwater consumed per person doubled on average; in the USA, water withdrawals increased tenfold while the population quadrupled. But since 1980, the amount of water consumed per person has actually decreased, thanks to a range of new technologies that help to conserve water in homes and industry. In 1965, for instance, Japan used approximately 13 million gallons* of water to produce \$1 million of commercial output; by 1989 this had dropped to 3.5 million gallons (even accounting for inflation) – almost a quadrupling of water productivity. In the USA, water withdrawals have fallen by more than 20 % from their peak in 1980.
- H** On the other hand, dams, aqueducts and other kinds of infrastructure will still have to be built, particularly in developing countries where basic human needs have not been met. But such projects must be built to higher specifications and with more accountability to local people and their environment than in the past. And even in regions where new projects seem warranted, we must find ways to meet demands with fewer resources, respecting ecological criteria and to a smaller budget.

* 1 gallon: 4.546 litres

Questions 21–26

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

In boxes 21–26 on your answer sheet, write

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

- 21 Water use per person is higher in the industrial world than it was in Ancient Rome.
- 22 Feeding increasing populations is possible due primarily to improved irrigation systems.
- 23 Modern water systems imitate those of the ancient Greeks and Romans.
- 24 Industrial growth is increasing the overall demand for water.
- 25 Modern technologies have led to a reduction in domestic water consumption.
- 26 In the future, governments should maintain ownership of water infrastructures.

READING PASSAGE 3

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

EDUCATING PSYCHE

Educating Psyche by Bernie Neville is a book which looks at radical new approaches to learning, describing the effects of emotion, imagination and the unconscious on learning. One theory discussed in the book is that proposed by George Lozanov, which focuses on the power of suggestion.

Lozanov's instructional technique is based on the evidence that the connections made in the brain through unconscious processing (which he calls non-specific mental reactivity) are more durable than those made through conscious processing. Besides the laboratory evidence for this, we know from our experience that we often remember what we have perceived peripherally, long after we have forgotten what we set out to learn. If we think of a book we studied months or years ago, we will find it easier to recall peripheral details – the colour, the binding, the typeface, the table at the library where we sat while studying it – than the content on which we were concentrating. If we think of a lecture we listened to with great concentration, we will recall the lecturer's appearance and mannerisms, our place in the auditorium, the failure of the air-conditioning, much more easily than the ideas we went to learn. Even if these peripheral details are a bit elusive, they come back readily in hypnosis or when we relive the event imaginatively, as in psychodrama. The details of the content of the lecture, on the other hand, seem to have gone forever.

This phenomenon can be partly attributed to the common counterproductive approach to study (making extreme efforts to memorise, tensing muscles, inducing fatigue), but it also simply reflects the way the brain functions. Lozanov therefore made indirect instruction (suggestion) central to his teaching system. In suggestopedia, as he called his method, consciousness is shifted away from the curriculum to focus on something peripheral. The curriculum then becomes peripheral and is dealt with by the reserve capacity of the brain.

The suggestopedic approach to foreign language learning provides a good illustration. In its most recent variant (1980), it consists of the reading of vocabulary and text while the class is listening to music. The first session is in two parts. In the first part, the music is classical (Mozart, Beethoven, Brahms) and the teacher reads the text slowly and solemnly, with attention to the dynamics of the music. The students follow the text in their books. This is followed by several minutes of silence. In the second part, they listen to baroque music (Bach, Corelli, Handel) while the teacher reads the text in a normal speaking voice. During this time they have their books closed. During the whole of this session, their attention is passive; they listen to the music but make no attempt to learn the material.

Beforehand, the students have been carefully prepared for the language learning experience. Through meeting with the staff and satisfied students they develop the expectation that learning will be easy and pleasant and that they will successfully learn

several hundred words of the foreign language during the class. In a preliminary talk, the teacher introduces them to the material to be covered, but does not 'teach' it. Likewise, the students are instructed not to try to learn it during this introduction.

Some hours after the two-part session, there is a follow-up class at which the students are stimulated to recall the material presented. Once again the approach is indirect. The students do not focus their attention on trying to remember the vocabulary, but focus on using the language to communicate (e.g. through games or improvised dramatisations). Such methods are not unusual in language teaching. What is distinctive in the suggestopedic method is that they are devoted entirely to assisting recall. The 'learning' of the material is assumed to be automatic and effortless, accomplished while listening to music. The teacher's task is to assist the students to apply what they have learned paraconsciously, and in doing so to make it easily accessible to consciousness. Another difference from conventional teaching is the evidence that students can regularly learn 1000 new words of a foreign language during a suggestopedic session, as well as grammar and idiom.

Lozanov experimented with teaching by direct suggestion during sleep, hypnosis and trance states, but found such procedures unnecessary. Hypnosis, yoga, Silva mind-control, religious ceremonies and faith healing are all associated with successful suggestion, but none of their techniques seem to be essential to it. Such rituals may be seen as placebos. Lozanov acknowledges that the ritual surrounding suggestion in his own system is also a placebo, but maintains that without such a placebo people are unable or afraid to tap the reserve capacity of their brains. Like any placebo, it must be dispensed with authority to be effective. Just as a doctor calls on the full power of autocratic suggestion by insisting that the patient take precisely this white capsule precisely three times a day before meals, Lozanov is categorical in insisting that the suggestopedic session be conducted exactly in the manner designated, by trained and accredited suggestopedic teachers.

While suggestopedia has gained some notoriety through success in the teaching of modern languages, few teachers are able to emulate the spectacular results of Lozanov and his associates. We can, perhaps, attribute mediocre results to an inadequate placebo effect. The students have not developed the appropriate mind set. They are often not motivated to learn through this method. They do not have enough 'faith'. They do not see it as 'real teaching', especially as it does not seem to involve the 'work' they have learned to believe is essential to learning.

Questions 27–30

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

Write the correct letter in boxes 27–30 on your answer sheet.

- 27 The book *Educating Psyche* is mainly concerned with
- A the power of suggestion in learning.
 - B a particular technique for learning based on emotions.
 - C the effects of emotion on the imagination and the unconscious.
 - D ways of learning which are not traditional.
- 28 Lozanov's theory claims that, when we try to remember things,
- A unimportant details are the easiest to recall.
 - B concentrating hard produces the best results.
 - C the most significant facts are most easily recalled.
 - D peripheral vision is not important.
- 29 In this passage, the author uses the examples of a book and a lecture to illustrate that
- A both of these are important for developing concentration.
 - B his theory about methods of learning is valid.
 - C reading is a better technique for learning than listening.
 - D we can remember things more easily under hypnosis.
- 30 Lozanov claims that teachers should train students to
- A memorise details of the curriculum.
 - B develop their own sets of indirect instructions.
 - C think about something other than the curriculum content.
 - D avoid overloading the capacity of the brain.

Questions 31–36

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

In boxes 31–36 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

- 31 In the example of suggestopedic teaching in the fourth paragraph, the only variable that changes is the music.
- 32 Prior to the suggestopedia class, students are made aware that the language experience will be demanding.
- 33 In the follow-up class, the teaching activities are similar to those used in conventional classes.
- 34 As an indirect benefit, students notice improvements in their memory.
- 35 Teachers say they prefer suggestopedia to traditional approaches to language teaching.
- 36 Students in a suggestopedia class retain more new vocabulary than those in ordinary classes.

Questions 37–40

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

Write the correct letter, A–K, in boxes 37–40 on your answer sheet.

Suggestopedia uses a less direct method of suggestion than other techniques such as hypnosis. However, Lozanov admits that a certain amount of **37** is necessary in order to convince students, even if this is just a **38** Furthermore, if the method is to succeed, teachers must follow a set procedure. Although Lozanov's method has become quite **39** , the results of most other teachers using this method have been **40**

A spectacular	B teaching	C lesson
D authoritarian	E unpopular	F ritual
G unspectacular	H placebo	I involved
J appropriate	K well known	

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

The table below gives information on consumer spending on different items in five different countries in 2002.

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

Write at least 150 words.

Percentage of national consumer expenditure by category – 2002

Country	Food/Drinks/Tobacco	Clothing/Footwear	Leisure/Education
Ireland	28.91%	6.43%	2.21%
Italy	16.36%	9.00%	3.20%
Spain	18.80%	6.51%	1.98%
Sweden	15.77%	5.40%	3.22%
Turkey	32.14%	6.63%	4.35%

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

It is generally believed that some people are born with certain talents, for instance for sport or music, and others are not. However, it is sometimes claimed that any child can be taught to become a good sports person or musician.

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

Keeping in contact with people

- How do you usually contact your friends? [Why?]
- Do you prefer to contact different people in different ways? [Why?]
- Do you find it easy to keep in contact with friends and family? [Why/Why not?]
- In your country, did people in the past keep in contact in the same ways as they do today? [Why/Why not?]

PART 2

Describe a party that you enjoyed.

You should say:

whose party it was and what it was celebrating

where the party was held and who went to it

what people did during the party

and explain what you enjoyed about this party.

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 parties

Example questions:

What are the main reasons why people organise family parties in your country?

In some places people spend a lot of money on parties that celebrate special family events. Is this ever true in your country? Do you think this is a good trend or a bad trend?

Are there many differences between family parties and parties given by friends? Why do you think this is?

National celebrations

Example questions:

What kinds of national celebration do you have in your country?

Who tends to enjoy national celebrations more: young people or old people? Why?

Why do you think some people think that national celebrations are a waste of government money? Would you agree or disagree with this view? Why?

Test 2

LISTENING

SECTION 1 Questions 1-10

Complete the form below.

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

CAR INSURANCE	
<i>Example</i>	<i>Answer</i>
Name:	<u>Patrick Jones</u>
Address:	1 , Greendale
Contact number:	730453
Occupation:	2
Size of car engine:	1200cc
Type of car:	Manufacturer: Hewton
	Model: 3
	Year: 1997
Previous insurance company:	Any insurance claims in the last five years?
4	Yes <input checked="" type="checkbox"/>
	No <input type="checkbox"/>
	If yes, give brief details:
	Car was 5 in 1999
Name(s) of other driver(s):	Uses of car: - social
Simon 6	- 8
Relationship to main driver:	
7	
Start date: 31 January	
Recommended Insurance arrangement	
Name of company: 9	
Annual cost: 10 \$	

SECTION 2 *Questions 11–20*

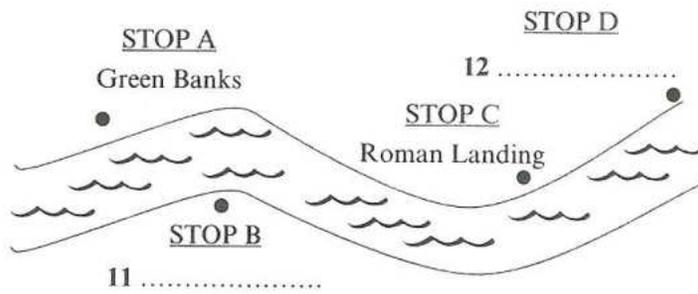
Questions 11 and 12

Label the map below.

Write NO MORE THAN TWO WORDS for each answer.



Boat Trip



Questions 13–18

Complete the table below.

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

	Attraction	Further Information
STOP A: Main Booking Office: First boat: 8 a.m. Last boat: 13 p.m.	Palace	<ul style="list-style-type: none"> • has lovely 14
STOP B:	15	<ul style="list-style-type: none"> • has good 16 of city centre
STOP C:	Museum	<ul style="list-style-type: none"> • bookshop specialising in the 17 of the local area
STOP D:	Entertainment Complex	<ul style="list-style-type: none"> • 18 cinema • bowling alley • video games arcade

Questions 19 and 20

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

19 How often do the Top Bus Company tours run?

.....

20 Where can you catch a Number One Sightseeing Tour from?

.....

SECTION 3 *Questions 21–30*

Questions 21–26

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

- 21 The Antarctic Centre was established in Christchurch because
- A New Zealand is a member of the Antarctic Treaty.
 - B Christchurch is geographically well positioned.
 - C the climate of Christchurch is suitable.
- 22 One role of the Antarctic Centre is to
- A provide expeditions with suitable equipment.
 - B provide researchers with financial assistance.
 - C ensure that research is internationally relevant.
- 23 The purpose of the Visitors' Centre is to
- A provide accommodation.
 - B run training sessions.
 - C show people what Antarctica is like.
- 24 Dr Merrywhether says that Antarctica is
- A unlike any other country.
 - B extremely beautiful.
 - C too cold for tourists.
- 25 According to Dr Merrywhether, Antarctica is very cold because
- A of the shape of the continent.
 - B it is surrounded by a frozen sea.
 - C it is an extremely dry continent.
- 26 Dr Merrywhether thinks Antarctica was part of another continent because
- A he has done his own research in the area.
 - B there is geological evidence of this.
 - C it is very close to South America.

Questions 27 and 28

Complete the table below.

Write **ONE WORD AND/OR TWO NUMBERS** for each answer.

ANTARCTIC TREATY

Date	Event
1870	<i>Polar Research meeting</i>
27 to	<i>1st International Polar Year</i>
1957	<i>Antarctic Treaty was proposed</i>
1959	<i>Antarctic Treaty was 28</i>

Questions 29 and 30

Choose **TWO** letters, **A–E**.

Which **TWO** achievements of the Antarctic Treaty are mentioned by the speakers?

- A** no military use
- B** animals protected
- C** historic sites preserved
- D** no nuclear testing
- E** fishing rights protected

SECTION 4 *Questions 31–40*

Questions 31–35

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

Left and Right Handedness in Sport

- 31 Anita first felt the Matthews article was of value when she realised
- A how it would help her difficulties with left-handedness.
 - B the relevance of connections he made with music.
 - C the impressive size of his research project.
- 32 Anita feels that the findings on handedness will be of value in
- A helping sportspeople identify their weaknesses.
 - B aiding sportspeople as they plan tactics for each game.
 - C developing suitable training programmes for sportspeople.
- 33 Anita feels that most sports coaches
- A know nothing about the influence of handedness.
 - B focus on the wrong aspects of performance.
 - C underestimate what science has to offer sport.
- 34 A German study showed there was greater 'mixed handedness' in musicians who
- A started playing instruments in early youth.
 - B play a string instrument such as the violin.
 - C practise a great deal on their instrument.
- 35 Studies on ape behaviour show that
- A apes which always use the same hand to get food are most successful.
 - B apes have the same proportion of left- and right-handers as humans.
 - C more apes are left-handed than right-handed.

Questions 36–40

Complete the table below.

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

Sport	Best laterality	Comments
Hockey	mixed laterality	<ul style="list-style-type: none"> • hockey stick has to be used in 36 • mixed-handed players found to be much more 37 than others
Tennis	single laterality	<ul style="list-style-type: none"> • gives a larger relevant field of 38 • cross-lateral players make 39 too late
Gymnastics	cross laterality	<ul style="list-style-type: none"> • gymnasts' 40 is important for performances

READING

READING PASSAGE 1

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



Why pagodas don't fall down

In a land swept by typhoons and shaken by earthquakes, how have Japan's tallest and seemingly flimsiest old buildings – 500 or so wooden pagodas – remained standing for centuries? Records show that only two have collapsed during the past 1400 years. Those that have disappeared were destroyed by fire as a result of lightning or civil war. The disastrous Hanshin earthquake in 1995 killed 6,400 people, toppled elevated highways, flattened office blocks and devastated the port area of Kobe. Yet it left the magnificent five-storey pagoda at the Toji temple in nearby Kyoto unscathed, though it levelled a number of buildings in the neighbourhood.

Japanese scholars have been mystified for ages about why these tall, slender buildings are so stable. It was only thirty years ago that the building industry felt confident enough to erect office blocks of steel and reinforced concrete that had more than a dozen floors. With its special shock absorbers to dampen the effect of sudden sideways movements from an earthquake, the thirty-six-storey Kasumigaseki building in central Tokyo – Japan's first skyscraper – was considered a masterpiece of modern engineering when it was built in 1968.

Yet in 826, with only pegs and wedges to keep his wooden structure upright, the master builder Kobodaishi had no hesitation in sending his majestic Toji pagoda soaring fifty-five metres into the sky – nearly half as high as the Kasumigaseki skyscraper built some eleven centuries later. Clearly, Japanese carpenters of the day knew a few tricks about allowing a building to sway and settle itself rather than fight nature's forces. But what sort of tricks?

The multi-storey pagoda came to Japan from China in the sixth century. As in China, they were first introduced with Buddhism and were attached to important temples. The Chinese built their pagodas in brick or stone, with inner staircases, and used them in later centuries mainly as watchtowers. When the pagoda reached Japan, however, its architecture was freely adapted to local conditions – they were built less high, typically five rather than nine storeys, made mainly of wood and the staircase was dispensed with because the Japanese pagoda did not have any practical use but became more of an art object. Because of the typhoons that batter Japan in the summer, Japanese builders learned to extend the eaves of buildings further beyond the walls. This prevents rainwater gushing down the walls. Pagodas in China and Korea have nothing like the overhang that is found on pagodas in Japan.

The roof of a Japanese temple building can be made to overhang the sides of the structure by fifty per cent or more of the building's overall width. For the same reason, the builders of Japanese pagodas seem to have further increased their weight by choosing to cover these extended eaves not with the porcelain tiles of many Chinese pagodas but with much heavier earthenware tiles.

But this does not totally explain the great resilience of Japanese pagodas. Is the answer that, like a tall pine tree, the Japanese pagoda – with its massive trunk-like central pillar known as *shinbashira* – simply flexes and sways during a typhoon or earthquake? For centuries, many thought so. But the answer is not so simple because the startling thing is that the *shinbashira* actually carries no load at all. In fact, in some pagoda designs, it does not even rest on the ground, but is suspended from the top of the pagoda – hanging loosely down through the middle of the building. The weight of the building is supported entirely by twelve outer and four inner columns.

And what is the role of the *shinbashira*, the central pillar? The best way to understand the *shinbashira*'s role is to watch a video made by Shuzo Ishida, a structural engineer at Kyoto Institute of Technology. Mr Ishida, known to his students as 'Professor Pagoda' because of his passion to understand the pagoda, has built a series of models and tested them on a 'shake-table' in his laboratory. In short, the *shinbashira* was acting like an enormous stationary pendulum. The ancient craftsmen, apparently without the assistance of very advanced mathematics, seemed to grasp the principles that were, more than a thousand years later, applied in the construction of Japan's first skyscraper. What those early craftsmen had found by trial and error was that under pressure a pagoda's loose stack of floors could be made to slither to and fro independent of one another. Viewed from the side, the pagoda seemed to be doing a snake dance – with each consecutive floor moving in the opposite direction to its neighbours above and below. The *shinbashira*, running up through a hole in the centre of the building, constrained individual storeys from moving too far because, after moving a certain distance, they banged into it, transmitting energy away along the column.

Another strange feature of the Japanese pagoda is that, because the building tapers, with each successive floor plan being smaller than the one below, none of the vertical pillars that carry the weight of the building is connected to its corresponding pillar above. In other words, a five-storey pagoda contains not even one pillar that travels right up through the building to carry the structural loads from the top to the bottom. More surprising is the fact that the individual storeys of a Japanese pagoda, unlike their counterparts elsewhere, are not actually connected to each other. They are simply stacked one on top of another like a pile of hats. Interestingly, such a design would not be permitted under current Japanese building regulations.

And the extra-wide eaves? Think of them as a tightrope walker's balancing pole. The bigger the mass at each end of the pole, the easier it is for the tightrope walker to maintain his or her balance. The same holds true for a pagoda. 'With the eaves extending out on all sides like balancing poles,' says Mr Ishida, 'the building responds to even the most powerful jolt of an earthquake with a graceful swaying, never an abrupt shaking.' Here again, Japanese master builders of a thousand years ago anticipated concepts of modern structural engineering.

Questions 1–4

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

In boxes 1–4 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*

- 1 Only two Japanese pagodas have collapsed in 1400 years.
- 2 The Hanshin earthquake of 1995 destroyed the pagoda at the Toji temple.
- 3 The other buildings near the Toji pagoda had been built in the last 30 years.
- 4 The builders of pagodas knew how to absorb some of the power produced by severe weather conditions.

Questions 5–10

Classify the following as typical of

- A both Chinese and Japanese pagodas
- B only Chinese pagodas
- C only Japanese pagodas

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

- 5 easy interior access to top
- 6 tiles on eaves
- 7 use as observation post
- 8 size of eaves up to half the width of the building
- 9 original religious purpose
- 10 floors fitting loosely over each other

Questions 11–13

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

Write the correct letter in boxes 11–13 on your answer sheet.

- 11 In a Japanese pagoda, the *shinbashira*
- A bears the full weight of the building.
 - B bends under pressure like a tree.
 - C connects the floors with the foundations.
 - D stops the floors moving too far.
- 12 Shuzo Ishida performs experiments in order to
- A improve skyscraper design.
 - B be able to build new pagodas.
 - C learn about the dynamics of pagodas.
 - D understand ancient mathematics.
- 13 The storeys of a Japanese pagoda are
- A linked only by wood.
 - B fastened only to the central pillar.
 - C fitted loosely on top of each other.
 - D joined by special weights.

READING PASSAGE 2

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

The True Cost of Food

A For more than forty years the cost of food has been rising. It has now reached a point where a growing number of people believe that it is far too high, and that bringing it down will be one of the great challenges of the twenty first century. That cost, however, is not in immediate cash. In the West at least, most food is now far cheaper to buy in relative terms than it was in 1960. The cost is in the collateral damage of the very methods of food production that have made the food cheaper: in the pollution of water, the enervation of soil, the destruction of wildlife, the harm to animal welfare and the threat to human health caused by modern industrial agriculture.



- B First mechanisation, then mass use of chemical fertilisers and pesticides, then monocultures, then battery rearing of livestock, and now genetic engineering – the onward march of intensive farming has seemed unstoppable in the last half-century, as the yields of produce have soared. But the damage it has caused has been colossal. In Britain, for example, many of our best-loved farmland birds, such as the skylark, the grey partridge, the lapwing and the corn bunting, have vanished from huge stretches of countryside, as have even more wild flowers and insects. This is a direct result of the way we have produced our food in the last four decades. Thousands of miles of hedgerows, thousands of ponds, have disappeared from the landscape. The faecal filth of salmon farming has driven wild salmon from many of the sea lochs and rivers of Scotland. Natural soil fertility is dropping in many areas because of continuous industrial fertiliser and pesticide use, while the growth of algae is increasing in lakes because of the fertiliser run-off.
- C Put it all together and it looks like a battlefield, but consumers rarely make the connection at the dinner table. That is mainly because the costs of all this damage are what economists refer to as externalities: they are outside the main transaction, which is for example producing and selling a field of wheat, and are borne directly by neither producers nor consumers. To many, the costs may not even appear to be financial at all, but merely aesthetic – a terrible shame, but nothing to do with money. And anyway they, as consumers of food, certainly aren't paying for it, are they?

- D** But the costs to society can actually be quantified and, when added up, can amount to staggering sums. A remarkable exercise in doing this has been carried out by one of the world's leading thinkers on the future of agriculture, Professor Jules Pretty, Director of the Centre for Environment and Society at the University of Essex. Professor Pretty and his colleagues calculated the externalities of British agriculture for one particular year. They added up the costs of repairing the damage it caused, and came up with a total figure of £2,343m. This is equivalent to £208 for every hectare of arable land and permanent pasture, almost as much again as the total government and EU spend on British farming in that year. And according to Professor Pretty, it was a conservative estimate.
- E** The costs included: £120m for removal of pesticides; £16m for removal of nitrates; £55m for removal of phosphates and soil; £23m for the removal of the bug cryptosporidium from drinking water by water companies; £125m for damage to wildlife habitats, hedgerows and dry stone walls; £1,113m from emissions of gases likely to contribute to climate change; £106m from soil erosion and organic carbon losses; £169m from food poisoning; and £607m from cattle disease. Professor Pretty draws a simple but memorable conclusion from all this: our food bills are actually threefold. We are paying for our supposedly cheaper food in three separate ways: once over the counter, secondly through our taxes, which provide the enormous subsidies propping up modern intensive farming, and thirdly to clean up the mess that modern farming leaves behind.
- F** So can the true cost of food be brought down? Breaking away from industrial agriculture as the solution to hunger may be very hard for some countries, but in Britain, where the immediate need to supply food is less urgent, and the costs and the damage of intensive farming have been clearly seen, it may be more feasible. The government needs to create sustainable, competitive and diverse farming and food sectors, which will contribute to a thriving and sustainable rural economy, and advance environmental, economic, health, and animal welfare goals.
- G** But if industrial agriculture is to be replaced, what is a viable alternative? Professor Pretty feels that organic farming would be too big a jump in thinking and in practices for many farmers. Furthermore, the price premium would put the produce out of reach of many poorer consumers. He is recommending the immediate introduction of a 'Greener Food Standard', which would push the market towards more sustainable environmental practices than the current norm, while not requiring the full commitment to organic production. Such a standard would comprise agreed practices for different kinds of farming, covering agrochemical use, soil health, land management, water and energy use, food safety and animal health. It could go a long way, he says, to shifting consumers as well as farmers towards a more sustainable system of agriculture.

Questions 14–17

Reading Passage 2 has seven paragraphs, A–G.

Which paragraph contains the following information?

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

NB You may use any letter more than once.

- 14 a cost involved in purifying domestic water
- 15 the stages in the development of the farming industry
- 16 the term used to describe hidden costs
- 17 one effect of chemicals on water sources

Questions 18–21

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

In boxes 18–21 on your answer sheet, write

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

- 18 Several species of wildlife in the British countryside are declining.
- 19 The taste of food has deteriorated in recent years.
- 20 The financial costs of environmental damage are widely recognised.
- 21 One of the costs calculated by Professor Pretty was illness caused by food.

Questions 22–26

Complete the summary below.

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

Write your answers in boxes 22–26 on your answer sheet.

Professor Pretty concludes that our 22 are higher than most people realise, because we make three different types of payment. He feels it is realistic to suggest that Britain should reduce its reliance on 23 Although most farmers would be unable to adapt to 24, Professor Pretty wants the government to initiate change by establishing what he refers to as a 25 He feels this would help to change the attitudes of both 26and

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 **B, C, E and F** from the list of headings below.

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

List of Headings

- i** MIRTP as a future model
- ii** Identifying the main transport problems
- iii** Preference for motorised vehicles
- iv** Government authorities' instructions
- v** Initial improvements in mobility and transport modes
- vi** Request for improved transport in Makete
- vii** Transport improvements in the northern part of the district
- viii** Improvements in the rail network
- ix** Effects of initial MIRTP measures
- x** Co-operation of district officials
- xi** Role of wheelbarrows and donkeys

<i>Example</i> Section A	<i>Answer</i> vi
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27 Section B

28 Section C

<i>Example</i> Section D	<i>Answer</i> ix
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29 Section E

30 Section F

Makete Integrated Rural Transport Project

Section A

The disappointing results of many conventional road transport projects in Africa led some experts to rethink the strategy by which rural transport problems were to be tackled at the beginning of the 1980s. A request for help in improving the availability of transport within the remote Makete District of south-western Tanzania presented the opportunity to try a new approach.

The concept of 'integrated rural transport' was adopted in the task of examining the transport needs of the rural households in the district. The objective was to reduce the time and effort needed to obtain access to essential goods and services through an improved rural transport system. The underlying assumption was that the time saved would be used instead for activities that would improve the social and economic development of the communities. The Makete Integrated Rural Transport Project (MIRTP) started in 1985 with financial support from the Swiss Development Corporation and was co-ordinated with the help of the Tanzanian government.

Section B

When the project began, Makete District was virtually totally isolated during the rainy season. The regional road was in such bad shape that access to the main towns was impossible for about three months of the year. Road traffic was extremely rare within the district, and alternative means of transport were restricted to donkeys in the north of the district. People relied primarily on the paths, which were slippery and dangerous during the rains.

Before solutions could be proposed, the problems had to be understood. Little was known about the transport demands of the rural households, so Phase I, between December 1985 and December 1987, focused on research. The socio-economic survey of more than 400 households in the district indicated that a household in Makete spent, on average, seven hours a day on transporting themselves and their goods, a figure which seemed extreme but which has also been obtained in surveys in other rural areas in Africa. Interesting facts regarding transport were found: 95% was on foot; 80% was within the locality; and 70% was related to the collection of water and firewood and travelling to grinding mills.

Section C

Having determined the main transport needs, possible solutions were identified which might reduce the time and burden. During Phase II, from January to February 1991, a number of approaches were implemented in an effort to improve mobility and access to transport.

An improvement of the road network was considered necessary to ensure the import and export of goods to the district. These improvements were carried out using methods that were heavily dependent on labour. In addition to the improvement of roads, these methods provided training in the operation of a mechanical workshop and bus and truck services. However, the difference from the conventional approach was that this time consideration was given to local transport needs outside the road network.

Most goods were transported along the paths that provide short-cuts up and down the hillsides, but the paths were a real safety risk and made the journey on foot even more arduous. It made sense to improve the paths by building steps, handrails and footbridges.

It was uncommon to find means of transport that were more efficient than walking but less technologically advanced than motor vehicles. The use of bicycles was constrained by their high cost and the lack of available spare parts. Oxen were not used at all but donkeys were used by a few households in the northern part of the district. MIRTP focused on what would be most appropriate for the inhabitants of Makete in terms of what was available, how much they could afford and what they were willing to accept.

After careful consideration, the project chose the promotion of donkeys – a donkey costs less than a bicycle – and the introduction of a locally manufacturable wheelbarrow.

Section D

At the end of Phase II, it was clear that the selected approaches to Makete's transport problems had had different degrees of success. Phase III, from March 1991 to March 1993, focused on the refinement and institutionalisation of these activities.

The road improvements and accompanying maintenance system had helped make the district centre accessible throughout the year. Essential goods from outside the district had become more readily available at the market, and prices did not fluctuate as much as they had done before.

Paths and secondary roads were improved only at the request of communities who were willing to participate in construction and maintenance. However, the improved paths impressed the inhabitants, and requests for assistance greatly increased soon after only a few improvements had been completed.

The efforts to improve the efficiency of the existing transport services were not very successful because most of the motorised vehicles in the district broke down and there were no resources to repair them. Even the introduction of low-cost means of transport was difficult because of the general poverty of the district. The locally manufactured wheelbarrows were still too expensive for all but a few of the households. Modifications to the original design by local carpenters cut production time and costs. Other local carpenters have been trained in the new design so that they can respond to requests. Nevertheless, a locally produced wooden wheelbarrow which costs around 5000 Tanzanian shillings (less than US\$20) in Makete, and is about one quarter the cost of a metal wheelbarrow, is still too expensive for most people.

Donkeys, which were imported to the district, have become more common and contribute, in particular, to the transportation of crops and goods to market. Those who have bought donkeys are mainly from richer households but, with an increased supply through local breeding, donkeys should become more affordable. Meanwhile, local initiatives are promoting the renting out of the existing donkeys.

It should be noted, however, that a donkey, which at 20,000 Tanzanian shillings costs less than a bicycle, is still an investment equal to an average household's income over half a year. This clearly illustrates the need for supplementary measures if one wants to assist the rural poor.

Section E

It would have been easy to criticise the MIRTP for using in the early phases a 'top-down' approach, in which decisions were made by experts and officials before being handed down to communities, but it was necessary to start the process from the level of the governmental authorities of the district. It would have been difficult to respond to the requests of villagers and other rural inhabitants without the support and understanding of district authorities.

Section F

Today, nobody in the district argues about the importance of improved paths and inexpensive means of transport. But this is the result of dedicated work over a long period, particularly from the officers in charge of community development. They played an essential role in raising awareness and interest among the rural communities.

The concept of integrated rural transport is now well established in Tanzania, where a major program of rural transport is just about to start. The experiences from Makete will help in this initiative, and Makete District will act as a reference for future work.

Questions 31–35

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

In boxes 31–35 on your answer sheet, write

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

- 31 MIRTP was divided into five phases.
- 32 Prior to the start of MIRTP the Makete district was almost inaccessible during the rainy season.
- 33 Phase I of MIRTP consisted of a survey of household expenditure on transport.
- 34 The survey concluded that one-fifth or 20% of the household transport requirement as outside the local area.
- 35 MIRTP hoped to improve the movement of goods from Makete district to the country's capital.

Questions 36–39

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

Write the correct letter, **A–J**, in boxes 36–39 on your answer sheet.

- 36 Construction of footbridges, steps and handrails
- 37 Frequent breakdown of buses and trucks in Makete
- 38 The improvement of secondary roads and paths
- 39 The isolation of Makete for part of the year

- | |
|--|
| <ul style="list-style-type: none">A provided the people of Makete with experience in running bus and truck services.B was especially successful in the northern part of the district.C differed from earlier phases in that the community became less actively involved.D improved paths used for transport up and down hillsides.E was no longer a problem once the roads had been improved.F cost less than locally made wheelbarrows.G was done only at the request of local people who were willing to lend a hand.H was at first considered by MIRTP to be affordable for the people of the district.I hindered attempts to make the existing transport services more efficient.J was thought to be the most important objective of Phase III. |
|--|

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 phrases best describes the main aim of Reading Passage 3?

- A** to suggest that projects such as MIRTP are needed in other countries
- B** to describe how MIRTP was implemented and how successful it was
- C** to examine how MIRTP promoted the use of donkeys
- D** to warn that projects such as MIRTP are likely to have serious problems

WRITING

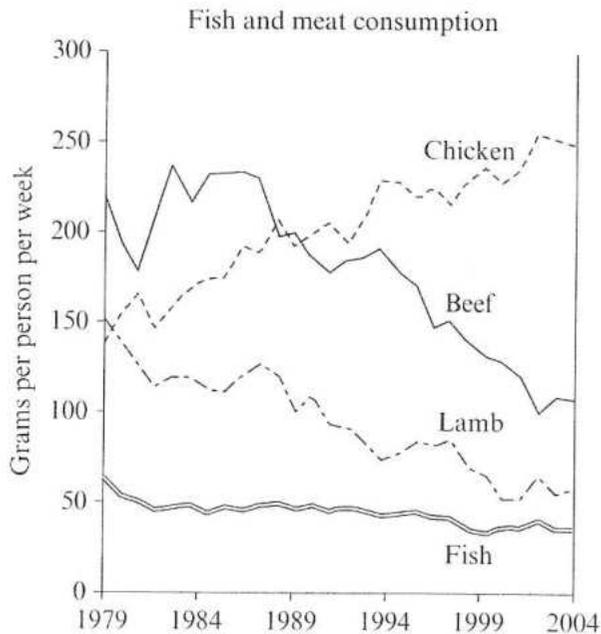
WRITING TASK 1

You should spend about 20 minutes on this task.

The graph below shows the consumption of fish and some different kinds of meat in a European country between 1979 and 2004.

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 there should be fixed punishments for each type of crime. Others, however, argue that the circumstances of an individual crime, and the motivation for committing it, should always be taken into account when deciding on the punishment.

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

Laughing

- What kinds of thing make you laugh?
- Do you like making other people laugh? [Why/Why not?]
- Do you think it's important for people to laugh? [Why/Why not?]
- Is laughing the same as feeling happy, do you think? [Why/Why not?]

PART 2

Describe an idea you had for improving something at work or college.

You should say:

when and where you had your idea

what your idea was

who you told about your idea

and explain why you thought your idea would make an improvement.

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:

Ideas and education

Example questions:

Some people think that education should be about memorising the important ideas of the past. Do you agree or disagree? Why?

Should education encourage students to have their own new ideas? Why?

How do you think teachers could help students to develop and share their own ideas?

Ideas in the workplace

Example questions:

Should employers encourage their workers to have new ideas about improving the company? Why?

Do you think people sometimes dislike ideas just because they are new? Why?

What is more difficult: having new ideas or putting them into practice? Which is more important for a successful company?

Test 3

LISTENING

SECTION 1 Questions 1–10

Questions 1 and 2

Complete the notes below.

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

<i>Example</i>	<i>Answer</i>
Type of job required:	<u>Part-time</u>

Student is studying 1

Student is in the 2 year of the course.

Questions 3–5

Complete the table below.

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

Position Available	Where	Problem
Receptionist	in the 3	evening lectures
4	in the Child Care Centre	too early
Clerical Assistant	in the 5	evening lectures

Questions 6–10

Complete the form below.

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

STUDENT DETAILS	
Name:	Anita Newman
Address:	6 Room No. 7
Other skills:	Speaks some Japanese
Position available:	8 at the English Language Centre
Duties:	Respond to enquiries and 9
Time of interview:	Friday at 10 a.m.

SECTION 2 *Questions 11–20*

Questions 11–16

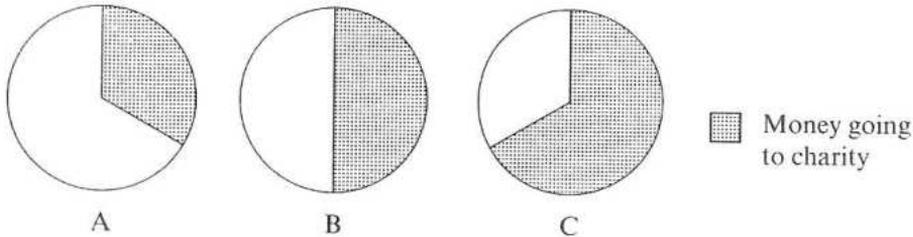
Choose the correct letter, **A**, **B** or **C**.

SPONSORED WALKING HOLIDAY

11 On the holiday, you will be walking for

- A** 6 days.
- B** 8 days.
- C** 10 days.

12 What proportion of the sponsorship money goes to charity?



13 Each walker's sponsorship money goes to one

- A** student.
- B** teacher.
- C** school.

14 When you start the trek you must be

- A** interested in getting fit.
- B** already quite fit.
- C** already very fit.

15 As you walk you will carry

- A** all of your belongings.
- B** some of your belongings.
- C** none of your belongings.

16 The Semira Region has a long tradition of

- A** making carpets.
- B** weaving blankets.
- C** carving wood.

Questions 17–20

Complete the form below.

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

ITINERARY	
Day 1	arrive in Kishba
Day 2	rest day
Day 3	spend all day in a 17
Day 4	visit a school
Day 5	rest day
Day 6	see a 18with old carvings
Day 7	rest day
Day 8	swim in a 19
Day 9	visit a 20
Day 10	depart from Kishba

SECTION 3 *Questions 21–30*

Questions 21 and 22

Complete the notes below.

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

OCEAN RESEARCH

The Robotic Float Project

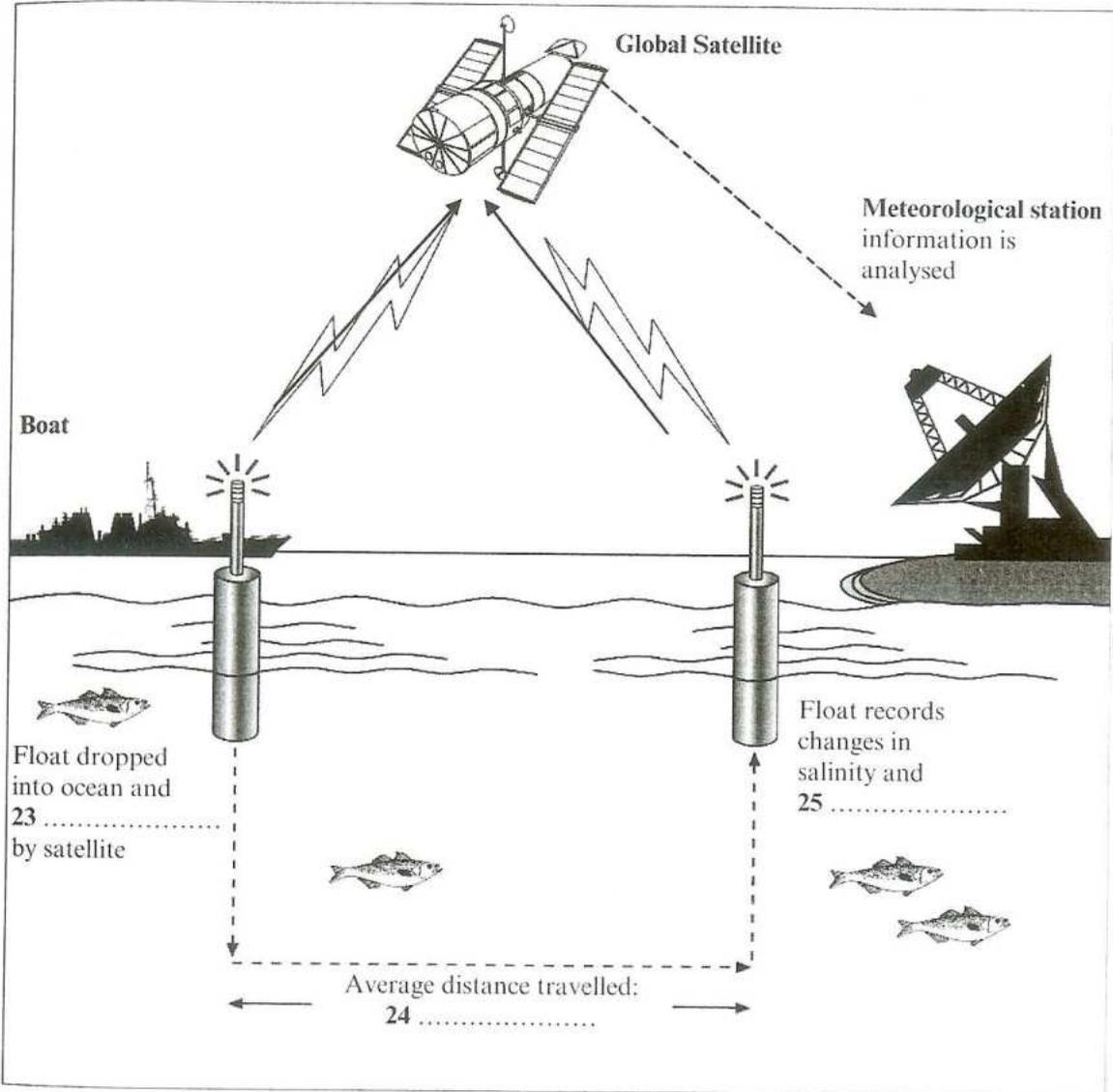
- Float is shaped like a **21**
- Scientists from **22** have worked on the project so far

Questions 23–25

Complete the diagram below.

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

THE OPERATIONAL CYCLE



Questions 26–30

In what time period can data from the float projects help with the following things?

Write the correct letter, **A**, **B** or **C**, next to questions 26–30.

- | |
|---|
| <p>A At present
B In the near future
C In the long-term future</p> |
|---|

- 26 understanding of El Niño
- 27 understanding of climate change
- 28 naval rescues
- 29 sustainable fishing practices
- 30 crop selection

SECTION 4 *Questions 31–40**Questions 31–34*

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

Hotels and the tourist industry

- 31** According to the speaker, how might a guest feel when staying in a luxury hotel?
- A** impressed with the facilities
 - B** depressed by the experience
 - C** concerned at the high costs
- 32** According to recent research, luxury hotels overlook the need to
- A** provide for the demands of important guests.
 - B** create a comfortable environment.
 - C** offer an individual and personal welcome.
- 33** The company focused their research on
- A** a wide variety of hotels.
 - B** large, luxury hotel chains.
 - C** exotic holiday hotels.
- 34** What is the impact of the outside environment on a hotel guest?
- A** It has a considerable effect.
 - B** It has a very limited effect.
 - C** It has no effect whatsoever.

Questions 35–40

Complete the notes below.

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

A company providing luxury serviced apartments aims to:

- cater specifically for 35 travellers
- provide a stylish 36 for guests to use
- set a trend throughout the 37 which becomes permanent

Traditional holiday hotels attract people by:

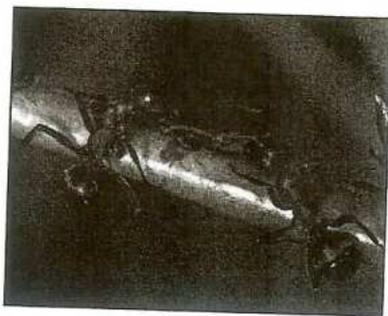
- offering the chance to 38 their ordinary routine life
- making sure that they are cared for in all respects – like a 39
- leaving small treats in their rooms – e.g. cosmetics or 40

READING

READING PASSAGE 1

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

Ant Intelligence



When we think of intelligent members of the animal kingdom, the creatures that spring immediately to mind are apes and monkeys. But in fact the social lives of some members of the insect kingdom are sufficiently complex to suggest more than a hint of intelligence.

Among these, the world of the ant has come in for considerable scrutiny lately, and the idea that ants demonstrate sparks of cognition has certainly not been rejected by those involved in these investigations.

Ants store food, repel attackers and use chemical signals to contact one another in case of attack. Such chemical communication can be compared to the human use of visual and auditory channels (as in religious chants, advertising images and jingles, political slogans and martial music) to arouse and propagate moods and attitudes. The biologist Lewis Thomas wrote, 'Ants are so much like human beings as to be an embarrassment. They farm fungi, raise aphids* as livestock, launch armies to war, use chemical sprays to alarm and confuse enemies, capture slaves, engage in child labour, exchange information ceaselessly. They do everything but watch television.'

* aphids: small insects of a different species from ants

However, in ants there is no cultural transmission – everything must be encoded in the genes – whereas in humans the opposite is true. Only basic instincts are carried in the genes of a newborn baby, other skills being learned from others in the community as the child

grows up. It may seem that this cultural continuity gives us a huge advantage over ants. They have never mastered fire nor progressed. Their fungus farming and aphid herding crafts are sophisticated when compared to the agricultural skills of humans five thousand years ago but have been totally overtaken by modern human agribusiness.

Or have they? The farming methods of ants are at least sustainable. They do not ruin environments or use enormous amounts of energy. Moreover, recent evidence suggests that the crop farming of ants may be more sophisticated and adaptable than was thought.

Ants were farmers fifty million years before humans were. Ants can't digest the cellulose in leaves – but some fungi can. The ants therefore cultivate these fungi in their nests, bringing them leaves to feed on, and then

use them as a source of food. Farmer ants secrete antibiotics to control other fungi that might act as 'weeds', and spread waste to fertilise the crop.

It was once thought that the fungus that ants cultivate was a single type that they had propagated, essentially unchanged from the distant past. Not so. Ulrich Mueller of Maryland and his colleagues genetically screened 862 different types of fungi taken from ants' nests. These turned out to be highly diverse: it seems that ants are continually domesticating new species. Even more impressively, DNA analysis of the fungi suggests that the ants improve or modify the fungi by regularly swapping and sharing strains with neighbouring ant colonies.

Whereas prehistoric man had no exposure to urban lifestyles – the forcing house of intelligence – the evidence suggests that ants have lived in urban settings for close on a hundred million years, developing and maintaining underground cities of specialised chambers and tunnels.

When we survey Mexico City, Tokyo, Los Angeles, we are amazed at what has been accomplished by humans. Yet Hoelldobler and Wilson's magnificent work for ant lovers, *The Ants*, describes a supercolony of the ant *Formica yessensis* on the Ishikari Coast of Hokkaido. This 'megalopolis' was reported to be composed of 360 million workers and a million queens living in 4,500 interconnected nests across a territory of 2.7 square kilometres.

Such enduring and intricately meshed levels of technical achievement outstrip by far anything achieved by our distant ancestors. We hail as masterpieces the cave paintings in southern France and elsewhere, dating back some 20,000 years. Ant societies

existed in something like their present form more than seventy million years ago. Beside this, prehistoric man looks technologically primitive. Is this then some kind of intelligence, albeit of a different kind?

Research conducted at Oxford, Sussex and Zürich Universities has shown that when desert ants return from a foraging trip, they navigate by integrating bearings and distances, which they continuously update in their heads. They combine the evidence of visual landmarks with a mental library of local directions, all within a framework which is consulted and updated. So ants can learn too.

And in a twelve-year programme of work, Ryabko and Reznikova have found evidence that ants can transmit very complex messages. Scouts who had located food in a maze returned to mobilise their foraging teams. They engaged in contact sessions, at the end of which the scout was removed in order to observe what her team might do. Often the foragers proceeded to the exact spot in the maze where the food had been. Elaborate precautions were taken to prevent the foraging team using odour clues. Discussion now centres on whether the route through the maze is communicated as a 'left-right' sequence of turns or as a 'compass bearing and distance' message.

During the course of this exhaustive study, Reznikova has grown so attached to her laboratory ants that she feels she knows them as individuals – even without the paint spots used to mark them. It's no surprise that Edward Wilson, in his essay, 'In the company of ants', advises readers who ask what to do with the ants in their kitchen to: 'Watch where you step. Be careful of little lives.'

Questions 1–6

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

In boxes 1–6 on your answer sheet, write

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

- 1 Ants use the same channels of communication as humans do.
- 2 City life is one factor that encourages the development of intelligence.
- 3 Ants can build large cities more quickly than humans do.
- 4 Some ants can find their way by making calculations based on distance and position.
- 5 In one experiment, foraging teams were able to use their sense of smell to find food.
- 6 The essay, 'In the company of ants', explores ant communication.

Questions 7–13

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

Write the correct letter, A–O, in boxes 7–13 on your answer sheet.

Ants as farmers

Ants have sophisticated methods of farming, including herding livestock and growing crops, which are in many ways similar to those used in human agriculture. The ants cultivate a large number of different species of edible fungi which convert 7 into a form which they can digest. They use their own natural 8 as weed-killers and also use unwanted materials as 9 Genetic analysis shows they constantly upgrade these fungi by developing new species and by 10 species with neighbouring ant colonies. In fact, the farming methods of ants could be said to be more advanced than human agribusiness, since they use 11 methods, they do not affect the 12 and do not waste 13

A aphids	B agricultural	C cellulose	D exchanging
E energy	F fertilizers	G food	H fungi
I growing	J interbreeding	K natural	L other species
M secretions	N sustainable	O environment	

READING PASSAGE 2

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

Questions 14–19

Reading Passage 2 has seven sections, A–G.

Choose the correct headings for sections A–F from the list of headings below.

Write the correct number, i–x, in boxes 14–19 on your answer sheet.

List of Headings

- i The results of the research into blood-variants
- ii Dental evidence
- iii Greenberg's analysis of the dental and linguistic evidence
- iv Developments in the methods used to study early population movements
- v Indian migration from Canada to the U.S.A.
- vi Further genetic evidence relating to the three-wave theory
- vii Long-standing questions about prehistoric migration to America
- viii Conflicting views of the three-wave theory, based on non-genetic evidence
- ix Questions about the causes of prehistoric migration to America
- x How analysis of blood-variants measures the closeness of the relationship between different populations

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

Example
Section G

Answer
viii

Population movements and genetics

- A** Study of the origins and distribution of human populations used to be based on archaeological and fossil evidence. A number of techniques developed since the 1950s, however, have placed the study of these subjects on a sounder and more objective footing. The best information on early population movements is now being obtained from the 'archaeology of the living body', the clues to be found in genetic material.
- B** Recent work on the problem of when people first entered the Americas is an example of the value of these new techniques. North-east Asia and Siberia have long been accepted as the launching ground for the first human colonisers of the New World¹. But was there one major wave of migration across the Bering Strait into the Americas, or several? And when did this event, or events, take place? In recent years, new clues have come from research into genetics, including the distribution of genetic markers in modern Native Americans².
- C** An important project, led by the biological anthropologist Robert Williams, focused on the variants (called Gm allotypes) of one particular protein – immunoglobulin G – found in the fluid portion of human blood. All proteins 'drift', or produce variants, over the generations, and members of an interbreeding human population will share a set of such variants. Thus, by comparing the Gm allotypes of two different populations (e.g. two Indian tribes), one can establish their genetic 'distance', which itself can be calibrated to give an indication of the length of time since these populations last interbred.
- D** Williams and his colleagues sampled the blood of over 5,000 American Indians in western North America during a twenty-year period. They found that their Gm allotypes could be divided into two groups, one of which also corresponded to the genetic typing of Central and South American Indians. Other tests showed that the Inuit (or Eskimo) and Aleut³ formed a third group. From this evidence it was deduced that there had been three major waves of migration across the Bering Strait. The first, Paleo-Indian, wave more than 15,000 years ago was ancestral to all Central and South American Indians. The second wave, about 14,000–12,000 years ago, brought Na-Dene hunters, ancestors of the Navajo and Apache (who only migrated south from Canada about 600 or 700 years ago). The third wave, perhaps 10,000 or 9,000 years ago, saw the migration from North-east Asia of groups ancestral to the modern Eskimo and Aleut.
- E** How far does other research support these conclusions? Geneticist Douglas Wallace has studied mitochondrial DNA⁴ in blood samples from three widely separated Native American groups: Pima-Papago Indians in Arizona, Maya Indians on the Yucatán peninsula, Mexico, and

¹ New World: the American continent, as opposed to the so-called Old World of Europe, Asia and Africa

² modern Native American: an American descended from the groups that were native to America

³ Inuit and Aleut: two of the ethnic groups native to the northern regions of North America (i.e. northern Canada and Greenland)

⁴ DNA: the substance in which genetic information is stored

Ticuna Indians in the Upper Amazon region of Brazil. As would have been predicted by Robert Williams's work, all three groups appear to be descended from the same ancestral (Paleo-Indian) population.

- F** There are two other kinds of research that have thrown some light on the origins of the Native American population; they involve the study of teeth and of languages. The biological anthropologist Christy Turner is an expert in the analysis of changing physical characteristics in human teeth. He argues that tooth crowns and roots⁵ have a high genetic component, minimally affected by environmental and other factors. Studies carried out by Turner of many thousands of New and Old World specimens, both ancient and modern, suggest that the majority of prehistoric Americans are linked to Northern Asian populations by crown and root traits such as incisor⁶ shoveling (a scooping out on one or both surfaces of the tooth), single-rooted upper first premolars⁶ and triple-rooted lower first molars⁶.

According to Turner, this ties in with the idea of a single Paleo-Indian migration out of North Asia, which he sets at before 14,000 years ago by calibrating rates of dental micro-evolution. Tooth analyses also suggest that there were two later migrations of Na-Denes and Eskimo-Aleut.

- G** The linguist Joseph Greenberg has, since the 1950s, argued that all Native American languages belong to a single 'Amerind' family, except for Na-Dene and Eskimo-Aleut – a view that gives credence to the idea of three main migrations. Greenberg is in a minority among fellow linguists, most of whom favour the notion of a great many waves of migration to account for the more than 1,000 languages spoken at one time by American Indians. But there is no doubt that the new genetic and dental evidence provides strong backing for Greenberg's view. Dates given for the migrations should nevertheless be treated with caution, except where supported by hard archaeological evidence.

⁵ crown/root: parts of the tooth

⁶ incisor/premolar/molar: kinds of teeth

Test 3

Questions 20 and 21

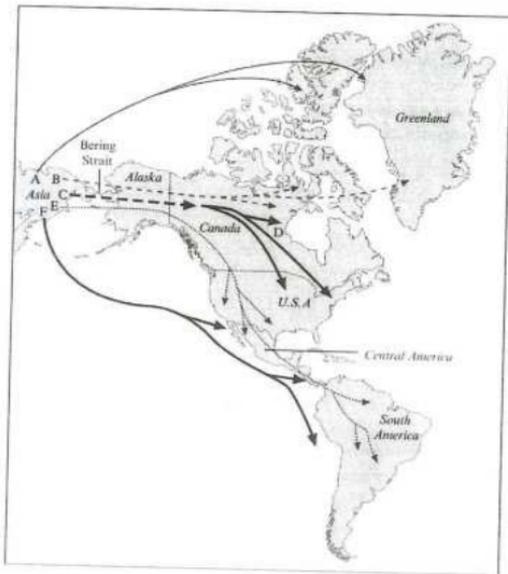
The discussion of Williams's research indicates the periods at which early people are thought to have migrated along certain routes. There are six routes, A–F, marked on the map below.

Complete the table below.

Write the correct letter, A–F, in boxes 20 and 21 on your answer sheet.

Route	Period (number of years ago)
20	15,000 or more
21	600 to 700

Early Population Movement to the Americas



Questions 22–25

Reading Passage 2 refers to the three-wave theory of early migration to the Americas. It also suggests in which of these three waves the ancestors of various groups of modern native Americans first reached the continent.

Classify the groups named in the table below as originating from

- A** the first wave
- B** the second wave
- C** the third wave

Write the correct letter, **A**, **B** or **C**, in boxes 22–25 on your answer sheet.

Name of group	Wave number
Inuit	22
Apache	23
Pima-Papago	24
Ticuna	25

Question 26

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

Write the correct letter in box 26 on your answer sheet.

Christy Turner's research involved the examination of

- A** teeth from both prehistoric and modern Americans and Asians.
- B** thousands of people who live in either the New or the Old World.
- C** dental specimens from the majority of prehistoric Americans.
- D** the eating habits of American and Asian populations.

READING PASSAGE 3

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



Forests are one of the main elements of our natural heritage. The decline of Europe's forests over the last decade and a half has led to an increasing awareness and understanding of the serious imbalances which threaten them. European countries are becoming increasingly concerned by major threats to European forests, threats which know no frontiers other than those of geography or climate: air pollution, soil deterioration, the increasing number of forest fires and sometimes even the mismanagement of our woodland and forest heritage. There has been a growing awareness of the need for countries to get together to co-ordinate their policies. In December 1990, Strasbourg hosted the first Ministerial Conference on the protection of Europe's forests. The conference brought together 31 countries from both Western and Eastern Europe. The topics discussed included the co-ordinated study of the destruction of forests, as well as how to combat forest fires and the extension of European research programs on the forest ecosystem. The preparatory work for the conference had been undertaken at two meetings of experts. Their initial task was to decide which of the many forest problems of concern to Europe involved the largest number of countries and might be the subject of joint action. Those confined to particular geographical areas, such as countries bordering the Mediterranean or the Nordic countries therefore had to be discarded. However, this does not mean that in future they will be ignored.

As a whole, European countries see forests as performing a triple function: biological, economic and recreational. The first is to act as a 'green lung' for our planet; by means of photosynthesis, forests produce oxygen through the transformation of solar energy, thus fulfilling what for humans is the essential role of an immense, non-polluting power plant. At the same time, forests provide raw materials for human activities through their constantly renewed production of wood. Finally, they offer those condemned to spend five days a week in an urban environment an unrivalled area of freedom to unwind and take part in a range of leisure activities, such as hunting, riding and hiking. The economic importance of forests has been understood since the dawn of man – wood was the first fuel. The other aspects have been recognised only for a few centuries but they are becoming more and more important. Hence, there is a real concern throughout Europe about the damage to the forest environment which threatens these three basic roles.

The myth of the 'natural' forest has survived, yet there are effectively no remaining 'primary' forests in Europe. All European forests are artificial, having been adapted and exploited by man for thousands of years. This means that a forest policy is vital, that it must transcend national frontiers and generations of people, and that it must allow for the inevitable changes that take place in the forests, in needs, and hence in policy. The Strasbourg conference was one of the first events on such a scale to reach this conclusion. A general declaration was made that 'a central place in any ecologically coherent forest policy must be given to continuity over time and to the possible effects of unforeseen events, to ensure that the full potential of these forests is maintained'.

That general declaration was accompanied by six detailed resolutions to assist national policy-making. The first proposes the extension and systematisation of surveillance sites to monitor forest decline. Forest decline is still poorly understood but leads to the loss of a high proportion of a tree's needles or leaves. The entire continent and the majority of species are now affected: between 30% and 50% of the tree population. The condition appears to result from the cumulative effect of a number of factors, with atmospheric pollutants the principal culprits. Compounds of nitrogen and sulphur dioxide should be particularly closely watched. However, their effects are probably accentuated by climatic factors, such as drought and hard winters, or soil imbalances such as soil acidification, which damages the roots. The second resolution concentrates on the need to preserve the genetic diversity of European forests. The aim is to reverse the decline in the number of tree species or at least to preserve the 'genetic material' of all of them. Although forest fires do not affect all of Europe to the same extent, the amount of damage caused the experts to propose as the third resolution that the Strasbourg conference consider the establishment of a European databank on the subject. All information used in the development of national preventative policies would become generally available. The subject of the fourth resolution discussed by the ministers was mountain forests. In Europe, it is undoubtedly the mountain ecosystem which has changed most rapidly and is most at risk. A thinly scattered permanent population and development of leisure activities, particularly skiing, have resulted in significant long-term changes to the local ecosystems. Proposed developments include a preferential research program on mountain forests. The fifth resolution relaunched the European research network on the physiology of trees, called Eurosilva. Eurosilva should support joint European research on tree diseases and their physiological and biochemical aspects. Each country concerned could increase the number of scholarships and other financial support for doctoral theses and research projects in this area. Finally, the conference established the framework for a European research network on forest ecosystems. This would also involve harmonising activities in individual countries as well as identifying a number of priority research topics relating to the protection of forests. The Strasbourg conference's main concern was to provide for the future. This was the initial motivation, one now shared by all 31 participants representing 31 European countries. Their final text commits them to on-going discussion between government representatives with responsibility for forests.

Questions 27–33

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

In boxes 27–33 on your answer sheet, write

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

- 27 Forest problems of Mediterranean countries are to be discussed at the next meeting of experts.
- 28 Problems in Nordic countries were excluded because they are outside the European Economic Community.
- 29 Forests are a renewable source of raw material.
- 30 The biological functions of forests were recognised only in the twentieth century.
- 31 Natural forests still exist in parts of Europe.
- 32 Forest policy should be limited by national boundaries.
- 33 The Strasbourg conference decided that a forest policy must allow for the possibility of change.

Questions 34–39

Look at the following statements issued by the conference.

Which six of the following statements, A–J, refer to the resolutions that were issued?

Match the statements with the appropriate resolutions (Questions 34–39).

Write the correct letter, A–J, in boxes 34–39 on your answer sheet.

- | |
|---|
| <p>A All kinds of species of trees should be preserved.</p> <p>B Fragile mountain forests should be given priority in research programs.</p> <p>C The surviving natural forests of Europe do not need priority treatment.</p> <p>D Research is to be better co-ordinated throughout Europe.</p> <p>E Information on forest fires should be collected and shared.</p> <p>F Loss of leaves from trees should be more extensively and carefully monitored.</p> <p>G Resources should be allocated to research into tree diseases.</p> <p>H Skiing should be encouraged in thinly populated areas.</p> <p>I Soil imbalances such as acidification should be treated with compounds of nitrogen and sulphur.</p> <p>J Information is to be systematically gathered on any decline in the condition of forests.</p> |
|---|

- 34 Resolution 1
- 35 Resolution 2
- 36 Resolution 3
- 37 Resolution 4
- 38 Resolution 5
- 39 Resolution 6

Question 40

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

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

- 40 What is the best title for Reading Passage 3?
- A** The biological, economic and recreational role of forests
- B** Plans to protect the forests of Europe
- C** The priority of European research into ecosystems
- D** Proposals for a world-wide policy on forest management

WRITING

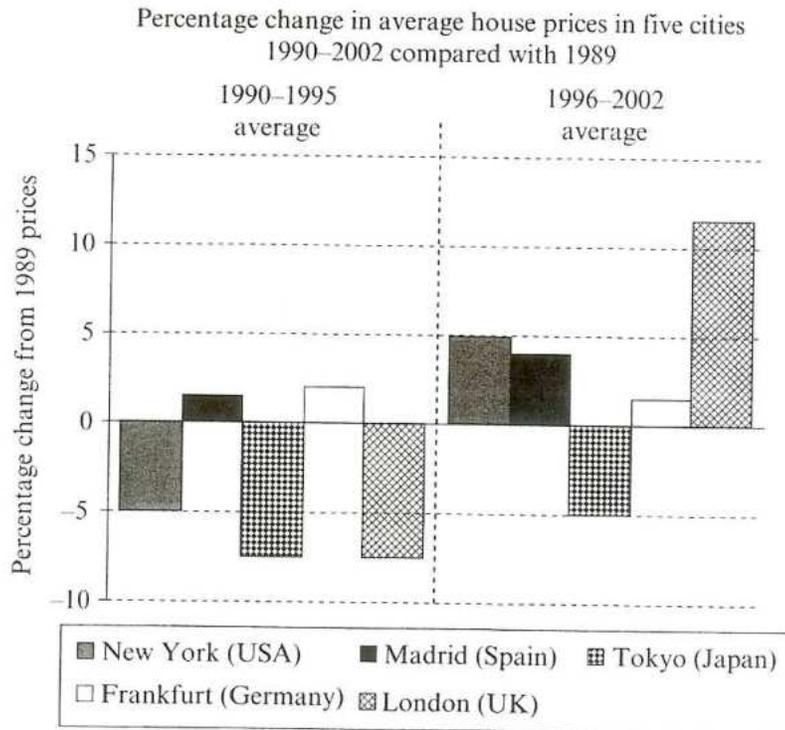
WRITING TASK 1

You should spend about 20 minutes on this task.

The chart below shows information about changes in average house prices in five different cities between 1990 and 2002 compared with the average house prices in 1989.

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

Write at least 150 words.



TRIN

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

As most people spend a major part of their adult life at work, job satisfaction is an important element of individual wellbeing.

What factors contribute to job satisfaction?

How realistic is the expectation of job satisfaction for all workers?

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

Cold weather

- Have you ever been in very cold weather? [When?]
- How often is the weather cold where you come from?
- Are some parts of your country colder than others? [Why?]
- Would you prefer to live in a hot place or a cold place? [Why?]

PART 2

Describe a competition (e.g. TV, college/work or sports competition) that you took part in.

You should say:

what kind of competition it was and how you found out about it
what you had to do
what the prizes were
and explain why you chose to take part in this competition.

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:

Competitions in school

Example questions:

Why do you think some school teachers use competitions as class activities?

Do you think it is a good thing to give prizes to children who do well at school? Why?

Would you say that schools for young children have become more or less competitive since you were that age? Why?

Sporting competitions

Example questions:

What are the advantages and disadvantages of intensive training for young sportspeople?

Some people think that competition leads to a better performance from sports stars. Others think it just makes players feel insecure. What is your opinion?

Do you think that it is possible to become too competitive in sport? In what way?

Test 4

LISTENING

SECTION 1 Questions 1–10

Questions 1–6

Complete the form below.

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

HOMESTAY APPLICATION	
<i>Example</i>	<i>Answer</i>
Surname: Yuichini
First name:	1
Sex:	female
Nationality:	Japanese
Passport number:	2
Age:	28 years
Present address:	Room 21C, Willow College
Length of homestay:	approx 3
Course enrolled in:	4
Family preferences:	no 5
	no objection to 6

Questions 7–10

Answer the questions below.

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

- 7 What does the student particularly like to eat?
- 8 What sport does the student play?
- 9 What mode of transport does the student prefer?
- 10 When will the student find out her homestay address?

SECTION 2 *Questions 11–20**Questions 11–14*

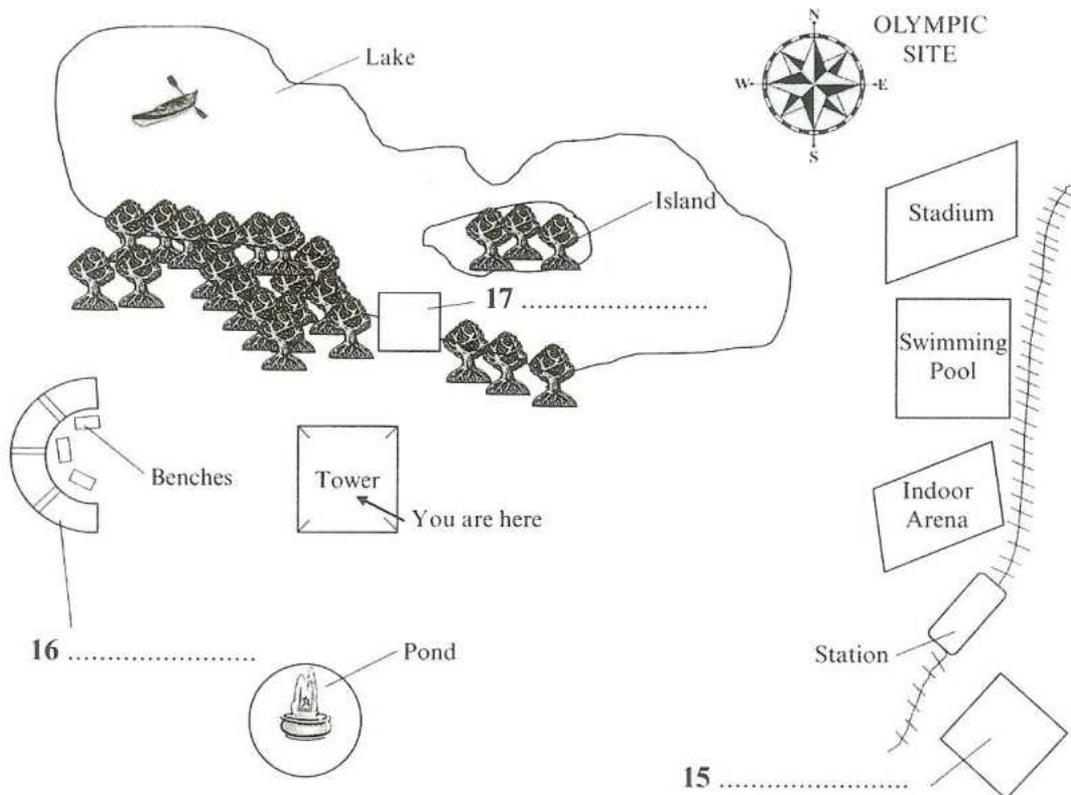
Choose the correct letter, **A**, **B** or **C**.

- 11 What kind of tour is Sally leading?
- A a bus tour
 - B a train tour
 - C a walking tour
- 12 The original buildings on the site were
- A houses.
 - B industrial buildings.
 - C shops.
- 13 The local residents wanted to use the site for
- A leisure.
 - B apartment blocks.
 - C a sports centre.
- 14 The Tower is at the centre of the
- A nature reserve.
 - B formal gardens.
 - C Bicentennial Park.

Questions 15–17

Label the plan below.

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



Questions 18–20

Complete the table below.

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

Nature Reserve

Area	Facility	Activity
The Mangroves	boardwalk	18
Frog Pond	outdoor classroom	19
The Waterbird Refuge	20	bird watching

SECTION 3 *Questions 21–30**Questions 21 and 22*

Complete the sentences below.

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

The presentation will last 15 minutes.

There will be **21** minutes for questions.

The presentation will not be **22**

Questions 23–26

What do the students decide about each topic for the geography presentation?

- A They will definitely include this topic.
- B They might include this topic.
- C They will not include this topic.

Write the correct letter, **A**, **B** or **C**, next to questions 23–26.

- 23** Geographical Location
- 24** Economy
- 25** Overview of Education System
- 26** Role of English Language

Questions 27–30

Complete the table below.

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

Information/visual aid	Where from?
Overhead projector	the 27
Map of West Africa	the 28
Map of the islands	a tourist brochure
Literacy figures	the 29
30 on school places	as above

SECTION 4 *Questions 31–40**Questions 31–33*

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

Monosodium Glutamate (MSG)

- 31 The speaker says the main topic of the lecture is
- A the history of monosodium glutamate.
 - B the way monosodium glutamate works.
 - C where monosodium glutamate is used.
- 32 In 1908, scientists in Japan
- A made monosodium glutamate.
 - B began using kombu.
 - C identified glutamate.
- 33 What change occurred in the manufacture of glutamate in 1956?
- A It began to be manufactured on a large scale.
 - B The Japanese began extracting it from natural sources.
 - C It became much more expensive to produce.

Questions 34–40

Complete the notes below.

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

Monosodium Glutamate (MSG)

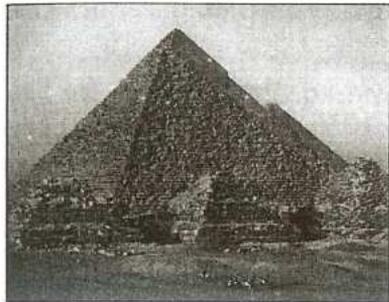
- MSG contains
 - glutamate (78.2%)
 - sodium (12.2%)
 - **34** (9.6%)
- Glutamate is found in foods that contain protein such as **35** and **36**
- MSG is used in foods in many different parts of the world.
- In 1908 Kikunae Ikeda discovered a **37**
- Our ability to detect glutamate makes sense because it is so **38** naturally.
- John Prescott suggests that:
 - sweetness tells us that a food contains carbohydrates.
 - **39** tells us that a food contains toxins.
 - sourness tells us that a food is spoiled.
 - saltiness tells us that a food contains **40**

READING

READING PASSAGE 1

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

Pulling strings to build pyramids



No one knows exactly how the pyramids were built. Marcus Chown reckons the answer could be 'hanging in the air'.

The pyramids of Egypt were built more than three thousand years ago, and no one knows how. The conventional picture is that tens of thousands of slaves dragged stones on sledges. But there is no evidence to back this up. Now a Californian software consultant called Maureen Clemmons has suggested that kites might have been involved. While perusing a book on

the monuments of Egypt, she noticed a hieroglyph that showed a row of men standing in odd postures. They were holding what looked like ropes that led, via some kind of mechanical system, to a giant bird in the sky. She wondered if perhaps the bird was actually a giant kite, and the men were using it to lift a heavy object.

Intrigued, Clemmons contacted Morteza Gharib, aeronautics professor at the California Institute of Technology. He was fascinated by the idea. 'Coming from Iran, I have a keen interest in Middle Eastern science,' he says. He too was puzzled by the picture that had sparked Clemmons's interest. The object in the sky apparently had wings far too short and wide for a bird. 'The possibility certainly existed that it was a kite,' he says. And since he needed a summer project for his student Emilio Graff, investigating the possibility of using kites as heavy lifters seemed like a good idea.

Gharib and Graff set themselves the task of raising a 4.5-metre stone column from horizontal to vertical, using no source of energy except the wind. Their initial calculations and scale-model wind-tunnel experiments convinced them they wouldn't need a strong wind to lift the 33.5-tonne column. Even a modest force, if sustained over a long time, would do. The key was to use a pulley system that would magnify the applied force. So they rigged up a tent-shaped scaffold directly above the tip of the horizontal column, with pulleys suspended from the scaffold's apex. The idea was that as one end of the column rose, the base would roll across the ground on a trolley.

Earlier this year, the team put Clemmons's unlikely theory to the test, using a 40-square-metre rectangular nylon sail. The kite lifted the column clean off the ground. 'We were absolutely stunned,' Gharib says. 'The instant the sail opened into the wind, a huge force was generated and the column was raised to the vertical in a mere 40 seconds.'

The wind was blowing at a gentle 16 to 20 kilometres an hour, little more than half what they thought would be needed. What they had failed to reckon with was what happened when the kite was opened. 'There was a huge initial force – five times larger than the steady state force,' Gharib says. This jerk meant that kites could lift huge weights, Gharib realised. Even a 300-tonne column could have been lifted to the vertical with 40 or so men and four or five sails. So Clemmons was right: the pyramid builders could have used kites to lift massive stones into place. 'Whether they actually did is another matter,' Gharib says. There are no pictures showing the construction of the pyramids, so there is no way to tell what really happened. 'The evidence for using kites to move large stones is no better or worse than the evidence for the brute force method,' Gharib says.

Indeed, the experiments have left many specialists unconvinced. 'The evidence for kite-lifting is non-existent,' says Willeke Wendrich, an associate professor of Egyptology at the University of California, Los Angeles.

Others feel there is more of a case for the theory. Harnessing the wind would not have been a problem for accomplished sailors like the Egyptians. And they are known to have used wooden pulleys, which could have been made strong enough to bear the weight of massive blocks of stone. In addition, there is some physical evidence that the ancient Egyptians were interested in flight. A wooden artefact found on the step pyramid at Saqqara looks uncannily like a modern glider. Although it dates from several hundred years after the building of the pyramids, its sophistication suggests that the Egyptians might have been developing ideas of flight for a long time. And other ancient civilisations certainly knew about kites; as early as 1250 BC, the Chinese were using them to deliver messages and dump flaming debris on their foes.

The experiments might even have practical uses nowadays. There are plenty of places around the globe where people have no access to heavy machinery, but do know how to deal with wind, sailing and basic mechanical principles. Gharib has already been contacted by a civil engineer in Nicaragua, who wants to put up buildings with adobe roofs supported by concrete arches on a site that heavy equipment can't reach. His idea is to build the arches horizontally, then lift them into place using kites. 'We've given him some design hints,' says Gharib. 'We're just waiting for him to report back.' So whether they were actually used to build the pyramids or not, it seems that kites may make sensible construction tools in the 21st century AD.

Questions 1–7

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

In boxes 1–7 on your answer sheet, write

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

- 1 It is generally believed that large numbers of people were needed to build the pyramids.
- 2 Clemmons found a strange hieroglyph on the wall of an Egyptian monument.
- 3 Gharib had previously done experiments on bird flight.
- 4 Gharib and Graff tested their theory before applying it.
- 5 The success of the actual experiment was due to the high speed of the wind.
- 6 They found that, as the kite flew higher, the wind force got stronger.
- 7 The team decided that it was possible to use kites to raise very heavy stones.

Questions 8–13

Complete the summary below.

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

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

Additional evidence for theory of kite-lifting

The Egyptians had 8 , which could lift large pieces of 9 , and they knew how to use the energy of the wind from their skill as 10 The discovery on one pyramid of an object which resembled a 11 suggests they may have experimented with 12 In addition, over two thousand years ago kites were used in China as weapons, as well as for sending 13

READING PASSAGE 2

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

Endless Harvest



More than two hundred years ago, Russian explorers and fur hunters landed on the Aleutian Islands, a volcanic archipelago in the North Pacific, and learned of a land mass that lay farther to the north. The islands' native inhabitants called this land mass Aleyska, the 'Great Land'; today, we know it as Alaska.

The forty-ninth state to join the United States of America (in 1959), Alaska is fully one-fifth the size of the mainland 48 states combined. It shares, with Canada, the second longest river system in North America and has over half the coastline

of the United States. The rivers feed into the Bering Sea and Gulf of Alaska – cold, nutrient-rich waters which support tens of millions of seabirds, and over 400 species of fish, shellfish, crustaceans, and molluscs. Taking advantage of this rich bounty, Alaska's commercial fisheries have developed into some of the largest in the world.

According to the Alaska Department of Fish and Game (ADF&G), Alaska's commercial fisheries landed hundreds of thousands of tonnes of shellfish and herring, and well over a million tonnes of groundfish (cod, sole, perch and pollock) in 2000. The true cultural heart and soul of Alaska's fisheries, however, is salmon. 'Salmon,' notes writer Susan Ewing in *The Great Alaska Nature Factbook*, 'pump through Alaska like blood through a heart, bringing rhythmic, circulating nourishment to land, animals and people.' The 'predictable abundance of salmon allowed some native cultures to flourish,' and 'dying spawners* feed bears, eagles, other animals, and ultimately the soil itself.' All five species of Pacific salmon – chinook, or king; chum, or dog; coho, or silver; sockeye, or red; and pink, or humpback – spawn** in Alaskan waters, and 90% of all Pacific salmon commercially caught in North America are produced there. Indeed, if Alaska was an independent nation, it would be the largest producer of wild salmon in the world. During 2000, commercial catches of Pacific salmon in Alaska exceeded 320,000 tonnes, with an ex-vessel value of over \$US260 million.

Catches have not always been so healthy. Between 1940 and 1959, overfishing led to crashes in salmon populations so severe that in 1953 Alaska was declared a federal disaster area. With the onset of statehood, however, the State of Alaska took over management of its own fisheries, guided by a state constitution which mandates that Alaska's natural resources be managed on a sustainable basis. At that time, statewide harvests totalled around 25 million salmon. Over the next few decades average catches steadily increased as a result of this policy of sustainable

* spawners: fish that have released eggs

** spawn: release eggs

management, until, during the 1990s, annual harvests were well in excess of 100 million, and on several occasions over 200 million fish.

The primary reason for such increases is what is known as 'In-Season Abundance-Based Management'. There are biologists throughout the state constantly monitoring adult fish as they show up to spawn. The biologists sit in streamside counting towers, study sonar, watch from aeroplanes, and talk to fishermen. The salmon season in Alaska is not pre-set. The fishermen know the approximate time of year when they will be allowed to fish, but on any given day, one or more field biologists in a particular area can put a halt to fishing. Even sport fishing can be brought to a halt. It is this management mechanism that has allowed Alaska salmon stocks – and, accordingly, Alaska salmon fisheries – to prosper, even as salmon populations in the rest of the United States are increasingly considered threatened or even endangered.

In 1999, the Marine Stewardship Council (MSC)^{***} commissioned a review of the Alaska salmon fishery. The Council, which was founded in 1996, certifies fisheries that meet high environmental standards, enabling them to use a label that recognises their environmental responsibility. The MSC has established a set of criteria by which commercial fisheries can be judged. Recognising the potential benefits of being identified as environmentally responsible, fisheries approach the Council requesting to undergo the certification process. The MSC then appoints a certification committee, composed of a panel of fisheries experts, which gathers information and opinions from fishermen, biologists, government officials, industry representatives, non-governmental organisations and others.

Some observers thought the Alaska salmon fisheries would not have any chance of certification when, in the months leading up to MSC's final decision, salmon runs throughout western Alaska completely collapsed. In the Yukon and Kuskokwim rivers, chinook and chum runs were probably the poorest since statehood; subsistence communities throughout the region, who normally have priority over commercial fishing, were devastated.

The crisis was completely unexpected, but researchers believe it had nothing to do with impacts of fisheries. Rather, they contend, it was almost certainly the result of climatic shifts, prompted in part by cumulative effects of the el niño/la niña phenomenon on Pacific Ocean temperatures, culminating in a harsh winter in which huge numbers of salmon eggs were frozen. It could have meant the end as far as the certification process was concerned. However, the state reacted quickly, closing down all fisheries, even those necessary for subsistence purposes.

In September 2000, MSC announced that the Alaska salmon fisheries qualified for certification. Seven companies producing Alaska salmon were immediately granted permission to display the MSC logo on their products. Certification is for an initial period of five years, with an annual review to ensure that the fishery is continuing to meet the required standards.

^{***} MSC: a joint venture between WWF (World Wildlife Fund) and Unilever, a Dutch-based multi-national

Questions 14–20

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

In boxes 14–20 on your answer sheet, write

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

- 14 The inhabitants of the Aleutian islands renamed their islands 'Aleyska'.
- 15 Alaska's fisheries are owned by some of the world's largest companies.
- 16 Life in Alaska is dependent on salmon.
- 17 Ninety per cent of all Pacific salmon caught are sockeye or pink salmon.
- 18 More than 320,000 tonnes of salmon were caught in Alaska in 2000.
- 19 Between 1940 and 1959, there was a sharp decrease in Alaska's salmon population.
- 20 During the 1990s, the average number of salmon caught each year was 100 million.

Questions 21–26

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

Write the correct letter, **A–K**, in boxes 21–26 on your answer sheet.

- 21 In Alaska, biologists keep a check on adult fish
- 22 Biologists have the authority
- 23 In-Season Abundance-Based Management has allowed the Alaska salmon fisheries
- 24 The Marine Stewardship Council (MSC) was established
- 25 As a result of the collapse of the salmon runs in 1999, the state decided
- 26 In September 2000, the MSC allowed seven Alaska salmon companies

- A** to recognise fisheries that care for the environment.
- B** to be successful.
- C** to stop fish from spawning.
- D** to set up environmental protection laws.
- E** to stop people fishing for sport.
- F** to label their products using the MSC logo.
- G** to ensure that fish numbers are sufficient to permit fishing.
- H** to assist the subsistence communities in the region.
- I** to freeze a huge number of salmon eggs.
- J** to deny certification to the Alaska fisheries.
- K** to close down all fisheries.

READING PASSAGE 3

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

EFFECTS OF NOISE

In general, it is plausible to suppose that we should prefer peace and quiet to noise. And yet most of us have had the experience of having to adjust to sleeping in the mountains or the countryside because it was initially 'too quiet', an experience that suggests that humans are capable of adapting to a wide range of noise levels. Research supports this view. For example, Glass and Singer (1972) exposed people to short bursts of very loud noise and then measured their ability to work out problems and their physiological reactions to the noise. The noise was quite disruptive at first, but after about four minutes the subjects were doing just as well on their tasks as control subjects who were not exposed to noise. Their physiological arousal also declined quickly to the same levels as those of the control subjects.

But there are limits to adaptation and loud noise becomes more troublesome if the person is required to concentrate on more than one task. For example, high noise levels interfered with the performance of subjects who were required to monitor three dials at a time, a task not unlike that of an aeroplane pilot or an air-traffic controller (Broadbent, 1957). Similarly, noise did not affect a subject's ability to track a moving line with a steering wheel, but it did interfere with the subject's ability to repeat numbers while tracking (Finkelman and Glass, 1970).

Probably the most significant finding from research on noise is that its predictability is more important than how loud it is. We are much more able to 'tune out' chronic background noise, even if it is quite loud, than to work under circumstances with unexpected intrusions of noise. In the Glass and Singer study, in which subjects were exposed to bursts of noise as they worked on a task, some subjects heard loud bursts and others heard soft bursts. For some subjects, the bursts were spaced exactly one minute apart (predictable noise); others heard the same amount of noise overall, but the bursts

	Unpredictable Noise	Predictable Noise	Average
Loud noise	40.1	31.8	35.9
Soft noise	36.7	27.4	32.1
Average	38.4	29.6	

Table 1: Proofreading Errors and Noise

occurred at random intervals (unpredictable noise). Subjects reported finding the predictable and unpredictable noise equally annoying, and all subjects performed at about the same level during the noise portion of the experiment. But the different noise conditions had quite different after-effects when the subjects were required to proofread written material under conditions of no noise. As shown in Table 1 the unpredictable noise produced more errors in the later proofreading task than predictable noise; and soft, unpredictable noise actually produced slightly more errors on this task than the loud, predictable noise.

Apparently, unpredictable noise produces more fatigue than predictable noise, but it takes a while for this fatigue to take its toll on performance.

Predictability is not the only variable that reduces or eliminates the negative effects of noise. Another is control. If the individual knows that he or she can control the noise, this seems to eliminate both its negative effects at the time and its after-effects. This is true even if the individual never actually exercises his or her option to turn the noise off (Glass and Singer, 1972). Just the knowledge that one has control is sufficient.

The studies discussed so far exposed people to noise for only short periods and only transient effects were studied. But the major worry about noisy environments is that living day after day with chronic noise may produce serious, lasting effects. One study, suggesting that this worry is a realistic one, compared elementary school pupils who attended schools near Los Angeles's busiest airport with students who attended schools in quiet neighbourhoods (Cohen et al., 1980). It was found that children from the noisy schools had higher blood pressure and were more easily distracted than those who attended the quiet schools. Moreover, there was no evidence of adaptability to the noise. In fact, the longer the children had attended the noisy schools, the more distractible they became. The effects also seem to be long lasting. A follow-up study showed that children who were moved to less noisy classrooms still showed greater distractibility one year later than students who had always been in the quiet schools (Cohen et al, 1981). It should be noted that the two groups of children had been carefully matched by the investigators so that they were comparable in age, ethnicity, race, and social class.

Questions 27–29

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

Write the correct letter in boxes 27–29 on your answer sheet.

- 27 The writer suggests that people may have difficulty sleeping in the mountains because
- A humans do not prefer peace and quiet to noise.
 - B they may be exposed to short bursts of very strange sounds.
 - C humans prefer to hear a certain amount of noise while they sleep.
 - D they may have adapted to a higher noise level in the city.
- 28 In noise experiments, Glass and Singer found that
- A problem-solving is much easier under quiet conditions.
 - B physiological arousal prevents the ability to work.
 - C bursts of noise do not seriously disrupt problem-solving in the long term.
 - D the physiological arousal of control subjects declined quickly.
- 29 Researchers discovered that high noise levels are not likely to interfere with the
- A successful performance of a single task.
 - B tasks of pilots or air traffic controllers.
 - C ability to repeat numbers while tracking moving lines.
 - D ability to monitor three dials at once.

Questions 30–34

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

Write the correct letter, A–J, in boxes 30–34 on your answer sheet.

NB You may use any letter more than once.

Glass and Singer (1972) showed that situations in which there is intense noise have less effect on performance than circumstances in which 30 noise occurs. Subjects were divided into groups to perform a task. Some heard loud bursts of noise, others soft. For some subjects, the noise was predictable, while for others its occurrence was random. All groups were exposed to 31 noise. The predictable noise group 32 the unpredictable noise group on this task.

In the second part of the experiment, the four groups were given a proofreading task to complete under conditions of no noise. They were required to check written material for errors. The group which had been exposed to unpredictable noise 33 the group which had been exposed to predictable noise. The group which had been exposed to loud predictable noise performed better than those who had heard soft, unpredictable bursts. The results suggest that 34 noise produces fatigue but that this manifests itself later.

- | | |
|---|--------------------------------------|
| A | no control over |
| B | unexpected |
| C | intense |
| D | the same amount of |
| E | performed better than |
| F | performed at about the same level as |
| G | no |
| H | showed more irritation than |
| I | made more mistakes than |
| J | different types of |

Questions 35–40

Look at the following statements (Questions 35–40) and the list of researchers below.

Match each statement with the correct researcher(s), A–E.

Write the correct letter, A–E, in boxes 35–40 on your answer sheet.

NB You may use any letter more than once.

- 35 Subjects exposed to noise find it difficult at first to concentrate on problem-solving tasks.
- 36 Long-term exposure to noise can produce changes in behaviour which can still be observed a year later.
- 37 The problems associated with exposure to noise do not arise if the subject knows they can make it stop.
- 38 Exposure to high-pitched noise results in more errors than exposure to low-pitched noise.
- 39 Subjects find it difficult to perform three tasks at the same time when exposed to noise.
- 40 Noise affects a subject's capacity to repeat numbers while carrying out another task.

List of Researchers

- A** Glass and Singer
- B** Broadbent
- C** Finkelman and Glass
- D** Cohen et al.
- E** None of the above

WRITING

WRITING TASK 1

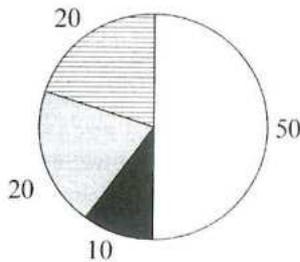
You should spend about 20 minutes on this task.

The pie charts below show units of electricity production by fuel source in Australia and France in 1980 and 2000.

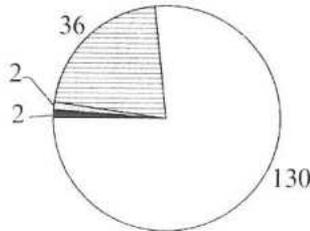
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Units of electricity by fuel source in Australia

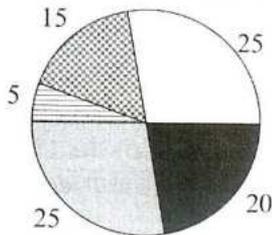


1980
Total Production:
100 units

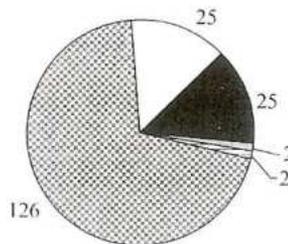


2000
Total Production:
170 units

Units of electricity by fuel source in France



1980
Total Production:
90 units



2000
Total Production:
180 units

- Coal
- Oil
- Natural Gas
- Hydro Power
- Nuclear Power

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some people think that universities should provide graduates with the knowledge and skills needed in the workplace. Others think that the true function of a university should be to give access to knowledge for its own sake, regardless of whether the course is useful to an employer.

What, in your opinion, should be the main function of a university?

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

Travelling to work or college

- How do you usually travel to work or college? [Why?]
- Have you always travelled to work/college in the same way? [Why/Why not?]
- What do you like about travelling to work/college this way?
- What changes would improve the way you travel to work/college? [Why?]

PART 2

Describe a piece of electronic equipment that you find useful.

You should say:

what it is

how you learned to use it

how long you have had it

and explain why you find this piece of electronic equipment useful.

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:

Technology and housework

Example questions:

What kinds of machine are used for housework in modern homes in your country?

How have these machines benefited people? Are there any negative effects of using them?

Do you think all new homes will be equipped with household machines in the future? Why?

Technology in the workplace

Example questions:

What kinds of equipment do most workers need to use in offices today?

How have developments in technology affected employment in your country?

Some people think that technology has brought more stress than benefits to employed people nowadays. Would you agree or disagree? Why?

General Training Reading and Writing Test A

SECTION 1 *Questions 1–14*

Read the text below and answer Questions 1–7.

EASTERN ENERGY

We are here to help and provide you with personal advice on any matters connected with your bill or any other queries regarding your gas and electricity supply.

Moving home

Please give as much notice as possible if you are moving home, but at least 48 hours is required for us to make the necessary arrangements for your gas and electricity supply. Please telephone our 24-hour line on 01316 753219 with details of your move. In most cases we are happy to accept your meter reading on the day you move. Tell the new occupant that Eastern Energy supply the household, to ensure the service is not interrupted. Remember we can now supply electricity and gas at your new address, anywhere in the UK. If you do not contact us, you may be held responsible for the payment for electricity used after you have moved.

Meter reading

Eastern Energy uses various types of meter ranging from the traditional dial meter to new technology digital display meters. Always read the meter from left to right, ignoring any red dials. If you require assistance, contact our 24-hour line on 0600 7310 310.

Energy Efficiency Line

If you would like advice on the efficient use of energy, please call our Energy Efficiency Line on 0995 7626 513. Please do not use this number for any other enquiries.

Special services

Passwords – you can choose a password so that, whenever we visit you at home, you will know it is us. For more information, ring our helpline on 0995 7290 290.

Help and advice

If you need help or advice with any issues, please contact us on 01316 440188.

Complaints

We hope you will never have a problem or cause to complain, but, if you do, please contact our complaints handling team at PO Box 220, Stanfield, ST55 6GF or telephone us on 01316 753270.

Supply failure

If you experience any problems with your electricity supply, please call free on 0600 7838 836, 24 hours a day, seven days a week.

Questions 1–7

Do the following statements agree with the information given in the text on page 104?

In boxes 1–7 on your answer sheet, write

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

- 1 Customers should inform Eastern Energy of a change of address on arrival at their new home.
- 2 Customers are expected to read their own gas or electricity meters.
- 3 It is now cheaper to use gas rather than electricity as a form of heating.
- 4 Eastern Energy supplies energy to households throughout the country.
- 5 The Energy Efficiency Line also handles queries about energy supply.
- 6 All complaints about energy supply should be made by phone.
- 7 Customers are not charged for the call when they report a fault in supply.

Questions 8–14

The text on page 107 has seven sections, A–G.

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

Write the correct number, i–x, in boxes 8–14 on your answer sheet.

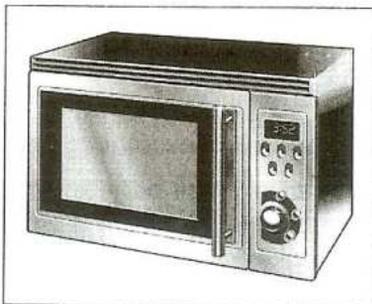
List of Headings

- i Re-heating
- ii Foods with skins
- iii Keeping your oven clean
- iv Standing time
- v Rapid cooking times
- vi Using a thermometer
- vii Small quantities of food
- viii Deep fat frying
- ix Foods low in moisture
- x Liquids

- 8 Section A
- 9 Section B
- 10 Section C
- 11 Section D
- 12 Section E
- 13 Section F
- 14 Section G

Using your new microwave oven

Some important points to note



- A As microwave cooking times are much shorter than other cooking times, it is essential that recommended cooking times are not exceeded without first checking the food.
- B Take care when heating small amounts of food as these can easily burn, dry out or catch fire if cooked too long. Always set short cooking times and check the food frequently.
- C Take care when heating 'dry' foods, e.g. bread items, chocolate and pastries. These can easily burn or catch fire if cooked too long.
- D Some processed meats, such as sausages, have non-porous casings. These must be pierced by a fork before cooking, to prevent bursting. Whole fruit and vegetables should be similarly treated.
- E When heating soup, sauces and beverages in your microwave oven, heating beyond boiling point can occur without evidence of bubbling. Care should be taken not to overheat.
- F When warming up food for a second time, it is essential that it is served ' piping hot ', i.e. steam is being emitted from all parts and any sauce is bubbling. For foods that cannot be stirred, e.g. pizza, the centre should be cut with a knife to test it is well heated through.
- G It is important for the safe operation of the oven that it is wiped out regularly. Use warm, soapy water, squeeze the cloth out well and use it to remove any grease or food from the interior. The oven should be unplugged during this process.

SECTION 2 Questions 15–27

Read the text below and answer Questions 15–20.

CHOOSING PREMISES FOR A NEW BUSINESS

What you need

Three factors dominate the priorities of small businesses looking for premises: cost, cost and cost. Nobody ever has enough money, so there is an overwhelming temptation to go for the cheapest property. It is a mistake that can take decades to rectify – and even threaten the future of a promising business.

Ironically some firms swing too far in the other direction, committing themselves to a heavy initial outlay because they believe in the importance of image – and that does not come cheap. Finding the right premises is the real secret. That can, and will, vary enormously according to the type of business. But there are some general rules that apply to any operation.

Location

High street premises are important for shops which rely on passing trade – but these are expensive. Rents fall quickly within a few metres of main roads. Offices, however, need not be located centrally, particularly if most business is done on the phone or via email.

Manufacturing and storage relies heavily on access. Think about how vans and lorries will deliver and collect goods from the premises. Nearby parking can be important for staff, and public transport can be even more so, as traffic restrictions tighten.

Size

This is a crucial decision. Health and Safety laws provide basic guidance on how much room is required per office desk or manufacturing operation. But remember to allow for growth.

Growth

Every small business aims to become a big business, but this prospect can be obstructed if the wrong decisions are made early on. It is important to consider flexibility from the start. Can a building be physically altered internally by knocking down walls or by extending outwards or adding extra floors? Is there spare land next door to expand later if necessary?

Landlords obviously have to agree to any changes so it is important that the contract includes details of what will be allowed and how much extra will be charged on top of the costs of rebuilding or alteration. Planning rules must also be considered. Local authorities are not always open to discussion about the future of premises. They may have rigid rules about increasing density of development. The building may be in a conservation area or near housing, in which case it will be much more difficult to consider changes.

Questions 15–20

Complete the sentences below.

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

Write your answers in boxes 15–20 on your answer sheet.

- 15 Some people choose expensive premises because they want to create an impressive for their company.
- 16 Businesses which depend on need to be on or near the principal shopping areas.
- 17 Businesses which produce goods must check there is to the premises for delivery vehicles.
- 18 When choosing a building for your premises, find out whether could be removed to create more room.
- 19 Make sure that the states what type of building alterations might be permitted.
- 20 If business premises are located close to , extensions may not be allowed.

Read the text below and answer Questions 21–27.

CALIFORNIA STATE COLLEGE

WORKING CONDITIONS AND BENEFITS FOR EMPLOYEES

Payday

Employees are paid every other Friday. If Friday is a holiday, payday will be the following Monday. Generally, employees pick up the pay checks in their department; if not, they may be picked up at the Business Office.

Overtime

All time worked over eight hours in one day and forty hours in a workweek, and also the first eight hours worked on the seventh day of work in a workweek is considered overtime for non-exempt employees. The supervisor must approve all overtime before overtime occurs. Hours in excess of eight hours on the seventh day and in excess of twelve hours in one day will be paid at double time. Exempt employees receive no additional compensation for overtime hours.

Parking

All employees who will be parking in a staff parking zone must obtain a parking permit. A monthly pre-tax payroll deduction can be made by visiting Human Resources. If you wish to pay cash, present your staff I.D. and license number to the Cashier's Office. The Safety Department will ticket cars without a parking permit and a fine will be applied.

I.D. Card

All employees are required to carry an I.D. card. If an employee loses his/her card, there will be an automatic charge of \$5.00 to issue a duplicate. If an employee gives up employment, his/her I.D. card must be returned prior to release of final paycheck.

Holidays

All regular and temporary full-time employees generally receive approximately 13 paid holidays during the course of each calendar year. Regular part-time employees will receive holiday benefits worked out using a prorated system. The holiday schedule is initiated annually.

Personal Holiday

Each employee is granted one extra day as a Personal Holiday at the time of hire, and at the beginning of each calendar year. Personal Holiday hours must be taken at one time (eight hours full-time or prorated based on the employee's time). Employees requesting Personal Holiday will be required to complete 'Leave Request' forms. No more than one Personal Holiday is authorized annually.

Birthday Holiday

All regular and temporary full-time or part-time employees are entitled to take their birthday off with pay. An employee has a fifteen-day span before and following his/her birthday to take the paid day off. What is known as a grace period through January 15th is given to those employees whose birthdays fall between December 16th and the end of the year.

Questions 21–27

Answer the questions below.

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

Write your answers in boxes 21–27 on your answer sheet.

- 21 Where do most employees collect their wages?
- 22 Who has to authorise any overtime an employee wishes to do?
- 23 Who is not paid extra for working more than 40 hours a week?
- 24 Where should employees go if they wish to have the parking charge taken off their salary?
- 25 What method is used to calculate part-time employees' holidays?
- 26 Which documents must employees fill in to select their Personal Holiday?
- 27 What is the name of the special entitlement provided to employees with birthdays in the second half of December?

SECTION 3 *Questions 28–40*

Read the text on pages 112 and 113 and answer Questions 28–40.

A Very Special Dog

Florence is one of a new breed of dog who is making the work of the Australian Customs much easier.



It is 8.15 a.m. A flight lands at Melbourne's Tullamarine International Airport. Several hundred pieces of baggage are rushed from the plane onto a conveyor belt in the baggage reclaim annexe. Over the sound of roaring engines, rushing air vents and grinding generators, a dog barks. Florence, a sleek black labrador, wags her tail.

Among the cavalcade of luggage passing beneath Florence's all-smelling nose, is a nondescript hardback suitcase. Inside the case, within styrofoam casing, packed in loose pepper and coffee, wrapped in freezer paper and heat-sealed in plastic, are 18 kilograms of hashish.

The cleverly concealed drugs don't fool super-sniffer Florence, and her persistent scratching at the case alerts her handler. Florence is one of a truly new breed: the product of what is perhaps the only project in the world dedicated to breeding dogs solely to detect drugs. Ordinary dogs have a 0.1% chance of making it in drug detection. The new breeding programme, run by the Australian Customs, is so successful that more than 50% of its dogs make the grade.

And what began as a wholly practical exercise in keeping illegal drugs out of Australia may end up playing a role in an entirely different sphere – the comparatively esoteric world of neurobiology. It turns out that it's not Florence's nose that makes her a top drug dog, but her unswerving concentration, plus a few other essential traits. Florence could help neurobiologists to understand both what they call 'attention processing', the brain mechanisms that determine what a person pays attention to and for how long, and its flip side, problems such as Attention Deficit/Hyperactivity Disorder (ADHD). As many as 3 to 5% of children are thought to suffer from the condition in the US, where the incidence is highest, although diagnosis is often controversial.

The Australian Customs has used dogs to find drugs since 1969. Traditionally, the animals came from pounds and private breeders. But, in 1993, fed up with the poor success rate of finding good dogs this way, John Vandelloo, senior instructor with the Detector Dog Unit, joined forces with Kath Champness, then a doctoral student at the University of Melbourne, and set up a breeding programme.

Champness began by defining six essential traits that make a detector dog. First, every good detector dog must love praise because this is the only tool trainers have at their disposal, but the dog must still be able to work for long periods without it. Then it needs a strong hunting instinct and the stamina to keep sniffing at the taxing rate of around 300 times per minute. The ideal detector is also fearless enough to deal with jam-packed airport crowds and the roaring engine rooms of cargo ships.

The remaining two traits are closely related and cognitive in nature. A good detector must be capable of focusing on the task of searching for drugs, despite the distractions in any airport or dockside. This is what neurobiologists call 'selective attention'. And finally, with potentially tens of thousands of hiding places for drugs, the dog must persevere and maintain focus for hours at a time. Neurobiologists call this 'sustained attention'.

Vandeloo and Champness assess the dogs' abilities to concentrate by marking them on a scale of between one and five according to how well they remain focused on a toy tossed into a patch of grass. Ivan scores a feeble one. He follows the toy, gets half-way there, then becomes distracted by places where the other dogs have been or by flowers in the paddock. Rowena, on the other hand, has phenomenal concentration; some might even consider her obsessive. When Vandeloo tosses the toy, nothing can distract her from the searching, not other dogs, not food. And even if no one is around to encourage her, she keeps looking just the same. Rowena gets a five.

A person's ability to pay attention, like a dog's, depends on a number of overlapping cognitive behaviours, including memory and learning – the neurobiologist's attention processing. Attention in humans can be tested by asking subjects to spot colours on a screen while ignoring shapes, or to spot sounds while ignoring visual cues, or to take a 'vigilance test'. Sitting a vigilance test is like being a military radar operator. Blips appear on a cluttered monitor infrequently and at irregular intervals. Rapid detection of all blips earns a high score. Five minutes into the test, one in ten subjects will start to miss the majority of the blips, one in ten will still be able to spot nearly all of them and the rest will come somewhere in between.

Vigilance tasks provide signals that are infrequent and unpredictable – which is exactly what is expected of the dogs when they are asked to notice just a few odour molecules in the air, and then to home in on the source. During a routine mail screen that can take hours, the dogs stay so focused that not even a postcard lined with 0.5 grams of heroin and hidden in a bulging sack of letters escapes detection.

With the current interest in attentional processing, as well as human conditions that have an attention deficit component, such as ADHD, it is predicted that it is only a matter of time before the super-sniffer dogs attract the attention of neurobiologists trying to cure these conditions.

Questions 28–32

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

Write the correct letter in boxes 28–32 on your answer sheet.

- 28** The drugs in the suitcase
- A** were hidden inside the lining.
 - B** had pepper and coffee around them.
 - C** had previously been frozen.
 - D** had a special smell to repel dogs.
- 29** Most dogs are not good at finding drugs because
- A** they don't work well with a handler.
 - B** they lack the right training.
 - C** the drugs are usually very well hidden.
 - D** they lack certain genetic qualities.
- 30** Florence is a good drug detector because she
- A** has a better sense of smell than other dogs.
 - B** is not easily distracted.
 - C** has been specially trained to work at airports.
 - D** enjoys what she is doing.
- 31** Dogs like Florence may help scientists understand
- A** how human and dog brains differ.
 - B** how people can use both sides of their brain.
 - C** why some people have difficulty paying attention.
 - D** the best way for people to maintain their focus.
- 32** In 1993, the Australian Customs
- A** decided to use its own dogs again.
 - B** was successful in finding detector dogs.
 - C** changed the way it obtained dogs.
 - D** asked private breeders to provide more dogs.

Questions 33–36

Choose **FOUR** letters, **A–J**.

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

The writer mentions a number of important qualities that detector dogs must have.

Which **FOUR** of the following qualities are mentioned by the writer of the text?

- A** a good relationship with people
- B** a willingness to work in smelly conditions
- C** quick reflexes
- D** an ability to work in noisy conditions
- E** an ability to maintain concentration
- F** a willingness to work without constant encouragement
- G** the skill to find things in long grass
- H** experience as hunters
- I** a desire for people's approval
- J** the ability to search a large number of places rapidly

Questions 37–40

Do the following statements agree with the information given in the text?

In boxes 37–40 on your answer sheet, write

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

- 37 Methods of determining if a child has ADHD are now widely accepted.
- 38 After about five minutes of a vigilance test, some subjects will still notice some blips.
- 39 Vigilance tests help improve concentration.
- 40 If a few grams of a drug are well concealed, even the best dogs will miss them.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

You have recently started work in a new company.

Write a letter to an English-speaking friend. In your letter

- *explain why you changed jobs*
- *describe your new job*
- *tell him/her your other news*

Write at least 150 words.

You do NOT need to write any addresses.

Begin your letter as follows:

Dear,

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some people prefer to live in a house, while others feel that there are more advantages to living in an apartment.

Are there more advantages than disadvantages of living in a house compared with living in an apartment?

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

Write at least 250 words.

General Training Reading and Writing Test B

SECTION 1 Questions 1–14

Read the text below and answer Questions 1–7.

CALL ANYWHERE IN THE STATE FOR ONE LOW SHORT-DISTANCE RATE!

You have a choice of three Supafone Mobile Digital access plans: Leisuretime, Executive and Highflier. They are designed to meet the needs of light, moderate and high-volume users. Calls in each plan are charged at only two rates – short-distance and long-distance. You enjoy big savings with off-peak calls.

LEISURETIME

Your mobile phone is mainly for personal use. You use your phone to keep family and friends in touch. You don't want to strain your budget.

With this plan you enjoy the lowest monthly access fee and extremely competitive costs for calls. However, a monthly minimum call charge applies.

EXECUTIVE

You're in business and need to be able to call your office and your clients whenever the need arises. You value the convenience of a mobile phone but need to keep a close eye on overheads.

For frequent users: the monthly access fee is slightly higher, but you enjoy the savings of a discounted call rate.

HIGHFLIER

You are always on the move and communications are critical. You need to be able to call and be called wherever you are – world-wide.

As a high-volume user you pay an access fee of just \$60 a month but even lower call rates.

	LEISURETIME		EXECUTIVE		HIGHFLIER	
Monthly Access Fee	\$35		\$46		\$60	
	PEAK 30 sec. unit	OFF PEAK Save 50%	PEAK 30 sec. unit	OFF PEAK Save 50%	PEAK 30 sec. unit	OFF PEAK Save 50%
Short-distance	21.0 cents	10.5 cents	16.8 cents	8.4 cents	15.1 cents	7.6 cents
Long-distance	31.5 cents	16.8 cents	25.2 cents	12.6 cents	21.0 cents	11.4 cents
Best if you spend this amount a month on calls	up to \$95		\$95 – \$180		more than \$180	
Peak time: 7 a.m. to 7 p.m. Monday-Saturday						
Off peak: all other times, including all day Sunday. Billing increments are in 30-second units. Call charges are rounded up to the nearest cent. In off-peak periods, calls are subject to a minimum charge of two 30-second units.						
Once-only Connection Fee: \$30 plus additional \$35 for your SmartCard.						

Questions 1–7

Classify the following statements as referring to

- A the LEISURETIME plan
- B the EXECUTIVE plan
- C the HIGHFLIER plan
- D ALL three of the plans

Write the correct letter, **A**, **B**, **C** or **D**, in boxes 1–7 on your answer sheet.

- 1 The monthly access fee is the highest but the call rates are the lowest.
- 2 Calls are charged at short-distance or long-distance rates.
- 3 This plan is **NOT** primarily intended for people who need a mobile phone for their work.
- 4 This plan is a cost-effective choice if you spend just over \$100 a month on calls.
- 5 It costs 21 cents for a 30-second long-distance call at 2 p.m.
- 6 The connection fee is \$30.
- 7 You will have to pay a minimum amount for calls each month.

Read the text below and answer Questions 8–14.

Westwinds Farm Campsite

Open April – September

(Booking is advised for holidays in July and August to guarantee a place.)

Jim and Meg Oaks welcome you to the campsite. We hope you will enjoy your stay here.

We ask all campers to show due care and consideration whilst staying here and to observe the following camp rules.

- **Keep the campsite clean and tidy:**
 - dispose of litter in the bins provided;
 - leave the showers, toilets and washing area in the same state as you found them;
 - ensure your site is clear of all litter when you leave it.
- **Don't obstruct rights of way.** Keep cars, bikes, etc. off the road.
- **Let sleeping campers have some peace.** Don't make any noise after 10 o'clock at night or before 7.30 in the morning.
- **Dogs must be kept on a lead.** Owners of dogs that disturb other campers by barking through the night will be asked to leave.
- **Disorderly behaviour will not be tolerated.**
- **The lighting of fires is strictly prohibited.**
- **Ball games are not allowed on the campsite.** There is plenty of room for ball games in the park opposite the campsite.
- **Radios, portable music equipment, etc. must not be played at high volume.**

The management reserves the right to refuse admittance.

Questions 8–14

Do the following statements agree with the information given in the text on page 119?

In boxes 8–14 on your answer sheet, write

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

- 8 The campsite is open all year round.
- 9 You should book ahead for the busier times of the year.
- 10 The minimum stay at the campsite is two nights.
- 11 The entrance to the campsite is locked after 10 p.m.
- 12 No dogs are allowed on the campsite.
- 13 You are not allowed to cook food on open fires.
- 14 The owners of the campsite may not allow you to camp there.

SECTION 2 *Questions 15–27*

Read the text below and answer Questions 15–27.

The law on minimum pay

Who is entitled to minimum pay?

Nearly all workers aged 16 years and over, including part-time workers, are entitled to the National Minimum Wage. Amongst those to whom it does **not** apply are those engaged in unpaid work and family members employed by the family business.

What is the minimum wage that I am entitled to?

The National Wage Act specifies the minimum rates of pay applicable nationwide. Since 1 October 2007, the adult rate for workers aged 22 and over has been £5.25 per hour. The development rate for 18–21 year olds and for workers getting training in the first 6 months of a job is £4.60 per hour. The rate for 16–17 year olds starts at £3.40 an hour. There are special provisions for some workers, for example those whose job includes accommodation. Pay means gross pay and includes any items paid through the payroll such as overtime, bonus payments, commission and tips and gratuities.

I believe I'm being paid below the National Minimum Wage Rate. How can I complain?

If you are being paid less than this, there are various steps you can take:

- If you feel able, you should talk directly with your employer. This is a clear legal right, and employers can be fined for not paying the NMW.
- If you are a trade union member, you should call in the union.
- If neither of these is appropriate then you can email via the Revenue and Customs website or call their helpline for advice.

You have the legal right to inspect your employer's pay records if you believe, on reasonable grounds, that you are being paid less than the NMW. Your employer is required to produce the records within 14 days, and must make them available at your place of work or at some other reasonable place. If your employer fails to produce the records, you may take the matter to an employment tribunal. You must make your complaint within three months of the ending of the 14-day notice period.

Questions 15–21

Complete the sentences below.

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

Write your answers in boxes 15–21 on your answer sheet.

- 15 The law on minimum pay doesn't cover you if you are working in your or if you are a volunteer.
- 16 You may be paid under £5 an hour if you are receiving at the start of a job.
- 17 There are different rules for people who are provided with with their jobs.
- 18 If you earn extra money, for example for working longer hours or in tips, this counts as part of your wage when you receive it via
- 19 Anyone being paid below the National Minimum Wage should speak to their if they can.
- 20 According to the law, you can ask to look at your boss's
- 21 You have a period of to complain if your boss does not co-operate within the specified period of time.

Read the text below and answer Questions 22–27.

Dealing with your office emails

Email has completely changed the way we work today. It offers many benefits and, if used well, can be an excellent tool for improving your own efficiency. Managed badly, though, email can be a waste of valuable time. Statistics indicate that office workers need to wade through an average of more than 30 emails a day. Despite your best efforts, unsolicited email or spam can clutter up the most organised inbox and infect your computer system with viruses. Here we give you guidance on protecting yourself.

Prioritising incoming messages

If you are regularly faced with a large volume of incoming messages, you need to prioritise your inbox to identify which emails are really important. If it is obvious spam, it can be deleted without reading. Then follow these steps for each email:

- Check who the email is from. Were you expecting or hoping to hear from the sender? How quickly do they expect you to respond?
- Check what the email is about. Is the subject urgent? Is it about an issue that falls within your sphere of responsibility, or should it just be forwarded to someone else?
- Has the email been in your inbox for long? Check the message time.

An initial scan like this can help you identify the emails that require your prompt attention. The others can be kept for reading at a more convenient time.

Replying in stages

Having prioritised your emails, you can answer them in stages, first with a brief acknowledgement and then a more detailed follow-up. This is particularly advisable when dealing with complicated matters where you don't want to give a rushed answer. If you decide to do this, tell the recipient a definite date when you'll be able to get back to him or her and try to keep to this wherever possible.

Some emails are uncomplicated and only require a brief, one line answer, so it's a good idea to reply to these immediately. For example, if all you need to say is, 'Yes, I can make the 10.00 meeting', or 'Thanks, that's just the information I needed', do it. If you are unable to reply there and then or choose not to, let the sender know that you've received the message and will be in touch as soon as possible.

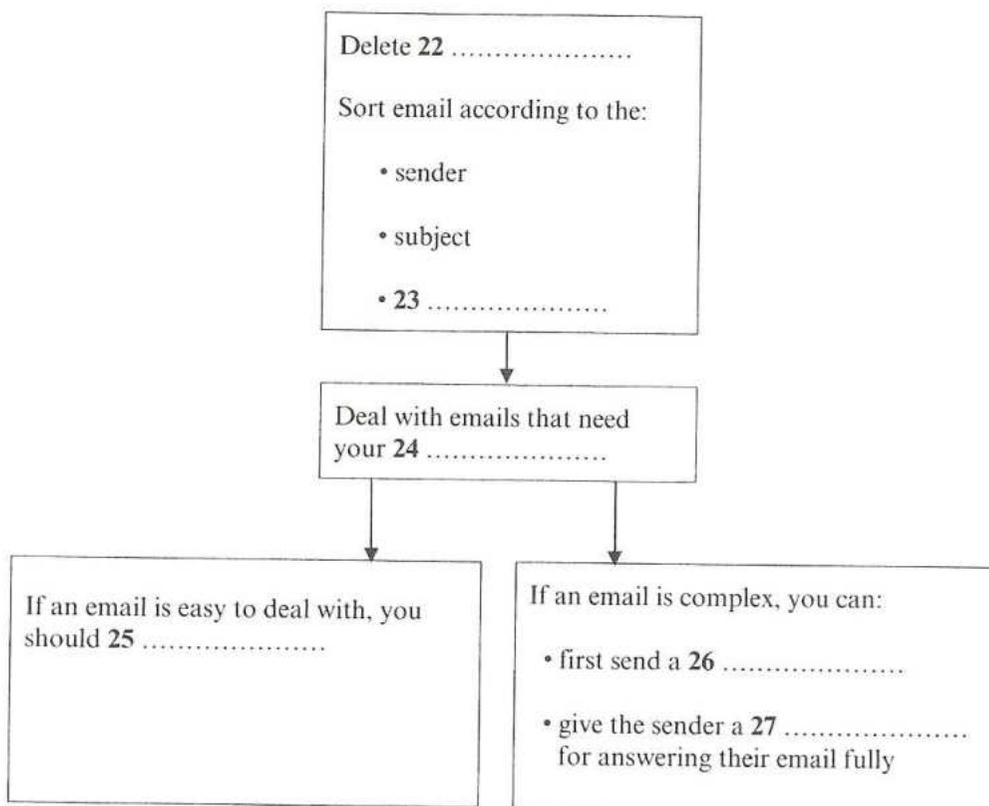
Questions 22–27

Complete the flow chart below.

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

Write your answers in boxes 22–27 on your answer sheet.

Dealing with emails

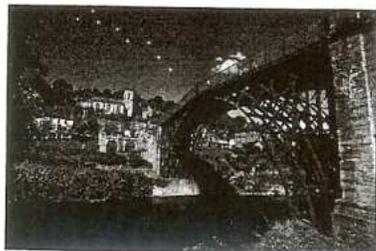


SECTION 3 Questions 28–40

Read the text on pages 125 and 126 and answer Questions 28–40.

THE IRON BRIDGE

The Iron Bridge was the first of its kind in Europe and is universally recognised as a symbol of the Industrial Revolution.



- A The Iron Bridge crosses the River Severn in Coalbrookdale, in the west of England. It was the first cast-iron bridge to be successfully erected, and the first large cast-iron structure of the industrial age in Europe, although the Chinese were expert iron-casters many centuries earlier.
- B Rivers used to be the equivalent of today's motorways, in that they were extensively used for transportation. The River Severn, which starts its life on the Welsh mountains and eventually enters the sea between Cardiff and Bristol, is the longest navigable river in Britain. It was ideal for transportation purposes, and special boats were built to navigate the waters. By the middle of the eighteenth century, the Severn was one of the busiest rivers in Europe. Local goods, including coal, iron products, wool, grain and cider, were sent by river. Among the goods coming upstream were luxuries such as sugar, tea, coffee and wine. In places, the riverbanks were lined with wharves and the river was often crowded with boats loading or unloading.
- C In 1638, Basil Brooke patented a steel-making process and built a furnace at Coalbrookdale. This later became the property of Abraham Darby (referred to as Abraham Darby I to distinguish him from his son and grandson of the same name). After serving an apprenticeship in Birmingham, Darby had started a business in Bristol, but he moved to Coalbrookdale in 1710 with an idea that coke derived from coal could provide a more economical alternative to charcoal as a fuel for ironmaking. This led to cheaper, more efficient ironmaking from the abundant supplies of coal, iron and limestone in the area.
- D His son, Abraham Darby II, pioneered the manufacture of cast iron, and had the idea of building a bridge over the Severn, as ferrying stores of all kinds across the river, particularly the large quantities of fuel for the furnaces at Coalbrookdale and other surrounding ironworks, involved considerable expense and delay. However, it was his son Abraham Darby III (born in 1750) who, in 1775, organised a meeting to plan the building of a bridge. This was designed by a local architect, Thomas Pritchard, who had the idea of constructing it of iron.
- E Sections were cast during the winter of 1778–9 for a 7-metre-wide bridge with a span of 31 metres, 12 metres above the river. Construction took three months during the summer of 1779, and remarkably, nobody was injured during the construction process – a feat almost unheard of even in modern major civil engineering projects. Work on the

approach roads continued for another two years, and the bridge was opened to traffic in 1781. Abraham Darby III funded the bridge by commissioning paintings and engravings, but he lost a lot on the project, which had cost nearly double the estimate, and he died leaving massive debts in 1789, aged only 39. The district did not flourish for much longer, and during the nineteenth and early twentieth centuries factories closed down. Since 1934 the bridge has been open only to pedestrians. Universally recognised as the symbol of the Industrial Revolution, the Iron Bridge now stands at the heart of the Ironbridge Gorge World Heritage Site.

- F** It has always been a mystery how the bridge was built. Despite its pioneering technology, no eye-witness accounts are known which describe the iron bridge being erected – and certainly no plans have survived. However, recent discoveries, research and experiments have shed new light on exactly how it was built, challenging the assumptions of recent decades. In 1997 a small watercolour sketch by Elias Martin came to light in the Swedish capital, Stockholm. Although there is a wealth of early views of the bridge by numerous artists, this is the only one which actually shows it under construction.
- G** Up until recently it had been assumed that the bridge had been built from both banks, with the inner supports tilted across the river. This would have allowed river traffic to continue unimpeded during construction. But the picture clearly shows sections of the bridge being raised from a barge in the river. It contradicted everything historians had assumed about the bridge, and it was even considered that the picture could have been a fake as no other had come to light. So in 2001 a half-scale model of the bridge was built, in order to see if it could have been constructed in the way depicted in the watercolour. Meanwhile, a detailed archaeological, historical and photographic survey was done by the Ironbridge Gorge Museum Trust, along with a 3D CAD (computer-aided design) model by English Heritage.
- H** The results tell us a lot more about how the bridge was built. We now know that all the large castings were made individually as they are all slightly different. The bridge wasn't welded or bolted together as metal bridges are these days. Instead it was fitted together using a complex system of joints normally used for wood – but this was the traditional way in which iron structures were joined at the time. The construction of the model proved that the painting shows a very realistic method of constructing the bridge that could work and was in all probability the method used.
- I** Now only one mystery remains in the Iron Bridge story. The Swedish watercolour sketch had apparently been torn from a book which would have contained similar sketches. It had been drawn by a Swedish artist who lived in London for 12 years and travelled Britain drawing what he saw. Nobody knows what has happened to the rest of the book, but perhaps the other sketches still exist somewhere. If they are ever found they could provide further valuable evidence of how the Iron Bridge was constructed.

Questions 28–31

Answer the questions below.

Choose **ONE NUMBER ONLY** from the text for each answer.

Write your answers in boxes 28–31 on your answer sheet.

- 28 When was the furnace bought by Darby originally constructed?
 29 When were the roads leading to the bridge completed?
 30 When was the bridge closed to traffic?
 31 When was a model of the bridge built?

Questions 32–36

Do the following statements agree with the information given in the text?

In boxes 32–36 on your answer sheet, write

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

- 32 There is no written evidence of how the original bridge was constructed.
 33 The painting by Elias Martin is the only one of the bridge when it was new.
 34 The painting shows that the bridge was constructed from the two banks.
 35 The original bridge and the model took equally long to construct.
 36 Elias Martin is thought to have made other paintings of the bridge.

Questions 37–40

The text has nine paragraphs, A–I.

Which paragraph contains the following information?

Write the correct letter, A–I, in boxes 37–40 on your answer sheet.

- 37 why a bridge was required across the River Severn
 38 a method used to raise money for the bridge
 39 why Coalbrookdale became attractive to iron makers
 40 how the sections of the bridge were connected to each other

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

Last month you had a holiday overseas where you stayed with some friends. They have just sent you some photos of your holiday.

Write a letter to your friends. In your letter

- *thank them for the photos and for the holiday*
- *explain why you didn't write earlier*
- *invite them to come and stay with you*

Write at least 150 words.

You do NOT need to write any addresses.

Begin your letter as follows:

Dear

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some people feel that entertainers (e.g. film stars, pop musicians or sports stars) are paid too much money.

Do you agree or disagree?

Which other types of job should be highly paid?

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

Write at least 250 words.

Listening and Reading Answer keys

TEST 1

LISTENING

Section 1, Questions 1–10

- 1 (a) taxi/cab
- 2 city centre/center
- 3 wait
- 4 door-to-door
- 5 reserve (a seat)
- 6 (the) 17th(of) October
- 7 12.30
- 8 Thomson
- 9 AC 936
- 10 3303 8450 2045 6837

Section 2, Questions 11–20

- 11 B
- 12 A
- 13 B
- 14 C
- 15 C
- 16 A
- 17 C
- 18 A
- 19 C
- 20 B

Section 3, Questions 21–30

- 21 attitude(s)
- 22 gender/sex
- 23 creativity/creativeness
- 24 A
- 25 B
- 26 A
- 27 B
- 28 culture
- 29 profit(s)
- 30 stress/strain

Section 4, Questions 31–40

- 31 April
- 32 children
- 33 repeated
- 34 human
- 35 magic
- 36 distance
- 37 culture
- 38 fire(s)
- 39 touching
- 40 intact

If you score . . .

0–11	12–27	28–40
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 A
 3 A
 4 E
 5 D
 6 phantom
 7 echoes/obstacles
 8 depth
 9 submarines
 10 natural selection
 11 radio waves/echoes
 12 mathematical theories
 13 zoologist

Reading Passage 2, Questions 14–26

- 14 xi
 15 vii
 16 v
 17 i
 18 ix
 19 ii

- 20 x
 21 NO
 22 YES
 23 NOT GIVEN
 24 NO
 25 YES
 26 NOT GIVEN

Reading Passage 3, Questions 27–40

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

If you score . . .

0–11	12–27	28–40
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

- 1 27 Bank Road
- 2 (a) dentist
- 3 Sable
- 4 Northern Star
- 5 stolen
- 6 Paynter
- 7 brother-in-law
- 8 (travel(ling/ing)) (to) work
- 9 Red Flag
- 10 450

Section 2, Questions 11–20

- 11 City Bridge
- 12 Newtown
- 13 6.30
- 14 (formal) garden
- 15 (Tower) Restaurant
- 16 view(s)
- 17 history
- 18 7 screen
- 19 every 20 minutes
- 20 (from/the) Central Station

Section 3, Questions 21–30

- 21 B
- 22 A
- 23 C
- 24 B
- 25 A
- 26 B
- 27 1882 (to/-) (18)83
- 28 signed
- 29&30 *IN EITHER ORDER*
- A
- D

Section 4, Questions 31–40

- 31 C
- 32 B
- 33 C
- 34 A
- 35 A
- 36 2 directions
- 37 confident
- 38 vision
- 39 corrections
- 40 balance

If you score . . .

0–11	12–27	28–40
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 YES
 2 NO
 3 NOT GIVEN
 4 YES
 5 B
 6 A
 7 B
 8 C
 9 A
 10 C
 11 D
 12 C
 13 C

Reading Passage 2, Questions 14–26

- 14 E
 15 B
 16 C
 17 B
 18 YES
 19 NOT GIVEN
 20 NO

- 21 YES
 22 food bills/costs
 23 (modern) intensive farming
 24 organic farming
 25 Greener Food Standard
 26 **IN EITHER ORDER**
 farmers (and)
 consumers

Reading Passage 3, Questions 27–40

- 27 ii
 28 v
 29 x
 30 i
 31 NO
 32 YES
 33 NO
 34 YES
 35 NOT GIVEN
 36 D
 37 I
 38 G
 39 E
 40 B

If you score . . .

0–13	14–29	30–40
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 3

LISTENING

Section 1, Questions 1–10

- 1 business
- 2 third
- 3 Sport(s) Centre
- 4 (a) cleaner
- 5 Library
- 6 International House
- 7 B659
- 8 (an) office assistant
- 9 answer (the) phone
- 10 11.30

Section 2, Questions 11–20

- 11 B
- 12 C
- 13 A
- 14 C
- 15 B
- 16 A
- 17 forest
- 18 temple
- 19 waterfall
- 20 village

Section 3, Questions 21–30

- 21 cigar
- 22 13 (different) countries
- 23 activated
- 24 50 km(s)
- 25 temperature
- 26 A
- 27 C
- 28 A
- 29 B
- 30 C

Section 4, Questions 31–40

- 31 B
- 32 B
- 33 A
- 34 C
- 35 business
- 36 kitchen
- 37 world
- 38 escape
- 39 baby
- 40 chocolate

If you score . . .

0–11	12–27	28–40
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 FALSE
 2 TRUE
 3 NOT GIVEN
 4 TRUE
 5 FALSE
 6 NOT GIVEN
 7 C
 8 M
 9 F
 10 D
 11 N
 12 O
 13 E

Reading Passage 2, Questions 14–26

- 14 iv
 15 vii
 16 x
 17 i
 18 vi
 19 ii

- 20 E
 21 D
 22 C
 23 B
 24 A
 25 A
 26 A

Reading Passage 3, Questions 27–40

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

If you score . . .

0–13	14–30	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 4

LISTENING

Section 1, Questions 1–10

- 1 Keiko
- 2 JO6337
- 3 4 months
- 4 (Advanced) English (Studies)
- 5 (young) children
- 6 pets
- 7 seafood
- 8 tennis
- 9 trains/(the) train
- 10 this/that afternoon

Section 2, Questions 11–20

- 11 C
- 12 B
- 13 A
- 14 B
- 15 car park
- 16 rose garden
- 17 café
- 18 cycling
- 19 biology lesson
- 20 viewing shelter

Section 3, Questions 21–30

- 21 5
- 22 assessed
- 23 A
- 24 B
- 25 A
- 26 C
- 27 media room
- 28 resources room
- 29 embassy
- 30 statistics/stats

Section 4, Questions 31–40

- 31 B
- 32 C
- 33 A
- 34 water
- 35&36 *IN EITHER ORDER*
- meat
- cheese
- 37 5th/new taste
- 38 common
- 39 bitterness
- 40 minerals

If you score . . .

0–11	12–27	28–40
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 TRUE
 2 FALSE
 3 NOT GIVEN
 4 TRUE
 5 FALSE
 6 NOT GIVEN
 7 TRUE
 8 (wooden) pulleys
 9 stone
 10 (accomplished) sailors
 11 (modern) glider
 12 flight
 13 messages

Reading Passage 2, Questions 14–26

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

- 20 FALSE
 21 G
 22 E
 23 B
 24 A
 25 K
 26 F

Reading Passage 3, Questions 27–40

- 27 D
 28 C
 29 A
 30 B
 31 D
 32 F
 33 I
 34 B
 35 A
 36 D
 37 A
 38 E
 39 B
 40 C

If you score . . .

0–11	12–27	28–40
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.

GENERAL TRAINING TEST A

Section 1, Questions 1–14

- 1 FALSE
- 2 TRUE
- 3 NOT GIVEN
- 4 TRUE
- 5 FALSE
- 6 FALSE
- 7 TRUE
- 8 v
- 9 vii
- 10 ix
- 11 ii
- 12 x
- 13 i
- 14 iii

Section 2, Questions 15–27

- 15 image
- 16 passing trade
- 17 access
- 18 walls
- 19 contract
- 20 housing
- 21 their department
- 22 (the) supervisor

- 23 exempt employees
- 24 Human Resources/HR
- 25 (a) prorated system
- 26 Leave Request forms
- 27 (a) grace period

Section 3, Questions 28–40

- 28 B
- 29 D
- 30 B
- 31 C
- 32 C
- 33–36 *IN ANY ORDER*
- D
- E
- F
- I
- 37 FALSE
- 38 TRUE
- 39 NOT GIVEN
- 40 FALSE

If you score . . .

0–15	16–27	28–40
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.

GENERAL TRAINING TEST B

Section 1, Questions 1–14

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

Section 2, Questions 15–27

- 15 family business
- 16 training
- 17 accommodation
- 18 (the) payroll
- 19 employer(s)

- 20 pay records
- 21 3/three months
- 22 (obvious) spam
- 23 message time
- 24 prompt attention
- 25 reply immediately
- 26 brief acknowledgement
- 27 (definite) date

Section 3, Questions 28–40

- 28 1638
- 29 1781
- 30 1934
- 31 2001
- 32 TRUE
- 33 FALSE
- 34 FALSE
- 35 NOT GIVEN
- 36 TRUE
- 37 D
- 38 E
- 39 C
- 40 H

If you score . . .

0–17	18–29	30–40
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.