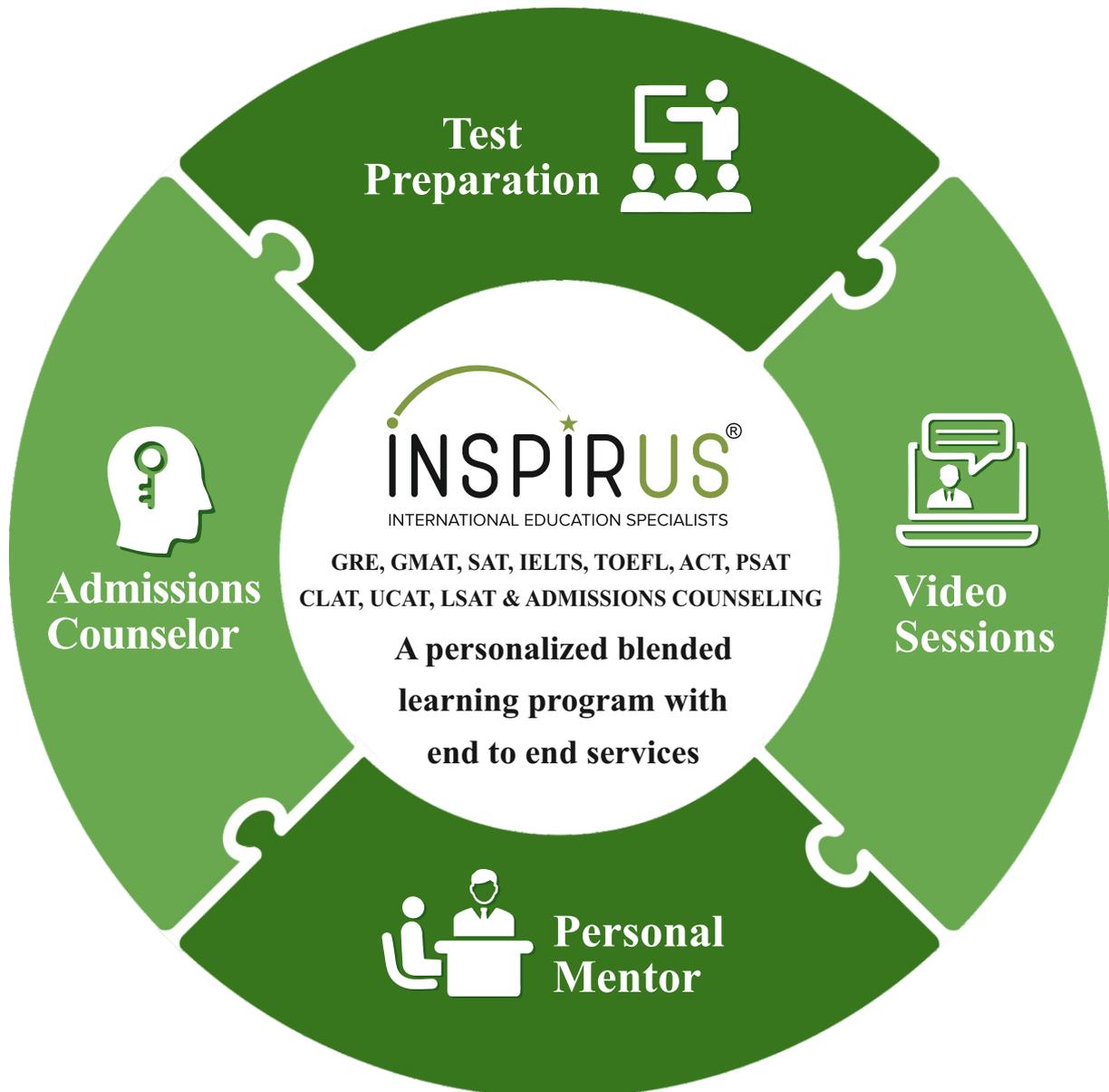


IELTS™ Academic



Practice and Mocks

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Book 2

Index

| Sr. No | Topic | Page No |
|---------------|---------------------------------|----------------|
| 1. | Reading Practice Test 1 | 1 |
| 2. | Reading Practice Test 2 | 9 |
| 3. | Reading Practice Test 3 | 18 |
| 4. | Reading Practice Test 4 | 26 |
| 5. | Writing Practice Test 1 | 35 |
| 6. | Writing Practice Test 2 | 37 |
| 7. | Writing Practice Test 3 | 38 |
| 8. | Writing Practice Test 4 | 39 |
| 9. | Speaking Practice Test 1 | 40 |
| 10. | Speaking Practice Test 2 | 41 |
| 11. | Speaking Practice Test 3 | 42 |
| 12. | Speaking Practice Test 4 | 43 |
| 13. | Listening Practice Test 1 | 44 |
| 14. | Listening Practice Test 2 | 48 |
| 15. | Listening Practice Test 3 | 52 |
| 16. | Listening Practice Test 4 | 60 |
| 17. | Full-Length Mock Test 1 | 65 |
| 18. | Full -Length Mock Test 2 | 82 |
| 19. | Full-Length Mock Test 3 | 97 |
| 20. | Full-Length Mock Test 4 | 111 |
| 21. | Full-Length Mock Test 5 | 127 |
| 22. | Full-Length Mock Test 6 | 143 |
| 23. | Answer Key | 159 |

READING PRACTICE TEST 1

READING PASSAGE - 1

Making Time for Science

Chronobiology might sound a little futuristic – like something from a science fiction novel, perhaps – but it's actually a field of study that concerns one of the oldest processes life on this planet has ever known: short-term rhythms of time and their effect on flora and fauna.

This can take many forms. Marine life, for example, is influenced by tidal patterns. Animals tend to be active or inactive depending on the position of the sun or moon. Numerous creatures, humans included, are largely diurnal – that is, they like to come out during the hours of sunlight. Nocturnal animals, such as bats and possums, prefer to forage by night. Third groups are known as crepuscular: they thrive in the lowlight of dawn and dusk and remain inactive at other hours.

When it comes to humans, Chrono biologists are interested in what is known as the circadian rhythm. This is the complete cycle our bodies are naturally geared to undergo within the passage of a twenty-four-hour day. Aside from sleeping at night and waking during the day, each cycle involves many other factors such as changes in blood pressure and body temperature. Not everyone has an identical circadian rhythm. 'Night people', for example, often describe how they find it very hard to operate during the morning, but become alert and focused by evening. This is a benign variation within circadian rhythms known as a chorotype.

Scientists have limited abilities to create durable modifications of Chrono biological demands. Recent therapeutic developments for humans such as artificial light machines and melatonin administration can reset our circadian rhythms, for example, but our bodies can tell the difference and health suffers when we breach these natural rhythms for extended periods of time. Plants appear no more malleable in this respect; studies demonstrate that vegetables grown in season and ripened on the tree are far higher in essential nutrients than those grown in greenhouses and ripened by laser.

Knowledge of Chrono biological patterns can have many pragmatic implications for our day-to-day lives. While contemporary living can sometimes appear to subjugate biology – after all, who needs circadian rhythms when we have caffeine pills, energy drinks, and shift work and cities that never sleep? – keeping in synch with our body clock is important.

The average urban resident, for example, rouses at the eye-blearing time of 6.04 AM, which researchers believe to be far too early. One study found that even rising at 7.00 a.m. has deleterious effects on health unless exercise is performed for 30 minutes afterward. The optimum moment has been whittled down to 7.22 a.m.; muscle aches, headaches and moodiness were reported to be lowest by participants in the study who awoke then.

Once you're up and ready to go, what then? If you're trying to shed some extra pounds, dieticians are adamant: never skip breakfast. This disorients your circadian rhythm and puts your body in starvation mode. The recommended course of action is to follow an intense workout with a carbohydrate-rich breakfast; the other way round and weight loss results are not as pronounced.

Morning is also great for breaking out the vitamins. Supplement absorption by the body is not temporal-dependent, but naturopath Pam Stone notes that the extra boost at breakfast helps us get energized for the day ahead. For improved absorption, Stone suggests pairing supplements with a food in which they are soluble and steering clear of caffeinated beverages. Finally, Stone warns to take care with storage; high potency is best for absorption, and warmth and humidity are known to deplete the potency of a supplement.

After-dinner espressos are becoming more of a tradition – we have the Italians to thank for that – but to prepare for a good night’s sleep we are better off putting the brakes on caffeine consumption as early as 3 p.m. With a seven-hour half-life, a cup of coffee containing 90 mg of caffeine taken at this hour could still leave 45 mg of caffeine in your nervous system at ten o’clock that evening. It is essential that, by the time you are ready to sleep, your body is rid of all traces.

Evenings are important for winding down before sleep; however, dietician Geraldine Georgiou warns that an after-five carbohydrate-fast is more cultural myth than Chrono biological demand. This will deprive your body of vital energy needs. Overloading your gut could lead to indigestion, though. Our digestive tracts do not shut down for the night entirely, but their work slows to a crawl as our bodies prepare for sleep. Consuming a modest snack should be entirely sufficient.

Questions 1–7

Do the following statements agree with the information given in Reading Passage? 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. Chronobiology is the study of how living things have evolved over time.
2. The rise and fall of sea levels affects how sea creatures behave.
3. Most animals are active during the daytime.
4. Circadian rhythms identify how we do different things on different days.
5. A ‘night person’ can still have a healthy circadian rhythm.
6. New therapies can permanently change circadian rhythms without causing harm.
7. Naturally-produced vegetables have more nutritional value.

Questions 8–13

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

8. What did researchers identify as the ideal time to wake up in the morning?
 - A. 6.04
 - B. 7.00
 - C. 7.22
 - D. 7.30
9. In order to lose weight, we should
 - A. avoid eating breakfast
 - B. eat a low carbohydrate breakfast
 - C. exercise before breakfast
 - D. exercise after breakfast
10. Which is NOT mentioned as a way to improve supplement absorption?
 - A. avoiding drinks containing caffeine while taking supplements
 - B. taking supplements at breakfast
 - C. taking supplements with foods that can dissolve them
 - D. storing supplements in a cool, dry environment
11. The best time to stop drinking coffee is
 - A. mid-afternoon
 - B. 10 p.m.
 - C. only when feeling anxious
 - D. after dinner

12. In the evening, we should
- A. stay away from carbohydrates
 - B. stop exercising
 - C. eat as much as possible
 - D. eat a light meal
13. Which of the following phrases best describes the main aim of Reading Passage 1?
- A. to suggest healthier ways of eating, sleeping and exercising
 - B. to describe how modern life has made chronobiology largely irrelevant
 - C. to introduce chronobiology and describe some practical applications
 - D. to plan a daily schedule that can alter our natural Chrono-biological rhythms

READING PASSAGE 2

The Triune Brain

The first of our three brains to evolve is what scientists call the reptilian cortex. This brain sustains the elementary activities of animal survival such as respiration, adequate rest and a beating heart. We are not required to consciously “think” about these activities. The reptilian cortex also houses the “startle center”, a mechanism that facilitates swift reactions to unexpected occurrences in our surroundings. That panicked lurch you experience when a door slams shut somewhere in the house, or the heightened awareness you feel when a twig cracks in a nearby bush while out on an evening stroll are both examples of the reptilian cortex at work. When it comes to our interaction with others, the reptilian brain offers up only the most basic impulses: aggression, mating, and territorial defense. There is no great difference, in this sense, between a crocodile defending its spot along the river and a turf war between two urban gangs.

Although the lizard may stake a claim to its habitat, it exerts total indifference toward the well-being of its young. Listen to the anguished squeal of a dolphin separated from its pod or witness the sight of elephants mourning their dead, however, and it is clear that a new development is at play. Scientists have identified this as the limbic cortex. Unique to mammals, the limbic cortex impels creatures to nurture their offspring by delivering feelings of tenderness and warmth to the parent when children are nearby. These same sensations also cause mammals to develop various types of social relations and kinship networks. When we are with others of “our kind” – be it at soccer practice, church, school or a nightclub – we experience positive sensations of togetherness, solidarity and comfort. If we spend too long away from these networks, then loneliness sets in and encourages us to seek companionship.

Only human capabilities extend far beyond the scope of these two cortexes. Humans eat, sleep and play, but we also speak, plot, rationalize and debate finer points of morality. Our unique abilities are the result of an expansive third brain – the neocortex – which engages with logic, reason and ideas. The power of the neocortex comes from its ability to think beyond the present, concrete moment. While other mammals are mainly restricted to impulsive actions (although some, such as apes, can learn and remember simple lessons), humans can think about the “big picture”. We can string together simple lessons (for example, an apple drops downwards from a tree; hurting others causes unhappiness) to develop complex theories of physical or social phenomena (such as the laws of gravity and a concern for human rights).

The neocortex is also responsible for the process by which we decide on and commit to particular courses of action. Strung together over time, these choices can accumulate into feats of progress unknown to other animals. Anticipating a better grade on the following morning’s exam, a student can ignore the limbic urge to socialize and go to sleep early instead. Over three years, this ongoing sacrifice translates into a first class degree and a scholarship to graduate school; over a lifetime, it can mean groundbreaking contributions to human knowledge and development. The ability to sacrifice our drive for immediate satisfaction in order to benefit later is a product of the neocortex.

Understanding the triune brain can help us appreciate the different natures of brain damage and psychological disorders. The most devastating form of brain damage, for example, is a condition in which someone is understood to be brain dead. In this state a person appears merely unconscious – sleeping, perhaps – but this is illusory. Here, the reptilian brain is functioning on autopilot despite the permanent loss of other cortexes.

Disturbances to the limbic cortex are registered in a different manner. Pups with limbic damage can move around and feed themselves well enough but do not register the presence of their littermates. Scientists have observed how, after a limbic lobotomy, “one impaired monkey stepped on his outraged peers as if treading on a log or a rock”. In our own species, limbic damage is closely related to sociopathic behavior. Sociopaths in possession of fully-functioning neo cortexes are often shrewd and emotionally intelligent people but lack any ability to relate to, empathize with or express concern for others.

One of the neurological wonders of history occurred when a railway worker named Phineas Gage survived an incident during which a metal rod skewered his skull, taking a considerable amount of his neocortex with it. Though Gage continued to live and work as before, his fellow employees observed a shift in the equilibrium of his personality. Gage’s animal propensities were now sharply pronounced while his intellectual abilities suffered; garrulous or obscene jokes replaced his once quick wit. New findings suggest, however, that Gage managed to soften these abrupt changes over time and rediscover an appropriate social manner. This would indicate that reparative therapy has the potential to help patients with advanced brain trauma to gain an improved quality of life.

Questions 14–22

Classify the following as typical of

- A. the reptilian cortex
- B. the limbic cortex
- C. the neocortex

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

- 14. giving up short-term happiness for future gains
- 15. maintaining the bodily functions necessary for life
- 16. experiencing the pain of losing another
- 17. forming communities and social groups
- 18. making a decision and carrying it out
- 19. guarding areas of land
- 20. developing explanations for things
- 21. looking after one’s young
- 22. responding quickly to sudden movement and noise

Questions 23–26

Complete the sentences below.

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

- 23. A person with only a functioning reptilian cortex is known as _____
- 24. _____ in humans is associated with limbic disruption.
- 25. An industrial accident caused Phineas Gage to lose part of his _____
- 26. After his accident, co-workers noticed an imbalance between Gage’s _____ and higher-order thinking.

READING PASSAGE- 3

HELIUM'S FUTURE UP IN THE AIR

A In recent years we have all been exposed to dire media reports concerning the impending demise of global coal and oil reserves, but the depletion of another key nonrenewable resource continues without receiving much press at all. Helium – an inert, odorless, monatomic element known to lay people as the substance that makes balloons float and voices squeak when inhaled – could be gone from this planet within a generation.

B Helium itself is not rare; there is actually a plentiful supply of it in the cosmos. In fact, 24 per cent of our galaxy's elemental mass consists of helium, which makes it the second most abundant element in our universe. Because of its lightness, however, most helium vanished from our own planet many years ago. Consequently, only a miniscule proportion – 0.00052%, to be exact – remains in earth's atmosphere. Helium is the byproduct of millennia of radioactive decay from the elements thorium and uranium. The helium is mostly trapped in subterranean natural gas bunkers and commercially extracted through a method known as fractional distillation.

C The loss of helium on Earth would affect society greatly. Defying the perception of it as a novelty substance for parties and gimmicks, the element actually has many vital applications in society. Probably the most well-known commercial usage is in airships and blimps (non-flammable helium replaced hydrogen as the lifting gas du jour after the Hindenburg catastrophe in 1932, during which an airship burst into flames and crashed to the ground killing some passengers and crew). But helium is also instrumental in deep-sea diving, where it is blended with nitrogen to mitigate the dangers of inhaling ordinary air under high pressure; as a cleaning agent for rocket engines; and, in its most prevalent use, as a coolant for superconducting magnets in hospital MRI (magnetic resonance imaging) scanners.

D The possibility of losing helium forever poses the threat of a real crisis because its unique qualities are extraordinarily difficult, if not impossible to duplicate (certainly, no biosynthetic ersatz product is close to approaching the point of feasibility for helium, even as similar developments continue apace for oil and coal). Helium is even cheerfully derided as a "loner" element since it does not adhere to other molecules like its cousin, hydrogen. According to Dr. Lee Sobotka, helium is the "most noble of gases, meaning it's very stable and non-reactive for the most part ... it has a closed electronic configuration, a very tightly bound atom. It is this coveting of its own electrons that prevents combination with other elements'. Another important attribute is helium's unique boiling point, which is lower than that for any other element. The worsening global shortage could render millions of dollars of high-value, life-saving equipment totally useless. The dwindling supplies have already resulted in the postponement of research and development projects in physics laboratories and manufacturing plants around the world. There is an enormous supply and demand imbalance partly brought about by the expansion of high-tech manufacturing in Asia.

E The source of the problem is the Helium Privatization Act (HPA), an American law passed in 1996 that requires the U.S. National Helium Reserve to liquidate its helium assets by 2015 regardless of the market price. Although intended to settle the original cost of the reserve by a U.S. Congress ignorant of its ramifications, the result of this fire sale is that global helium prices are so artificially deflated that few can be bothered recycling the substance or using it judiciously. Deflated values also mean that natural gas extractors see no reason to capture helium. Much is lost in the process of extraction. As Sobotka notes: "[t]he government had the good vision to store helium, and the question now is: Will the corporations have the vision to capture it when extracting natural gas, and consumers the wisdom to recycle? This takes long-term vision because present market forces are not sufficient to compel prudent practice". For Nobel-prize laureate Robert Richardson, the U.S. government must be prevailed upon to repeal its privatization policy as the country supplies over 80 per cent of global helium, mostly from the National Helium Reserve. For Richardson, a twenty- to fifty-fold increase in prices would provide incentives to recycle.

F A number of steps need to be taken in order to avert a costly predicament in the coming decades. Firstly, all existing supplies of helium ought to be conserved and released only by permit, with medical uses receiving precedence over other commercial or recreational demands. Secondly, conservation should be obligatory and enforced by a regulatory agency. At the moment some users, such as hospitals, tend to recycle diligently while others, such as NASA, squander massive amounts of helium. Lastly, research into alternatives to helium must begin in earnest.

Questions 27–31

Reading Passage 3 has six paragraphs, **A–F**. Which paragraph contains the following information? Write the correct letter, A–F.

- 27. a use for helium which makes an activity safer
- 28. the possibility of creating an alternative to helium
- 29. a term which describes the process of how helium is taken out of the ground
- 30. a reason why users of helium do not make efforts to conserve it
- 31. a contrast between helium’s chemical properties and how non-scientists think about it

Questions 32–35

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

- 32. Helium chooses to be on its own.
- 33. Helium is a very cold substance.
- 34. High-tech industries in Asia use more helium than laboratories and manufacturers in other parts of the world.
- 35. The US Congress understood the possible consequences of the HPA.

Questions 36–40

Complete the summary below.

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

Sobotka argues that big business and users of helium need to help look after helium stocks because **36** _____ will not be encouraged through buying and selling alone. Richardson believes that the **37** _____ needs to be withdrawn, as the U.S. provides most of the world's helium. He argues that higher costs would mean people have **38** _____ to use the resource many times over. People should need a **39** _____ to access helium that we still have. Furthermore, a **40** _____ should ensure that helium is used carefully.

READING PRACTICE TEST 2

READING PASSAGE - 1

A very brief history of time

These days, time is everything. We worry about being late, we rush to get things done or to be somewhere and our daily schedules are often planned down to the minute. Of course, none of this would have been possible without the humble clock. The internationally accepted division of time into regular, predictable units has become an essential aspect of almost all modern societies yet the history of time keeping is almost as old as civilization itself. Nearly 3000 years ago, societies were using the stars in order to keep track of time to indicate agricultural cycles. Then came the sundial, an Egyptian invention in which the shadow cast by the sun was used to measure the time not of the seasons but of the day.

The first manufactured clock, believed to have come from Persia, was a system which recreated the movements of the stars. All the celestial bodies which had been used to tell the time of year were plotted onto an intricate system in which the planets rotated around each other. Not being dependent on either sunlight or a clear night, this was one of the earliest systems to divide a complete day. Although ingenious for its time, this method suffered from incorrect astrological assumptions of the period, in which it was believed that the Earth was the center of the universe.

The Greeks were next to developing a more accurate clock using water to power a mechanism that counted out the divisions of the day. The simplest water clock consisted of a large urn that had a small hole located near the base, and a graduated stick attached to a floating base. The hole would be plugged while the urn was being filled with water, and then the stick would be inserted into the urn. The stick would float perpendicular to the surface of the water, and when the hole at the base of the urn was unplugged, the passage of time was measured as the stick descended farther into the urn.

Then, for nearly one thousand years, there was little in the way of progress in time keeping until the European invention of spring-powered clocks in the late fourteenth century. Unreliable and inaccurate, the early models of these clocks were useful in that they gave direction to new advances. In 1656 Christiaan Huygens, a Dutch scientist, made the first pendulum clock, which had an error of less than one minute a day, the first time such accuracy had been achieved. His later refinements reduced his clock's error to less than 10 seconds a day. Some years later, Huygens abandoned the pendulum for a balance wheel and spring assembly which allowed for a whole new generation of time piece – the wristwatch. Still found in some of today's wristwatches, this improvement allowed portable seventeenth-century watches to keep time to 10 minutes a day.

While clock making and musical chime clocks became increasingly popular, it was the invention of the cuckoo clock, designed and made by Franz Anton Ketterer, which really caught people's imagination. The design was not particularly complex. The clock was mounted on a headboard, normally a very elaborate carving reflecting the tastes of the artist. Many of the original cuckoo clocks are still kept today because of the artwork on the headboard. Using the traditional circular pendulum design, the clock could run accurately for up to a week, using a weight to keep the pendulum in motion. Again, the weight was often carved with a design making it as much an art form as a timepiece. The most innovative feature of these cuckoo clocks, as the name implies, is that a small carved cuckoo came out of the clock to chime the hour. Particularly ingenious was the placement of bellows inside the clock, which were designed to recreate the sound made by the bird, although later models included a lever on the bottom of the clock which could be used to stop this hourly chime.

Refinements to this original pendulum concept meant that by 1721 the pendulum clock remained accurate to within one second per day by compensating for changes in the pendulum's length due to temperature variations. Over the next century, further refinements reduced this to a hundredth of a second a day. In the 1920s, a new era of clock making began which is still popular today – the quartz clock. When under pressure, quartz generates an electric field of relatively constant frequency, and it was discovered that this electric signal was sufficient to power a clock. Quartz crystal clocks were better because they had fewer moving parts to disturb their regular frequency. Even so, they still rely on a mechanical vibration and this depends on the size of the crystal, and as no two crystals can be exactly alike, there is a degree of difference in every quartz watch.

Comparing performance to price, it is understandable that quartz clocks still dominate the market. Yet they are no longer the most accurate. Scientists had long realized that each chemical element in the universe absorbs and emits electromagnetic radiation at its own specific frequencies. These resonances are inherently stable, thus forming the basis for a reliable system of time measurement, all the more so because no moving parts are needed to record these resonances. Yet the cost of these atomic clocks mean that such timekeeping precision is a long way from becoming common.

Questions 1 – 8

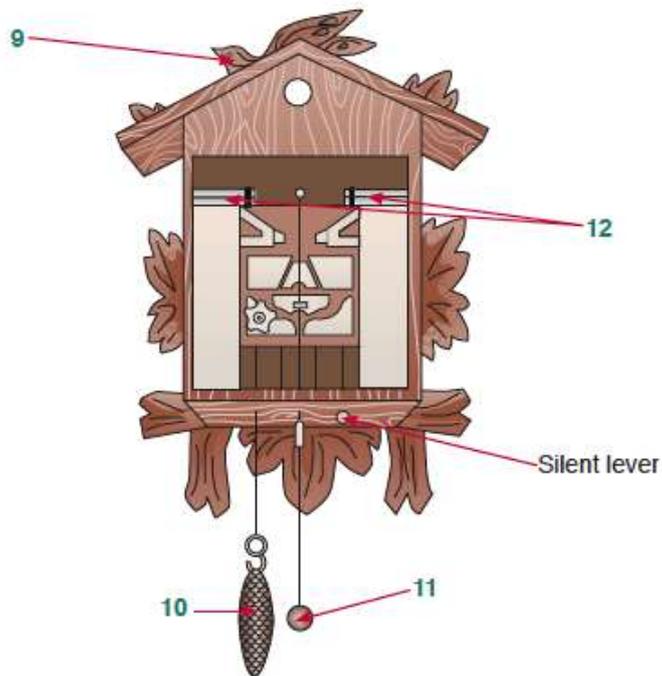
Match a type of clock to a description. Write a letter A – H..

- A. Relied on basic scientific principles
- B. was the first to replace the pendulum
- C. Is the most common method of timekeeping
- D. Is the most accurate clock
- E. Is the earliest known method of measuring time during the day
- F. Was inaccurate because of misconceptions of the age
- G. Was often highly ornamental
- H. Had only a 10-second margin of error per day

- 1.Quartz clock
- 2.Cuckoo clock
- 3.Sundial
- 4.Persian clock
- 5.Wristwatch
- 6.Pendulum
- 7.Atomic clock
- 8.Water clock

Questions 9 – 12

Label the diagram below using words from the text. Use **NO MORE THAN ONE WORD**.



- 9. _____
- 10. _____
- 11. _____
- 12. _____

Questions 13 – 15

Complete the following summary using words from the box below.

| | | |
|-------------------|-------------------------|---------------------|
| A: Cheaper | B: the least accurate | C: Accurate |
| D: More expensive | D: Precision | F: exactly the same |
| G: | H: Mechanical vibration | I: Moving parts |

Although quartz clocks are **13** _____, the atomic clock is the most **14** _____ as it does not rely on any **15**_____.

READING PASSAGE-2

Holiday Blues

A. The holiday season has always been a cause for celebration around the world. The opportunity to take a break from work, be frivolous, go on holiday, meet family and friends – all good reasons to look forward to the holidays with enthusiasm and anticipation. Or at least that is what we are led to believe.

B. Research carried out in America suggests that these feelings of euphoria may be somewhat misplaced. A study recently carried out by New York University Child Study Centre has concluded that one in three people of varying ages suffer 'holiday blues' to varying extents, from a mild feeling of sadness to severe, sometimes even suicidal, depression. The effects can manifest themselves in many ways, such as an inability to sleep or sleeping too much, overeating or under eating, headaches or drinking too much. The report also concluded that not only are there a number of complex causes that can trigger such depression (psychological and biological), there are an equal number of opinions as to the best solution.

C. According to Dr. Frank Pittman, a leading family psychiatrist, the most significant cause for holiday depression actually stems from our concerns about our family. During the holiday season, families meet, often for the first time since the last holiday season, and try to make these reunions 'perfect'. In fact, says Pittman, we count on the holidays to compensate for the rest of the year. He himself comments that 'I wanted to make up to the family for not having been a good enough father and uncle all year'. However, such good intentions are often thwarted by old family arguments, feelings of not being appreciated or being used, all of which result in holiday stress. It seems that the idyllic picture of our family we wish to build in our minds cannot be sustained in reality.

D. Although Pittman holds family to be the source of much of the problem, others point to a more general social context. Gift shopping, for example, does not help reduce tensions – crowded shops, long queues, the pressure of choosing just the right present – all of these things contribute to a feeling of stress and anxiety. On the other end of the scale, there are those without family who experience a sense of extreme loneliness and isolation throughout this period, often spending the long holidays alone. Any feelings of inadequacy they may harbour throughout the year can often become unbearable at a time when friends are unavailable and enjoying an apparently cosy break with their loved ones. In fact, such is the extreme nature of this isolation that many organisations have been established to offer some help and support to those who feel absolutely alone over what should be the 'festive' season.

E. Others, however, argue that more scientific explanations carry an equal weight in explaining holiday blues. Seasonal Affective Disorder, or SAD as it is more commonly known, is also held responsible for winter depression. A natural reaction to falling levels of sunlight, the pineal gland secretes the hormone melatonin, which has the effect of slowing the body down. When days get shorter, more of the hormone is released causing sufferers to become lethargic and miserable. From being industrious people with plenty of energy, SAD sufferers find themselves increasingly weary and unable to sustain any prolonged activity, a situation which often leads to depression. In addition, for many people this has a major impact not only on their personal life but also on their professional life, as employers often see this lack of productivity in terms of laziness or unwillingness to work. As a result, SAD has been linked directly to the high rate of suicide in a number of Scandinavian countries during winter months, when there are often a few hours of sunlight a day.

F. The good news for SAD sufferers is that there is a cure, and as far as many medical cures go this is relatively simple. As the cause is lack of bright light, the treatment is to be in bright light every day. This can obviously be achieved by staying in a brightly lit climate, explaining why skiing holidays are so popular as they allow people to get plenty of sunlight as well as providing a stimulating activity. Another method is by using light therapy, in which patients sit in front of a lamp which acts in the same way as sunlight. To be more specific, the light should be about as bright as early morning sunshine, and the user should allow the light to reach the eyes for anything up to one hour a day in order to alleviate the symptoms. There are a number of companies currently manufacturing these lights as a health aid and they are even being prescribed by some doctors. In addition, they can be bought at considerably less than the cost of a holiday.

G. Whatever fundamental reason underpins holiday depression; it seems reasonable to argue that the phenomenon does indeed exist. Voluntary support services, offering counselling services to those who need the unbiased and friendly voice of a stranger to help them work through their unhappiness report a significant increased demand for their services during holiday periods such as Christmas and the New Year.

Questions 16 – 17

Circle the correct answer **A – C**

16. Research has shown that

- A.** we become more depressed during the holidays
- B.** poor diet can lead to depression
- C.** simple things can lead us to feel varying degrees of depression.

17. Dr Pittman believes holiday depression comes from

- A.** feelings of inadequacy
- B.** being alone
- C.** over-compensation.

Questions 18 – 21

Answer the following questions using **NO MORE THAN THREE WORDS** from the text.

18. What is the chemical that can cause lethargy in SAD sufferers?

19. Which area is identified as having a problem with the connection between suicide and reduced sunlight?

20. What daily treatment can SAD sufferers benefit from?

21. For whom are the holiday periods the busiest time?

Questions 22 – 26

Choose the most suitable headings for sections **B–F** from the list below. Use each heading once only.

- i. Family cures
- ii. Addressing the problem
- iii. Impact of personality
- iv. Psychological factors
- v. Biological factors
- vi. Avoiding stress
- vii. Manifestations of depression
- viii. Depression in children
- ix. Pressures of the holiday period

22. Section B

23. Section C

24. Section D

25. Section E

26. Section F

READING PASSAGE-3

Weakness of the school system

A. By attempting to fit in as much as possible, the school day is continually being added to. In many ways, this would appear to be a good idea, as our knowledge and understanding of the world is always growing and it would seem logical to incorporate this into schools. The reality, however, has some decided drawbacks. There is a growing feeling amongst many that the modern school curriculum, in an effort to teach as many varied subjects as possible, is actually teaching students less. It seems that by constantly adding to what should be taught in the classroom, the classes are less focused, not offering the deeper learning that institutions perhaps should.

B. With classes sometimes only 30 minutes long, the overwhelming amount of information teachers are required to present often only gives students time to learn facts, not to think in any great detail about what they are being presented with. The problem is that students are not getting the opportunity to absorb what they are being taught as the curriculum expands in order to keep what has already been taught and supplement it with everything new that comes along. The weaknesses of such a system are clear – well informed though such students may be, there is the risk of an increasing number of graduates who have no real creative or intellectual ability. By denying students the opportunity to sit and think their way through problems, or even consider their own opinion, some schools are not always providing a truly educational atmosphere. There are, of course, certain aspects of education which need to be taught by through information inputs-- basic mathematics, for example. But there are many other subjects which could be best learned by having an opportunity to think and discuss what is being taught. Literature, writing and the social sciences are good examples of subjects which cannot be considered as ‘covered’ by a mass of information without the opportunity to discuss debate or consider meaning or implications. There are also important social skills to be learned during such periods of open discussion, skills which are not addressed by an endless flow of teacher-centered information.

C. Teachers themselves have also voiced concerns about the amount of information they are required to impress upon their students. There is a feeling in many educational establishments that students are no longer being educated, but taught how to pass tests. In a world where academic success is too often measured by examination results, this is a serious concern. If there is too much information to be simply memorized and not enough time to truly assimilate it, what happens to students who fail to meet the grade? By current standards, they are failures, yet they may have great potential in areas not covered by the test and there are many students who, despite clear intellectual ability, simply do not perform well in tests. Again, the problem is one of focus, as education authorities are looking at the outcome of schooling rather than the content presented in the class.

D. It is here that many teachers feel the situation could be addressed at a local level. By giving more discretion to teachers, school courses could be tailored to suit the students rather than tailoring students to meet the ever-expanding course requirements. In addition, by running a curriculum that gives options rather than defines an entire course, more freedom would be possible. As it is, progression through most primary and secondary schools is regimented, and there is little room for students to identify and develop their own skills and strengths. If material could be chosen on the basis of its merits rather than simply because it has been put in the curriculum, then what is selected may be taught to a depth that would serve some purpose. There is, of course, a counter-argument, which claims that such open guidelines could lead to vast differences in standards between schools. What one teacher may see as essential for a student’s education, another may see as irrelevant, and this will result in students with widely different educational strengths.

E. With such a high-pressure learning environment, there are also a number of social aspects to schooling which need to be considered. The increased student workload cannot be covered in the

classroom alone for the simple reason that there is not enough time in the average school week, and much of this extra workload has been pushed into the realm of homework. At its best, homework should be the opportunity to look in greater detail at what has been studied. In other words, to actually think about it and its relevance. The reality, however, is often very different. Concerned parents and overextended students are finding that homework is taking an increasingly large part of a student's evening, cutting into time many feel should be spent as part of a child's social education. Other social pressures have compounded the situation, as many of the areas of educating a young child which should be the responsibility of the parents have ill-advisedly become the school's responsibility. Drug awareness and health issues, for example, are occupying an increasingly large part of the school day.

F. Many people believe that we should be teaching less, but teaching it better, and it is here that they think a solution can be found. Yet the process of rewriting a curriculum to incorporate only that which is essential but can be well learned would take far longer than most educational authorities have, and would be considered by many to be a 'regressive' step. Changes in the curriculum have largely been motivated by changes in the nature of employment, as job mobility demands that people know something about considerably more areas than were traditionally necessary. A little about a lot allows for the job mobility which has become so common. No matter what the final verdict may be, one thing is for sure – change will be slow, and not always for the best.

Questions 27 – 32

Choose the most suitable headings for sections **A–F** from the list below. Use each heading once only.

- i.** A question of time
- ii.** Lack of teacher training
- iii.** Student success
- iv.** The argument for flexibility
- v.** Importance of teaching experience
- vi.** Extra-curricular pressures
- vii.** The benefits of a varied curriculum
- viii.** Imbalanced focus
- ix.** Over-reliance on examinations
- x.** Quality of quantity?

27. Section A

28. Section B

29. Section C

30. Section D

31. Section E

32. Section F

Questions 33 – 37

Do the following statements agree with the views of the writer?

In boxes 33 -37 on your answer sheet write

Write **YES** if the statement agrees with the writer

NO if the statement does not agree with the writer

NOT GIVEN if there is no information about this in the passage

33. Classes are often too short. _____

34. No subjects can be comprehensively learned without time to discuss and debate the facts. _____

35. Tests are a fair measure of ability. _____

36. Schools are trying to be responsible for too many aspects of a child's education _____

37. Future changes in the curriculum will improve the situation. _____

Questions 38 – 40

Complete the summary below using words from the box from the text. Write the correct letter **A-I** in the boxes provided.

| | | |
|------------------------------|------------------------------------|------------------------------------|
| A. more discretion | B. in detail | C. differences in standards |
| D. the extra workload | E. job mobility | F. shorter classes |
| G. facts | H. a regimented progression | I. a weaker system |

Too much emphasis is placed on learning **38** _____. The modern school curriculum is largely a response to increased **39** _____ for which graduates are expected to have a much broader general knowledge. One potential solution to this could be to give individual schools **40** _____ regarding what is taught.

READING PRACTICE TEST 3

READING PASSAGE- 1

A neuroscientist reveals how to think differently

In the last decade, a revolution has occurred in the way that scientists think about the brain. We now know that the decisions humans make can be traced to the firing patterns of neurons in specific parts of the brain. These discoveries have led to the field known as neuro economics, which studies the brain's secrets to success in an economic environment that demands innovation and being able to do things differently from competitors. A brain that can do this is an iconoclastic one. Briefly, an iconoclast is a person who does something that others say can't be done.

This definition implies that iconoclasts are different from other people, but more precisely, it is their brains that are different in three distinct ways: perception, fear response, and social intelligence. Each of these three functions utilizes a different circuit in the brain. Naysayers might suggest that the brain is irrelevant, that thinking in an original, even revolutionary, way is more a matter of personality than brain function. But the field of neuro economics was born out of the realization that the physical workings of the brain place limitations on the way we make decisions. By understanding these constraints, we begin to understand why some people march to a different drumbeat.

The first thing to realize is that the brain suffers from limited resources. It has a fixed energy budget, about the same as a 40-watt light bulb, so it has evolved to work as efficiently as possible. This is where most people are impeded from being an iconoclast. For example, when confronted with information streaming from the eyes, the brain will interpret this information in the quickest way possible. Thus it will draw on both past experience and any other source of information, such as what other people say, to make sense of what it is seeing. This happens all the time. The brain takes shortcuts that work so well we are hardly ever aware of them. We think our perceptions of the world are real, but they are only biological and electrical rumblings. Perception is not simply a product of what your eyes or ears transmit to your brain. More than the physical reality of photons or sound waves, perception is a product of the brain.

Perception is central to iconoclasm. Iconoclasts see things differently from other people. Their brains do not fall into efficiency pitfalls as much as the average person's brain. Iconoclasts, either because they were born that way or through learning, have found ways to work around the perceptual shortcuts that plague most people. Perception is not something that is hardwired into the brain. It is a learned process, which is both a curse and an opportunity for change. The brain faces the fundamental problem of interpreting physical stimuli from the senses. Everything the brain sees, hears, or touches has multiple interpretations. The one that is ultimately chosen is simply the brain's best theory. In technical terms, these conjectures have their basis in the statistical likelihood of one interpretation over another and are heavily influenced by past experience and, importantly for potential iconoclasts, what other people say.

The best way to see things differently to other people is to bombard the brain with things it has never encountered before. Novelty releases the perceptual process from the chains of past experience and forces the brain to make new judgments. Successful iconoclasts have an extraordinary willingness to be exposed to what is fresh and different. Observation of iconoclasts shows that they embrace novelty while most people avoid things that are different.

The problem with novelty, however, is that it tends to trigger the brain's fear system. Fear is a major impediment to thinking like an iconoclast and stops the average person in his tracks. There are many types of fear, but the two that inhibit iconoclastic thinking and people generally find difficult to deal with are fear of uncertainty and fear of public ridicule. These may seem like trivial phobias. But fear of public speaking, which everyone must do from time to time, afflicts one-third of the population. This makes it too common to be considered a mental disorder. It is simply a common variant of human nature; one which iconoclasts do not let inhibit their reactions.

Finally, to be successful iconoclasts, individuals must sell their ideas to other people. This is where social intelligence comes in. Social intelligence is the ability to understand and manage people in a business setting. In the last decade there has been an explosion of knowledge about the social brain and how the brain works when groups coordinate decision making. Neuroscience has revealed which brain circuits are responsible for functions like understanding what other people think, empathy, fairness, and social identity. These brain regions play key roles in whether people convince others of their ideas. Perception is important in social cognition too. The perception of someone's enthusiasm, or reputation, can make or break a deal. Understanding how perception becomes intertwined with social decision making shows why successful iconoclasts are so rare.

Iconoclasts create new opportunities in every area from artistic expression to technology to business. They supply creativity and innovation not easily accomplished by committees. Rules aren't important to them. Iconoclasts face alienation and failure, but can also be a major asset to any organization. It is crucial for success in any field to understand how the iconoclastic mind works.

Questions 1-5

Choose the correct letter A, B, C or D

1. Neuro economics is a field of study which seeks to
 - A. cause a change in how scientists understand brain chemistry.
 - B. understand how good decisions are made in the brain
 - C. understand how the brain is linked to achievement in competitive fields.
 - D. trace the specific firing patterns of neurons in different areas of the brain.
2. According to the writer, iconoclasts are distinctive because
 - A. they create unusual brain circuits.
 - B. their brains function differently.
 - C. their personalities are distinctive
 - D. they make decisions easily.
3. According to the writer, the brain works efficiently because
 - A. it uses the eyes quickly.
 - B. it interprets data logically.
 - C. it generates its own energy
 - D. it relies on previous events.

4. The writer says that perception is
 - A. a combination of photons and sound waves.
 - B. a reliable product of what your senses transmit.
 - C. a result of brain processes.
 - D. a process we are usually conscious of.
5. According to the writer, an iconoclastic thinker
 - A. centralizes perceptual thinking in one part of the brain.
 - B. avoids cognitive traps.
 - C. has a brain that is hardwired for learning.
 - D. has more opportunities than the average person.

Questions 6-11

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

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

6. Exposure to different events forces the brain to think differently.
7. Iconoclasts are unusually receptive to new experiences.
8. Most people are too shy to try different things.
9. If you think in an iconoclastic way, you can easily overcome fear.
10. When concern about embarrassment matters less, other fears become irrelevant.
11. Fear of public speaking is a psychological illness.

Questions 12-14

Complete each sentence with the correct ending, A-E, below.

- A. requires both perceptual and social intelligence skills
- B. focuses on how groups decide on an action.
- C. works in many fields, both artistic and scientific.
- D. leaves one open to criticism and rejection.
- E. involves understanding how organizations manage people.

12. Thinking like a successful iconoclast is demanding because it
13. The concept of the social brain is useful to iconoclasts because it
14. Iconoclasts are generally an asset because their way of thinking

READING PASSAGE- 2
LIFE WITHOUT DEATH
by Duncan Turner

Until recently, the thought that there might be a cure for ageing seemed preposterous. Growing older and more decrepit appeared to be an inevitable and necessary part of being human. Over the last decade, however, scientists have begun to see ageing differently. Some now believe that the average life-expectancy may soon be pushed up to 160 years; others think that it may be extended to 200 or 300 years. A handful even wonder whether we might one day live for a millennium or more.

Behind this new excitement is the theory that the primary cause of ageing lies in highly reactive molecules called free radicals, left behind by the oxygen we breathe. Free radicals react with the molecules in our bodies, damaging DNA, proteins and other cell tissues, and are known to be implicated in diseases as diverse as cataracts, cancer and Alzheimer's. The body does its best to protect itself against free radicals by producing its own chemicals to prevent ageing, such as vitamins E and C, but it is always fighting a losing battle.

A year ago Gordon Lithgow of the University of Manchester discovered a way to help combat free radicals. Using one of these anti-ageing chemicals, he managed to increase the lifespan of one species of earthworm by 50 per cent. Despite cautionary words from the scientists, many welcomed this as the first step towards a drug which would extend life. Research involving the mutation of genes has also thrown up fascinating results: after identifying two of the genes that appear to control how long the earthworm lives, similar genes were found in organisms as varied as fruit-flies, mice and human beings. When one considers the vast evolutionary distances that separate these species, it suggests that we may have discovered a key to how ageing is regulated throughout the entire animal kingdom.

In June last year a small American company called Eukarion sought permission to carry out the first trials of an anti-ageing drug, SCS, on human beings. Although it will initially be used to treat diseases associated with old age, Eukarion said, that 'if the effect of treating diseases of old age is to extend life, everyone's going to be happy.'

Some scientists, however, are quick to discourage extravagant speculation. 'There is no evidence whatsoever that swallowing any chemical would have an effect on mammals', says Rich Miller of the University of Michigan. 'And those people who claim it might, need to go out and do some experimenting'. Some research, moreover, has produced alarming results. As well as controlling ageing, these, genes also partly control the hormones which regulate growth. The upshot of this is that although the lives of mutant mice can be extended by up to 80 per cent, they remain smaller than normal.

Quite apart from these sorts of horrors, the ethical implications of extending human lifespan are likely to worry many people. Even if the falling birth-rates reported in the world's developed nations were to be repeated throughout the world, would this be sufficient to compensate for massively extended life-expectancy, and would we be willing to see the demographic balance of our society change out of all recognition? David Gems, the head of the Centre for Research into Ageing at University College, London, is enthusiastic about the opportunities opened up by extended life, but even he observes, 'If people live much longer, the proportion of children would of course, be very small. It strikes me that it might feel rather claustrophobic: all those middle-aged people and very few children or young people.'

The philosopher John Polkinghorne emphasises that any discussion of the merits of life-extending therapies must take into account the quality of the life that is lived: 'One would not wish to prolong life beyond the point it had ceased to be creative and fulfilling and meaningful,' he says. 'Presumably, there would have to come a point at which life ceased to be creative and became just repetition. Clearly, there are only so many rounds of golf one would want to play.'

But Polkinghorne, a member of the Human Genetics Commission, also observes that so far our experience of extended life-expectancy has not resulted in world-weariness. Throughout the last century, life-expectancy rose consistently, thanks to improved diet, better hygiene, continuous medical innovation and the provision of free or subsidised healthcare. In 1952 the Queen sent out 225 telegrams to people on their 100th birthday; in 1996 she sent out 5218. 'Consider also, the lives of our Roman and Anglo-Saxon ancestors' he says. By and large, the doubling of human lifespan we have seen since then has not been a bad thing. Life has not become frustrating and boring. For example, we now live to see our children's children, and this is good.'

Questions 15-19

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

15. Scientific predictions about how much it will be possible to lengthen human life vary greatly.

16. Research into extending life involves both new drugs and changes to genes.

17. Scientific experiments have not succeeded in making any animals live longer.

18. Most people in the future will decide not to have children.

19. Life expectancy has improved partly because people eat better.

Questions 20- 23

Look at the following names of people or organizations (Questions) and the list of opinions (A-F). Match each name with the opinion which the person or organization expressed.

NB There are more opinions than names, so you will not use them all.

- A. Increases in longevity may cause unwelcome changes in society.
- B. People will live longer but become tired of life.
- C. Past experience shows that people do not lose interest in life as a result of living longer.
- D. There is no scientific proof that any drug can prolong human life expectancy.
- E. One medicine we are developing may have a welcome benefit apart from its original purpose.
- F. Using drugs to treat the diseases of old age is only the beginning.

- 20. Eukarion
- 21. Rich Miller
- 22. David Gems
- 23. John Polkinghorne

Question 24

Which **TWO** of the following are characteristics of free radicals?

Choose **TWO** letters A-E.

- A. They are a partial cause of certain diseases.
- B. They escape into the atmosphere when we breathe
- C. They are present in two vitamins
- D. They harm our body chemistry
- E. They are produced by our bodies.

Questions 25 - 28

Complete the following summary of the scientific progress towards extending life expectancy.

Choose your answers from the box below the summary.

NB There are more words than spaces, so you will not use them all.

In one experiment using anti-ageing chemicals, the life of **25** _____ was extended by half. **26** _____ like the ones which control the ageing process in these animals have also been found in other species. Unfortunately, however, experiments on **27** _____ have been less successful: while they live longer, the **28** _____ controlling their growth are also affected with the result that they grow less.

- A. Chemicals
- B. Earthworms
- C. Fruit flies
- D. Genes
- E. Hormones
- F. Human beings
- G. Mice
- H. Organisms

READING PASSAGE- 3 In Praise of Amateurs

Despite the specialization of scientific research, amateurs still have an important role to play

During the scientific revolution of the 17th century, scientists were largely men of private means who pursued their interest in natural philosophy for their own edification. Only in the past century or two has it become possible to make a living from investigating the workings of nature. Modern science was, in other words, built on the work of amateurs. Today, science is an increasingly specialized and compartmentalized subject, the domain of experts who know more and more about less and less. Perhaps surprisingly, however, amateurs – even those without private means – are still important.

A recent poll carried out at a meeting of the American Association for the Advancement of Science by astronomer Dr Richard Fienberg found that, in addition to his field of astronomy, amateurs are actively involved in such fields as acoustics, horticulture, ornithology, meteorology, hydrology and palaeontology. Far from being crackpots, amateur scientists are often in close touch with professionals, some of whom rely heavily on their co-operation.

Admittedly, some fields are more open to amateurs than others. Anything that requires expensive equipment is clearly a no-go area. And some kinds of research can be dangerous; most amateur chemists, jokes Dr Fienberg, are either locked up or have blown themselves to bits. But amateurs can make valuable contributions in fields from rocketry to palaeontology and the rise of the internet has made it easier than before to collect data and distribute results.

Exactly which field of study has benefited most from the contributions of amateurs is a matter of some dispute. Dr Fienberg makes a strong case for astronomy. There is, he points out, a long tradition of collaboration between amateur and professional sky watchers. Numerous comets, asteroids and even the planet Uranus were discovered by amateurs. Today, in addition to comet and asteroid spotting, amateurs continue to do valuable work observing the brightness of variable stars and detecting novae- 'new' stars in the Milky Way and supernovae in other galaxies. Amateur observers are helpful, says Dr Fienberg, because there are so many of them (they far outnumber professionals) and because they are distributed all over the world. This makes special kinds of observations possible: 'if several observers around the world accurately record the time when a star is eclipsed by an asteroid, for example, it is possible to derive useful information about the asteroid's shape.

Another field in which amateurs have traditionally played an important role is palaeontology. Adrian Hunt, a palaeontologist at Mesa Technical College in New Mexico, insists that this is the field in which amateurs have made the biggest contribution. Despite the development of high-tech equipment, he says, the best sensors for finding fossils are human eyes – lots of them. Finding volunteers to look for fossils is not difficult, he says, because of the near –universal interest in anything to do with dinosaurs. As well as helping with this research, volunteers learn about science, a process he calls 'recreational education'.

Rick Bonney of the Cornell Laboratory of Ornithology in Ithaca, New York, contends that amateurs have contributed the most in his field. There are, he notes, thought to be as many as 60 million birdwatchers in America alone. Given their huge numbers and the wide geographical coverage they provide; Mr Bonney has enlisted thousands of amateurs in a number of research projects. Over the past few years their observations have uncovered previously unknown trends and cycles in bird migrations and revealed declines in the breeding populations of several species of migratory birds, prompting a habitat conservation programme.

Despite the successes and whatever the field of study, collaboration between amateurs and professionals is not without its difficulties. Not everyone, for example is happy with the term 'amateur'. Mr Bonney has coined the term 'citizen scientist' because he felt that other words, such as 'volunteer' sounded disparaging. A more serious problem is the question of how professionals can best acknowledge the contributions made by amateurs. Dr Fienberg says that some amateur astronomers are happy to provide their observations but grumble about not being reimbursed for out-of-pocket expenses. Others feel let down when their observations are used in scientific papers, but they are not listed as co-authors. Dr Hunt says some amateur palaeontologists are disappointed when told that they cannot take finds home with them.

These are legitimate concerns but none seems insurmountable. Provided amateurs and professionals agree the terms on which they will work together beforehand, there is no reason why co-operation between the two groups should not flourish. Last year Dr S. Carlson, founder of the Society for Amateur Scientists won an award worth \$290,000 for his work in promoting such co-operation. He says that one of the main benefits of the prize is the endorsement it has given to the contributions of amateur scientists, which has done much to silence critics among those professionals who believe science should remain their exclusive preserve.

At the moment, says Dr Carlson, the society is involved in several schemes including an innovative rocket-design project and the setting up of a network of observers who will search for evidence of a link between low- frequency radiation and earthquakes. The amateurs, he says, provide enthusiasm and talent, while the professionals provide guidance 'so that anything they do discover will be taken seriously'. Having laid the foundations of science,

Questions 29 - 36

Complete the summary below.

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

Write your answers in boxes **29-36** on your answer sheet.

Prior to the 19th century, professional **29** _____ did not exist and scientific research was largely carried out by amateurs. However, while **30** _____ today is mostly the domain of professionals, a recent US survey highlighted the fact that amateurs play an important role in at least seven **31** _____ and indeed many professionals are reliant on their **32** _____. In areas such as astronomy, amateurs can be invaluable when making specific **33** _____ on a global basis. Similarly in the area of paleontology their involvement is invaluable and helpers are easy to recruit because of the popularity of **34** _____. Amateur birdwatchers also play an active role and their work has led to the establishment of a **35** _____. Occasionally the term 'amateur' has been the source of disagreement and alternative names have been suggested but generally speaking, as long as the professional scientists **36** _____ the work of the non-professionals, the two groups can work productively together.

Questions 37-40

Classify the following opinions as referring to

- A. Dr. Fienberg
- B. Adrian Hunt
- C. Rick Bonney
- D. Dr. Carlson

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

- 37.** Amateur involvement can also be an instructive pastime.
- 38.** Amateur scientists are prone to accidents.
- 39.** Science does not belong to professional scientists alone.
- 40.** In certain areas of my work, people are a more valuable resource than technology

READING PRACTICE TEST 4

READING PASSAGE 1 NUTMEG – A VALUABLE SPICE

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

The nutmeg tree, *Myristica fragrans*, is a large evergreen tree native to Southeast Asia. Until the late 18th century, it only grew in one place in the world: a small group of islands in the Banda Sea, part of the Moluccas – or Spice Islands – in northeastern Indonesia. The tree is thickly branched with dense foliage of tough, dark green oval leaves, and produces small, yellow, bell-shaped flowers and pale yellow pear-shaped fruits. The fruit is encased in a flesh husk. When the fruit is ripe, this husk splits into two halves along a ridge running the length of the fruit. Inside is a purple-brown shiny seed, 2-3 cm long by about 2 cm across, surrounded by a lacy red or crimson covering called an 'aril'. These are the sources of the two spices nutmeg and mace, the former being produced from the dried seed and the latter from the aril.

Nutmeg was a highly prized and costly ingredient in European cuisine in the Middle Ages and was used as a flavoring, medicinal, and preservative agent. Throughout this period, the Arabs were the exclusive importers of the spice to Europe. They sold nutmeg for high prices to merchants based in Venice, but they never revealed the exact location of the source of this extremely valuable commodity. The Arab-Venetian dominance of the trade finally ended in 1512, when the Portuguese reached the Banda Islands and began exploiting its precious resources.

Always in danger of competition from neighboring Spain, the Portuguese began subcontracting their spice distribution to Dutch traders. Profits began to flow into the Netherlands, and the Dutch commercial fleet swiftly grew into one of the largest in the world. The Dutch quietly gained control of most of the shipping and trading of spices in Northern Europe. Then, in 1580, Portugal fell under Spanish rule, and by the end of the 16th century, the Dutch found themselves locked out of the market. As prices for pepper, nutmeg, and other spices soared across Europe, they decided to fight back.

In 1602, Dutch merchants founded the VOC, a trading corporation better known as the Dutch East India Company. By 1617, the VOC was the richest commercial operation in the world. The company had 50,000 employees worldwide, with a private army of 30,000 men and a fleet of 200 ships. At the same time, thousands of people across Europe were dying of the plague, a highly contagious and deadly disease. Doctors were desperate for a way to stop the spread of this disease, and they decided nutmeg held the cure. Everybody wanted nutmeg, and many were willing to spare no expense to have it. Nutmeg bought for a few pennies in Indonesia could be sold for 68,000 times its original cost on the streets of London. The only problem was the short supply. And that's where the Dutch found their opportunity.

The Banda Islands were ruled by local sultans who insisted on maintaining a neutral trading policy towards foreign powers. This allowed them to avoid the presence of Portuguese or Spanish troops on their soil, but it also left them unprotected from other invaders. In 1621, the Dutch arrived and took over. Once securely in control of the Bandas, the Dutch went to work protecting their new investment. They concentrated all nutmeg production into a few easily guarded areas, uprooting and destroying any trees outside the plantation zones. Anyone caught growing a nutmeg seedling or carrying seeds without the proper authority was severely punished. In addition, all exported nutmeg was covered with lime to make sure there was no chance a fertile seed which could be grown elsewhere would leave the islands. There was only one obstacle to Dutch domination. One of the Banda Islands, a sliver of land called Run, only 3 km long by less than 1 km wide, was under the control of the British. After decades of fighting for control of this tiny island, the Dutch and British arrived at a compromise settlement, the Treaty of Breda, in 1667. Intent on securing

their hold over every nutmeg-producing island, the Dutch offered a trade: if the British would give them the island of Run, they would in turn give Britain a distant and much less valuable island in North America. The British agreed. That other island was Manhattan, which is how New Amsterdam became New York. The Dutch now had a monopoly over the nutmeg trade which would last for another century.

Then, in 1770, a Frenchman named Pierre Poivre successfully smuggled nutmeg plants to safety in Mauritius, an island off the coast of Africa. Some of these were later exported to the Caribbean where they thrived, especially on the island of Grenada. Next, in 1778, a volcanic eruption in the Banda region caused a tsunami that wiped out half the nutmeg groves. Finally, in 1809, the British returned to Indonesia and seized the Banda Islands by force. They returned the islands to the Dutch in 1817, but not before transplanting hundreds of nutmeg seedlings to plantations in several locations across southern Asia. The Dutch nutmeg monopoly was over.

Today, nutmeg is grown in Indonesia, the Caribbean, India, Malaysia, Papua New Guinea and Sri Lanka, and world nutmeg production is estimated to average between 10,000 and 12,000 tons per year.

Questions 1-4

Complete the notes below.

Choose ONE WORD ONLY from the passage for each answer.

Write your answers in boxes **1-8** on your answer sheet.

The nutmeg tree and fruit

- the leaves of the tree are **1** _____ in shape
- the **2** _____ surrounds the fruit and breaks open when the fruit is ripe
- the **3** _____ is used to produce the spice nutmeg
- the covering known as the aril is used to produce **4** _____
- the tree has yellow flowers and fruit

Questions 5-7

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

In boxes 5-7 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

5. In the Middle Ages, most Europeans knew where nutmeg was grown.

6. The VOC was the world's first major trading company.

7. Following the Treaty of Breda, the Dutch had control of all the islands where nutmeg grew.

Questions 8-13

Complete the table below.

Choose ONE WORD ONLY from the passage for each answer.

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

Middle Ages

Nutmeg was brought to Europe by the **8**_____

16th century

European nations took control of the nutmeg trade

17th century

Demand for nutmeg grew, as it was believed to be effective against the disease known as the

9_____

The Dutch

– took control of the Banda Islands

– restricted nutmeg production to a few areas

– put **10**_____ on nutmeg to avoid it being cultivated outside the islands

– finally obtained the island of **11**_____ from the British

Late 18th century

1770 – nutmeg plants were secretly taken to **12**_____

1778 – half the Banda Islands' nutmeg plantations were destroyed by a **13**_____

READING PASSAGE 2

DRIVERLESS CARS

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

A

The automotive sector is well used to adapting to automation in manufacturing. The implementation of robotic car manufacture from the 1970s onwards led to significant cost savings and improvements in the reliability and flexibility of vehicle mass production. A new challenge to vehicle production is now on the horizon and, again, it comes from automation. However, this time it is not to do with the manufacturing process, but with the vehicles themselves.

Research projects on vehicle automation are not new. Vehicles with limited self-driving capabilities have been around for more than 50 years, resulting in significant contributions towards driver assistance systems. But since Google announced in 2010 that it had been trialing self-driving cars on the streets of California, progress in this field has quickly gathered pace.

B

There are many reasons why technology is advancing so fast. One frequently cited motive is safety; indeed, research at the UK's Transport Research Laboratory has demonstrated that more than 90 percent of road collisions involve human error as a contributory factor, and it is the primary cause in the vast majority. Automation may help to reduce the incidence of this.

Another aim is to free the time people spend driving for other purposes. If the vehicle can do some or all of the driving, it may be possible to be productive, to socialize, or simply to relax while automation systems have responsibility for safe control of the vehicle. If the vehicle can do the driving, those who are challenged by existing mobility models – such as older or disabled travelers – may be able to enjoy significantly greater travel autonomy.

C

Beyond these direct benefits, we can consider the wider implications for transport and society, and how manufacturing processes might need to respond as a result. At present, the average car spends more than 90 percent of its life parked. Automation means that initiatives for car-sharing become much more viable, particularly in urban areas with significant travel demand. If a significant proportion of the population chooses to use shared automated vehicles, mobility demand can be met by far fewer vehicles.

D

The Massachusetts Institute of Technology investigated automated mobility in Singapore, finding that fewer than 30 percent of the vehicles currently used would be required if fully automated car-sharing could be implemented. If this is the case, it might mean that we need to manufacture far fewer vehicles to meet demand. However, the number of trips being taken would probably increase, partly because empty vehicles would have to be moved from one customer to the next.

Modeling work by the University of Michigan Transportation Research Institute suggests automated vehicles might reduce vehicle ownership by 43 percent, but that vehicles' average annual mileage double as a result. As a consequence, each vehicle would be used more intensively and might need replacing sooner. This faster rate of turnover may mean that vehicle production will not necessarily decrease

E

Automation may prompt other changes in vehicle manufacture. If we move to a model where consumers are tending not to own a single vehicle but to purchase access to a range of vehicle through a mobility provider, drivers will have the freedom to select one that best suits their needs for a particular journey, rather than making a compromise across all their requirements.

Since, for most of the time, most of the seats in most cars are unoccupied, this may boost the production of a smaller, more efficient range of vehicles that suit the needs of individuals. Specialized vehicles may then be available for exceptional journeys, such as going on a family camping trip or helping a son or daughter move to university.

F

There are a number of hurdles to overcome in delivering automated vehicles to our roads. These include the technical difficulties in ensuring that the vehicle works reliably in the infinite range of traffic, weather, and road situations it might encounter; the regulatory challenges in understanding how liability and enforcement might change when drivers are no longer essential for vehicle operation; and the societal changes that may be required for communities to trust and accept automated vehicles as being a valuable part of the mobility landscape.

G

It's clear that there are many challenges that need to be addressed but, through robust and targeted research, these can most probably be conquered within the next 10 years. Mobility will change in such potentially significant ways and in association with so many other technological developments, such as telepresence and virtual reality, that it is hard to make concrete predictions about the future. However, one thing is certain: change is coming, and the need to be flexible in response to this will be vital for those involved in manufacturing the vehicles that will deliver future mobility.

Questions 14-18

Reading Passage 2 has seven paragraphs, A-G.

Which section contains the following information?

Write the correct letter, A-G, in boxes 14-18 on your answer sheet.

- 14. reference to the amount of time when a car is not in use
- 15. mention of several advantages of driverless vehicles for individual road-users
- 16. reference to the opportunity of choosing the most appropriate vehicle for each trip
- 17. an estimate of how long it will take to overcome a number of problems
- 18. a suggestion that the use of driverless cars may have no effect on the number of vehicles manufactured

Questions 19-22

Complete the summary below.

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

Write your answers in boxes **19-22** on your answer sheet.

The impact of driverless cars

Figures from the Transport Research Laboratory indicate that most motor accidents are partly due to **19** _____, so the introduction of driverless vehicles will result in greater safety. In addition to the direct benefits of automation, it may bring other advantages. For example, schemes for **20** _____ will be more workable, especially in towns and cities, resulting in fewer cars on the road. According to the University of Michigan Transportation Research Institute, there could be a 43 percent drop in **21** _____ of cars. However, this would mean that the yearly **22** _____ of each car would, on average, be twice as high as it currently is. This would lead to a higher turnover of vehicles, and therefore no reduction in automotive manufacturing.

Questions 23 and 24

Choose TWO letters, A-E.

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

Which TWO benefits of automated vehicles does the writer mention?

- A. Car travellers could enjoy considerable cost savings.
- B. It would be easier to find parking spaces in urban areas.
- C. Travellers could spend journeys doing something other than driving.
- D. People who find driving physically difficult could travel independently.
- E. A reduction in the number of cars would mean a reduction in pollution.

Questions 25 and 26

Choose TWO letters, A-E.

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

Which TWO challenges to automated vehicle development does the writer mention?

- A. making sure the general public has confidence in automated vehicles
- B. managing the pace of transition from conventional to automated vehicles
- C. deciding how to compensate professional drivers who become redundant
- D. setting up the infrastructure to make roads suitable for automated vehicles
- E. getting automated vehicles to adapt to various different driving conditions

READING PASSAGE 3

WHAT IS EXPLORATION?

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

We are all exploring. Our desire to discover, and then share that new-found knowledge, is part of what makes us human – indeed, this has played an important part in our success as a species. Long before the first caveman slumped down beside the fire and grunted news that there was plenty of wildebeest over yonder, our ancestors had learnt the value of sending out scouts to investigate the unknown. This questing nature of ours undoubtedly helped our species spread around the globe, just as it nowadays no doubt helps the last nomadic Penan maintain their existence in the depleted forests of Borneo, and a visitor negotiate the subways of New York.

Over the years, we've come to think of explorers as a peculiar breed – different from the rest of us, different from those of us who are merely 'well-travelled', even; and perhaps there is a type of person more suited to seeking out the new, a type of caveman more inclined to risk venturing out. That, however, doesn't take away from the fact that we all have this enquiring instinct, even today; and that in all sorts of professions – whether artist, marine biologist or astronomer – borders of the unknown are being tested each day.

Thomas Hardy set some of his novels in Egdon Heath, a fictional area of uncultivated land, and used the landscape to suggest the desires and fears of his characters. He is delving into matters we all recognise because they are common to humanity. This is surely an act of exploration, and into a world as remote as the author chooses. Explorer and travel writer Peter Fleming talks of the moment when the explorer returns to the existence he has left behind with his loved ones. The traveller 'who has for weeks or months seen himself only as a puny and irrelevant alien crawling laboriously over a country in which he has no roots and no background, suddenly encounters his other self, a relatively solid figure, with a place in the minds of certain people'.

In this book about the exploration of the earth's surface, I have confined myself to those whose travels were real and who also aimed at more than personal discovery. But that still left me with another problem: the word 'explorer' has become associated with a past era. We think back to a golden age, as if exploration peaked somehow in the 19th century – as if the process of discovery is now on the decline, though the truth is that we have named only one and a half million of this planet's species, and there may be more than 10 million – and that's not including bacteria. We have studied only 5 per cent of the species we know. We have scarcely mapped the ocean floors, and know even less about ourselves; we fully understand the workings of only 10 per cent of our brains.

Here is how some of today's 'explorers' define the word. Ran Fiennes, dubbed the 'greatest living explorer', said, 'An explorer is someone who has done something that no human has done before – and also done something scientifically useful.' Chris Bonington, a leading mountaineer, felt exploration was to be found in the act of physically touching the unknown: 'You have to have gone somewhere new.' Then Robin Hanbury-Tenison, a campaigner on behalf of remote so-called 'tribal' peoples, said, 'A traveller simply records information about some far-off world, and reports back; but an explorer changes the world.' Wilfred Thesiger, who crossed Arabia's Empty Quarter in 1946, and belongs to an era of unmechanised travel now lost to the rest of us, told me, 'If I'd gone across by camel when I could have gone by car, it would have been a stunt.' To him, exploration meant bringing back information from a remote place regardless of any great self-discovery.

Each definition is slightly different – and tends to reflect the field of endeavour of each pioneer. It was the same whoever I asked: the prominent historian would say exploration was a thing of the past, the cutting-edge scientist would say it was of the present. And so on. They each set their own particular criteria; the common factor in their approach being that they all had, unlike many of us who simply enjoy travel or discovering new things, both a very definite objective from the outset and also a desire to record their findings.

I'd best declare my own bias. As a writer, I'm interested in the exploration of ideas. I've done a great many expeditions and each one was unique. I've lived for months alone with isolated groups of people all around the world, even two 'uncontacted tribes'. But none of these things is of the slightest interest to anyone unless, through my books, I've found a new slant, explored a new idea. Why? Because the world has moved on. The time has long passed for the great continental voyages – another walk to the poles, another crossing of the Empty Quarter. We know how the land surface of our planet lies; exploration of it is now down to the details – the habits of microbes, say, or the grazing behaviour of buffalo. Aside from the deep sea and deep underground, it's the era of specialists. However, this is to disregard the role the human mind has in conveying remote places; and this is what interests me: how a fresh interpretation, even of a well-traveled route, can give its readers new insights.

Questions 27-32

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

Write the correct letter in boxes **27-32** on your answer sheet.

- 27.** The writer refers to visitors to New York to illustrate the point that
- A. exploration is an intrinsic element of being human.
 - B. most people are enthusiastic about exploring.
 - C. exploration can lead to surprising results.
 - D. most people find exploration daunting.
- 28.** According to the second paragraph, what is the writer's view of explorers?
- A. Their discoveries have brought both benefits and disadvantages.
 - B. Their main value is in teaching others.
 - C. They act on an urge that is common to everyone.
 - D. They tend to be more attracted to certain professions than to others.
- 29.** The writer refers to a description of Egdon Heath to suggest that
- A. Hardy was writing about his own experience of exploration.
 - B. Hardy was mistaken about the nature of exploration.
 - C. Hardy's aim was to investigate people's emotional states.
 - D. Hardy's aim was to show the attraction of isolation.
- 30.** In the fourth paragraph, the writer refers to 'a golden age' to suggest that
- A. the amount of useful information produced by exploration has decreased.
 - B. fewer people are interested in exploring than in the 19th century.
 - C. recent developments have made exploration less exciting.
 - D. we are wrong to think that exploration is no longer necessary.
- 31.** In the sixth paragraph, when discussing the definition of exploration, the writer argues that
- A. people tend to relate exploration to their own professional interests.
 - B. certain people are likely to misunderstand the nature of exploration.
 - C. the generally accepted definition has changed over time.
 - D. historians and scientists have more valid definitions than the general public.

- 32.** In the last paragraph, the writer explains that he is interested in
- A. how someone's personality is reflected in their choice of places to visit.
 - B. the human ability to cast new light on places that may be familiar.
 - C. how travel writing has evolved to meet changing demands.
 - D. the feelings that writers develop about the places that they explore.

Questions 33-37

Look at the following statements (Questions 33-37) and the list of explorers below.

Match each statement with the correct explorer, A-E.

Write the correct letter, A-E, in boxes 33-37 on your answer sheet.

NB You may use any letter more than once.

- 33.** He referred to the relevance of the form of transport used.
34. He described feelings on coming back home after a long journey.
35. He worked for the benefit of specific groups of people.
36. He did not consider learning about oneself an essential part of the exploration.
37. He defined exploration as being both unique and of value to others.

List of Explorers

- A. Peter Fleming
- B. Ran Fiennes
- C. Chris Bonington
- D. Robin Hanbury-Tenison
- E. Wilfred Thesiger

Questions 38-40

Complete the summary below.

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

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

The writer's own bias

The writer has experience of a large number of **38**_____, and was the first stranger that certain previously **39**_____ people had encountered. He believes there is no need for further exploration of Earth's **40**_____, except to answer specific questions such as how buffalo eat.

WRITING PRACTICE TEST 1

TASK- 1

You should spend about 20 minutes on this task.

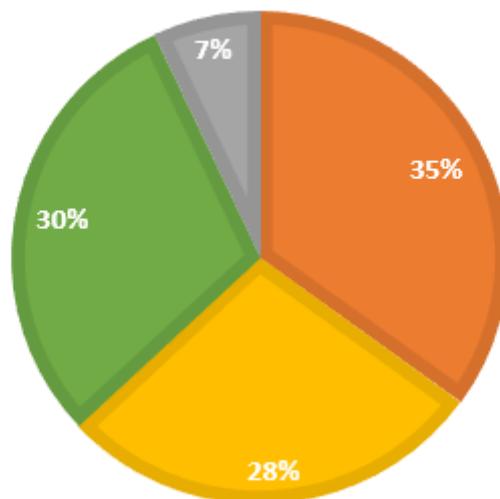
The pie chart below shows the main reasons why agricultural land becomes less productive. The table shows how these causes affected three regions of the world during the 1990s.

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

Write at least 150 words.

CAUSES OF WORLDWIDE LAND DEGRADATION

over-grazing over-cultivation deforestation other



CAUSES OF LAND DEGRADATION BY REGION

| Region | % land degraded by... | | | Total land degraded |
|---------------|-----------------------|------------------|--------------|---------------------|
| | deforestation | over-cultivation | over-grazing | |
| North America | 0.2 | 3.3 | 1.5 | 5% |
| Europe | 9.8 | 7.7 | 5.5 | 23% |
| Oceania | 1.7 | 0 | 11.3 | 13% |

TASK- 2

You should spend about 40 minutes on this task.

Write about the following topic:

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

Discuss both these views and give your own opinion.

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

Write at least 250 words

WRITING PRACTICE TEST 2

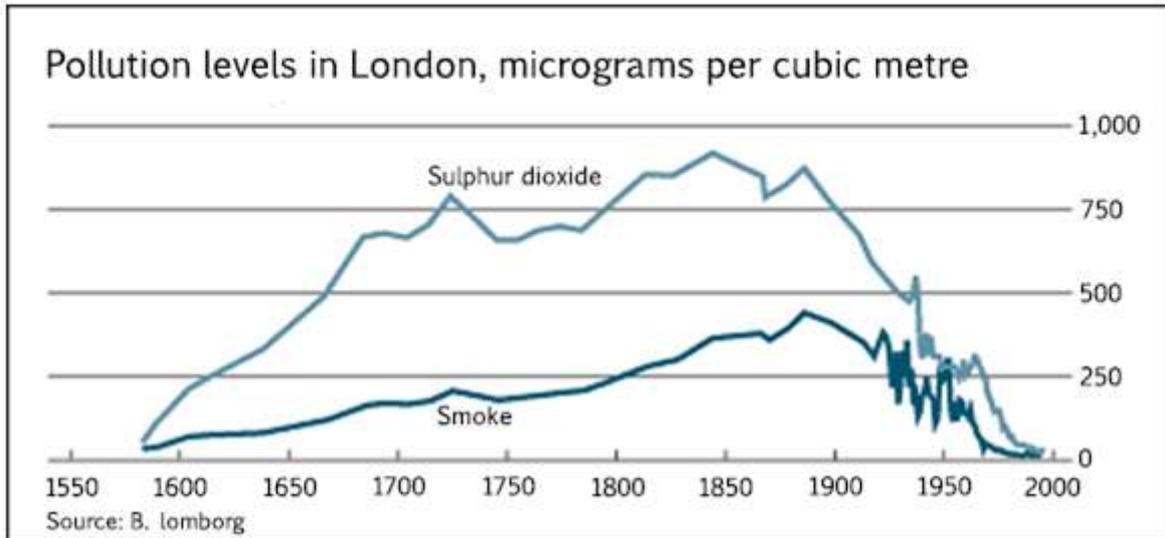
TASK- 1

You should spend about 20 minutes on this task.

The graph below shows the pollution levels in London between 1600 and 2000.

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

Write at least 150 words.



TASK- 2

You should spend about 40 minutes on this task.

Write about the following topic:

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

Discuss both these views and give your own opinion.

Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write at least 250 words.

WRITING PRACTICE TEST 3

TASK- 1

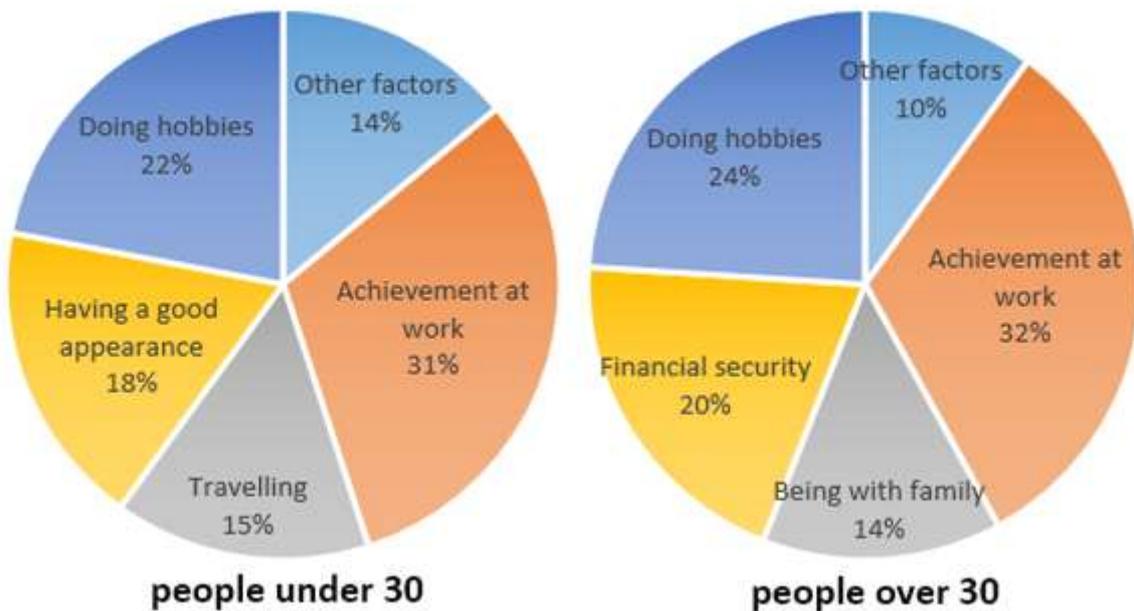
You should spend about 20 minutes on this task.

The charts below show the results of a survey about what people of different age groups say makes them most happy.

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

Write at least 150 words.

What makes people most happy?



TASK- 2

You should spend about 40 minutes on this task.

Around the world, children learn English as a second language at school. However, in some places, they also learn at kindergarten (pre-school care, when children are aged two to five).

Discuss the advantages and disadvantages of learning English at kindergarten.

Provide reasons for your answer. Include relevant examples from your own knowledge or experience.

Write at least 250 words.

WRITING PRACTICE TEST 4

TASK- 1

You should spend about 20 minutes on this task.

The tables below give information about sales of Fairtrade*-labelled tea and pineapples in 2010 and 2015 in five European countries.

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

Write at least 150 words.

Sales of Fairtrade-labelled tea and pineapples (2010 & 2015)

| Tea | 2010 (millions of euros) | 2015 (millions of euros) |
|-------------|-----------------------------|-----------------------------|
| France | 2.5 | 21 |
| Austria | 4 | 8 |
| Germany | 2.8 | 3 |
| Netherlands | 2 | 2.7 |
| Norway | 1.8 | 2 |
| Pineapples | 2010 (millions of euros) | 2015 (millions of euros) |
| Austria | 16 | 48 |
| France | 2 | 6.5 |
| Netherlands | 1.6 | 5 |
| Norway | 2.8 | 2 |
| Germany | 3 | 1.9 |

*Fairtrade: a category of products for which farmers from developing countries have been paid an officially agreed fair price.

TASK- 2

You should spend about 40 minutes on this task.

Some people think that parents should teach children how to be good members of society. Others, however, believe that school is the place to learn this.

Discuss both these views and give your own opinion.

Provide reasons for your answer. Include relevant examples from your own knowledge or experience.

Write at least 250 words.

SPEAKING PRACTICE TEST 1

PART 1

Now, in this first part of the test I'm going to ask you some questions about yourself.

Will then ask you some questions on shopping.

1. Who does most of the shopping in your household?
2. What type of shopping do you like? (Why?)
3. Is shopping a popular activity in your country? (Why/why not?)
4. What type of shops do teenagers like best in your country?

PART- 2

Describe an environmental problem that has occurred in your country.

You should say:

- The cause of the problem
- what effect it has had on your country
- the steps, if any, that have been taken to solve this
- Explain why you think this problem is so important to solve.

PART 3

We've been talking about an environmental problem in your country, and I'd now like to ask you some questions related to this.

First, let's consider **global environmental problems**.

- *Tell me about some of the environmental problems that are affecting countries these days?*
- *Do you think that governments around the world are doing enough to tackle the problems?*
- *Why do some people not consider environmental problems to be serious?*

Now we'll look at **environmental problems** and disasters caused by humans.

- *What do you consider to be the world's worst environmental disaster caused by humans?*
- *Why do you think environmental disasters caused by humans happen?*
- *Do you think there will be more environmental disasters caused by humans in the future?*

SPEAKING PRACTICE TEST 2

Part 1

Answer the questions:

- Where are you from?
- Are you a student, or do you have a job?
- What do you study? / What is your job?
- Do you enjoy your job / your studies?

Part 2

You will have to talk about the topic for one to two minutes.

You have one minute to think about what you're going to say.

You can make some notes to help you if you wish.

Describe something interesting that you once found.

You should say:

- what you found
- how you found it
- what you did with it

and explain why it was interesting.

Part 3

Answer these questions related to finding things:

Collecting things as a hobby

- What kind of things do people like collecting as a hobby?
- What educational benefit do you think collecting objects like coins or stamps might have?

Archaeology

- How useful do you think it is for humans to uncover objects from the past?
- Who do you think historic objects should belong to when they have been found?

Exploration

- Can you suggest what motivated people in the past to explore the world?
- Do you think interest in space exploration will increase in future?

SPEAKING PRACTICE TEST 3

Part 1

Answer the questions:

- Where do you live now?
- Is it a flat or a house?
- Do you like living there? Why?
- What kind of noise is the most disturbing in your opinion?
- What are some of the noise-related problems?
- What do you do in your free time?
- Why do you like to do it?
- How often do you go swimming?

Part 2

You will have to talk about the topic for one to two minutes.

You have one minute to think about what you're going to say.

You can make some notes to help you if you wish.

Talk about a person that you like to spend most of your time with.

You should say

- Who is this person?
- How did you both meet?
- Why do you like to spend time with him/her?

Part 3

Answer these questions related to finding things:

- How long have you known each other?
- How often do you meet with him/her?
- How can conversation help us in our daily life?
- Does modern technology have an effect on personal contact? Why?
- Do you think modern devices make personal contacts among friends less frequent?
- What benefits can students get from group studying? Why?

SPEAKING PRACTICE TEST 4

Part 1

Answer the questions:

- Do you work or study?
- Why did you choose this subject?
- What impact does the noise have on a person while working?
- What different types of noise do you know?
- What kind of sound do you like or dislike? Why?

Describe a situation when you got angry.

You should say

- What was the situation?
- Why did you get angry?
- How did you deal with it?

Part 2

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

Part 3

Answer these questions related to finding things:

- How often do you get angry now?
- What can be done to control anger?
- People these days have mixed emotions; why does it happen?
- What is the effect of mixed emotions on other people?

LISTENING PRACTICE TEST 1

Section 1

Section 1: Questions 1-10

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

Job Inquiry

Work at: _____ a restaurant

Type of work: **1** _____

Number of hours per week: 12 hours

Would need work permit

Work in the: **2** _____ branch

Nearest bus stop: next to **3** _____

Pay: **4** £ _____ an hour

Extra benefits: a free dinner

Extra pay when you work on **5** _____

Transport home when you work **6** _____

Qualities required:

7 _____

Ability to **8** _____

Interview arranged for: Thursday **9** _____ at 6 pm

Ask for: Samira **10** _____

Section 2

Section 2: Questions 11-16

Complete the notes below. Write **ONE WORD AND/OR A NUMBER** for each answer.

SPORTS WORLD

- a new **11** _____ of an international sports goods company
- located in the shopping centre to the **12** _____ of Bradcaster
- has sports **13** _____ and equipment on floors 1 – 3
- can get you any item within **14** _____ days
- shop specialises in equipment for **15** _____
- has a special section which just sells **16** _____

Questions 17 and 18

Choose the correct letter, A, B or C.

17. A champion athlete will be in the shop
- A. on Saturday morning only
 - B. all day Saturday
 - C. for the whole weekend
18. The first person to answer 20 quiz questions correctly will win
- A. gym membership
 - B. a video
 - C. a calendar

Questions 19 and 20

Choose **TWO** letters, A-E.

Which **TWO** pieces of information does the speaker give about the fitness test?

- A. You need to reserve a place
- B. It is free to account holders
- C. You get advice on how to improve your health
- D. It takes place in a special clinic
- E. It is cheaper this month

Section 3

Section 3: Questions 21-30

Choose the correct letter, A, B or C.

Course Feedback

21. One reason why Spiros felt happy about his marketing presentation was that
- A. he was not nervous
 - B. his style was good
 - C. the presentation was the best in his group
22. What surprised Hiroko about the other students' presentations?
- A. Their presentations were not interesting
 - B. They found their presentations stressful
 - C. They didn't look at the audience enough
23. After she gave her presentation, Hiroko felt
- A. Delighted
 - B. Dissatisfied
 - C. Embarrassed
24. How does Spiros feel about his performance in tutorials?
- A. not very happy
 - B. really pleased
 - C. fairly confident
25. Why can the other students participate so easily in discussions?
- A. They are polite to each other
 - B. They agree to take turns in speaking
 - C. They know each other well

- 26.** Why is Hiroko feeling more positive about tutorials now?
- A.** She finds the other students' opinions more interesting
 - B.** She is making more of a contribution
 - C.** The tutor includes her in the discussion
- 27.** To help her understand lectures, Hiroko
- A.** consulted reference materials
 - B.** had extra tutorials with her lecturers
 - C.** borrowed lecture notes from other students
- 28.** What does Spiros think of his reading skills?
- A.** He reads faster than he used to
 - B.** It still takes him a long time to read
 - C.** He tends to struggle with new vocabulary
- 29.** What is Hiroko's subject area?
- A.** environmental studies
 - B.** health education
 - C.** engineering
- 30.** Hiroko thinks that in the reading classes the students should
- A.** learn more vocabulary
 - B.** read more in their own subject areas
 - C.** develop better reading strategies

Section 4

Section 4: Questions 31-40

Complete the notes below. Write **NO MORE THAN THREE WORDS**.

Mass Strandings of Whales and Dolphins

Mass strandings: situations where groups of whales, dolphins, etc. swim onto the beach and die
Common in areas where the **31** _____ can change quickly

Several other theories:

Parasites

e.g. some parasites can affect marine animals' **32** _____, which they depend on for navigation

Toxins

Poisons from **33** _____ or _____ are commonly consumed by whales

e.g. Cape Cod (1988) – whales were killed by saxitoxin

Accidental Strandings

Animals may follow prey ashore, e.g. Thurston (1995)

Unlikely because the majority of animals were not **34** _____ when they stranded

Human Activity

35 _____ from military tests are linked to some recent strandings

The Bahamas (2000) stranding was unusual because the whales

- were all **36** _____
- were not in a **37** _____

Group Behaviour

- More strandings in the most **38** _____ species of whales
- 1994 dolphin stranding – only the **39** _____ was ill

Further Reading

Marine Mammals Ashore (Connor) – gives information about stranding

40 _____

LISTENING PRACTICE TEST 2

Section: 1

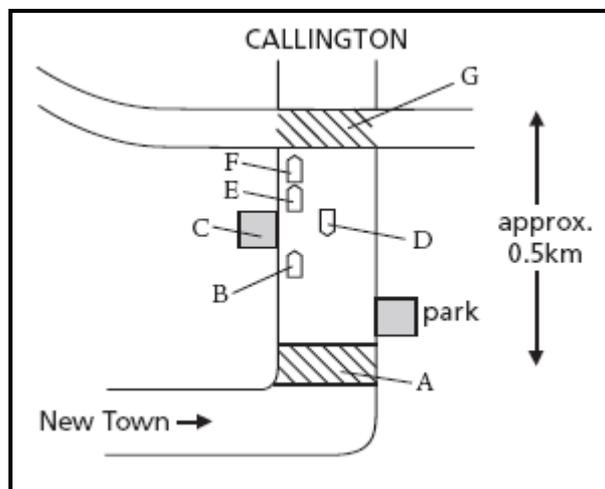
Questions 1-7

Complete the form below, using **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

| | |
|------------------------------|------------------------|
| Travel Safe INSURANCE PLC | |
| Department: | <u>Motor Insurance</u> |
| Client details: | |
| Name: | Elisabeth 1 _____ |
| Date of birth: | 8.10.1975 |
| Address: | 2 _____ (street) |
| | Calling ton (town) |
| Policy number: | 3 _____ |
| Accident details: | |
| Date: | 4 _____ |
| Time: | Approx. 5 _____ |
| Supporting evidence: | 6 _____ |
| Medical problems (if any): | 7 _____ injuries |

Questions 8-10

Label the diagram/plan below. Write the correct letter, **A–G**, next to questions **8–10**.



8. Traffic lights _____

9. Petrol station _____

10. Blue van _____

Section: 2

Question 11 – 14

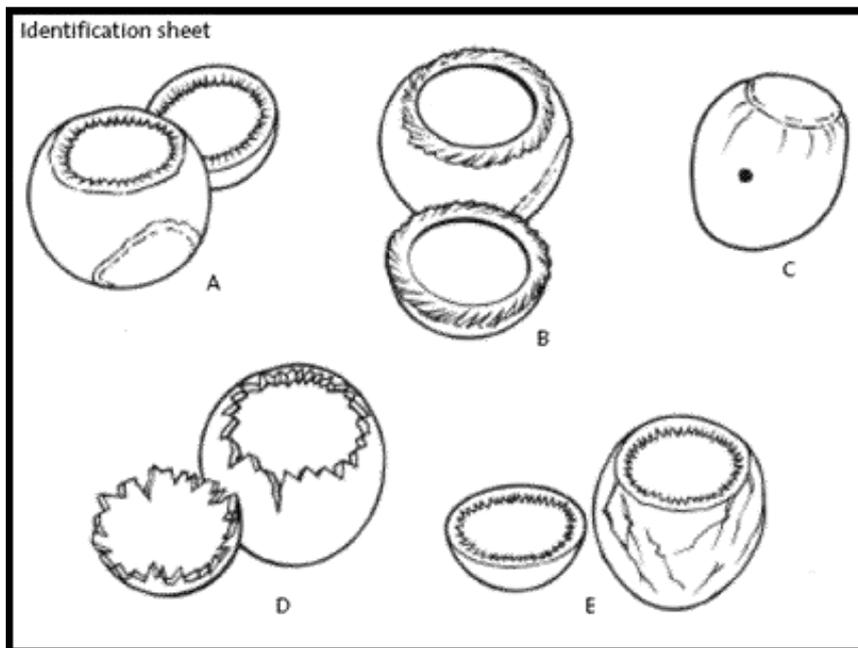
Complete the sentences below, using **NO MORE THAN THREE WORDS** for each answer:

- 11. Dormouse numbers have fallen _____ as well as in the UK.
- 12. Dormice are about as heavy as two _____
- 13. You are most likely to have seen a dormouse in a _____
- 14. In the UK, dormice probably live in hedges and woods, and next to _____

Question 15 – 17

Label the identification sheet below. Write the correct letter **A–E**.

- 15. opened by wood mice
- 16. opened by voles
- 17. opened by dormice



Question 18 – 20

Complete the summary below, using **NO MORE THAN ONE WORD** in each space.

If you find nuts opened by dormice **18** _____ where you found them. Put them into some kind of **19** _____ and **20** _____ them (name and address). Post them to Action for Wildlife.

Section: 3

Questions 21 – 26

Which company website has the following features?

- A. Hills Cycles website
- B. Wheels Unlimited website
- C. Both websites

Write the correct letter, A, B or C:

- 21. Bicycle catalogue _____
- 22. Price list _____
- 23. bicycle accessories _____
- 24. company history _____
- 25. online ordering _____
- 26. moving graphics _____

Questions 27 – 30

Choose the correct letter, A, B or C

27. According to the tutor, the basic criterion for evaluating the websites should relate to

- A. appearance.
- B. ease of use.
- C. target customers.

28. On the subject of timing, the tutor says

- A. the students' plan is appropriate.
- B. the students' presentation will be too long.
- C. the students can extend the presentation if necessary

29. Sarah and Jack will share the work by

- A. speaking in short turns.
- B. doing half the presentation each
- C. managing different aspects.

30. The tutor advises Sarah and Jack not to

- A. talk too much.
- B. show complicated lists.
- C. use a lot of visuals.

Section: 4

Questions 31– 37

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

31. Which elephants stay together all their life? _____
32. What are elephant family groups known as? _____
33. When scientists tracked groups of elephants, which feature of behaviour did they notice?

34. Which sense do elephants probably use to communicate over long distances? _____
35. What did American scientists do with a recording of elephant calls? _____
36. What did the elephants in the experiment rush to find? _____
37. What were scientists unable to do with the recording they had made? _____

Questions 38 – 40

What does the lecturer say about each type of elephant call?

Choose your answers from the box, and write the letters **A–H**

- A. cannot be heard by humans at all
- B. is usually accompanied by a leg movement
- C. begins and ends at the same pitch
- D. is usually accompanied by a nod of the head
- E. continuously increases in pitch
- F. is repeated over a long period
- G. continually fluctuates in volume

38. Greeting _____
39. Contact call _____
40. Summons to move on _____

LISTENING PRACTICE TEST 3

Section 1

Questions 1-10

Questions 1-5

Circle the appropriate letter.

Example

What has the woman lost?

- A a briefcase C a handbag
 B a suitcase D a wallet

1. What does her briefcase look like?



A



B



C



D

2. Which picture shows the distinguishing features?



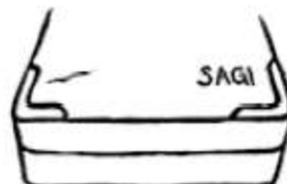
A



B



C

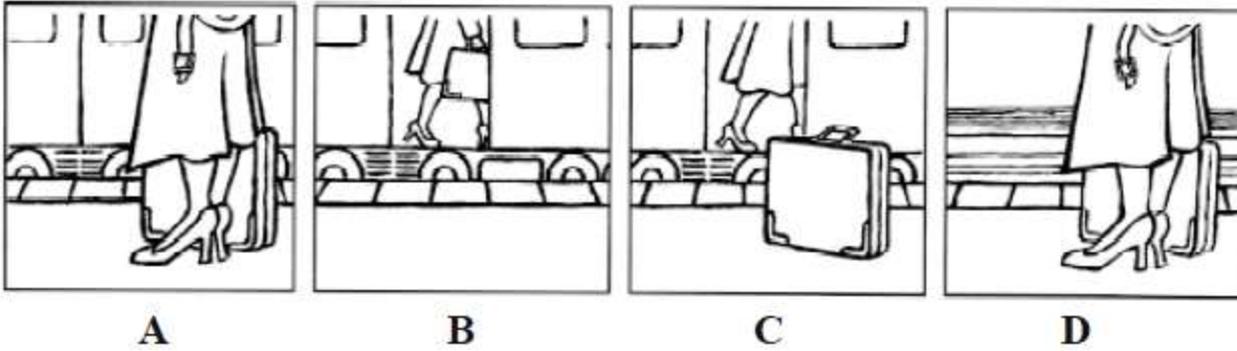


D

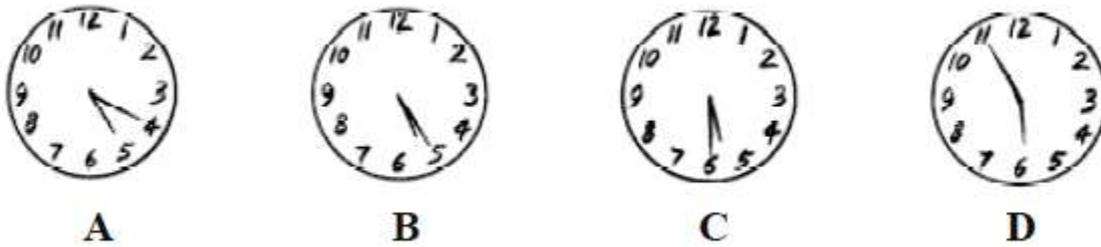
3. What did she have inside her briefcase?

- A. wallet, pens and novel
- B. papers and wallet
- C. pens and novel
- D. papers, pens and novel

4. Where was she standing when she lost her briefcase?



5. What time was it when she lost her briefcase?



Questions 6-10

Complete the form. Write **NO MORE THAN THREE WORDS** for each answer.

| PERSONAL DETAILS FORM | |
|--------------------------------------|---|
| Name: | <i>Mary</i> (6) |
| Address: | <i>Flat 2</i> (7) (8) <i>Road</i> <i>Canterbury</i> |
| Telephone: | (9) |
| Estimated value of lost item: | (10) £ |

Section 2

Questions 11-21

Questions 11-13

Tick the **THREE** other items which are mentioned in the news headlines.

| NEWS HEADLINES | |
|---|-------------------------------------|
| A Rivers flood in the north | <input type="checkbox"/> |
| <i>Example</i> B Money promised for drought victims | <input checked="" type="checkbox"/> |
| C Nurses on strike in Melbourne | <input type="checkbox"/> |
| D Passengers rescued from ship | <input type="checkbox"/> |
| E Passengers rescued from plane | <input type="checkbox"/> |
| F Bus and train drivers national strike threat | <input type="checkbox"/> |
| G Teachers demand more pay | <input type="checkbox"/> |
| H New uniform for QANTAS staff | <input type="checkbox"/> |
| I National airports under new management | <input type="checkbox"/> |

Questions 14-21

Complete the notes below by writing **NO MORE THAN THREE WORDS** in the spaces provided.

The Government plans to give **14** \$ _____ to assist the farmers. This money was to be spent on improving Sydney's **15** _____ but has now been re-allocated.

Australia has experienced its worst drought in over fifty years. Farmers say that the money will not help them because it is **16** _____

An aeroplane which was carrying a group of **17** _____ was forced to land just **18** _____ minutes after take-off. The passengers were rescued by **19** _____. The operation was helped because of the good weather. The passengers thanked the **20** _____ for saving their lives but unfortunately, they lost their **21** _____

Section 3

Questions 22-31

Questions 22-25

Circle the appropriate letter.

Example

The student is looking for the School of

- A Fine Arts.
- B Economic History.
- C Economics.
- D Accountancy.

22. The orientation meeting

- A. took place recently.
- B. took place last term.
- C. will take place tomorrow.
- D. will take place next week.

23. Attendance at lectures is

- A. optional after 4 pm.
- B. closely monitored.
- C. difficult to enforce.
- D. sometimes unnecessary.

24. Tutorials take place

- A. every morning.
- B. twice a week.
- C. three mornings a week.
- D. three afternoons a week.

25. The lecturer's name is

- A. Roberts.
- B. Rawson.
- C. Rogers.
- D. Robertson.

Questions 26-31

Complete the notes below using **NO MORE THAN THREE WORDS**.

Course requirements:

Tutorial paper:

- *A piece of work ON A given topic. Students must:*
- (26) *for 25 minutes*
- (27)
- *give to lecturer for marking*

Essay topic:

Usually (28)

Type of exam:

(29)

Library:

Important books are in (30)

Focus of course:

Focus on (31)

Section 4

Questions 32-41

Questions 32-33

Circle the appropriate letter.

32. The speaker works within the Faculty of

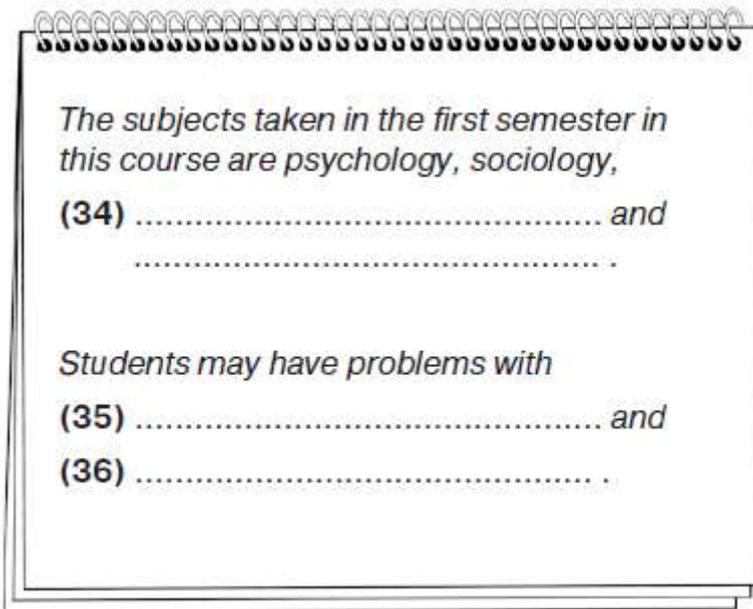
- A. Science and Technology.
- B. Arts and Social Sciences.
- C. Architecture.
- D. Law.

33. The Faculty consists firstly of

- A. subjects.
- B. degrees.
- C. divisions.
- D. Departments

Questions 34-36

Complete the notes using **NO MORE THAN THREE WORDS**.



Questions 37-41

Circle the appropriate letter.

37. The speaker says students can visit her

- A. every morning.
- B. some mornings
- C. mornings only.
- D. Friday morning

38. According to the speaker, a tutorial

- A. is a type of lecture.
- B. is less important than a lecture.
- C. provides a chance to share views.
- D. provides an alternative to group work.

- 39.** When writing essays, the speaker advises the students to
- A.** research their work well.
 - B.** name the books they have read.
 - C.** share work with their friends.
 - D.** avoid using other writers' ideas.
- 40.** The speaker thinks that plagiarism is
- A.** a common problem.
 - B.** an acceptable risk.
 - C.** a minor concern.
 - D.** a serious offence.
- 41.** The speaker's aims are to –
- A.** introduce students to university expectations.
 - B.** introduce students to the members of staff.
 - C.** warn students about the difficulties of studying.
 - D.** guide students round the university.

LISTENING PRACTICE TEST 4

Section 1

Questions 1-10

Complete the notes. Use **NO MORE THAN THREE WORDS** for each answer.

| | |
|--|-----------------------|
| KATE | |
| Her first impressions of the town | Example Quiet |
| Type of accommodation | 1 |
| Her feelings about the accommodation | 2 |
| Her feelings about the other students | 3 |
| Name of course | Environmental Studies |
| Difficulties experienced on the course | 4 |
| Suggestions for improving the course | 5 |
| LUKI | |
| First type of accommodation | 6 |
| Problem with the first accommodation | 7 |
| Second type of accommodation | 8 |
| Name of course | 9 |
| Comments about the course | Computer room busy |
| Suggestions for improving the course | 10 |

Section 2

Questions 11-20

Complete the notes below. Use **NO MORE THAN THREE WORDS** for each answer.

There are many kinds of bicycles available:

racing touring

11 _____ Ordinary



They vary in price and 12 _____

Prices range from \$50.00 to 13 _____

Single speed cycles are suitable for 14 _____

Three-speed cycles are suitable for 15 _____

Five and ten-speed cycles are suitable for longer distances, hills and 16 _____

Ten-speed bikes are better because they are 17 _____ in price but 18 _____

Buying a cycle is like 19 _____

The size of the bicycle is determined by the size of the 20 _____

Section 3

Questions 21-24

Circle the correct answer.

Questions 21-24

Circle the correct answer.

21. At first Fiona thinks that Martin's tutorial topic is
- A. inappropriate.
 - B. dull.
 - C. interesting.
 - D. fascinating.
22. According to Martin, the banana
- A. has only recently been cultivated.
 - B. is economical to grow.
 - C. is good for your health.
 - D. is his favourite food.
23. Fiona listens to Martin because she
- A. wants to know more about bananas.
 - B. has nothing else to do today.
 - C. is interested in the economy of Australia.
 - D. wants to help Martin.

24. According to Martin, bananas were introduced into Australia from
- A. India.
 - B. England.
 - C. China.
 - D. Africa.

Complete Martin's notes Use **NO MORE THAN THREE WORDS** for each answer.
Commercially grown banana plant Each banana tree produces



25 _____ of bananas. On modern plantations in tropical conditions, a tree can bear fruit after 26 _____ Banana trees prefer to grow 27 _____ and they require rich soil and 28 _____. The fruit is often protected by 29 _____. Ripe bananas emit a gas which helps others 30 _____.

Questions 31 and 32

Circle the **TWO** correct boxes.

| | |
|--|--|
| |  |
| Consumption of Australian bananas | |
| A | Europe |
| B | Asia |
| C | New Zealand |
| D | Australia |
| E | Other |

SECTION 4

Questions 33-41

Questions 33-35

Circle the correct answer

According to the first speaker:

Circle the correct answer

According to the first speaker:

33. The focus of the lecture series is on

- A. organising work and study.
- B. maintaining a healthy lifestyle.
- C. coping with homesickness.
- D. settling in at university.

34. The lecture will be given by

- A. the president of the Union.
- B. the campus doctor.
- C. a sports celebrity.
- D. a health expert.

According to the second speaker:

35. This week's lecture is on

- A. campus food.
- B. dieting.
- C. sensible eating.
- D. saving money.

Questions 36-39

Complete the notes. Write **NO MORE THAN THREE WORDS** for each answer.

A balanced diet

A balanced diet will give you enough vitamins for normal daily living. Vitamins in food can be lost through **36** _____

Types of vitamins:

(a) Fat-soluble vitamins are stored by the body.

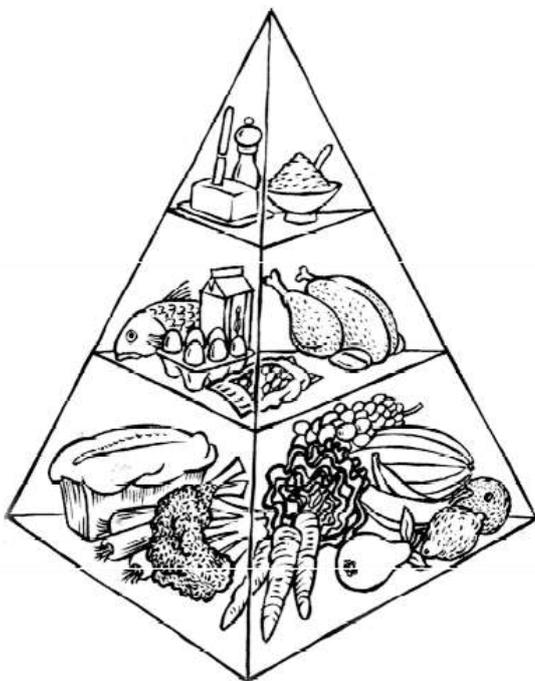
(b) Water-soluble vitamins – not stored, so you

need a 37 _____ Getting ENOUGH vitamins

Eat **38** _____ of foods.

Buy plenty of vegetables and store them in **39** _____

Complete the diagram by writing **NO MORE THAN THREE WORDS** in the boxes provided.



Example

...Try....to...avoid..... sugar, salt, and butter

40 _____ milk, lean meat, fish, nuts, eggs

41 _____ bread, vegetables and fruits

FULL LENGTH MOCK TEST 1

Listening Section

Section 1

Questions 1-4

Complete the notes below.

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

| NOTES ON SOCIAL PROGRAMME | |
|---|-----------------|
| <u>Example</u> Number of trips per month | <u>Answer</u> 5 |
| <p>Visit places which have:</p> <ul style="list-style-type: none"> • historical interest • good 1. _____ 2. _____ | |
| <p>Cost: between 5.00 pounds and 15.00 pounds per person</p> <p>Note: special trips organized for groups of 3. _____ people</p> <p>Time: departure – 8.30 a.m. and return – 6.00 p.m.</p> <p>To reserve a seat: sign name on the 4. _____ 3 days in advance</p> | |

Complete the table below.

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

| WEEKEND TRIPS | | | |
|---|---------------|-----------------|---------------------------|
| Place | Date | Number of seats | Optional extra |
| St. Ives | 5. _____ | 16 | Hepworth Museum |
| London | 16th February | 45 | 6. _____ |
| 7. _____ | 3rd March | 18 | S.S. <i>Great Britain</i> |
| Salisbury | 18th March | 50 | Stonehenge |
| Bath | 23rd March | 16 | 8. _____ |
| <p>For further information:</p> <p>Read the 9. _____ or see Social Assistant: Jane 10.</p> | | | |

Section 2

Questions 11-20

Questions 11-13

Complete the sentences below.

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

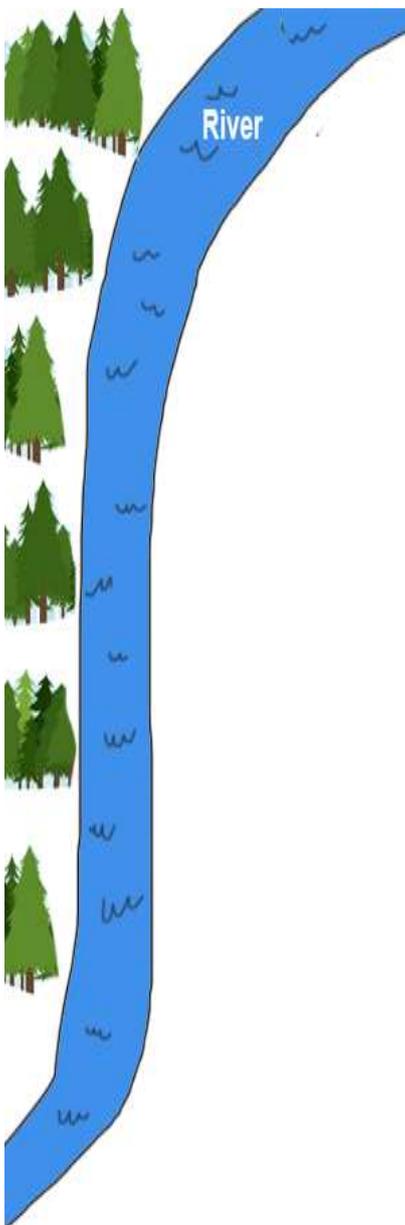
RIVERSIDE INDUSTRIAL VILLAGE

- 11. Riverside Village was a good place to start an industry because it had water, raw materials and fuels such as _____ and _____.
- 12. The metal industry was established at Riverside Village by _____ who lived in the area.
- 13. There were over _____ water-powered mills in the area in the eighteenth century.

Questions 14-20

Label the plan below.

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



The Engine Room The 17.



The Grinding Shop

18.

19. The

The Stables



The 20.
for the workers

The Works Office



The 16.

Car park

Entrance



The 15.

Toilets

14. Road

Section 3

Questions 21 and 22

Choose the correct letter, A, B or C

21. Melanie says she has not started the assignment because

- A. She was doing work for another course.
- B. It was a really big assignment.
- C. She hasn't spent time in the library.

22. The lecturer says that reasonable excuses for extensions are

- A. Planning problems.
- B. Problems with assignment deadlines
- C. Personal illness or accident.

Questions 23-27

What recommendations does Dr. Johnson make about the journal articles?

Choose your answers from the box and write the letters A–G next to questions 23–27

- A. must read
- B. useful
- C. limited value
- D. read first section
- E. read research methods
- F. read conclusion
- G. don't read

Jackson: **23.** _____

Roberts: **24.** _____

Morris: **25.** _____

Cooper: **26.** _____

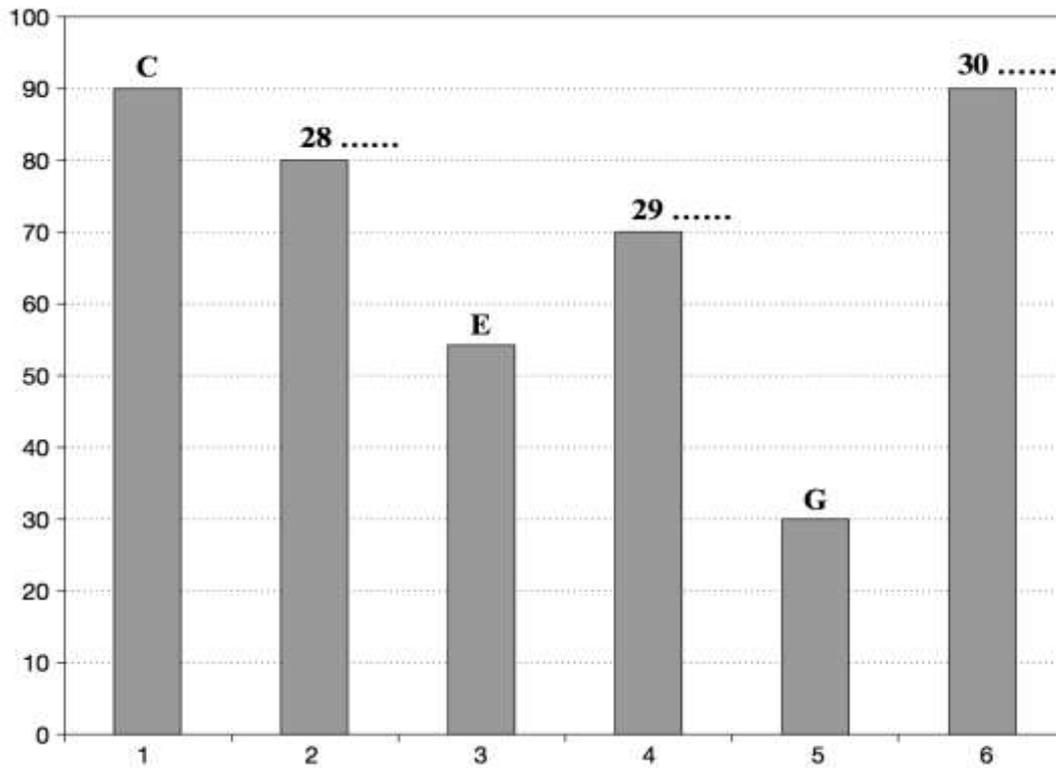
Forster: **27.** _____

Questions 28-30

Label the chart below.

Choose your answers from the box below and write the letters **A-H** next to questions **28-30**.

**Population studies.
Reasons for changing accommodation.**



Possible reasons

- A. uncooperative landlord
- B. environment
- C. space
- D. noisy neighbors
- E. near city
- F. work location
- G. transport
- H. rent

- 28. _____
- 29. _____
- 30. _____

Section 4

Questions 31-40

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

THE URBAN LANDSCAPE

Two areas of focus:

- the effect of vegetation on the urban climate
- ways of planning our **31.** _____ better

Large-scale impact of trees:

they can make cities more or less **32.** _____

- in summer they can make cities cooler
- they can make inland cities more **33.** _____

Local impact of trees:

- they can make local areas
- more **34.** _____
- cooler
- more humid
- less windy
- less **35.** _____

Comparing trees and buildings

Temperature regulation:

- trees evaporate water through their **36.** _____
- building surfaces may reach high temperatures

Wind force:

- tall buildings cause more wind at **37.** _____ level
- trees **38.** _____ the wind force

Noise:

- trees have a small effect on traffic noise
- **39.** _____ frequency noise passes through trees

Important points to consider:

- trees require a lot of sunlight, water and **40.** _____ to grow

READING SECTION 1

READING PASSAGE 1

Alarming Rate of Loss of Tropical Rainforests

Adults and children are frequently confronted with statements about the alarming rate of loss of tropical rainforests. For example, one graphic illustration to which children might readily relate is the estimate that rainforests are being destroyed at a rate equivalent to one thousand football fields every forty minutes – about the duration of a normal classroom period. In the face of the frequent and often vivid media coverage, it is likely that children will have formed ideas about rainforests – what and where they are, why they are important, what endangers them – independent of any formal tuition. It is also possible that some of these ideas will be mistaken.

Many studies have shown that children harbour misconceptions about 'pure', curriculum science. These misconceptions do not remain isolated but become incorporated into a multifaceted, but organised, conceptual framework, making it and the component ideas, some of which are erroneous, more robust but also accessible to modification. These ideas may be developed by children absorbing ideas through the popular media. Sometimes this information may be erroneous. It seems schools may not be providing an opportunity for children to re-express their ideas and so have them tested and refined by teachers and their peers.

Despite the extensive coverage in the popular media of the destruction of rainforests, little formal information is available about children's ideas in this area. The aim of the present study is to start to provide such information, to help teachers design their educational strategies to build upon correct ideas and to displace misconceptions and to plan programmes in environmental studies in their schools.

The study surveys children's scientific knowledge and attitudes to rainforests. Secondary school children were asked to complete a questionnaire containing five open-form questions. The most frequent responses to the first question were descriptions which are self-evident from the term 'rainforest'. Some children described them as damp, wet or hot. The second question concerned the geographical location of rainforests. The commonest responses were continents or countries: Africa (given by 43% of children), South America (30%), Brazil (25%). Some children also gave more general locations, such as being near the Equator.

Responses to question three concerned the importance of rainforests. The dominant idea, raised by 64% of the pupils, was that rainforests provide animals with habitats. Fewer students responded that rainforests provide plant habitats, and even fewer mentioned the indigenous populations of rainforests. More girls (70%) than boys (60%) raised the idea of the rainforest as animal habitats.

Similarly, but at a lower level, more girls (13%) than boys (5%) said that rainforests provided human habitats. These observations are generally consistent with our previous studies of pupils' views about the use and conservation of rainforests, in which girls were shown to be more sympathetic to animals and expressed views which seem to place an intrinsic value on non-human animal life.

The fourth question concerned the causes of the destruction of rainforests. Perhaps encouragingly, more than half of the pupils (59%) identified that it is human activities which are destroying rainforests, some personalizing the responsibility by the use of terms such as 'we are'. About 18% of the pupils referred specifically to logging activity.

One misconception, expressed by some 10% of the pupils, was that acid rain is responsible for rainforest destruction; a similar proportion said that pollution is destroying rainforests. Here, children are confusing rainforest destruction with damage to the forests of Western Europe by these factors. While two-fifths of the students provided the information that the rainforests provide oxygen, in some cases this response also embraced the misconception that rainforest destruction would reduce atmospheric oxygen, making the atmosphere incompatible with human life on Earth.

In answer to the final question about the importance of rainforest conservation, the majority of children simply said that we need rainforests to survive. Only a few of the pupils (6%) mentioned that rainforest destruction may contribute to global warming. This is surprising considering the high level of media coverage on this issue. Some children expressed the idea that the conservation of rainforests is not important.

The results of this study suggest that certain ideas predominate in the thinking of children about rainforests. Pupils' responses indicate some misconceptions in the basic scientific knowledge of rainforests' ecosystems such as their ideas about rainforests as habitats for animals, plants and humans and the relationship between climatic change and destruction of rainforests.

Pupils did not volunteer ideas that suggested that they appreciated the complexity of causes of rainforest destruction. In other words, they gave no indication of an appreciation of either the range of ways in which rainforests are important or the complex social, economic and political factors which drive the activities which are destroying the rainforests. One encouragement is that the results of similar studies about other environmental issues suggest that older children seem to acquire the ability to appreciate, value and evaluate conflicting views. Environmental education offers an arena in which these skills can be developed, which is essential for these children as future decision-makers.

Questions 1–8

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

In boxes **1–8** on your answer sheet write:

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

1. The plight of the rainforests has largely been ignored by the media.
2. Children only accept opinions on rainforests that they encounter in their classrooms.
3. It has been suggested that children hold mistaken views about the 'pure' science that they study at school.
4. The fact that children's ideas about science form part of a larger framework of ideas mean that it is easier to change them.
5. The study involved asking children a number of yes/no questions such as 'Are there any rainforests in Africa?'
6. Girls are more likely than boys to hold mistaken views about the rainforests' destruction.
7. The study reported here follows on from a series of studies that have looked at children's understanding of rainforests.
8. A second study has been planned to investigate primary school children's ideas about rainforests.

Questions 9–13

The box below gives a list of responses **A–P** to the questionnaire discussed in Reading Passage 1.

Answer the following questions by choosing the correct responses **A–P**.

Write your answers in boxes **9–13** on your answer sheet.

9. What was the children's most frequent response when asked where the rainforests were?
10. What was the most common response to the question about the importance of the rainforests?
11. What did most children give as the reason for the loss of the rainforests?
12. Why did most children think it important for the rainforests to be protected?
13. Which of the responses is cited as unexpectedly uncommon, given the amount of time spent on the issue by the newspapers and television?

List of Responses

- A. There is a complicated combination of reasons for the loss of the rainforests.
- B. The rainforests are being destroyed by the same things that are destroying the forests of Western Europe.
- C. Rainforests are located near the Equator.
- D. Brazil is home to the rainforests.
- E. Without rainforests some animals would have nowhere to live.
- F. Rainforests are important habitats for a lot of plants.
- G. People are responsible for the loss of the rainforests.
- H. The rainforests are a source of oxygen.
- I. Rainforests are of consequence for a number of different reasons.
- J. As the rainforests are destroyed, the world gets warmer.
- K. Without rainforests there would not be enough oxygen in the air.
- L. There are people for whom the rainforests are home.
- M. Rainforests are found in Africa.
- N. Rainforests are not really important to human life.
- O. The destruction of the rainforests is the direct result of logging activity.
- P. Humans depend on the rainforests for their continuing existence.

Question 14

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

Write your answer in box 14 on your answer sheet.

Which of the following is the most suitable title for Reading sample Passage 1?

- A. the development of a programme in environmental studies within a science curriculum
- B. Children's ideas about the rainforests and the implications for course design
- C. The extent to which children have been misled by the media concerning the rainforests
- D. How to collect, collate and describe the ideas of secondary school children
- E. The importance of the rainforests and the reasons for their destruction

READING PASSAGE 2

What Do Whales Feel?

An examination of the functioning of the senses in cetaceans, the group of mammals comprising whales, dolphins and porpoises

Some of the senses that we and other terrestrial mammals take for granted are either reduced or absent in cetaceans or fail to function well in water. For example, it appears from their brain structure that toothed species are unable to smell. Baleen species, on the other hand, appear to have some related brain structures but it is not known whether these are functional. It has been speculated that, as the blowholes evolved and migrated to the top of the head, the neural pathways serving sense of smell may have been nearly all sacrificed. Similarly, although at least some cetaceans have taste buds, the nerves serving these have degenerated or are rudimentary.

The sense of touch has sometimes been described as weak too, but this view is probably mistaken. Trainers of captive dolphins and small whales often remark on their animals' responsiveness to being touched or rubbed, and both captive and free-ranging cetacean individuals of all species (particularly adults and calves, or members of the same subgroup) appear to make frequent contact. This contact may help to maintain order within a group, and stroking or touching are part of the courtship ritual in most species. The area around the blowhole is also particularly sensitive and captive animals often object strongly to being touched there.

The sense of vision is developed to different degrees in different species. Baleen species studied at close quarters underwater - specifically a grey whale calf in captivity for a year, and free-ranging right whales and humpback whales studied and filmed off Argentina and Hawaii - have obviously tracked objects with vision underwater, and they can apparently see moderately well both in water and in air. However, the position of the eyes so restricts the field of vision in baleen whales that they probably do not have stereoscopic vision.

On the other hand, the position of the eyes in most dolphins and porpoises suggests that they have stereoscopic vision forward and downward. Eye position in freshwater dolphins, which often swim on their side or upside down while feeding, suggests that what vision they have is stereoscopic forward and upward. By comparison, the bottlenose dolphin has extremely keen vision in water. Judging from the way it watches and tracks airborne flying fish, it can apparently see fairly well through the air-water interface as well. And although preliminary experimental evidence suggests that their in-air vision is poor, the accuracy with which dolphins leap high to take small fish out of a trainer's hand provides anecdotal evidence to the contrary.

Such variation can no doubt be explained with reference to the habitats in which individual species have developed. For example, vision is obviously more useful to species inhabiting clear open waters than to those living in turbid rivers and flooded plains. The South American boto and Chinese baiji, for instance, appear to have very limited vision, and the Indian manatee are blind, their eyes reduced to slits that probably allow them to sense only the direction and intensity of light.

Although the senses of taste and smell appear to have deteriorated, and vision in water appears to be uncertain, such weaknesses are more than compensated for by cetaceans' well-developed acoustic sense. Most species are highly vocal, although they vary in the range of sounds they produce, and many forage for food using echolocation¹. Large baleen whales primarily use the lower frequencies and are often limited in their repertoire. Notable exceptions are the nearly song-like choruses of bowhead whales in summer and the complex, haunting utterances of the humpback whales. Toothed species in general employ

more of the frequency spectrum, and produce a wider variety of sounds, than baleen species (though the sperm whale apparently produces a monotonous series of high-energy clicks and little else). Some of the more complicated sounds are clearly communicative, although what role they may play in the social life and 'culture' of cetaceans has been more the subject of wild speculation than of solid science.

Questions 15-21

Complete the table below.

Choose NO MORE THAN THREE WORDS from Reading Passage for each answer.

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

| SENSE | SPECIES | ABILITY | COMMENTS |
|---------|--|-------------|--|
| Smell | Toothed | No | evidence from brain structure |
| | Baleen | not certain | related brain structures are present |
| Taste | some types | Poor | nerves linked to their 15 _____ are underdeveloped |
| Touch | All | Yes | region around the blowhole very sensitive |
| Vision | 16 _____ | Yes | probably do not have stereoscopic vision |
| | dolphins, porpoises | yes | probably have stereoscopic vision 17 _____ |
| | 18 _____ | yes | probably have stereoscopic vision forward and upward |
| | Bottlenose Dolphin | yes | exceptional in 19 _____ and good in air-water interface |
| | boutu and beiji | poor | have limited vision |
| | Indian susu | No | probably only sense direction and intensity of light |
| Hearing | most large baleen | yes | usually use 20 _____ repertoire limited |
| | 21 _____ whales and _____ Whales | yes | song-like |
| | Toothed | yes | use more of frequency spectrum; have wider repertoire |

Questions 22-26

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

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

- 22.** Which of the senses is described here as being involved in mating?
- 23.** Which species swims upside down while eating?
- 24.** What can bottlenose dolphins follow from under the water?
- 25.** Which type of habitat is related to good visual ability?
- 26.** Which of the senses is best developed in cetaceans?

READING PASSAGE 3

Visual Symbols and the Blind

Part 1

From a number of recent studies, it has become clear that blind people can appreciate the use of outlines and perspectives to describe the arrangement of objects and other surfaces in space. But pictures are more than literal representations. This fact was drawn to my attention dramatically when a blind woman in one of my investigations decided on her own initiative to draw a wheel as it was spinning. To show this motion, she traced a curve inside the circle (Fig. 1). I was taken aback, lines of motion, such as the one she used, are a very recent invention in the history of illustration. Indeed, as art scholar David Kunzle notes, Wilhelm Busch, a trend-setting nineteenth-century cartoonist, used virtually no motion lines in his popular figure until about 1877.



Fig. 1

When I asked several other blind study subjects to draw a spinning wheel, one particularly clever rendition appeared repeatedly: several subjects showed the wheel's spokes as curves lines. When asked about these curves, they all described them as metaphorical ways of suggesting motion. Majority rule would argue that this device somehow indicated motion very well. But was it a better indicator than, say, broken or wavy lines or any other kind of line, for that matter? The answer was not clear. So I decided to test whether various lines of motion were apt ways of showing movement or if they were merely idiosyncratic marks. Moreover, I wanted to discover whether there were differences in how the blind and the sighted interpreted lines of motion.

To search out these answers, I created raised-line drawings of five different wheels, depicting spokes with lines that curved, bent, waved, dashed and extended beyond the perimeters of the wheel. I then asked eighteen blind volunteers to feel the wheels and assign one of the following motions to each wheel: wobbling, spinning fast, spinning steadily, jerking or braking. My control group consisted of eighteen sighted undergraduates from the University of Toronto.

All but one of the blind subjects assigned distinctive motions to each wheel. Most guessed that the curved spokes indicated that the wheel was spinning steadily; the wavy spokes, they thought; suggested that the wheel was wobbling, and the bent spokes were taken as a sign that the wheel was jerking. Subjects assumed that spokes extending beyond the wheel's perimeter signified that the wheel had its brakes on and that dashed spokes indicated the wheel was spinning quickly.

In addition, the favoured description for the sighted was favoured description for the blind in every instance. What is more, the consensus among the sighted was barely higher than that among the blind. Because motion devices are unfamiliar to the blind, the task I gave them involved some problem solving. Evidently, however, the blind not only figured out the meaning for each of the motion, but as a group they generally came up with the same meaning at least as frequently as did sighted subjects.

Part 2

We have found that the blind understand other kinds of visual metaphors as well. One blind woman drew a picture of a child inside a heart-choosing that symbol, she said, to show that love surrounded the child. With Chang Hong Liu, a doctoral student from china, I have begun exploring how well blind people understand the symbolism behind shapes such as hearts that do not directly represent their meaning.

We gave a list of twenty pairs of words to sighted subjects and asked them to pick from each pair the term that best related to a circle and the term that best related to a square. For example, we asked: what goes with soft? A circle or a square? Which shape goes with hard?

| Words associated with circle/square | Agreement among subjects (%) |
|-------------------------------------|------------------------------|
| SOFT-HARD | 100 |
| MOTHER-FATHER | 94 |
| HAPPY-SAD | 94 |
| GOOD-EVIL | 89 |
| LOVE-HATE | 89 |
| ALIVE-DEAD | 87 |
| BRIGHT-DARK | 87 |
| LIGHT-HEAVY | 85 |
| WARM-COLD | 81 |
| SUMMER-WINTER | 81 |
| WEAK-STRONG | 79 |
| FAST-SLOW | 79 |
| CAT-DOG | 74 |
| SPRING-FALL | 74 |
| QUIET-LOUD | 62 |
| WALKING-STANDING | 62 |
| ODD-EVEN | 57 |
| FAR-NEAR | 53 |
| PLANT-ANIMAL | 53 |
| DEEP-SHALLOW | 51 |

Fig. 2- Subjects were asked which word in each pair fits with a circle and which with a square. These percentages show the level of consensus among sighted subjects.

All our subjects deemed the circle soft and the square hard. A full 94% ascribed happy to the circle, instead of sad. But other pairs revealed less agreement: 79% matched fast to slow and weak to strong, respectively. And only 51% linked deep to circle and shallow to square. (see Fig. 2) When we tested four totally blind volunteers using the same list, we found that their choices closely resembled those made by the sighted subjects. One man, who had been blind since birth, scored extremely well. He made only one match differing from the consensus, assigning 'far' to square and 'near' to circle. In fact, only a small majority of sighted subjects, 53%, had paired far and near to the opposite partners. Thus we concluded that the blind interprets abstract shapes as sighted people do.

Questions: 27-29

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

Write your answers in boxes **27 –29** on your answer sheet.

27. In the first paragraph, the writer makes the point that blind people

- A.** may be interested in studying art.
- B.** can draw outlines of different objects and surfaces.
- C.** can recognise conventions such as perspective.
- D.** can draw accurately.

28. The writer was surprised because the blind woman

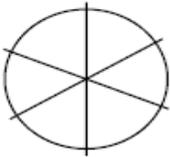
- A.** drew a circle on her own initiative.
- B.** did not understand what a wheel looked like.
- C.** included a symbol representing movement.
- D.** was the first person to use lines of motion.

29. From the experiment described in Part 1, the writer found that the blind subjects

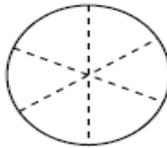
- A.** had good understanding of symbols representing movement.
- B.** could control the movement of wheels very accurately.
- C.** worked together well as a group in solving problems.
- D.** got better results than the sighted undergraduates.

Questions 30 –32

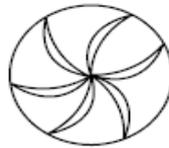
Look at the following diagrams (Questions 30 –32), and the list of types of movement below. Match each diagram to the type of movement **A–E** generally assigned to it in the experiment. Choose the correct letter **A–E** and write them in boxes **30–32** on your answer sheet.



30



31



32

- A.** steady spinning
- B.** jerky movement
- C.** rapid spinning
- D.** wobbling movement
- E.** use of brakes

Questions 33 –39

NB You may use any word more than once.

In the experiment described in Part 2, a set of word **33**_____ was used to investigate whether blind and sighted people perceived the symbolism in abstract **34**_____ in the same way. Subjects were asked which word fitted best with a circle and which with a square. From the **35**_____ volunteers, everyone thought a circle fitted 'soft' while a square fitted 'hard'. However, only 51% of the **36**_____ volunteers assigned a circle to **37**_____. When the test was later repeated with **38**_____ volunteers, it was found that they made **39**_____ choices.

| | | | | | | |
|--------------|---------|---------|---------|---------|-----------|-------|
| associations | blind | deep | hard | hundred | identical | pairs |
| shapes | sighted | similar | shallow | soft | words | |

Question 40

Choose the correct letter **A**, **B**, **C** or **D**. Write your answer in box 40 on your answer sheet.

- A.** Which of the following statements best summarizes the writer's general conclusion?
- B.** blind represent some aspects of reality differently from sighted people.
- C.** The blind comprehend visual metaphors in similar ways to sighted people.
- D.** The blind may create unusual and effective symbols to represent reality.
- E.** The blind may be successful artists if given the right training.

WRITING

Writing Task 1/ Graph Writing - Table:

You should spend about 20 minutes on this task.

The table below shows the proportion of different categories of families living in poverty in Australia in 1999.

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

You should write at least 150 words.

| Family Type | Proportion of people from each household type living in poverty |
|-----------------------|---|
| Single aged person | 6% (54,000) |
| Aged couple | 4% (48,000) |
| Single, no children | 19% (359,000) |
| Couple, no children | 7% (211,000) |
| Sole parent | 21% (232,000) |
| Couple with children | 12% (933,000) |
| All households | 11% (1, 837, 000) |

Writing Task 2/ Essay:

You should spend about **40** minutes on this task.

Write about the following topic:

Compare the advantages and disadvantages of three of the following as media for communicating information. State which three you consider the most effective.

- **comics**
- **books**
- **radio**
- **television**
- **film**
- **theatre**

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

You should 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

Family

- Do you have a large family or a small family?
- Can you tell me something about them?
- How much time do you manage to spend with members of your family?
- What sorts of things do you like to do together?
- Did/Do you get on well with your family? [Why?]

PART 2

Describe a teacher who has influenced you in your education.

You should say:

where you met them

what subject they taught

what was special about them

and explain why this person influenced you so much.

You will have to talk about the topic for 1 to 2 minutes. You have one minute to think about what you're going to say. You can make some notes to help you if you wish.

PART 3

Discussion topics:

Developments in education

Example questions:

How has education changed in your country in the last 10 years?

What changes do you foresee in the next 50 years?

A national education system

Example questions:

How do the expectations of today's school leavers compare with those of the previous generation?

What role do you think extracurricular activities play in education?

Different styles/methods of teaching and learning

Example questions:

What method of learning works best for you?

How beneficial do you think it is to group students according to their level of ability?

FULL LENGTH MOCK TEST 2

LISTENING

SECTION 1

Section One - Questions 1-10

Questions 1-5

Write NO MORE THAN ONE WORD

VIDEO LIBRARY APPLICATION FORM

| <i>EXAMPLE</i> | <i>ANSWER</i> |
|----------------|---------------|
| Surname | Jones |

First names: Louise Cynthia

Address: Apartment 1, 72 **(1)** _____ Street Highbridge

Post code: **(2)** _____

Telephone: 9835 6712 (home) **(3)** _____ (work)

Driver's licence number: **(4)** _____

DOB: 25th Month: **(5)** _____ Year: 1977

Questions 6-8

Write THREE letters A-F.

What types of films does Louise like?

- A Action
- B Comedies
- C Musicals
- D Romance
- E Westerns
- F Wildlife

Questions 9 and 10

Write NO MORE THAN 3 WORDS .for each answer.

9. How much does it cost to join the library?

10. When will Louise's card be ready?

SECTION 2

Write NO MORE THAN THREE WORDS for each answer.

Section Two - Questions 11-20

Questions 11-13

Expedition Across Attora Mountains

Leader: Charles Owen

Prepared a **(11)** _____ for the trip

Total length of trip **(12)** _____

Climbed highest peak in **(13)** _____

Questions 14 and 15

Circle the correct letters **A-C**.

14. What took the group by surprise?

- A.** the amount of rain
- B.** the number of possible routes
- C.** the length of the journey

15. How did Charles feel about having to change routes?

- A.** He reluctantly accepted it.
- B.** He was irritated by the diversion.
- C.** It made no difference to enjoyment.

Questions 16-18

Write **THREE** letters **A-F**.

What does Charles say about his friends?

- A.** He met them at one stage on the trip.
- B.** They kept all their meeting arrangements.
- C.** One of them helped arrange the transport.
- D.** One of them owned the hotel they stayed in.
- E.** Some of them travelled with him.
- F.** Only one group lasted the 96 days.

Questions 19 and 20

Write **TWO** letters, **A-E**.

What does Charles say about the donkeys?

- A.** He rode them when he was tired
- B.** He named them after places.
- C.** One of them died.
- D.** They behaved unpredictably.
- E.** They were very small.

SECTION 3**Questions 21-30****Questions 21-25**

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

| | Tim | Jane |
|-------------------------|------------|-------------|
| Day of arrival | Sunday | (21) _____ |
| Subject | History | (22) _____ |
| Number of books to read | (23) _____ | (24) _____ |
| Day of first lecture | Tuesday | (25) _____ |

Questions 26-30

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

26. What is Jane's study strategy in lectures?

27. What's Tim's study strategy for reading?

28. What is the subject of Tim's first lecture?

29. What's the title of Tim's first essay?

30. What is the subject of Jane's first essay?

SECTION 4

Questions 31-40

Questions 31-35

Write NO MORE THAN THREE WORDS for each answer.

| Course | Type of course: duration & level | Entry requirements |
|-----------------------------|----------------------------------|-------------------------------------|
| Physical Fitness Instructor | Example Six-month certificate | None |
| Sports Administrator | (31) _____ | (32) _____ in sports administration |
| Sports Psychologist | (33) _____ | Degree in psychology |
| Physical Education Teacher | 4 years degree in education | (34) _____ |
| Recreation officer | (35) _____ | None |

Questions 36-40

Write the appropriate letters **A-G** against question 36- 40.

| Job | Main Role |
|-----------------------------|------------|
| Physical Fitness Instructor | (36) _____ |
| Sports Administrator | (37) _____ |
| Sports Psychologist | (38) _____ |
| Physical Education Teacher | (39) _____ |
| Recreation Officer | (40) _____ |

MAIN ROLES

- A** the coaching of teams
- B** the support of elite athletes
- C** guidance of ordinary individuals
- D** community health
- E** the treatment of injuries
- F** arranging matches and venues
- G** the rounded development of children

READING SECTION 2

READING PASSAGE 1

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

Could urban engineers learn from dance?

A

The way we travel around cities has a major impact on whether they are sustainable. Transportation is estimated to account for 30% of energy consumption in most of the world's most developed nations, so lowering the need for energy-using vehicles is essential for decreasing the environmental impact of mobility. But as more and more people move to cities, it is important to think about other kinds of sustainable travel too. The ways we travel affect our physical and mental health, our social lives, our access to work and culture, and the air we breathe. Engineers are tasked with changing how we travel round cities through urban design, but the engineering industry still works on the assumptions that led to the creation of the energy-consuming transport systems we have now: the emphasis placed solely on efficiency, speed, and quantitative data. We need radical changes, to make it healthier, more enjoyable, and less environmentally damaging to travel around cities.

B

Dance might hold some of the answers. That is not to suggest everyone should dance their way to work, however healthy and happy it might make us, but rather that the techniques used by choreographers to experiment with and design movement in dance could provide engineers with tools to stimulate new ideas in city-making. Richard Sennett, an influential urbanist and sociologist who has transformed ideas about the way cities are made, argues that urban design has suffered from a separation between mind and body since the introduction of the architectural blueprint.

C

Whereas medieval builders improvised and adapted construction through their intimate knowledge of materials and personal experience of the conditions on a site, building designs are now conceived and stored in media technologies that detach the designer from the physical and social realities they are creating. While the design practices created by these new technologies are essential for managing the technical complexity of the modern city, they have the drawback of simplifying reality in the process.

D

To illustrate, Sennett discusses the Peachtree Center in Atlanta, USA, a development typical of the modernist approach to urban planning prevalent in the 1970s. Peachtree created a grid of streets and towers intended as a new pedestrian-friendly downtown for Atlanta. According to Sennett, this failed because its designers had invested too much faith in computer-aided design to tell them how it would operate. They failed to take into account that purpose-built street cafés could not operate in the hot sun without the protective awnings common in older buildings, and would need energy-consuming air conditioning instead, or that its giant car park would feel so unwelcoming that it would put people off getting out of their cars. What seems entirely predictable and controllable on screen has unexpected results when translated into reality.

E

The same is true in transport engineering, which uses models to predict and shape the way people move through the city. Again, these models are necessary, but they are built on specific world views in which certain forms of efficiency and safety are considered and other experience of the city ignored. Designs that seem logical in models appear counter-intuitive in the actual experience of their users. The guard rails that will be familiar to anyone who has attempted to cross a British road, for example, were an engineering solution to pedestrian safety based on models that prioritise the smooth flow of traffic. On wide major roads, they often guide pedestrians to specific crossing points and slow down their progress across the road by using staggered access points divide the crossing into two – one for each carriageway. In doing so they make crossings feel

longer, introducing psychological barriers greatly impacting those that are the least mobile, and encouraging others to make dangerous crossings to get around the guard rails. These barriers don't just make it harder to cross the road: they divide communities and decrease opportunities for healthy transport. As a result, many are now being removed, causing disruption, cost, and waste.

F

If their designers had had the tools to think with their bodies – like dancers – and imagine how these barriers would feel, there might have been a better solution. In order to bring about fundamental changes to the ways we use our cities, engineering will need to develop a richer understanding of why people move in certain ways, and how this movement affects them. Choreography may not seem an obvious choice for tackling this problem. Yet it shares with engineering the aim of designing patterns of movement within limitations of space. It is an art form developed almost entirely by trying out ideas with the body, and gaining instant feedback on how the results feel. Choreographers have deep understanding of the psychological, aesthetic, and physical implications of different ways of moving.

G

Observing the choreographer Wayne McGregor, cognitive scientist David Kirsh described how he 'thinks with the body', Kirsh argues that by using the body to simulate outcomes, McGregor is able to imagine solutions that would not be possible using purely abstract thought. This kind of physical knowledge is valued in many areas of expertise, but currently has no place in formal engineering design processes. A suggested method for transport engineers is to improvise design solutions and instant feedback about how they would work from their own experience of them, or model designs at full scale in the way choreographers experiment with groups of dancers. Above all, perhaps, they might learn to design for emotional as well as functional effects.

Questions 1-6

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

Which paragraph contains the following information?

Write the correct letter, A-G, in boxes 1-6 on your answer sheet.

- 1 reference to an appealing way of using dance that the writer is not proposing
- 2 an example of a contrast between past and present approaches to building
- 3 mention of an objective of both dance and engineering
- 4 reference to an unforeseen problem arising from ignoring the climate
- 5 why some measures intended to help people are being reversed
- 6 reference to how transport has an impact on human lives

Questions 7-13

Complete the summary below.

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

Write your answers in boxes 7-13 on your answer sheet.

Guard rails

Guard rails were introduced on British roads to improve the **7**..... of pedestrians, while ensuring that the movement of **8**..... is not disrupted. Pedestrians are led to access points, and encouraged to cross one **9**..... at a time.

An unintended effect is to create psychological difficulties in crossing the road, particularly for less **10**..... people. Another result is that some people cross the road in a **11**..... way. The guard rails separate **12**....., and make it more difficult to introduce forms of transport that are **13**.....

READING PASSAGE 2

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

Should we try to bring extinct species back to life?

A

The passenger pigeon was a legendary species. Flying in vast numbers across North America, with potentially many millions within a single flock, their migration was once one of nature's great spectacles. Sadly, the passenger pigeon's existence came to an end on 1 September 1914, when the last living specimen died at Cincinnati Zoo. Geneticist Ben Novak is lead researcher on an ambitious project which now aims to bring the bird back to life through a process known as 'de-extinction'. The basic premise involves using cloning technology to turn the DNA of extinct animals into a fertilised embryo, which is carried by the nearest relative still in existence – in this case, the abundant band-tailed pigeon – before being born as a living, breathing animal. Passenger pigeons are one of the pioneering species in this field, but they are far from the only ones on which this cutting-edge technology is being trialled.

B

In Australia, the thylacine, more commonly known as the Tasmanian tiger, is another extinct creature which genetic scientists are striving to bring back to life. 'There is no carnivore now in Tasmania that fills the niche which thylacines once occupied,' explains Michael Archer of the University of New South Wales. He points out that in the decades since the thylacine went extinct, there has been a spread in a 'dangerously debilitating' facial tumour syndrome which threatens the existence of the Tasmanian devils, the island's other notorious resident. Thylacines would have prevented this spread because they would have killed significant numbers of Tasmanian devils. 'If that contagious cancer had popped up previously, it would have burned out in whatever region it started. The return of thylacines to Tasmania could help to ensure that devils are never again subjected to risks of this kind.'

C

If extinct species can be brought back to life, can humanity begin to correct the damage it has caused to the natural world over the past few millennia? 'The idea of de-extinction is that we can reverse this process, bringing species that no longer exist back to life,' says Beth Shapiro of University of California Santa Cruz's Genomics Institute. 'I don't think that we can do this. There is no way to bring back something that is 100 per cent identical to a species that went extinct a long time ago.' A more practical approach for long-extinct species is to take the DNA of existing species as a template, ready for the insertion of strands of extinct animal DNA to create something new; a hybrid, based on the living species, but which looks and/or acts like the animal which died out.

D

This complicated process and questionable outcome begs the question: what is the actual point of this technology? 'For us, the goal has always been replacing the extinct species with a suitable replacement,' explains Novak. 'When it comes to breeding, band-tailed pigeons scatter and make maybe one or two nests per hectare, whereas passenger pigeons were very social and would make 10,000 or more nests in one hectare.' Since the disappearance of this key species, ecosystems in the eastern US have suffered, as the lack of disturbance caused by thousands of passenger pigeons wrecking trees and branches means there has been minimal need for regrowth. This has left forests stagnant and therefore unwelcoming to the plants and animals which evolved to help regenerate the forest after a disturbance. According to Novak, a hybridized band-tailed pigeon, with the added nesting habits of a passenger pigeon, could, in theory, re-establish that forest disturbance, thereby creating a habitat necessary for a great many other native species to thrive.

E

Another popular candidate for this technology is the woolly mammoth. George Church, professor at Harvard Medical School and leader of the Woolly Mammoth Revival Project, has been focusing on cold resistance, the main way in which the extinct woolly mammoth and its nearest living

relative, the Asian elephant, differ. By pinpointing which genetic traits made it possible for mammoths to survive the icy climate of the tundra, the project's goal is to return mammoths, or a mammoth-like species, to the area. 'My highest priority would be preserving the endangered Asian elephant,' says Church, 'expanding their range to the huge ecosystem of the tundra. Necessary adaptations would include smaller ears, thicker hair, and extra insulating fat, all for the purpose of reducing heat loss in the tundra, and all traits found in the now extinct woolly mammoth.' This repopulation of the tundra and boreal forests of Eurasia and North America with large mammals could also be a useful factor in reducing carbon emissions – elephants punch holes through snow and knock down trees, which encourages grass growth. This grass growth would reduce temperature, and mitigate emissions from melting permafrost.

F

While the prospect of bringing extinct animals back to life might capture imaginations, it is, of course, far easier to try to save an existing species which is merely threatened with extinction. 'Many of the technologies that people have in mind when they think about de-extinction can be used as a form of "genetic rescue",' explains Shapiro. She prefers to focus the debate on how this emerging technology could be used to fully understand why various species went extinct in the first place, and therefore how we could use it to make genetic modifications which could prevent mass extinctions in the future. 'I would also say there's an incredible moral hazard to not do anything at all,' she continues. 'We know that what we are doing today is not enough, and we have to be willing to take some calculated and measured risks.'

Questions 14-17

Reading Passage 2 has six paragraphs, **A-F**.

Which paragraph contains the following information?

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

NB You may use any letter more than once.

14 a reference to how further disappearance of multiple species could be avoided.

15 explanation of a way of reproducing an extinct animal using the DNA of only that species

16 reference to a habitat which has suffered following the extinction of a species

17 mention of the exact point at which a particular species became extinct

Questions 18-22

Complete the summary below.

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

Write your answers in boxes 18-22 on your answer sheet.

The woolly mammoth revival project

Professor George Church and his team are trying to identify the **18**..... which enabled mammoths to live in the tundra. The findings could help preserve the mammoth's close relative, the endangered Asian elephant.

According to Church, introducing Asian elephants to the tundra would involve certain physical adaptations to minimise **19**..... To survive in the tundra, the species would need to have the mammoth-like features of thicker hair, **20**..... of a reduced size and more **21**.....

Repopulating the tundra with mammoths or Asian elephant/mammoth hybrids would also have an impact on the environment, which could help to reduce temperatures and decrease **22**.....

Questions 23-26

Look at the following statements (Questions 23-26) and the list of people below.

Match each statement with the correct person, **A**, **B** or **C**.

*Write the correct letter, **A**, **B** or **C**, in boxes 23-26 on your answer sheet.*

NB You may use any letter more than once.

23 Reintroducing an extinct species to its original habitat could improve the health of a particular species living there.

24 It is important to concentrate on the causes of an animal's extinction.

25 A species brought back from extinction could have an important beneficial impact on the vegetation of its habitat.

26 Our current efforts at preserving biodiversity are insufficient.

List of People

A Ben Novak

B Michael Archer

C Beth Shapiro

READING PASSAGE 3

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

Having a laugh

The findings of psychological scientists reveal the importance of humour

Humans start developing a sense of humour as early as six weeks old, when babies begin to laugh and smile in response to stimuli. Laughter is universal across all human cultures and even exists in some form in rats, chimps, and bonobos. Like other human emotions and expressions, laughter and humour psychological scientists with rich resources for studying human psychology, ranging from the development of language to the neuroscience of social perception.

Theories focusing on the evolution of laughter point to it as an important adaptation for social communication. Take, for example, the recorded laughter in TV comedy shows. Back in 1950, US sound engineer Charley Douglass hated dealing with the unpredictable laughter of live audiences, so started recording his own 'laugh tracks'. These were intended to help people at home feel like they were in a social situation, such as a crowded theatre. Douglass even recorded various types of laughter, as well as mixtures of laughter from men, women, and children. In doing so, he picked up on a quality of laughter that is now interesting researchers: a simple 'haha' communicates a remarkable amount of socially relevant information.

In one study conducted in 2016, samples of laughter from pairs of English-speaking students were recorded at the University of California, Santa Cruz. A team made up of more than 30 psychological scientists, anthropologists, and biologists then played these recordings to listeners from 24 diverse societies, from indigenous tribes in New Guinea to city-dwellers in India and Europe. Participants were asked whether they thought the people laughing were friends or strangers. On average, the results were remarkably consistent: worldwide, people's guesses were correct approximately 60% of the time.

Researchers have also found that different types of laughter serve as codes to complex human social hierarchies. A team led by Christopher Oveis from the University of California, San Diego, found that high-status individuals had different laughs from low-status individuals, and that strangers' judgements of an individual's social status were influenced by the dominant or submissive quality of their laughter. In their study, 48 male college students were randomly assigned to groups of four, with each group composed of two low-status members, who had just joined their college fraternity group, and two high-status members, older student took a turn at being teased by the others, involving the use of mildly insulting nicknames. Analysis revealed that, as expected, high-status individuals produced more dominant laughs and fewer submissive laughs relative to the low-status individuals. Meanwhile, low-status individuals were more likely to change their laughter based on their position of power; that is, the newcomers produced more dominant laughs when they were in the 'powerful' role of teasers. Dominant laughter was higher in pitch, louder, and more variable in tone than submissive laughter.

A random group of volunteers then listened to an equal number of dominant and submissive laughs from both the high- and low-status individuals, and were asked to estimate the social status of the laughter. In line with predictions, laughers producing dominant laughs were perceived to be significantly higher in status than laughers producing submissive laughs. 'This was particularly true for low-status individuals, who were rated as significantly higher in status when displaying a dominant versus submissive laugh,' Oveis and colleagues note. 'Thus, by strategically displaying more dominant laughter when the context allows, low-status individuals may achieve higher status

in the eyes of others.’ However, high-status individuals were rated as high-status whether they produced their natural dominant laugh or tried to do a submissive one.

Another study, conducted by David Cheng and Lu Wang of Australian National University, was based on the hypothesis that humour might provide a respite from tedious situations in the workplace. This ‘mental break’ might facilitate the replenishment of mental resources. To test this theory, the researchers recruited 74 business students, ostensibly for an experiment on perception. First, the students performed a tedious task in which they had to cross out every instance of the letter ‘e’ over two pages of text. The students then were randomly assigned to watch a video clip eliciting either humour, contentment, or neutral feelings. Some watched a clip of the BBC comedy *Mr. Bean*, others a relaxing scene with dolphins swimming in the ocean, and others a factual video about the management profession.

The students then completed a task requiring persistence in which they were asked to guess the potential performance of employees based on provided profiles, and were told that making 10 correct assessments in a row would lead to a win. However, the software was programmed such that it was nearly impossible to achieve 10 consecutive correct answers. Participants were allowed to quit the task at any point. Students who had watched the *Mr. Bean* video ended up spending significantly more time working on the task, making twice as many predictions as the other two groups.

Cheng and Wang then replicated these results in a second study, during which they had participants’ complete long multiplication questions by hand. Again, participants who watched the humorous video spent significantly more time working on this tedious task and completed more questions correctly than did the students in either of the other groups.

‘Although humour has been found to help relieve stress and facilitate social relationships, traditional view of task performance implies that individuals should avoid things such as humour that may distract them from the accomplishment of task goals,’ Cheng and Wang conclude. ‘We suggest that humour is not only enjoyable but more importantly, energising.’

Questions 27-31

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

Write the correct letter in boxes **27-31** on your answer sheet.

27 When referring to laughter in the first paragraphs, the writer emphasises

- A** its impact on language.
- B** its function in human culture.
- C** its value to scientific research.
- D** its universality in animal societies.

28 What does the writer suggest about Charley Douglass?

- A** He understood the importance of enjoying humour in a group setting.
- B** He believed that TV viewers at home needed to be told when to laugh.
- C** He wanted his shows to appeal to audiences across the social spectrum.
- D** He preferred shows where audiences were present in the recording studio.

29 What makes the Santa Cruz study particularly significant?

- A** the various different types of laughter that were studied
- B** the similar results produced by a wide range of cultures
- C** the number of different academic disciplines involved
- D** the many kinds of people whose laughter was recorded

- 30** Which of the following happened in the San Diego study?
A Some participants became very upset.
B Participants exchanged roles.
C Participants who had not met before became friends.
D Some participants were unable to laugh.
- 31** In the fifth paragraph, what did the results of the San Diego study suggest?
A It is clear whether a dominant laugh is produced by a high- or low-status person.
B Low-status individuals in a position of power will still produce submissive laughs.
C The submissive laughs of low- and high-status individuals are surprisingly similar.
D High-status individuals can always be identified by their way of laughing.

Questions 32-36

Complete the summary using the list of words, **A-H**, below.
 Write the correct letter, **A-H**, in boxes **32-36** on your answer sheet.

The benefits of humour

In one study at Australian National University, randomly chosen groups of participants were shown one of three videos, each designed to generate a different kind of **32**..... . When all participants were then given a deliberately frustrating task to do, it was found that those who had watched the **33**..... video persisted with the task for longer and tried harder to accomplish the task than either of the other two groups.
 A second study in which participants were asked to perform a particularly **34**..... task produced similar results. According to researchers David Cheng and Lu Wang, these findings suggest that humour not only reduces **35**..... and helps build social connections but it may also have a **36**..... Effect on the body and mind.

- | | | |
|--------------------|----------------------|------------------|
| A laughter | B relaxing | C boring |
| D anxiety | E stimulating | F emotion |
| G enjoyment | H amusing | |

Questions 37-40

Do the following statements agree with the information given in Reading Passage 3?
 In boxes **37-40** on your answer sheet, write

- TRUE** if the statement agrees with the claims of the writer
FALSE if the statement contradicts the claims of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

- 37** Participants in the Santa Cruz study were more accurate at identifying the laughs of friends than those of strangers.
- 38** The researchers in the San Diego study were correct in their predictions regarding the behaviour of the high-status individuals.
- 39** The participants in the Australian National University study were given a fixed amount of time to complete the task focusing on employee profiles.
- 40** Cheng and Wang's conclusions were in line with established notions regarding task performance.

WRITING

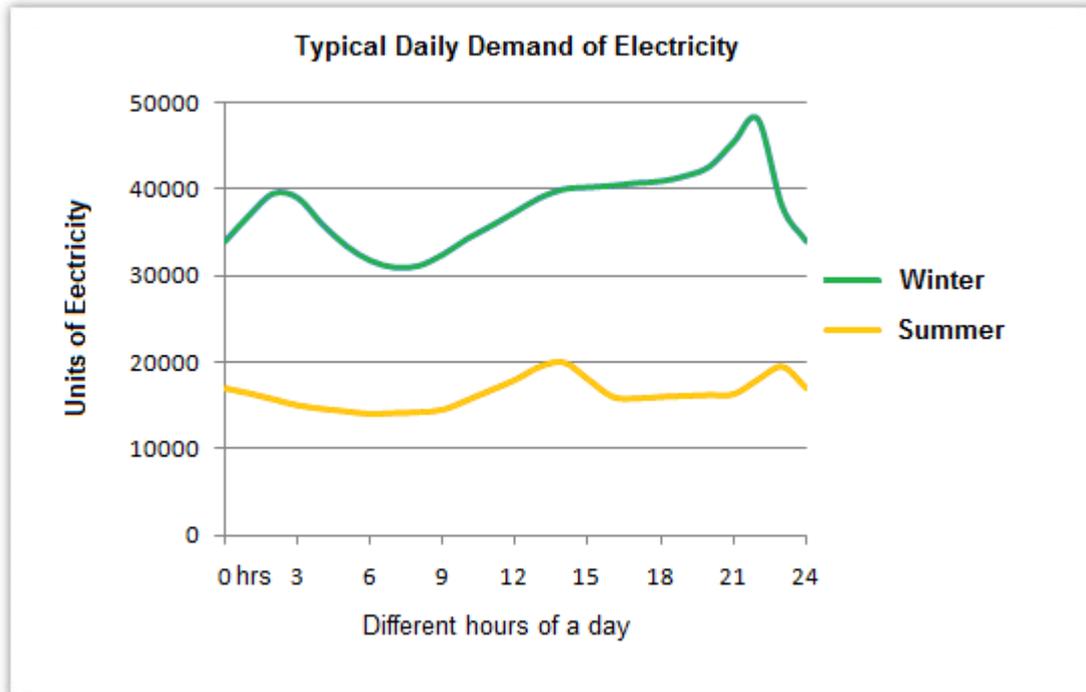
Writing Task 1/ Graph Writing - Line Graph + Pie Chart:

You should spend about 20 minutes on this task.

The graph below shows the demand for electricity in England during typical days in winter and summer. The pie chart shows how electricity is used in an average English home.

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

You should write at least 150 words.

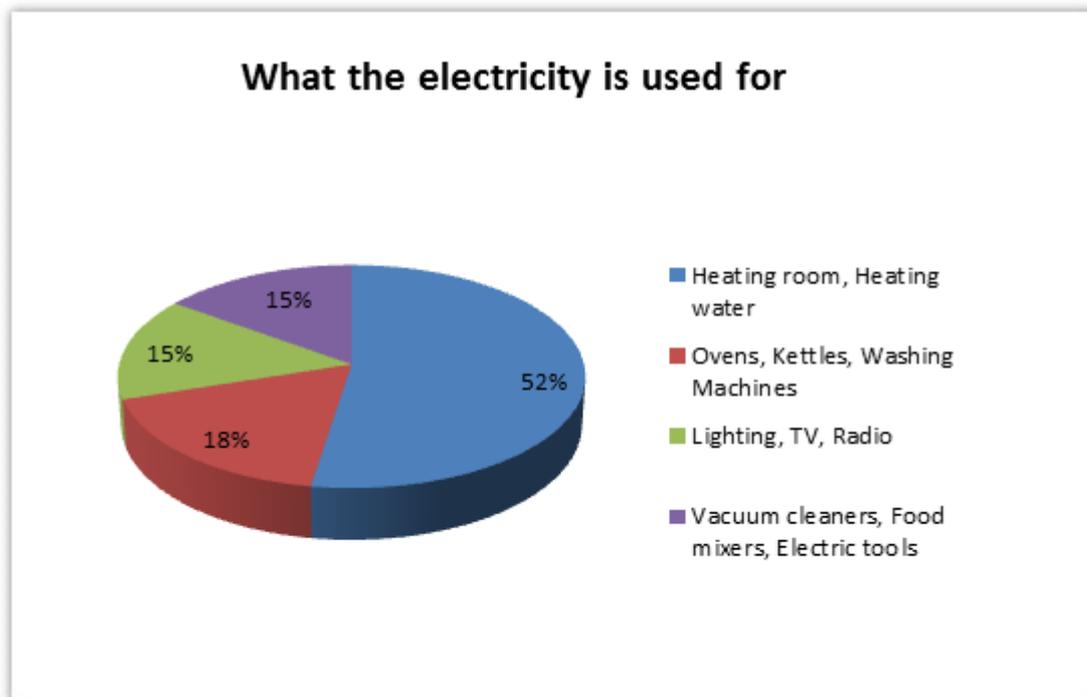


Writing Task 2: 'happiness' essay

Here's my full essay for the question below.

**Happiness is considered very important in life.
Why is it difficult to define?**

What factors are important in achieving happiness



SPEAKING

PART 1

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

EXAMPLE

Festivals

- Tell me about the most important festival in your country.
- What special food and activities are connected with this festival?
- What do you most enjoy about it?
- Do you think festivals are important for a country? [Why?]

Describe a film or a TV programme which has made a strong impression on you.

You should say:

what kind of film or TV programme it was, e.g. comedy
when you saw the film or TV programme
what the film or TV programme was about

and explain why this film or TV programme made such an impression on you.

You will have to talk about the topic for 1 to 2 minutes. You have one minute to think about what you're going to say. You can make some notes to help you if you wish.

PART 3

Discussion topics:

People's cinema-going habits nowadays

Example questions:

Do you think the cinema has increased or decreased in popularity in recent years?

In your opinion, will this trend continue into the future?

Making a film or TV drama of real/fictional events

Example questions:

What are the advantages and disadvantages of making films of real-life events?

How important do you think it is for a film-maker to remain true to the original story?

Censorship and the freedom of the film-maker/TV producer

Example questions:

Should films and television be censored or should we be free to choose what we see?

How do you think censorship laws will change in the next 20 years?

FULL LENGTH MOCK TEST 3

LISTENING SECTION

SECTION 1

Questions 1-10

Questions 1 and 2

Circle the correct letters A-C.

Example...

Gavin moved into his apartment...

- A. two days ago.
- B. two weeks ago.
- C. two months ago.

1. Gavin's apartment is located on the ...

- A. ground floor.
- B. second floor.
- C. third floor.

2. The monthly rent for Gavin's apartment is ...

- A. \$615
- B. \$650.
- C. \$655.

Questions 3-6

Complete the table below.

Write NO MORE THAN THREE WORDS for each answer.

| ITEM | VALUE |
|-------------------|---------|
| 3. _____ | \$450 |
| 4. _____ | \$1,150 |
| Watches | \$2,000 |
| CDs and 5. _____. | \$400 |

Total annual cost of insurance (6) \$ _____

INSURANCE APPLICATION FORM

Name: Mr Gavin 7. _____

Address: 8. _____ Biggins Street

9. _____

Date of Birth: 12th November
Telephone: Home: 9872 4555

Nationality: 10. _____

SECTION 2

Questions 11-20

Question 11

Circle the correct letter A-D.

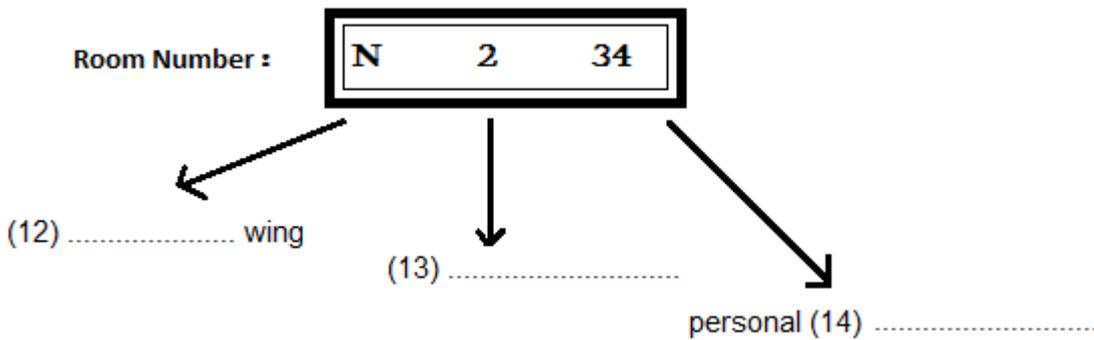
Smith House was originally built as

- A. a residential college.
- B. a family house.
- C. a university.
- D. an office block.

Questions 12-14

Complete the explanation of the room number.

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



Questions 15-17

Complete the sentences below

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

- Students need a front door key between **15** _____ AND _____
- In an emergency, students should use **16** _____
- Fees also cover same **17** _____ charges.
- No noise after 9 pm.
- Smoking only allowed on **18** _____
- No changes can be made to **19** _____
- If you have any questions, ask the **20** _____

SECTION 3

Questions 21-30

Question 21-25

Complete the table below.

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

| Forms of Media | Examples |
|-------------------|----------------------------------|
| Print | • books •21. _____ |
| Pictures | •22. _____ |
| Audio (listening) | • CDs •23. _____ |
| Audio-visual | • film •24. _____ • videos |
| Electronic | 25. _____ |

Write the appropriate letters A-C against questions 26-30.

According to the speakers, in which situation are the following media most useful?

- A. individual children
- B. five or six children
- C. whole class

- 26. tapes _____
- 27. computers _____
- 28. videos _____
- 29. books _____
- 30. wall maps _____

SECTION 4

Questions 31-40

Question 31

Circle the correct letter **A-D**.

What percentage of the workforce were employed in agriculture in the mid-1900s?

- A. 3%
- B. 10%
- C. 20%
- D. 50%

Questions 32-33

Complete the notes below.

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

Three factors contributing to the efficiency of the agricultural sector are.....

- 50-60 years of intelligent state support
- the quality of **32** _____ among those employed
- the farmers' investment in **33** _____

Questions 34-39

Complete the table below.

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

| Region | North | East | West |
|-----------|--------------------------------|----------------------------------|---|
| Land | hilly with thin soil | flat with (36) _____ | rich soil |
| Climate | (34) _____ and _____ | Mixed | (38) _____ and _____ |
| Farm type | small, family-run | commercial | average size (39) _____ hectares |
| Produce | (35) _____ and _____ | cereals and (37) _____ | milk, cheese and meat |

Question 40

Circle the correct letter **A-C**.

Farmers have a strong sense of solidarity because.....

- A. the media supports them.
- B. they have a strong Union.
- C. they have countrywide interests.

READING SECTION

READING PASSAGE 1

IMPLEMENTING THE CYCLE OF SUCCESS: A CASE STUDY

Within Australia, Australian Hotels Inc (AHI) operates nine hotels and employs over 2000 permanent full-time staff, 300 permanent part-time employees and 100 casual staff. One of its latest ventures, the Sydney Airport hotel (SAH), opened in March 1995. The hotel is the closest to Sydney Airport and is designed to provide the best available accommodation, food and beverage and meeting facilities in Sydney's southern suburbs. Similar to many international hotel chains, however, AHI has experienced difficulties in Australia in providing long-term profits for hotel owners, as a result of the country's high labour-cost structure. In order to develop an economically viable hotel organisation model, AHI decided to implement some new policies and practices at SAH.

The first of the initiatives was an organisational structure with only three levels of management - compared to the traditional seven. Partly as a result of this change, there are 25 per cent fewer management positions, enabling a significant saving. This change also has other implications. Communication, both up and down the organisation, has greatly improved. Decision-making has been forced down in many cases to front-line employees. As a result, guest requests are usually met without reference to a supervisor, improving both customer and employee satisfaction.

The hotel also recognised that it would need a different approach to selecting employees who would fit in with its new policies. In its advertisements, the hotel stated a preference for people with some 'service' experience in order to minimise traditional work practices being introduced into the hotel. Over 7000 applicants filled in application forms for the 120 jobs initially offered at SAH. The balance of the positions at the hotel (30 management and 40 shift leader positions) were predominantly filled by transfers from other AHI properties.

A series of tests and interviews were conducted with potential employees, which eventually left 280 applicants competing for the 120 advertised positions. After the final interview, potential recruits were divided into three categories. Category A was for applicants exhibiting strong leadership qualities, Category C was for applicants perceived to be followers, and Category B was for applicants with both leader and follower qualities. Department heads and shift leaders then composed prospective teams using a combination of people from all three categories. Once suitable teams were formed, offers of employment were made to team members.

Another major initiative by SAH was to adopt a totally multi-skilled workforce. Although there may be some limitations with highly technical jobs such as cooking or maintenance, wherever possible, employees at SAH are able to work in a wide variety of positions. A multi-skilled workforce provides far greater management flexibility during peak and quiet times to transfer employees to needed positions. For example, when office staff are away on holidays during quiet periods of the year, employees in either food or beverage or housekeeping departments can temporarily.

The most crucial way, however, of improving the labour cost structure at SAH was to find better, more productive ways of providing customer service. SAH management concluded this would first require a process of 'benchmarking'. The prime objective of the benchmarking process was to compare a range of service delivery processes across a range of criteria using teams made up of employees from different departments within the hotel which interacted with each other. This process resulted in performance measures that greatly enhanced SAH's ability to improve productivity and quality.

The front office team discovered through this project that a high proportion of AHI Club member reservations were incomplete. As a result, the service provided to these guests was below the standard promised to them as part of their membership agreement. Reducing the number of incomplete reservations greatly improved guest perceptions of service.

In addition, a program modelled on an earlier project called 'Take Charge' was implemented. Essentially, Take Charge provides an effective feedback loop horn both customers and employees. Customer comments, both positive and negative, are recorded by staff. These are collated regularly to identify opportunities for improvement. Just as importantly, employees are requested to note down their own suggestions for improvement. (AHI has set an expectation that employees will submit at least three suggestions for every one they receive from a customer.)

Employee feedback is reviewed daily and suggestions are implemented within 48 hours, if possible, or a valid reason is given for non-implementation. If suggestions require analysis or data collection, the Take Charge team has 30 days in which to address the issue and come up with recommendations.

Although quantitative evidence of AHI's initiatives at SAH are limited at present, anecdotal evidence clearly suggests that these practices are working. Indeed, AHI is progressively rolling out these initiatives in other hotels in Australia, whilst numerous overseas visitors have come to see how the program works.

This article has been adapted and condensed fem the article by R Carter (19%), 'Implementing the cycle of success: A case study of the Sheraten Pacific Division', Asia Pacific Journal of Human Resources, 34(3): 111-23. Names and other details have been changed and report findings may have been given a different emphasis from the original. We are grateful to Asia Pacific Journal of Human Resources for allowing us to use, file material in this way.

Questions 1-5

Choose the appropriate letters **A-D** and write them in boxes **1-5** on your answer sheet.

1. The high costs of running AHI's hotels are related to their...
 - A. management.
 - B. size.
 - C. staff.
 - D. policies.

2. SAH's new organisational structure requires...
 - A. 75% of the old management positions.
 - B. 25% of the old management positions.
 - C. 25% more management positions.
 - D. 5% fewer management positions.

3. The SAH's approach to organisational structure required changing practices in ..
 - A. industrial relations.
 - B. firing staff.
 - C. hiring staff.
 - D. marketing.

4. The total number of jobs advertised at the SAH was...
 - A. 70.
 - B. 120.
 - C. 170
 - D. 280

5. Categories A, B and C were used to select...
 - A. front office staff.
 - B. new teams.
 - C. department heads.
 - D. new managers.

Complete the following summary of the last four paragraphs of Reading Passage 1 using **ONE OR TWO** words from the Reading Passage for each answer.

Write your answers in boxes **6-13** on your answer sheet.

WHAT THEY DID AT SAH

Teams of employees were selected from different hotel departments to participate in a **6.** _____ exercise. The information collected was used to compare **7.** _____ processes which, in turn, led to the development of **8.** _____ that would be used to increase the hotel's capacity to improve **9.** _____ as well as quality. Also, an older program known as '**10.** _____' was introduced at SAH. In this program, **11.** _____ is sought from customers and staff. Wherever possible **12.** _____ suggestions are implemented within 48 hours. Other suggestions are investigated for their feasibility for a period of up to **13.** _____

READING PASSAGE 2

Volcanoes – earth-shattering news

A

When Mount Pinatubo suddenly erupted on 9 June 1991, the power of volcanoes past and present again hit the headlines

Volcanoes are the ultimate earth-moving machinery. A violent eruption can blow the top few kilometres off a mountain, scatter fine ash practically all over the globe and hurt rock fragments into the stratosphere to darken the skies a continent away.



But the classic eruption – cone-shaped mountain, big bang, mushroom cloud and surges of molten lava – is only a tiny part of a global story. Volcanism, the name given to volcanic processes, really has shaped the world. Eruptions have rifted continents, raised mountain chains, constructed islands and shaped the topography of the earth. The entire ocean floor has a basement of volcanic basalt.

Volcanoes have not only made the continents, they are also thought to have made the world's first stable atmosphere and provided all the water for the oceans, rivers and ice-caps. There are now about 600 active volcanoes. Every year they add two or three cubic kilometres of rock to the continents. Imagine a similar number of volcanoes smoking away for the last 3,500 million years. That is enough rock to explain the continental crust

What comes out of volcanic craters is mostly gas. More than 90% of this gas is water vapour from the deep earth: enough to explain, over 3,500 million years, the water in the oceans. The rest of the gas is nitrogen, carbon dioxide, sulphur dioxide, methane, ammonia and hydrogen. The quantity of these gases, again multiplied over 3,500 million years, is enough to explain the mass of the world's atmosphere. We are alive because volcanoes provided the soil, air and water we need.

B

Geologists consider the earth as having a molten core, surrounded by a semi-molten mantle and a brittle, outer skin. It helps to think of a soft-boiled egg with a runny yolk, a firm but squishy white and a hard shell. If the shell is even slightly cracked during boiling, the white material bubbles out and sets like a tiny mountain chain over the crack – like an archipelago of volcanic islands such as the Hawaiian Islands. But the earth is so much bigger and the mantle below is so much hotter.

Even though the mantle rocks are kept solid by overlying pressure, they can still slowly 'flow' like thick treacle. The flow, thought to be in the form of convection currents, is powerful enough to fracture the 'eggshell' of the crust into plates, and keep them bumping and grinding against each other, or even overlapping, at the rate of a few centimetres a year. These fracture zones, where the collisions occur, are where earthquakes happen. And, very often, volcanoes.

C

These zones are lines of weakness, or hot spots. Every eruption is different, but put at its simplest, where there are weaknesses, rocks deep in the mantle, heated to 1,350°C, will start to expand and rise. As they do so, the pressure drops, and they expand and become liquid and rise more swiftly.

Sometimes it is slow: vast bubbles of magma – molten rock from the mantle – inch towards the surface, cooling slowly, to show through as granite extrusions (as on Skye, or the Great Whin Sill, the lava dyke squeezed out like toothpaste that carries part of Hadrian's Wall in northern England). Sometimes – as in Northern Ireland, Wales and the Karoo in South Africa – the magma rose faster, and then flowed out horizontally on to the surface in vast thick sheets. In the Deccan plateau in western India, there are more than two million cubic kilometres of lava, some of it 2,400 metres thick, formed over 500,000 years of slurring eruption.

Sometimes the magma moves very swiftly indeed. It does not have time to cool as it surges upwards. The gases trapped inside the boiling rock expand suddenly, the lava glows with heat, it begins to froth, and it explodes with tremendous force. Then the slightly cooler lava following it begins to flow over the lip of the crater. It happens on Mars, it happened on the moon, it even happens on some of the moons of Jupiter and Uranus. By studying the evidence, volcanologists can read the force of the great blasts of the past. Is the pumice light and full of holes? The explosion was tremendous. Are the rocks heavy, with huge crystalline basalt shapes, like the Giant's Causeway in Northern Ireland? It was a slow, gentle eruption.

The biggest eruptions are deep on the mid-ocean floor, where new lava is forcing the continents apart and widening the Atlantic by perhaps five centimetres a year. Look at maps of volcanoes, earthquakes and island chains like the Philippines and Japan, and you can see the rough outlines of what are called tectonic plates – the plates which make up the earth's crust and mantle. The most dramatic of these is the Pacific 'ring of fire' where there have the most violent explosions – Mount Pinatubo near Manila, Mount St Helen's in the Rockies and El Chichón in Mexico about a decade ago, not to mention world-shaking blasts like Krakatoa in the Sunda Straits in 1883.

D

But volcanoes are not very predictable. That is because geological time is not like human time. During quiet periods, volcanoes cap themselves with their own lava by forming a powerful cone from the molten rocks slopping over the rim of the crater; later the lava cools slowly into a huge, hard, stable plug which blocks any further eruption until the pressure below becomes irresistible. In the case of Mount Pinatubo, this took 600 years.

Then, sometimes, with only a small warning, the mountain blows its top. It did this at Mont Pelée in Martinique at 7.49 a.m. on 8 May, 1902. Of a town of 28,000, only two people survived. In 1815, a sudden blast removed the top 1,280 metres of Mount Tambora in Indonesia. The eruption was so fierce that dust thrown into the stratosphere darkened the skies, canceling the following summer in Europe and North America. Thousands starved as the harvest failed, after snow in June and frosts in August. Volcanoes are potentially world news, especially the quiet ones.

Questions 14-17

Choose the correct heading for each section from the list of headings below.
Write the correct number i-vi in boxes **14-17** on your answer sheet.

- i. Causes of volcanic eruption
- ii. Efforts to predict volcanic eruption
- iii. Volcanoes and the features of our planet
- iv. Different types of volcanic eruption
- v. International relief efforts
- vi. The unpredictability of volcanic eruption

- 14. Section A
- 15. Section B
- 16. Section C
- 17. Section D

Questions 18-21

Answer the questions below using **NO MORE THAN THREE WORDS AND/ OR A NUMBER** from the passage for each answer.

Write your answers in boxes 18-21 on your answer sheet.

- 14. What are the sections of the earth's crust, often associated with volcanic activity, called?
- 15. What is the name given to molten rock from the mantle?
- 16. What is the earthquake zone on the Pacific Ocean called?
- 17. For how many years did Mount Pinatubo remain inactive?

Questions 22-26

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

Write your answers in boxes **22-26** on your answer sheets.

Volcanic eruptions have shaped the earth's land surface. They may also have produced the world's atmosphere and **22** _____. Eruptions occur when molten rocks from the earth's mantle rise and expand. When they become liquid, they move more quickly through cracks in the surface. There are different types of eruption. Sometimes the **23** _____ moves slowly and forms outcrops of granite on the earth's surface. When it moves more quickly it may flow out in thick horizontal sheets. Examples of this type of eruption can be found in Northern Ireland, Wales, South Africa and **24** _____. A third type of eruption occurs when the lava emerges very quickly and **25** _____ violently. This happens because the magma moves so suddenly that **26** _____ are emitted.

READING PASSAGE 3

What Is a Port City?

The port city provides a fascinating and rich understanding of the movement of people and goods around the world. We understand a port as a centre of land-sea exchange, and as a major source of livelihood and a major force for cultural mixing. But do ports all produce a range of common urban characteristics which justify classifying port cities together under a single generic label? Do they have enough in common to warrant distinguishing them from other kinds of cities?

A

A port must be distinguished from a harbour. They are two very different things. Most ports have poor harbours, and many fine harbours see few ships. Harbour is a physical concept, a shelter for ships; port is an economic concept, a centre of land-sea exchange which requires good access to a hinterland even more than a sea-linked foreland. It is landward access, which is productive of goods for export and which demands imports, that is critical. Poor harbours can be improved with breakwaters and dredging if there is a demand for a port. Madras and Colombo are examples of harbours expensively improved by enlarging, dredging and building breakwaters.

B

Port cities become industrial, financial and service centres and political capitals because of their water connections and the urban concentration which arises there and later draws to it railways, highways and air routes. Water transport means cheap access, the chief basis of all port cities. Many of the world's biggest cities, for example, London, New York, Shanghai, Istanbul, Buenos Aires, Tokyo, Jakarta, Calcutta, Philadelphia and San Francisco began as ports - that is, with land-sea exchange as their major function - but they have since grown disproportionately in other respects so that their port functions are no longer dominant. They remain different kinds of places from non-port cities and their port functions account for that difference.

C

Port functions, more than anything else, make a city cosmopolitan. A port city is open to the world. In it races, cultures, and ideas, as well as goods from a variety of places, jostle, mix and enrich each other and the life of the city. The smell of the sea and the harbour, the sound of boat whistles or the moving tides are symbols of their multiple links with a wide world, samples of which are present in microcosm within their own urban areas.

D

Sea ports have been transformed by the advent of powered vessels, whose size and draught have increased. Many formerly important ports have become economically and physically less accessible as a result. By-passed by most of their former enriching flow of exchange, they have become cultural and economic backwaters or have acquired the character of museums of the past. Examples of these are Charleston, Salem, Bristol, Plymouth, Surat, Galle, Melaka, Soochow, and a long list of earlier prominent port cities in Southeast Asia, Africa and Latin America.

E

Much domestic port trade has not been recorded. What evidence we have suggests that domestic trade was greater at all periods than external trade. Shanghai, for example, did most of its trade with other Chinese ports and inland cities. Calcutta traded mainly with other parts of India and so on. Most of any city's population is engaged in providing goods and services for the city itself. Trade outside the city is its basic function. But each basic worker requires food, housing, clothing and other such services. Estimates of the ratio of basic to service workers range from 1:4 to 1:8.

F

No city can be simply a port but must be involved in a variety of other activities. The port function of the city draws to it raw materials and distributes them in many other forms. Ports take advantage of the need for breaking up the bulk material where water and land transport meet and where loading and unloading costs can be minimised by refining raw materials or turning them into finished goods. The major examples here are oil refining and ore refining, which are commonly located at ports. It is not easy to draw a line around what is and is not a port function. All ports handle, unload, sort, alter, process, repack, and reshipe most of what they receive. A city may still be regarded as a port city when it becomes involved in a great range of functions not immediately involved with ships or docks.

G

Cities which began as ports retain the chief commercial and administrative centre of the city close to the waterfront. The centre of New York is in lower Manhattan between two river mouths, the City of London is on the Thames, Shanghai along the Bund. This proximity to water is also true of Boston, Philadelphia, Bombay, Calcutta, Madras, Singapore, Bangkok, Hong Kong and Yokohama, where the commercial, financial, and administrative centres are still grouped around their harbours even though each city has expanded into a metropolis. Even a casual visitor cannot mistake them as anything but port cities.

Questions 27-30

Reading Passage 3 has seven paragraphs **A-G**.

From the list of headings below choose the most suitable headings for paragraphs B-E.

Write the appropriate numbers (**i-viii**) in boxes **27-30** on your answer sheet.

NB There are more headings than paragraphs, so you will not use them all.

List of Headings

- i. A truly international environment
- ii. Once a port city, always a port city
- iii. Good ports make huge profits
- iv. How the port changes a city's infrastructure
- v. Reasons for the decline of ports
- vi. Relative significance of trade and service industry
- vii. Ports and harbours
- viii. The demands of the oil industry

Example Answer

Paragraph A **vii**

27. _____ Paragraph B

28. _____ Paragraph C

29. _____ Paragraph D

30. _____ Paragraph E

Questions 31-34

Look at the following descriptions (Questions 31- 34) of some port cities mentioned in Reading Passage 3

Match the pairs of cities (A-H) listed below, with the descriptions.

Match the appropriate letters A-H in boxes 31-34 on your answer sheet.

NB There are more pairs of port cities than descriptions, so you will not use them all.

- A. Bombay and Buenos Aires
- B. Hong Kong and Salem
- C. Istanbul and Jakarta
- D. Madras and Colombo
- E. New York and Bristol
- F. Plymouth and Melaka
- G. Singapore and Yokohama
- H. Surat and London

- 31. _____ required considerable harbour development
- 32. _____ began as ports but other facilities later dominated
- 33. _____ lost their prominence when large ships could not be accommodated
- 34. _____ maintain their business centres near the port waterfront

Questions 35-40

Do the following statements agree with the information given in Reading Passage 3?
In boxes 35- 40 on your answer sheet write

- YES** if the statement agrees with the information
- NO** if the statement contradicts the information
- NOT GIVEN** if there is no information on this in the passage

- 35. _____ Cities cease to be port cities when other functions dominate.
- 36. _____ In the past, many port cities did more trade within their own country than with overseas ports.
- 37. _____ Most people in a port city are engaged in international trade and finance.
- 38. _____ Ports attract many subsidiary and independent industries.
- 39. _____ Ports have to establish a common language of trade.
- 40. _____ Ports often have river connections.

WRITING

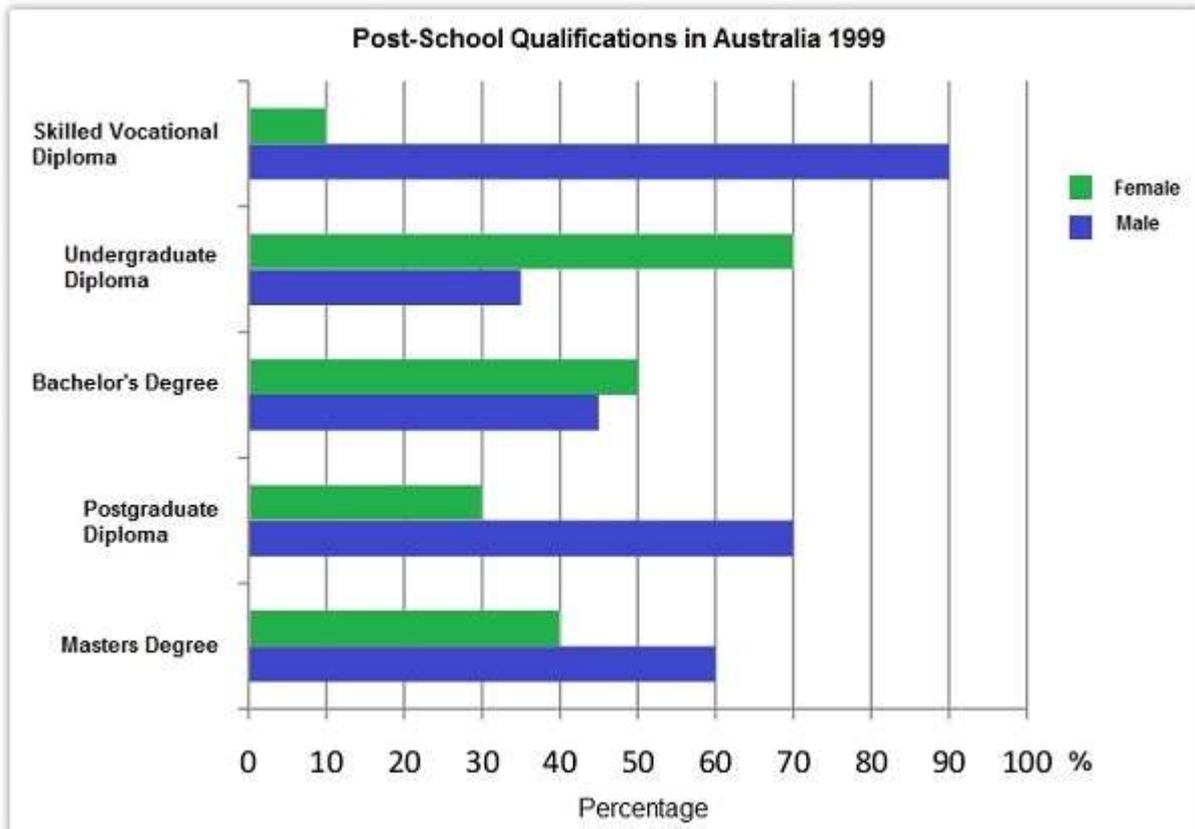
Writing Task 1/ Graph Writing - Bar Graph:

You should spend about 20 minutes on this task.

The chart below shows the different levels of post-school qualifications in Australia and the proportion of men and women who held them in 1999.

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

You should write at least 150 words.



Writing Task 2/ IELTS Essay:

You should complete the task within 40 minutes.

Creative artists should always be given the freedom to express their own ideas (in words, pictures, music, film) in whichever way they wish. There should be no public or government restrictions on what they do.

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

Give your reasons with own knowledge and give examples.

You should write at least 250 words.

FULL LENGTH MOCK TEST 4

LISTENING SECTION

SECTION 1

QUESTIONS 1-10

Complete the notes below.

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

Example

Title of conference:

Answer

Future Direction in Computing

Three day cost:

1 £_____

Payment by 2_____ or on arrival

Accommodation:

Conference Centre

- 3 £_____ per night
 - near to conference rooms
- Guest House
- 4 £_____ per night
 - approximately 5_____ walk from Conference Centre

Further documents to be sent:

- 6_____
- an application form

Location:

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

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

SECTION 2

Questions 11-13

Which team will do each of the following jobs?

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

Teams

- A. the blue team
- B. the yellow team
- C. the green team
- D. the red team

11. checking entrance tickets _____

12. preparing refreshments _____

13. directing car-park traffic. _____

Questions 14 – 20

Complete the table below.

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

| Travel Expo Temporary Staff Orientation Programme | | |
|--|-----------------------------|---|
| Time | Event | Details |
| 9:30 am | Talk by Anne Smith | information about pay will give out the 14 _____ forms |
| 10:00 am | Talk by Peter Chen | will discuss Conference Centre plan will explain about arrangements for 15 _____ and fire exits |
| 10:30 am | Coffee Break | go to Staff Canteen on the 16 _____ |
| 11:00 am | Video Presentation | go to 17 _____ video title: 18 _____ |
| 12:00 | Buffet Lunch | go to the 19 _____ on 1st floor |
| 1:00 pm | Meet the 20 _____ | |
| 3:00 pm | Finish | |

SECTION 3

Questions 21-25

Complete the summary below.

Write ONE WORD ONLY for each answer

The School of Education Libraries

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

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

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

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

Questions 26 and 27

Answer the questions below.

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

26. Which books cannot be renewed by telephone or email?

27. How much time is allowed to return recalled books?

Questions 28-30

Choose THREE letters, A-G.

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

Choose THREE letters, A-G.

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

A. An introduction to the Internet

B. How to carry out research for a dissertation

C. Making good use of the whole range of library services

D. Planning a dissertation

E. Standard requirements when writing a dissertation

F. Using the Internet when doing research

G. What books and technical resources are available in the library

SECTION 4

Questions 31-34

Choose the correct letter, A, B or C.

31. When did Asiatic lions develop as a separate sub-species?
- A. about 10,000 years ago
 - B. about 100,000 years ago
 - C. about 1,000,000 years ago
32. Pictures of Asiatic lions can be seen on ancient coins from
- A. Greece.
 - B. The Middle East.
 - C. India.
33. Asiatic lions disappeared from Europe
- A. 2,500 years ago.
 - B. 2,000 years ago.
 - C. 1,900 years ago.
34. Very few African lions have
- A. a long mane.
 - B. a coat with varied colours.
 - C. a fold of skin on their stomach.

Questions 35-40

Complete the sentences below.

Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer
THE GIR SANCTUARY

35. The sanctuary has an area of approximately _____ square kilometres.
36. One threat to the lions in the sanctuary is _____
37. The ancestors of the Gir Sanctuary lions were protected by a _____
38. A large part of the lions' _____ consists of animals belonging to local farmers.
39. The lions sometimes _____ especially when water is short.
40. In ancient India, a man would light a lion as a test of _____

READING SECTION

READING PASSAGE 1

Doctoring sales

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

A

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

B

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

C

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

D

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

E

But the sales push rarely stops in the office. The flashy brochures and pamphlets left by the sales reps are often followed up with meals at expensive restaurants, meetings in warm and sunny places, and an inundation of promotional gadgets. Rarely do patients watch a doctor write with a pen that isn't emblazoned with a drug's name, or see a nurse use a tablet not bearing a pharmaceutical company's logo. Millions of dollars are spent by pharmaceutical companies on promotional products like coffee mugs, shirts, umbrellas, and golf balls. Money well spent? It's hard to tell. 'I've been the recipient of golf balls from one company and I use them, but it doesn't make me prescribe their medicine,' says one doctor. 'I tend to think I'm not influenced by what they give me.'

F

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

G

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

Questions 1-7

Reading Passage 1 has seven paragraphs, A-G.

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

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

List of Headings

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

- 1. Paragraph A _____
- 2. Paragraph B _____
- 3. Paragraph C _____
- 4. Paragraph D _____
- 5. Paragraph E _____
- 6. Paragraph F _____
- 7. Paragraph G _____

Questions 8-13

Do the following statements agree with the views of the writer in Reading Passage 1?
In boxes **8-13** on your answer sheet, write

YES if the statement agrees with the views of the writer

NO if the statement contradicts the views of the writer

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

8. Sales representatives like Kim Schaefer work to a very limited budget.
9. Kim Schaefer's marketing technique may be open to criticism on moral grounds.
10. _____ The information provided by drug companies is of little use to doctors.
11. _____ Evidence of drug promotion is clearly visible in the healthcare environment.
12. _____ The drug companies may give free drug samples to patients without doctors' prescriptions.
13. _____ It is legitimate for drug companies to make money.

READING PASSAGE 2

Do literate women make better mothers?

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

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

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

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

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

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

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

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

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

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

Questions 14-18

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

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

NB You may use any letter more than once.

The Nicaraguan National Literacy Crusade aimed to teach large numbers of illiterate **14** _____ to read and write.

Public health experts have known for many years that there is a connection between child health and **15** _____

However, it has not previously been known whether these two factors were directly linked or not.

This question has been investigated by **16** _____ in Nicaragua.

As a result, factors such as **17** _____ and attitudes to children have been eliminated, and it has been shown that **18** _____ can in itself improve infant health and survival.

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

Questions 19-24

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

In boxes 19-24 on your answer sheet, write _____.

YES if the statement agrees with the claims of the writer

NO if the statement contradicts the claims of the writer

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

19. About a thousand of the women interviewed by the researchers had learnt to read when they were children.
20. Before the National Literacy Crusade, illiterate women had approximately the same levels of infant mortality as those who had learnt to read in primary school.
21. Before and after the National Literacy Crusade, the child mortality rate for the illiterate women stayed at about 110 deaths for each thousand live births.
22. The women who had learnt to read through the National Literacy Crusade showed the greatest change in infant mortality levels.
23. The women who had learnt to read through the National Literacy Crusade had the lowest rates of child mortality.
24. After the National Literacy Crusade, the children of the women who remained illiterate were found to be severely malnourished.

Questions 25-26

Choose **TWO** letters, **A-E**.

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

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

- A.** It is better to educate mature women than young girls.
- B.** Similar campaigns in other countries would be equally successful.
- C.** The effects of maternal literacy programmes can be seen very quickly.
- D.** Improving child health can quickly affect a country's economy.
- E.** Money spent on female education will improve child health.

READING PASSAGE 3

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

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

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

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

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

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

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

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

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

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

Questions 27-30

Choose the correct heading for sections **A-D** from the list of headings below. Write the correct number, **i-vii**, in boxes **27-30** on your answer sheet.

List of Headings

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

27. Section A

28. Section B

29. Section C

30. Section D

Questions 31-34

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

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

- 31.** A recent survey found that in British secondary schools
- A.** there was more bullying than had previously been the case.
 - B.** there was less bullying than in primary schools.
 - C.** cases of persistent bullying were very common.
 - D.** indirect forms of bullying were particularly difficult to deal with.
- 32.** Children who are bullied
- A.** are twice as likely to commit suicide as the average person.
 - B.** find it more difficult to relate to adults.
 - C.** are less likely to be violent in later life.
 - D.** may have difficulty forming relationships in later life.

33. The writer thinks that the declaration 'There is no bullying at this school'
- A. is no longer true in many schools.
 - B. was not in fact made by many schools.
 - C. reflected the school's lack of concern.
 - D. reflected a lack of knowledge and resources.
34. What were the findings of research carried out in Norway?
- A. Bullying declined by 50% after an anti-bullying campaign.
 - B. Twenty-one schools reduced bullying as a result of an anti-bullying campaign
 - C. Two years is the optimum length for an anti-bullying campaign.
 - D. Bullying is a less serious problem in Norway than in the UK.

Questions 35-39

Complete the summary below

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

Write your answers in boxes **35-39** on your answer sheet.

What steps should schools take to reduce bullying?

The most important step is for the school authorities to produce a **35** _____ which makes the school's attitude towards bullying quite clear. It should include detailed **36** _____ as to how the school and its staff will react if bullying occurs. In addition, action can be taken through the **37** _____. This is particularly useful in the early part of the process, as a way of raising awareness and encouraging discussion on its own, however, it is insufficient to bring about a permanent solution. Effective work can also be done with individual pupils and small groups. For example, potential **38** _____ of bullying can be trained to be more self-confident. Or again, in dealing with group bullying, a 'no blame' approach, which avoids confronting the offender too directly, is often effective. Playground supervision will be more effective if members of staff are trained to recognize the difference between bullying and mere **39** _____.

Question 40

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

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

Which of the following is the most suitable title for Reading Passage 153?

- A. Bullying: what parents can do
- B. Bullying: are the media to blame?
- C. Bullying: the link with academic failure
- D. Bullying: from crisis management to prevention

WRITING

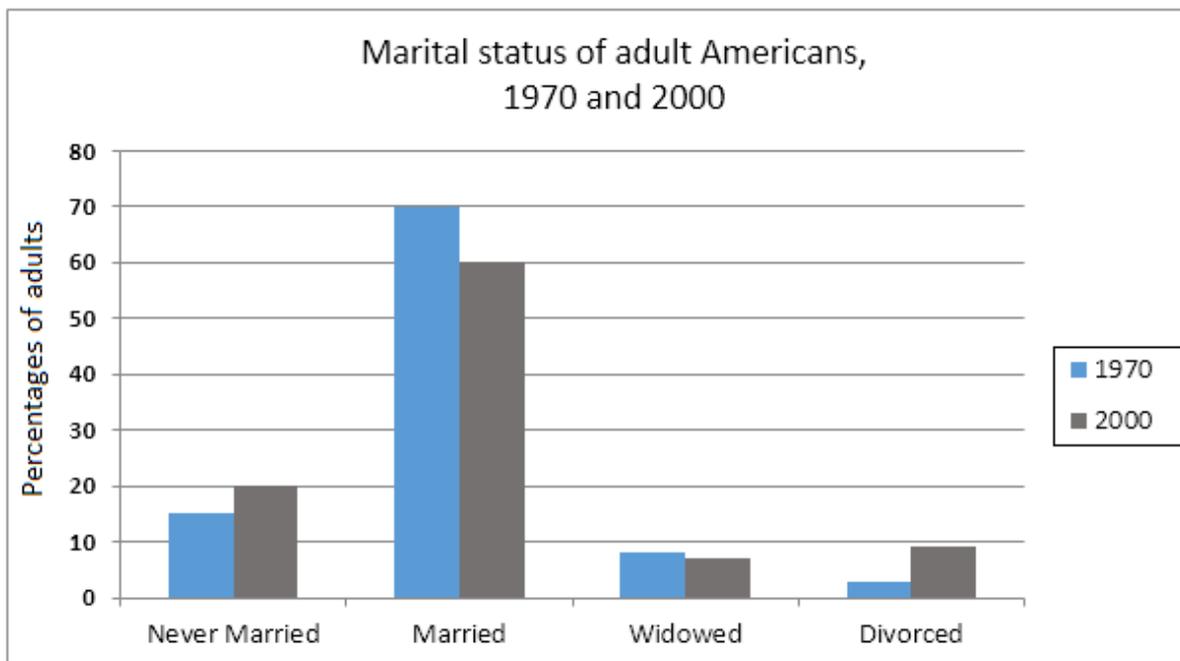
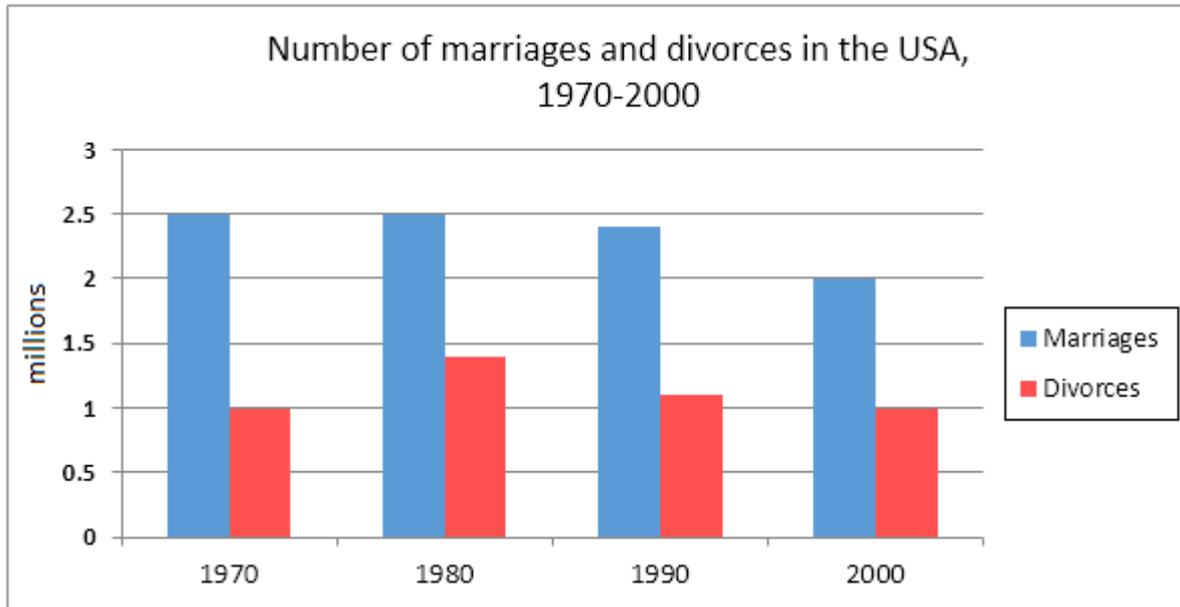
Writing Task 1/ Graph Writing - Column Graphs:

You should spend about **20** minutes on this task.

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

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

Write at least 150 words.



Writing Task 2/ IELTS Essay:

You should spend about **40** minutes on this task.

Write about the following topic:

Some people prefer to spend their lives doing the same things and avoiding change.

Others, however, think that change is always a good thing.

Discuss both these views and give your own opinion.

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

You should 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

Daily Routine

- What would you like to change in your daily routine?
- Are all your days the same?
- Tell me about your typical weekday and your typical weekend.
- What is the balance of work/study and free time in your normal day?

PART 2

Describe something you own which is very important to you.

You should say:

where you got it from

how long you have had it

what you use it for

and explain why it is so important to you.

You will have to talk about the topic for 1 to 2 minutes. You have one minute to think about what you're going to say. You can make some notes to help you if you wish.

PART 3

Discussion topics:

How values can change

Example questions:

What kind of possessions show status in your country?

Do you think it was different for your grandparents?

The consumer society

Example questions:

Modern society is often called 'materialistic'. Why do you think this is?

Do you think consumerism is a positive or a negative development?

The consumer market

Example questions:

What is the role of advertising?

How do you think the Internet will affect buying patterns in the future?

FULL LENGTH MOCK TEST 5

Listening Section

Section one -Questions 1-12

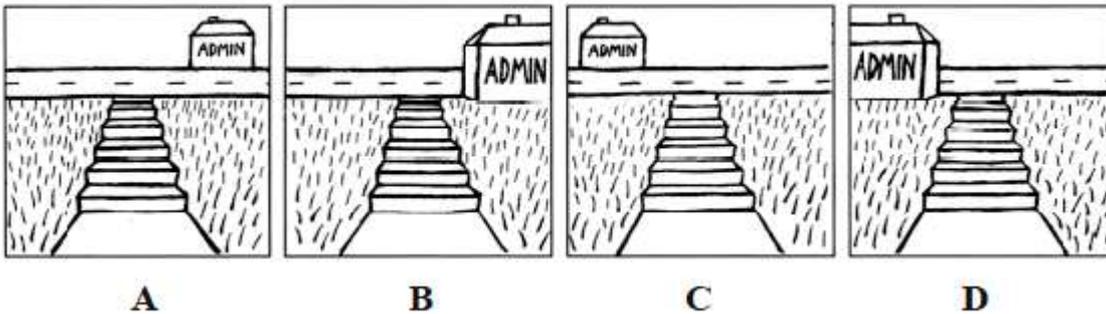
Questions 1-5

Circle the appropriate letter

Example What are the students looking for?

- A Main Hall C Old Hall
B Great Hall D Old Building

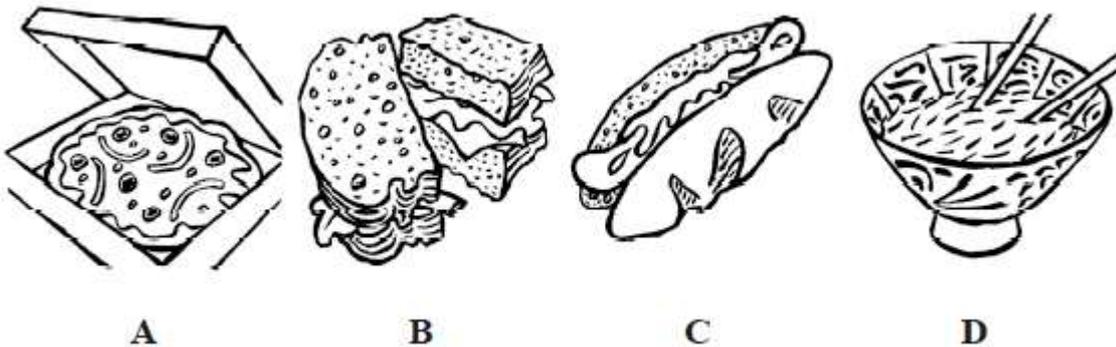
1. Where is the administration building?



2. How many people are waiting in the queue?

- A. 50
B. 100
C. 200
D. 300

3. What does the woman order for lunch?



4. What does the woman order to drink?



A



B



C



D

5. How much money does the woman give the man?

- A. \$2.00
- B. \$3.00
- C. \$3.50
- D. \$5.00

Complete the registration form using **NO MORE THAN THREE WORDS**.

Name of student: (6) _____

Address: (7) Flat 5/ _____

Town: (8) _____

Tel: (9) _____

Course: (10) _____

Questions 11-12

11. What did the man buy for her to eat?



A



B



C



D

12. What must the students do as part of registration at the university?

- A. Check the notice board in the Law Faculty.
- B. Find out about lectures.
- C. Organise tutorial groups.
- D. Pay the union fees.

SECTION 2

Section Two - Questions 13-21

Complete the notes. Write NO MORE THAN THREE WORDS for each answer.

STUDENT BANKING

| <i>Recommended Banks</i> | <i>Location</i> |
|--------------------------|------------------------------|
| Barclays | Realty Square |
| National Westminster | Example: <i>Preston Park</i> |
| Lloyds | City Plaza |
| Midland | (13) |

Note: May not be allowed all facilities given to resident students.

Funding

- Must provide (14) _____. I can support myself.
- Services will depend on personal circumstances and discretion of Bank Manager.

Opening an account

- Take with me: (15) _____ and letter of enrolment.
- Recommended account: (16) _____
- Bank supplies: (17) _____ and chequecard which guarantees cheques.

Other services

- Cash card: (you can (18) _____ cash at any time.)
- Switch/Delta cards: (take the money (19) _____ the account.)

Overdraft

- Must have (20) _____
- Sometimes must pay interest.

Opening times

- Most banks open until (21) _____ during the week.
- Some open for a limited time on Saturdays.

SECTION 3

Section Three - Questions 22-31

Questions 22-25

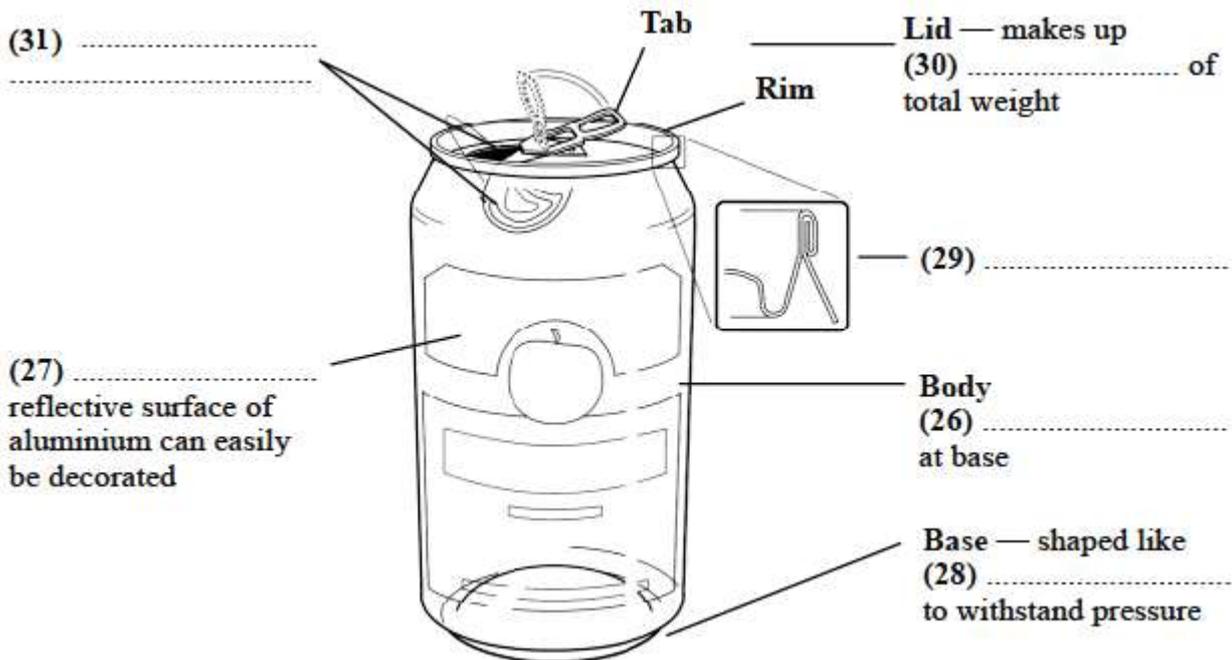
Complete the factsheet. Write **NO MORE THAN THREE WORDS** for each answer.

FACTSHEET - Aluminum Cans

- (22) _____ produced every day in the US — more cans produced than nails or (23) _____
- each can weighs 0.48 ounces — thinner than two (24) _____
- can take more than 90 pounds of pressure per square inch — over (25) _____ the pressure of a car tire.

Questions 26-31

Label the aluminum can. Write **NO MORE THAN THREE WORDS** for each answer.



SECTION 4

Section Four - Questions 32-42

Questions 32-42

Complete the lecture notes. Use **NO MORE THAN THREE WORDS** for each answer.

Purpose of the mini lecture

To experience

(32) _____

To find out about

(33) _____

The three strands of Sports Studies are:

a Sports psychology

b Sports (34) _____

c Sports physiology

a) The psychologists work with (35) _____

They want to discover what (36) _____

b) Sports marketing looks at (37) _____

Sport now competes with (38) _____

Spectators want (39) _____

c) Sports physiology is also known as

(40) _____

Macro levels look at (41) _____

Micro level looks at (42) _____

READING SECTION

READING PASSAGE 1

GLASS - Capturing the dance of light

A Glass, in one form or another, has long been in noble service to humans. As one of the most widely used of manufactured materials, and certainly the most versatile, it can be as imposing as a telescope mirror the width of a tennis court or as small and simple as a marble rolling across dirt. The uses of this adaptable material have been broadened dramatically by new technologies glass fibre optics — more than eight million miles — carrying telephone and television signals across nations, glass ceramics serving as the nose cones of missiles and as crowns for teeth; tiny glass beads taking radiation doses inside the body to specific organs, even a new type of glass fashioned of nuclear waste in order to dispose of that unwanted material.

B On the horizon are optical computers. These could store programs and process information by means of light - pulses from tiny lasers - rather than electrons. And the pulses would travel over glass fibres, not copper wire. These machines could function hundreds of times faster than today's electronic computers and hold vastly more information. Today fibre optics are used to obtain a clearer image of smaller and smaller objects than ever before - even bacterial viruses. A new generation of optical instruments is emerging that can provide detailed imaging of the inner workings of cells. It is the surge in fibre optic use and in liquid crystal displays that has set the U.S. glass industry (a 16-billion-dollar business employing some 150,000 workers) to building new plants to meet demand.

C But it is not only in technology and commerce that glass has widened its horizons. The use of glass as art, a tradition spins back at least to Roman times, is also booming. Nearly everywhere, it seems, men and women are blowing glass and creating works of art. «I didn't sell a piece of glass until 1975, » Dale Chihuly said, smiling, for in the 18 years since the end of the dry spell, he has become one of the most financially successful artists of the 20th century. He now has a new commission - a glass sculpture for the headquarters building of a pizza company - for which his fee is half a million dollars.

D But not all the glass technology that touches our lives is ultra-modern. Consider the simple light bulb; at the turn of the century most light bulbs were hand blown, and the cost of one was equivalent to half a day's pay for the average worker. In effect, the invention of the ribbon machine by Corning in the 1920s lighted a nation. The price of a bulb plunged. Small wonder that the machine has been called one of the great mechanical achievements of all time. Yet it is very simple: a narrow ribbon of molten glass travels over a moving belt of steel in which there are holes. The glass sags through the holes and into waiting moulds. Puffs of compressed air then shape the glass. In this way, the envelope of a light bulb is made by a single machine at the rate of 66,000 an hour, as compared with 1,200 a day produced by a team of four glassblowers.

E The secret of the versatility of glass lies in its interior structure. Although it is rigid, and thus like a solid, the atoms are arranged in a random disordered fashion, characteristic of a liquid. In the melting process, the atoms in the raw materials are disturbed from their normal position in the molecular structure; before they can find their way back to crystalline arrangements the glass cools. This looseness in molecular structure gives the material what engineers call tremendous “formability” which allows technicians to tailor glass to whatever they need.

F Today, scientists continue to experiment with new glass mixtures and building designers test their imaginations with applications of special types of glass. A London architect, Mike Davies, sees even more dramatic buildings using molecular chemistry. “Glass is the great building material of the future, the «dynamic skin»,’ he said. “Think of glass that has been treated to react to electric currents going through it, glass that will change from clear to opaque at the push of a button, that gives you instant curtains. Think of how the tall buildings in New York could perform a symphony of colours as the glass in them is made to change colours instantly.” Glass as instant curtains is available now, but the cost is exorbitant. As for the glass changing colours instantly, that may come true. Mike Davies’s vision may indeed be on the way to fulfilment.

Questions 1-5

Reading Passage has six paragraphs (**A-F**).

Choose the most suitable heading/or each paragraph from the list of headings below.

Write the appropriate numbers (**i-x**) in boxes **1-5** on your answer sheet.

Paragraph A has been done for you as an example.

NB There are more headings than paragraphs so you will not use all of them.

You may use any heading **more at once**.

| <i>Example</i> | <i>Answer</i> |
|----------------|---------------|
| Paragraph A | x |

List of Headings

- i** Growth in the market for glass crafts
- ii** Computers and their dependence on glass
- iii** What makes glass so adaptable
- iv** Historical development of glass
- v** Scientists’ dreams cost millions
- vi** Architectural experiments with glass
- vii** Glass art galleries flourish
- viii** Exciting innovations in fibre optics
- ix** A former glass technology
- x** Everyday uses of glass

1. Paragraph B
2. Paragraph C
3. Paragraph D
4. Paragraph E
5. Paragraph F

Questions 6-8

The diagram below shows the principle of Coming's ribbon machine.

Label the diagram by selecting **NO MORE THAN THREE WORDS** from the Reading Passage to fill each numbered space.

Write your answers in boxes **6-8** on your answer sheet.

6. _____
7. _____
8. _____

Questions 9-13

Look at the list below of the uses of glass.

According to the passage, state whether these uses exist today, will exist in the future or are not mentioned by the writer.

In boxes **9-13** write

A if the uses exist today

B if the uses will exist in the future

C if the uses are not mentioned by the writer

9. dental fittings
10. optical computers
11. sculptures
12. fashions
13. curtains

READING PASSAGE 2

Why some women cross the finish line ahead of men

RECRUITMENT

The course is tougher but women are staying the distance, reports Andrew Crisp.

A Women who apply for jobs in middle or senior management have a higher success rate than men, according to an employment survey. But of course far fewer of them apply for these positions. The study, by recruitment consultants NB Selection, shows that while one in six men who appear on interview shortlists get jobs, the figure rises to one in four for women.

B The study concentrated on applications for management positions in the \$45,000 to \$110,000 salary range and found that women are more successful than men in both the private and public sectors. Dr Elisabeth Marx from London-based NB Selection described the findings as encouraging for women, in that they send a positive message to them to apply for interesting management positions. But she added, "We should not lose sight of the fact that significantly fewer women apply for senior positions in comparison with men."

C Reasons for higher success rates among women are difficult to isolate. One explanation suggested is that if a woman candidate manages to get on a shortlist, then she has probably already proved herself to be an exceptional candidate. Dr Marx said that when women apply for positions they tend to be better qualified than their male counterparts but are more selective and conservative in their job search. Women tend to research thoroughly before applying for positions or attending interviews. Men, on the other hand, seem to rely on their ability to sell themselves and to convince employers that any shortcomings they have will not prevent them from doing a good job.

D Managerial and executive progress made by women is confirmed by the annual survey of boards of directors carried out by Korn/Ferry/Carre/Orban International. This year the survey shows a doubling of the number of women serving as non-executive directors compared with the previous year. However, progress remains painfully slow and there were still only 18 posts filled by women out of a total of 354 nonexecutive positions surveyed. Hilary Sears, a partner with Korn/Ferry, said, "Women have raised the level of grades we are employed in but we have still not broken through barriers to the top."

E In Europe a recent feature of corporate life in the recession has been the delayering of management structures. Sears said that this has halted progress for women in as much as delayering has taken place either where women are working or in layers they aspire to. Sears also noted a positive trend from the recession, which has been the growing number of women who have started up on their own.

F In business as a whole, there are a number of factors encouraging the prospect of greater equality in the workforce. Demographic trends suggest that the number of women going into employment is steadily increasing. In addition, a far greater number of women are now passing through higher education, making them better qualified to move into management positions.

G Organisations such as the European Women’s Management Development Network provide a range of opportunities for women to enhance their skills and contacts. Through a series of both pan-European and national workshops and conferences the barriers to women in employment are being broken down. However, Ariane Berthoin Antal, director of the International Institute for Organisational Change of Archamps in France, said that there is only anecdotal evidence of changes in recruitment patterns. And she said, “It’s still so hard for women to even get on to shortlists -there are so many hurdles and barriers.’ Antal agreed that there have been some positive signs but said “Until there is a belief among employers, until they value the difference, nothing will change.”

Questions 14-19

Reading Passage has 7 paragraphs (**A-G**). State which paragraph discusses each of the points below.

Write the appropriate letter (**A-G**) in boxes **14-19** on your answer sheet.

| <i>Example</i> | <i>Answer</i> |
|----------------|---------------|
|----------------|---------------|

- 14. The drawbacks of current company restructuring patterns.
- 15. Associations that provide support for professional women.
- 16. The success rate of female job applicants for management positions.
- 17. Male and female approaches to job applications.
- 18. Reasons why more women are being employed in the business sector.
- 19. The improvement in female numbers on company management structures.

Questions 20-23

The author makes reference to three consultants in the Reading Passage. Which of the list of points below do these consultants make? In boxes **20-23** write

M if the point is made by Dr Marx

S if the point is made by Hilary Sears

A if the point is made by Ariane Berthoin Antal

- 20. Selection procedures do not favour women.
- 21. The number of female-run businesses is increasing.
- 22. Male applicants exceed female applicants for top posts.
- 23. Women hold higher positions now than they used to.

Questions 24-27

Using **NO MORE THAN THREE WORDS** answer the following questions.

Write your answers in boxes **24-27** on your answer sheet.

- 24.** What change has there been in the number of women in top management positions detailed in the annual survey? _____
- 25.** What aspect of company structuring has disadvantaged women? _____
- 26.** What information tells us that more women are working nowadays? _____
- 27.** Which group of people should change their attitude to recruitment? _____

READING PASSAGE 3

Population Viability Analysis

Part A

To make political decisions about the extent and type of forestry in a region it is important to understand the consequences of those decisions. One tool for assessing the impact of forestry on the ecosystem is population viability analysis (PVA). This is a tool for predicting the probability that a species will become extinct in a particular region over a specific period. It has been successfully used in the United States to provide input into resource exploitation decisions and assist wildlife managers and there is now an enormous potential for using population viability to assist wildlife management in Australia's forests. A species becomes extinct when the last individual dies. This observation is a useful starting point for any discussion of extinction as it highlights the role of luck and chance in the extinction process. To make a prediction about extinction we need to understand the processes that can contribute to it and these fall into four broad categories which are discussed below.

Part B

A) Early attempts to predict population viability were based on demographic uncertainty whether an individual survives from one year to the next will largely be a matter of chance. Some pairs may produce several young in a single year while others may produce none in that same year. Small populations will fluctuate enormously because of the random nature of birth and death and these chance fluctuations can cause species extinctions even if, on average, the population size should increase. Taking only this uncertainty of ability to reproduce into account, extinction is unlikely if the number of individuals in a population is above about 50 and the population is growing.

B) Small populations cannot avoid a certain amount of inbreeding. This is particularly true if there is a very small number of one sex. For example, if there are only 20 individuals of a species and only one is a male, all future individuals in the species must be descended from that one male. For most animal species such individuals are less likely to survive and reproduce. Inbreeding increases the chance of extinction.

C) Variation within a species is the raw material upon which natural selection acts. Without genetic variability, a species lacks the capacity to evolve and cannot adapt to changes in its environment or to new predators and new diseases. The loss of genetic diversity associated with reductions in population size will contribute to the likelihood of extinction.

D) Recent research has shown that other factors need to be considered. Australia's environment fluctuates enormously from year to year. These fluctuations add yet another degree of uncertainty to the survival of many species. Catastrophes such as fire, flood, drought or epidemic may reduce population sizes to a small fraction of their average level. When allowance is made for these two additional elements of uncertainty the population size necessary to be confident of persistence for a few hundred years may increase to several thousand.

Part C

Besides these processes, we need to bear in mind the distribution of a population. A species that occurs in five isolated places each containing 20 individuals will not have the same probability of extinction as a species with a single population of 100 individuals in a single locality. Where logging occurs (that is, the cutting down of forests for timber) forest-dependent creatures in that area will be forced to leave. Ground-dwelling herbivores may return within a decade. However, arboreal marsupials (that is animals which live in trees) may not recover to pre-logging densities for over a century. As more forests are logged, animal population sizes will be reduced further. Regardless of the theory or model that we choose, a reduction in population size decreases the genetic diversity of a population and increases the probability of extinction because of any or all of the processes listed above. It is, therefore, a scientific fact that increasing the area that is loaded in any region will increase the probability that forest-dependent animals will become extinct.

Questions 28-31

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

In boxes **28-31** on your answer sheet write:

YES if the statement agrees with the writer

NO if the statement contradicts the writer

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

Example: A link exists between the consequences of decisions and the decision-making process itself. **Answer: YES.**

28. Scientists are interested in the effect of forestry on native animals.

29. PVA has been used in Australia for many years.

30. A species is said to be extinct when only one individual exists.

31. Extinction is a naturally occurring phenomenon.

Questions 32-35

These questions are based on **Part B** of Reading Passage 1.

In paragraphs A to D the author describes four processes which may contribute to the extinction of a species.

Match the list of processes (**i-vi**) to the paragraphs.

Write the appropriate number (**i-vi**) in boxes **5-8** on your answer sheet.

NB. There are more processes than paragraphs so you will not use all of them.

Paragraphs

32. Paragraph A

33. Paragraph B

34. Paragraph C

35. Paragraph D

Processes

i Loss of ability to adapt

ii Natural disasters

iii An imbalance of the sexes

iv Human disasters

v Evolution

vi The haphazard nature of reproduction

Questions 36-38

Based on your reading of Part C, complete the sentences below.

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

Write your answers in boxes 9-11 on your answer sheet.

While the population of a species may be on the increase, there is always a chance that small isolated groups (36) _____ Survival of a species depends on a balance between the size of a population and it's (37) _____ The likelihood that animals which live in forests will become extinct is increased when (38) _____

Question 39

Choose the appropriate letter A-D and write it in box 12 on your answer sheet.

39. An alternative heading for the passage could be:

- A.** The protection of native flora and fauna
- B.** Influential factors in assessing survival probability
- C.** An economic rationale for the logging of forests
- D.** Preventive measures for the extinction of a species

WRITING

Writing Task 1/ Graph Writing - Map:

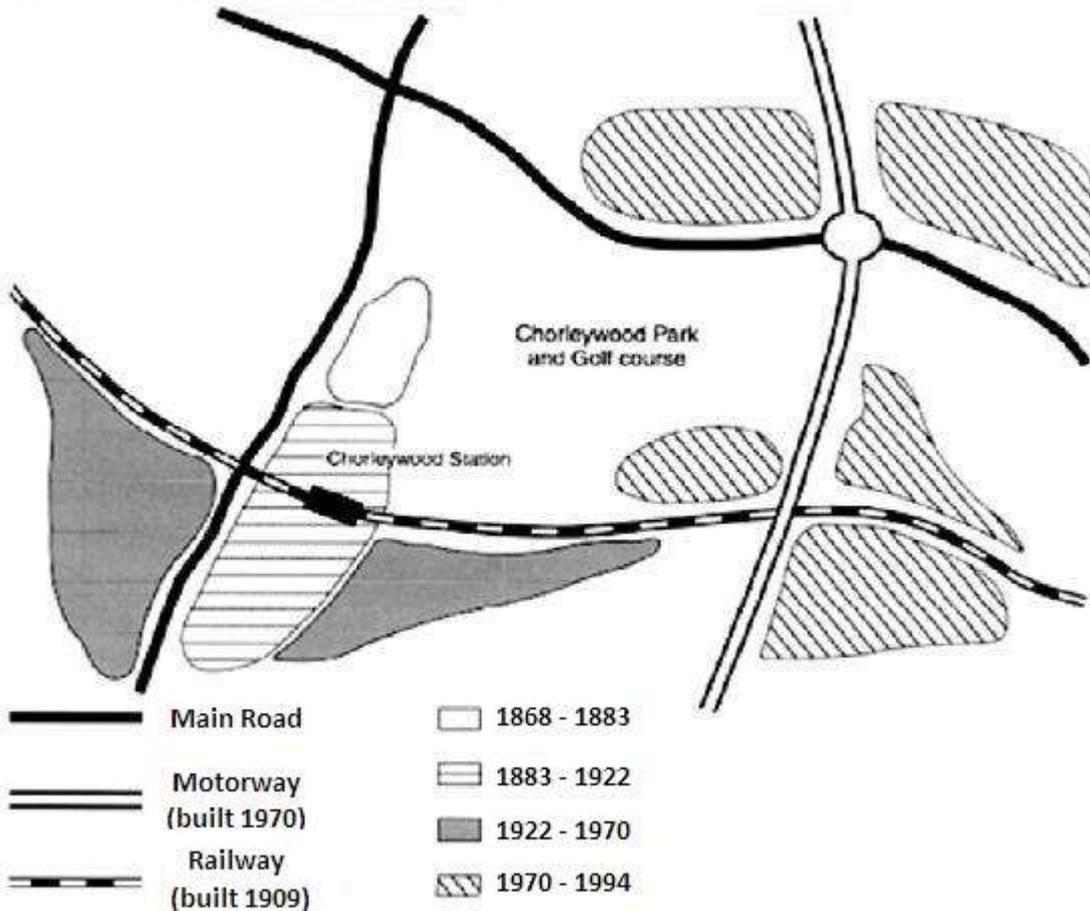
You should write at least **150** words.

Chorleywood is a village near London whose population has increased steadily since the middle of the 19th century. The map below shows the development of the village.

Write a report for a university lecturer describing the development of the village.

» You should spend about **20** minutes on this task.

Village of Chorleywood showing development between 1868 and 1994



Writing Task 2/ Essay:

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic:

The idea of having a single career is becoming an old fashioned one. The new fashion will be to have several careers or ways of earning money and further education will be something that continues throughout life.

Use your own ideas, knowledge and experience and support your arguments with examples and with relevant evidence.

You should 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

Friends

- Are your friends mostly your age or different ages? [Why?]
- Do you usually see your friends during the week or at weekends? [Why?]
- The last time you saw your friends, what did you do together?
- In what ways are your friends important to you?

PART 2

Describe an interesting historic place.

You should say:

what it is

where it is located

what you can see there now

and explain why this place is interesting.

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

PART 3

Discussion topics:

Looking after historic places

Example questions:

How do people in your country feel about protecting historic buildings?

Do you think an area can benefit from having an interesting historic place locally? In what way?

What do you think will happen to historic places or buildings in the future? Why?

The teaching of history at school

Example questions:

How were you taught history when you were at school?

Are there other ways people can learn about history, apart from at school? How?

Do you think history will still be a school subject in the future? Why?

FULL LENGTH MOCK TEST 6

Listening

Section 1

Questions 1-10

Complete the notes below.

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

NOTES - Christmas Dinner

| Example | Answer |
|---------------------|------------|
| Number to book for: | ... 45 ... |

Date of dinner: 21 December

Choices for Venue:

- First choice 1 Tel. number: not known
- Second choice 2 Tel. number: 777192
- Third choice 3 Tel. number: 4

Price per person: £12

Restaurant must have vegetarian food and a 5

Menu: First course - French Onion Soup OR Fruit Juice

Main course - Roast Dinner OR 6

Dessert - Plum Pudding OR Apple Pie

- Coffee

Restaurant requires from us:

7 and letter of confirmation
and we must 8 in advance.

Must confirm in writing by: 9

Put notice in 10

Section 2

Questions 11-20

Complete the table below.

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

| MEMBERSHIP OF SPORTS CENTRE | |
|-----------------------------|------------------------------------|
| Cost | 11 £..... per 12..... |
| Where? | 13..... |
| When? | 2 to 6 pm, Monday to Thursday |
| Bring: | Union card Photo Fee |

Questions 14-16

Complete the table below.

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

| | |
|--|--|
| Always bring sports 14.....when you come to 15.....or use the Centre's facilities. | |
| Opening hours | 9 am to 10 pm on 16..... 10 am to 6 pm on Saturdays |
| 50% 'morning discount' | 9 am to 12 noon on weekdays |

Questions 17-20

Look at the map of the Sports Complex below.

Label the buildings on the map of the Sports Complex.

Choose your answers from the below list and write them against Questions 17-20.

Arts Studio

Football Pitch

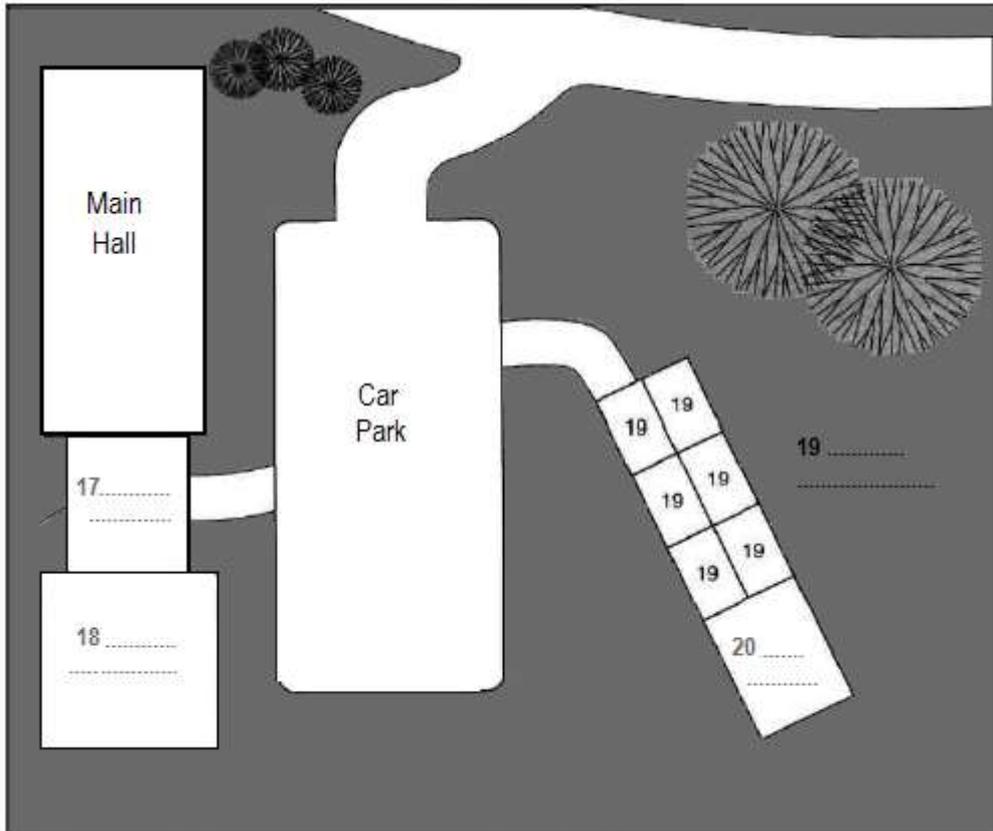
Tennis Courts

Dance Studio

Fitness Room

Reception

Squash Courts



Section 3

Questions 21-31

Complete the form below.

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

| | | |
|---|----------|----------|
| <u>YOUNG ELECTRONIC</u> | | |
| <u>ENGINEER COMPETITION</u> | | |
| Name(s) of designer(s): <i>John Brown</i> | | |
| 21 | | |
| Age: 22 | | |
| Name of design: 23 | | |
| Dimensions of equipment: 24 | | |
| Width | Length | Depth |
| cm | cm | cm |
| Power: <i>Battery</i> | | |
| Special features: 25 | | |
| 26 | | |
| 27 | | |
| Cost: parts \$5 | | |
| 28 \$9.50 | | |
| Other comments: <i>need help to make</i> 29 | | |
| <i>would like to develop range of sizes</i> | | |
| Send by: 30 | | |

Section 4

Questions 31-40

Questions 31-33

Complete the table below.

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

| "NEW" MEAT | CAN BE COMPARED TO | PROBLEM |
|------------|--------------------|---------|
| kangaroo | 31..... | 32..... |
| crocodile | chicken | fatty |
| ostrich | 33..... | |

Questions 34-36

Complete the table below.

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

| OSTRICH PRODUCT | USE |
|------------------|--|
| Ostrich feathers | <ul style="list-style-type: none"> • tribal ceremonial dress • 34..... • decorated hats |
| Ostrich hide | • 35..... |
| Ostrich 36..... | • 'biltong' |

Questions 37-40

Choose the correct letters A-C.

37. Ostrich meat

- A. has more protein than beef.
- B. tastes nearly as good as beef.
- C. is very filling.

38. One problem with ostrich farming in Britain is

- A. the climate.
- B. the cost of transporting birds.
- C. the price of ostrich eggs.

39. Ostrich chicks reared on farms

- A. must be kept in incubators until mature.
- B. are very independent.
- C. need looking after carefully.

40. The speaker suggests ostrich farms are profitable because

- A. little initial outlay is required.
- B. farmed birds are very productive.
- C. there is a good market for the meat.

READING SECTION

READING PASSAGE 1

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 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

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.

Questions 14-20

Reading Passage 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 | Answer |
|----------------|---------------|
| Paragraph B | <u>iii</u> |

15. Paragraph C _____

16. Paragraph D _____

17. Paragraph E _____

18. Paragraph F _____

19. Paragraph G _____

20. Paragraph H _____

Questions 21-26

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

In boxes **21-26** 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

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 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 of the theories 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 memorize, 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 an 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 dramatizations). 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 foreign language during a suggestopedic session, as well as grammar and idiom.

Lozanov experimented with teaching by direct suggestion during sleep, hypnosis and trance stages, but found such procedure unnecessary. Hypnosis, Yoga, Silva mind-control, religious ceremonies and faith healing are all associated with successful suggestion, but none of their techniques seems 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 with such a placebo people are unable to 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 patient takes precisely this white capsule precisely three times a day before meals, Lozanov is categorical in insisting that suggestopedic session be conducted exactly in that manner designated, by trained and accredited suggestopedic teachers.

White 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 mindset. 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 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 statement agree with the information given in Reading Passage?

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 result 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: 'table' essay

Here's my band 9 essay following the steps in last week's lesson:

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

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.

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

Discuss both ideas by giving your 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

Weekends

- How do you usually spend your weekends? [Why?]
- Which is your favourite part of the weekend? [Why?]
- Do you think your weekends are long enough? [Why/Why not?]
- How important do you think it is to have free time at the weekends? [Why?]

PART 2

Describe someone you know who does something well.

You should say:

who this person is how you know this person what they do well and explain why you think this person is so good at doing this.

PART 3

Discussion topics:

Skills and abilities

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.

Example questions:

What skills and abilities do people most want to have today? Why?

Which skills should children learn at school? Are there any skills which they should learn at home?

What are they? Which skills do you think will be important in the future? Why?

Salaries for skilled people

Example questions:

Which kinds of jobs have the highest salaries in your country?

Why is this? Are there any other jobs that you think should have high salaries?

Why do you think that? Some people say it would be better for society if everyone got the same salary.

What do you think about that? Why?

ANSWER KEY**READING PRACTICE TEST 1**

1. FALSE
2. TRUE
3. NOT GIVEN
4. FALSE
5. TRUE
6. FALSE
7. TRUE
8. C
9. C
10. B
11. A
12. D
13. C
14. C
15. A
16. B
17. B
18. C
19. A
20. C
21. B
22. A
23. brain dead
24. sociopathic behavior
25. neocortex
26. animal propensities
27. C
28. D
29. B
30. E
31. A
32. Yes
33. Not given
34. Not given
35. No
36. prudent practice
37. privatization policy
38. incentives
39. permit
40. regulatory agency

READING PRACTICE TEST 2

1. C
2. G
3. E
4. F
5. B
6. H
7. D
8. A
9. Headboard or carving
10. Weight
11. Pendulum
12. Bellows
13. A
14. C
15. I
16. A
17. C
18. Melatonin
19. Scandinavian or Scandinavian countries
20. Light therapy
21. Voluntary support services
22. vii
23. iv
24. ix
25. v
26. ii
27. x
28. vii
29. ix
30. iv
31. vi
32. i
33. NOT GIVEN
34. NO
35. NO
36. YES
37. NO
38. G
39. E
40. A

READING PRACTICE TEST 3

1. C
2. B
3. D
4. C
5. B
6. Yes
7. Yes
8. Not Given
9. No
10. Not Given
11. No
12. A
13. B
14. C
15. Yes
16. Yes
17. No
18. Not Given
19. Yes
20. E
21. D
22. A
23. C
24. A, D
25. Earthworms
26. Genes
27. Mice
28. Hormones
29. Scientists
30. Science
31. Fields
32. Co-operation/ collaboration
33. Observations
34. Dinosaurs
35. Program
36. Acknowledge
37. B
38. A
39. D
40. B

READING PRACTICE TEST 4

1. oval
2. husk
3. seed
4. mace
5. FALSE
6. NOT GIVEN
7. TRUE
8. Arabs
9. Plague
10. lime
11. Run
12. Mauritius
13. Tsunami
14. C
15. B
16. E
17. G
18. D
19. human error
20. car (-) sharing
21. ownership
22. mileage
23. C
24. D
25. A
26. E
27. A
28. C
29. C
30. D
31. A
32. B
33. E
34. A
35. D
36. E
37. B
38. (unique) expeditions
39. uncontacted / isolated
40. (land) surface

LISTENING PRACTICE TEST 1

- 1.answer(ing) phone
- 2.Hillsdunne road
- 3.library
- 4.4.45
- 5.national holidays
- 6.after 11'o clock
- 7.clear voice
- 8.think quickly
- 9.22 october
- 10.Manuja
- 11.branch
- 12.west
- 13.clothing
- 14.10
- 15.running
- 16.bags
- 17.A
- 18.A
- 19.A (in any order 19 and 20)
- 20.E
- 21.B
- 22.C
- 23.B
- 24.A
- 25.C
- 26.B
- 27.A
- 28.B
- 29.C
- 30.B
- 31.tide(s)
- 32.hearing/ ear/ ears
- 33.plants and animals
- 34.feeding
- 35.noise(s)
- 36.healthy
- 37.group
- 38.social
- 39.leader
- 40.network(s)

LISTENING PRACTICE TEST 2

- 1.Richard
- 2.60 forest road
- 3.CZ8809
- 4.12th September/ 12.09
- 5.8.30 PM// half past eight
- 6.Police report
- 7.Minor injuries
- 8.G
- 9.C
- 10.D
- 11.Across the world
- 12.Pound coins
- 13.Picture
- 14.Farmland
- 15.E
- 16.A
- 17.B
- 18.Record
- 19.Container
- 20.Label
- 21.C
- 22.C
- 23.B
- 24.A
- 25.B
- 26.A
- 27.C
- 28.A
- 29.C
- 30.C
- 31.Adult females
- 32.Bond groups
- 33.Co-ordination
- 34.Hearing
- 35.Broadcast it
- 36.A female (elephant)
- 37.Hear it
- 38.C
- 39.F
- 40.B

LISTENING PRACTICE TEST 3

- 1.A
- 2.C
- 3.D
- 4.D
- 5.C
- 6.Prescott (must be correct spelling with capital "P")
- 7.41
- 8.Fountain (must have capital "F")
- 9.752239
- 10.£65
- 11.12 & 13: E, F, H (in any order)
- 14.\$250 million
- 15.roads//road system
- 16.too late
- 17.school children//boys
- 18.3
- 19.boats//pleasure crafty/boats and pleasure craft
- 20.pilot
- 21.(musical) instruments
- 22.A
- 23.B
- 24.C
- 25.A
- 26.talk/ give a talk
- 27.write up work
- 28.can choose
- 29.open book
- 30.closed reserve
- 31.vocational (subjects) / (preparing for) work/ employment
- 32.B
- 33.C
- 34.history and economics
- 35.(meeting) deadlines (for essays)
- 36.attendance
- 37.B
- 38.C
- 39.B
- 40.D
- 41.A

LISTENING PRACTICE TEST 4

- 1.student accommodation/hostel
- 2.awful food
- 3.not friendly//kept to themselves (do not accept "lonely")
- 4.lecturers (too) busy
- 5.regular meetings//meetings with lecturers//fortnightly meetings
- 6.family//homestay
- 7.lot of noise//children made noise//difficult to study
- 8.student house
- 9.(Bachelor of) Computing
- 10.reserve computer time
- 11.mountain
- 12.quality
- 13.\$2,000
- 14.short/casual rides
- 15.town riding//shopping
- 16.serious touring
- 17.similar//almost the same
- 18.better quality (components)
- 19.buying clothes
- 20.frame
- 21.B
- 22.C
- 23.D
- 24.B
- 25.one bunch
- 26.15 months
- 27.uphill//on hillsides
- 28.lots of/plenty of water
- 29.plastic bags
- 30.bananas/ones (to) ripen
- 31.C
- 32.D
- 33.B
- 34.D
- 35.C
- 36.cooking
- 37.(regular) daily intake
- 38.(a) variety
- 39.the dark//the fridge//a cool place//a dark place
- 40.eat in moderation//not too much
- 41.eat lots//eat most

FULL LENGTH MOCK TEST 1
LISTENING

- | | |
|----------------------|---------------|
| 1. Shopping | |
| 2. Guided tours | 22. C |
| 3. More than 12 | 23. E |
| 4. Notice board | 24. B |
| 5. 13th February | 25. G |
| 6. Tower of London | 26. F |
| 7. Bristol | 27. C |
| 8. American museum | 28. D |
| 9. student newspaper | 29. A |
| 10. Yentob | 30. B |
| 11. Coal, firewood | 31. Cities |
| 12. Local craftsmen | 32. Windy |
| 13. 160 | 33. Humid |
| 14. Woodside | 34. Shady |
| 15. Ticket office | 35. Dangerous |
| 16. Gift shop | 36. Leaves |
| 17. Workshop | 37. Ground |
| 18. Showroom | 38. Filter |
| 19. Café | 39. Low |
| 20. Cottages | 40. Room |
| 21. A | |

READING

- | | |
|---|---|
| 1. FALSE | 21. bowhead, humpback |
| 2. FALSE | 22. touch / sense of touch |
| 3. TRUE | 23. freshwater dolphin(s) / the freshwater dolphin(s) |
| 4. TRUE | 24. airborne flying fish |
| 5. FALSE | 25. clear water(s) / clear open water(s) |
| 6. NOT GIVEN | 26. acoustic sense / the acoustic sense |
| 7. TRUE | 27. C |
| 8. NOT GIVEN | 28. C |
| 9. M | 29. A |
| 10. E | 30. E |
| 11. G | 31. C |
| 12. P | 32. A |
| 13. J | 33. Pairs |
| 14. B | 34. shapes |
| 15. taste buds | 35. sighted |
| 16. baleen / the baleen whales | 36. sighted |
| 17. forward, downward | 37. deep |
| 18. freshwater dolphin(s) / the freshwater dolphin(s) | 38. blind |
| 19. water / the water | 39. similar |
| 20. lower frequencies / the lower frequencies | 40. B |

FULL LENGTH MOCK TEST 2

LISTENING

1. Black
2. 2085
3. 9456 1309
4. 2020BD
5. July
6. B
7. D
8. F (6 TO 8 any order)
9. \$25/twenty-five dollars (refundable)
10. Next week // in a week // in one week // the following week
11. route book
12. 900/nine hundred miles NOT 900
13. North/ N Africa NOT Africa
14. A
15. C
16. B
17. C
18. E (16 to 18 in any order)
19. B
20. D (19 to 20 in any order)
21. (on) Friday
22. Biology
23. 57/fifty-seven (books)
24. 43/forty-three (books)
25. Wed/ Wednesday *Not* the day after
26. (she) record (s) them/lectures //she use(s)a (type/cassette) recorder/ Recording
27. Skimming // (he) skims (books)/ (a book)// skim (the) book first // skim reading
28. (The) French Revolution
29. Why study history (?)
30. Animal language // the language of animals **NOT** language
31. 4/four-month certificate/cert(course)
32. (current) employment //job
33. 1/one-year diploma // ACCEPT diploma
34. None // no (prior) qualifications / quals
35. 6/six-month certificate /cert (course)
36. C

37. F

38. B

39. G

40. D

READING

1. B
2. C
3. F
4. D
5. E
6. A
7. safety
8. traffic
9. carriageway
10. mobile
11. dangerous
12. communities
13. healthy
14. F
15. A
16. D
17. A
18. genetic traits
19. heat loss
20. ears
21. (insulating) fat
22. (carbon) emissions
23. B
24. C
25. A
26. C
27. C
28. A
29. B
30. B
31. D
32. F
33. H
34. C
35. D
36. E
37. NOT GIVEN
38. YES
39. NO
40. NO

FULL LENGTH MOCK TEST 3

LISTENING

1. B
2. A
3. fridge/ refrigerator
4. stereo (system)
5. books
6. (\$/dollars) 184 NOT per month/monthly
7. Murray
8. 16C
9. South Hills
10. English // British
11. B
12. north // N
13. (2nd/second) floor (number)
14. room(number)
15. 8 pm (and 7 am)
16. (the) fire/emergency doors
17. Laundry // washing
18. (the) balconies ACCEPT balconys
19. meal times
20. (elected) floor senior(s)
21. newspaper(s)
22. map(s)
23. radio(s)
24. television/TV
25. computer(s)
26. B
27. B
28. C
29. A
30. B
31. A
32. Training
33. Technology ACCEPT technology/ technology
34. Cool! (and) wet (both for one mark)
35. wool (and) timber (both for one mark)
36. fertile soil(s) land/earth/ ground
37. (high quality) vegetables/ vegs
38. Warm (and) wet (both for one mark)
39. 800/eight hundred
40. B

READING

1. C
2. A
3. C
4. B
5. B
6. benchmarking
7. service delivery
8. (performance) measures
9. productivity
10. (‘) Take Charge (‘)
11. feedback
12. employee(s) // staff
13. 30 days
14. iii
15. i
16. iv
17. vi
18. plates// the plates// the tectonic plates
19. magma
20. ring of fire
21. 600// 600 years// for 600 years
22. water// the water// oceans// the oceans
23. lava// magma// molten rock
24. India// western India
25. Explodes
26. gases// the gases// trapped gases
27. ii
28. i
29. v
30. vi
31. D
32. C
33. F
34. G
35. NO
36. YES
37. NO
38. YES
39. NOT GIVEN
40. YES

FULL LENGTH MOCK TEST 4

LISTENING

1. 75/seventy-five
2. cheque/check
3. 15
4. 25
5. 10 minute(s')/min(s')
6. conference pack
7. South
8. Library
9. 5
10. 21A
11. D
12. A
13. C
14. Tax
15. Security
16. ground floor
17. lecture room 311
18. Safety at Work
19. Main Hall

20. team leaders
21. reference
22. textbooks
23. secondary
24. primary
25. back
26. overdue books/ones
27. 7 working days
28. C, E, F (**28 to 30**)
- 29.
- 30.
31. B
32. A
33. B
34. C
35. 1450
36. Disease
37. (wealthy) prince
38. Diet
39. attack humans
40. leadership

READING

1. v
2. vi
3. iii
4. ix
5. i
6. vi
7. x
8. NO
9. YES
10. NO
11. YES
12. NOT GIVEN
13. YES
14. B
15. F
16. C
17. J
18. F
19. NOT GIVEN
20. NO

21. YES
22. YES
23. NO
24. NOT GIVEN
25. C, E IN EITHER ORDER
26. C, E IN EITHER ORDER
27. iv
28. vi
29. v
30. vi
31. B
32. D
33. D
34. A
35. policy
36. (explicit) guideline
37. (school) curriculum
38. Victims
39. playful fighting
40. D

FULL LENGTH MOCK TEST 5

LISTENING

1. C
2. A
3. B
4. D
5. D
6. Julia Perkins (must be correct spelling with capital letters)
7. 15 Waratah Road (must be correct spelling of Waratah with capital letter)
8. Brisbane (must have capital letter)
9. to be advised /not connected/ no phone/ none (blank not acceptable)
10. first year Law (must have all three words)
11. C
12. D
13. Hope Street (must have capitals)
14. evidence
15. passport
16. current/ student (account)
17. cheque book
18. withdraw/ draw (out)/ take out
19. directly from/ right out of
20. permission of/ from bank
21. 4.30 pm or/ to 5 pm
22. 300 million
23. paper clips
24. magazine pages/ pieces of paper/ pages
25. three times
26. thicker
27. label
28. (a) dome
29. flange (correct spelling)
30. 25%
31. scored opening
32. a university lecture
33. Sports Studies (programme)
34. Management
35. top athletes
36. makes winners/ makes them/ people win
37. market forces
38. (other) leisure activities
39. entertainment/ to be entertained
40. exercise science
41. fitness testing/ body measurements
42. cellular research/ cellular change/ body cell

READING

1. viii
2. i
3. ix
4. iii
5. vi
6. molten glass//ribbon of glass//molten glass ribbon
7. belt of steel//steel belt//moving belt
8. (lightbulb) moulds
9. A
10. B
11. A
12. C
13. A
14. E
15. G
16. A
17. C
18. F
19. D
20. A
21. S
22. M
23. S
24. (it has) double(d)//doubling
25. de-layering
26. demographic trends
27. employers
28. YES
29. NO
30. NO
31. NOT GIVEN
32. vi
33. iii
34. i
35. ii
36. will/may not survive//will/may/could become extinct
37. locality//distribution
38. logging takes place/occurs
39. B

FULL LENGTH MOCK TEST 6

LISTENING

1. Rajdoot
2. Park View (Hotel)
3. London Arms
4. 208657
5. no/non(-)smoking section/area
6. Lentil curry
7. fifty pound(s)/£50 deposit // deposit (of) £50/fifty pound(s)
8. choose/decide (on)/select (the) menu
9. 4 November (Alternative forms accepted)
10. (the) Newsletter
11. (£)9.50
12. year // annum NOT annual
13. reception NOT Sports Centre
14. card
15. book
16. weekdays
17. Reception (Area)
18. Dance Studio
19. Squash Courts
20. Fitness Room
21. Anne Rea
22. (both) 16 (years old)
23. Blind (Jigsaw) Puzzle NOT Jigsaw
24. MUST BE IN ORDER 20 (cm) 50 (cm) 2.5 (cm) // 2 and a half (cm)
25. **(25 TO 27)** safe for children (it's) educational price (is) good // inexpensive // not expensive // cheap (price) // (is) good price **(In any order)**
28. electrics NOT electric
29. plastic pieces // in plastic NOT pieces
30. 1 July (Alternative forms accepted)
31. rabbit (meat)
32. (rather) tough
33. beef
34. (ladies') (feather) fans
35. (delicate) (fine) (good quality) leather
36. Meat
37. A // has more protein than beef
38. C // the price of ostrich eggs
39. C // need looking after carefully
40. B // farmed birds are very productive

READING

1. B
2. A
3. A
4. E
5. D
6. phantom
7. echoes
8. depth
9. submarines
10. natural selection
11. radio waves
12. mathematical theories
13. zoologist
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
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



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Registered Office:

401, Sai Infotech, R.B. Mehta Marg, Outside Ghatkopar East Station,
Ghatkopar (East), Mumbai 400077



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E-mail: support@inspiruseducation.com | Website: www.inspiruseducation.com