

Achieve

IELTS

Practice Test Book

Contains:

- 4 practice tests
- 2 audio CDs
- Key
- Tips on how to prepare



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THE IELTS TEST – Introduction

The IELTS test is divided into four parts: Listening, Reading, Writing and Speaking. All candidates take the same Listening and Speaking tests. In the Reading and Writing tests, however, candidates have a choice between Academic and General Training. The tests in this book are for the Academic tests. Most candidates who take the Academic versions of IELTS are intending to use the test to help them with their studies or for professional reasons. If you wish to study in English at an undergraduate or postgraduate level, you will need to take the Academic version of the test.

The total test time is two hours 45 minutes. The first three parts – Listening, Reading and Writing – must be completed in one day. The Speaking test may be taken, at the discretion of the test centre, in the period seven days before or after the other modules. Each part is scored on a band system ranging from 1 – 9, including half bands (e.g. 6.5). Final scores for individual parts and an overall score are given on a Test Report Form. In general, you will need a score of six or above to enter a university course, but the institution to which you are applying may ask for a higher or lower score.

There is generally a lot of flexibility about when you can take the test and most test centres offer the IELTS test at least once a month. Results are available 13 days after taking the test.

IELTS Band Scores

9	Expert user	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
8	Very good user	Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
7	Good user	Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
6	Competent user	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
5	Modest user	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
4	Limited user	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
3	Extremely limited user	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
2	Intermittent user	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
1	Non user	Essentially has no ability to use the language beyond possibly a few isolated words.
0	Did not attempt the test	No assessable information provided.

Answer Sheets

When you take the test you will need to record your answers for the Listening and Reading tests on separate Answer Sheets. There are photocopiable Answer Sheets in the back of this book for you to practise on (pages 107–108). In the Listening test you can write your answers on the question paper during the test and you are then given 10 minutes at the end of the test to transfer your answers onto the Answer Sheet. In the Reading test you must mark your answers on the Answer Sheet as you are doing the test. No extra time is given for transfer.

You must remember these points when you complete the Answer Sheets:

- write your answers only in the boxes provided
- check very carefully that you have transferred your answers to the Listening test accurately
- if you change your answer, erase or cross out the original answer and write in the new answer
- do not write anything in the ✓ and ✗ columns on the right.

Listening Test – Introduction

Time: approx. 30 minutes

The Listening test is in four sections and has forty questions; ten questions for each section. You hear each listening text ONCE only. The test includes time for you to read the questions and to write your answers. At the end of the test you are allowed ten minutes to transfer your answers to an Answer Sheet.

Sections 1 and 2 of the test are usually based on daily life and needs, such as accommodation and leisure time. Section 1 is a conversation and Section 2 is a monologue.

Sections 3 and 4 of the test are usually based in an academic context, such as study skills or information about a particular subject. Section 3 is a conversation and Section 4 is a monologue.

You will be asked to do a variety of tasks across the test. These include multiple choice tasks, short answer questions, note or sentence completion tasks, completing a table or summary, labelling a diagram, classification and matching tasks.

Listening Test Strategies

In the Listening test you may be asked to complete a productive task (where you have to write up to three words) or a receptive task (where you have to mark A, B, C etc).

The questions always follow the order of information in the listening texts.

Productive Tasks

For these tasks you have to complete notes, a table or a flowchart or answer a question using up to three words or a number from what you hear. There are several important things to remember.

- Use your reading time to scan quickly through the questions. Think about the situation or the context and the type of words you would expect to hear, e.g. if the text is about renting an apartment, you might hear words like *per week*, *washing machine*, *location*, etc.
- If you have time, think about the kind of word that you are listening for. Use the words on the page to help you. For example, is it a number or a place or an object.
- The information on the page will normally be written using different words from the words you hear in the text, but you must only write a word or words that you hear in the gap. If you write a word which is not used in the recording, even if it has the same meaning as the answer, you will not get the mark.
- The listening text will often include distractors – words which could fit grammatically but are not correct. Make sure you listen to the whole text before deciding on your answer.
- Make sure that what you write fits grammatically with what is on the page, e.g. do you need a plural or singular form?
- Check your spelling carefully, especially when you transfer your answers onto the answer sheet.

Receptive Tasks

For these tasks you have to mark A, B, C etc on your answer sheet.

- Use your reading time to scan the information on the page and think about the context.
- If you have a multiple choice question, make sure you read the first part of the question carefully, so that you know what you are listening for.
- Most tasks will have ‘distractors’ – extra options that you do not need. You may hear these referred to in the listening text, but they will not be the answer to the question. You must make sure you understand the questions and listen to the text carefully to help you select the right answer.
- In matching tasks there are sometimes more options than questions. The extra options are distractors. Be careful not to be misled by them. Don’t just write an option down because you hear the word – try to understand the whole text. Sometimes there are more questions than options and you can use each option more than once. Again, make sure you understand the whole text.

Reading Test (Academic) – Introduction

Time: 60 minutes

The Reading test is divided into three sections. Each section contains a text. The texts are taken from newspaper or magazine articles, books, academic papers or journals. They will include reviews of research or projects, descriptions of techniques, discussions of theories or issues, presentations of various interpretations etc. The subject matter can include a wide range of academic topics, e.g. education, the arts, the sciences, medicine, business and technology. For each text you will be asked to complete two or three tasks. The tasks include multiple choice questions, matching headings or information to paragraphs, matching statements to people, true/false questions, completing sentences, summaries or tables and labelling diagrams. There are 40 questions in the Reading test.

The first section is usually the most straightforward and the texts and tasks become more demanding as the test progresses.

Reading Test Strategies

In preparing for IELTS, try to read as widely as possible. Read articles or reports on a range of subjects, so that you become more familiar with the type of academic vocabulary that is used.

When doing a Reading test it is very important to read the texts carefully before you start answering the questions, but don’t worry if there are some words that you don’t know. Practise trying to guess the meaning of unknown words from the context.

Decide how much time you will spend on each section and keep to your plan, so that you don’t run out of time. Remember to allow time to check that you have filled in your answers correctly on the Answer Sheet.

Here are some suggestions for dealing with some of the different task types.

Multiple Choice Questions

- Remember that these questions follow the order of the information in the text.
- Check each of the options carefully and choose the one in which all the elements in the option reflect what is written in the text.
- Some of the options will contain words that are in the text. These may be distractors. Don’t select one of these options unless you are sure the meaning is the same as the text.

Matching Tasks

- In matching information tasks, there may be two pieces of information from one paragraph and none from one or two of the others. (Look out for the instruction *NB You may use any letter more than once*). Pay particular attention when singular and plural forms are used in the options,

e.g. an experiment/some studies, and check whether the paragraph mentions one or more pieces of research.

- When you are asked to match information to researchers, check whether the researcher appears more than once in the text and read everything that this person says before coming to a decision.

Summaries

These do not necessarily follow the order of the information in the text.

Use the heading above the summary to help you locate the section of text that is being summarised. Summaries usually focus on one or two paragraphs.

There are two types of summary – one with a box of possible answers (objective), and one without (productive).

- With objective summaries, remember that the words in the box are not necessarily words from the text. They are often paraphrases of the information. There are always some distractors in the box, so check each answer carefully to see if it fits properly in the sentence and reflects the text.
- In the productive summaries, read the instructions to see how many words you are allowed to write. If it says ‘No more than two words’ and you use three, your answer will not be accepted.
- The words must be taken from the passage. If you use a synonym which is not in the passage, you will lose the mark.
- Check the spelling. If the word is not spelt correctly, you will lose the mark.

Writing Test (Academic) – Introduction

Time: 60 minutes

There are two tasks in the Writing test. In Task 1 you have to describe graphic data or a process in at least 150 words. In Task 2 you have to write an essay in at least 250 words. Task 2 carries more marks than Task 1. You will be assessed on writing features such as organisation, range, accuracy, task achievement and appropriate style.

Writing Test Strategies

Sample answers are given for the writing tasks in the Answer Key. These are all satisfactory but not perfect responses to the tasks set. Read them carefully and note how they deal with the organisation of ideas and use a range of language.

General

- You are advised to spend about 20 minutes on Task 1 and 40 minutes on Task 2.
- You should try to use a range of vocabulary and structure to show your language knowledge.
- Spend time planning your answer. This includes thinking about paragraphing as well as ideas or information. Make sure your plan is logical and addresses the question set.
- Allow a few minutes at the end to check the accuracy of your language and spelling. Be careful to check things like articles and prepositions, as well as tenses.
- Remember that you must use AT LEAST the number of words given. This is 150 words on Task 1 and 250 words on Task 2. Do not write less.

Test Tasks

Task 1

In this task you may be expected to:

- organise, present and/or compare data
- describe a process
- explain how something works.

- You must use the information on the question paper and show a range of language.
- Make sure you know a variety of expressions for comparing data and can use the passive voice accurately.

Task 2

In Task 2 you may be expected to:

- give your opinion and justify it
- compare and contrast arguments
- evaluate ideas
- use examples from your own experience.
- Make sure you plan your answer before writing so that your ideas are well organised.
- Always give a reason for your opinion.
- Remember to have an introductory paragraph and a conclusion that summarises your views.
- Be careful not to repeat points.

Speaking Test – Introduction

Time: 10 – 15 minutes

You will take the Speaking test on your own with one examiner. The test consists of three parts. In Part 1, the examiner introduces him/herself and asks you some questions about, for example, your studies, home, interests, leisure time and habits. In Part 2, the examiner asks you to speak about a topic for one–two minutes. You have one minute to prepare. The examiner listens and tells you when the two minutes are over. Then in Part 3, the examiner asks you some questions which are related to the topic of the talk in Part 2.

Speaking Test – Strategies

General

The most important thing to remember in this test is that the examiner can only judge your spoken English from what he or she hears. So speak as much as you can and try to vary the structures and the vocabulary that you use. If you notice that you have made a mistake, for example with a verb ending, say ‘Sorry’ and correct it. Then the examiner will realise that you know the right form.

Part 1

- Don’t give minimal answers. If the examiner asks you what films you like, don’t just say ‘Action films.’ Give examples and go on to explain why you like this type of film in particular.

Part 2

- Use your preparation time well. Experiment with different ways of preparing, e.g. writing key words, making a mind map of connected words, or just thinking of the different points you want to make. Then decide which way suits you best and practise that.
- Start your talk by introducing the topic briefly and explaining what aspects you will cover. Then make your points, giving examples and reasons where you can.
- Learn some phrases to fill the gaps if your mind goes blank e.g. ‘What I mean is ...’. These will give you time to collect your thoughts and keep your talk going smoothly.
- If possible, draw your talk to a conclusion.
- Aim to speak for two minutes. Practise what it feels like to speak for this length of time – two minutes is longer than you think.

Part 3

- Once again, try to give full answers and explain why you have a particular opinion.

Using the Practice Tests in this book

The tests in this book are about the same level of difficulty as the IELTS test. These tests will give you an idea of how you will perform, but it does not mean that your scores on these tests will be the same as the one you achieve in the actual test.

TEST 1

LISTENING approximately 30 minutes

SECTION 1 Questions 1 – 10

Questions 1 – 4

Complete the table below.

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

University Clubs	Monday	Tuesday	Wednesday
Name of club	<i>film</i>	<i>climbing</i>	<i>chess</i>
Extra activities	<i>discussions</i>	1	2
Current number of members	3	40	55
Contact	<i>Events organiser</i>	4	<i>Maths tutor</i>

Questions 5 – 10

Complete the notes below.

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

Details of climbing club:

- 5** meets
- 6** excursion to France in the
- 7** subscriptions paid

Benefits:

- 8** discounts on
- 9** annual
- 10** free entrance to climbing in Cardiff

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

Which features are available at the following halls of residence?

Choose **FIVE** answers from the box and write the correct letter **A – G** next to Questions 11 – 15.

List of Features

- A** cleaning included
- B** all meals included
- C** private showers
- D** modern building
- E** parking spaces
- F** single sex
- G** sports facilities

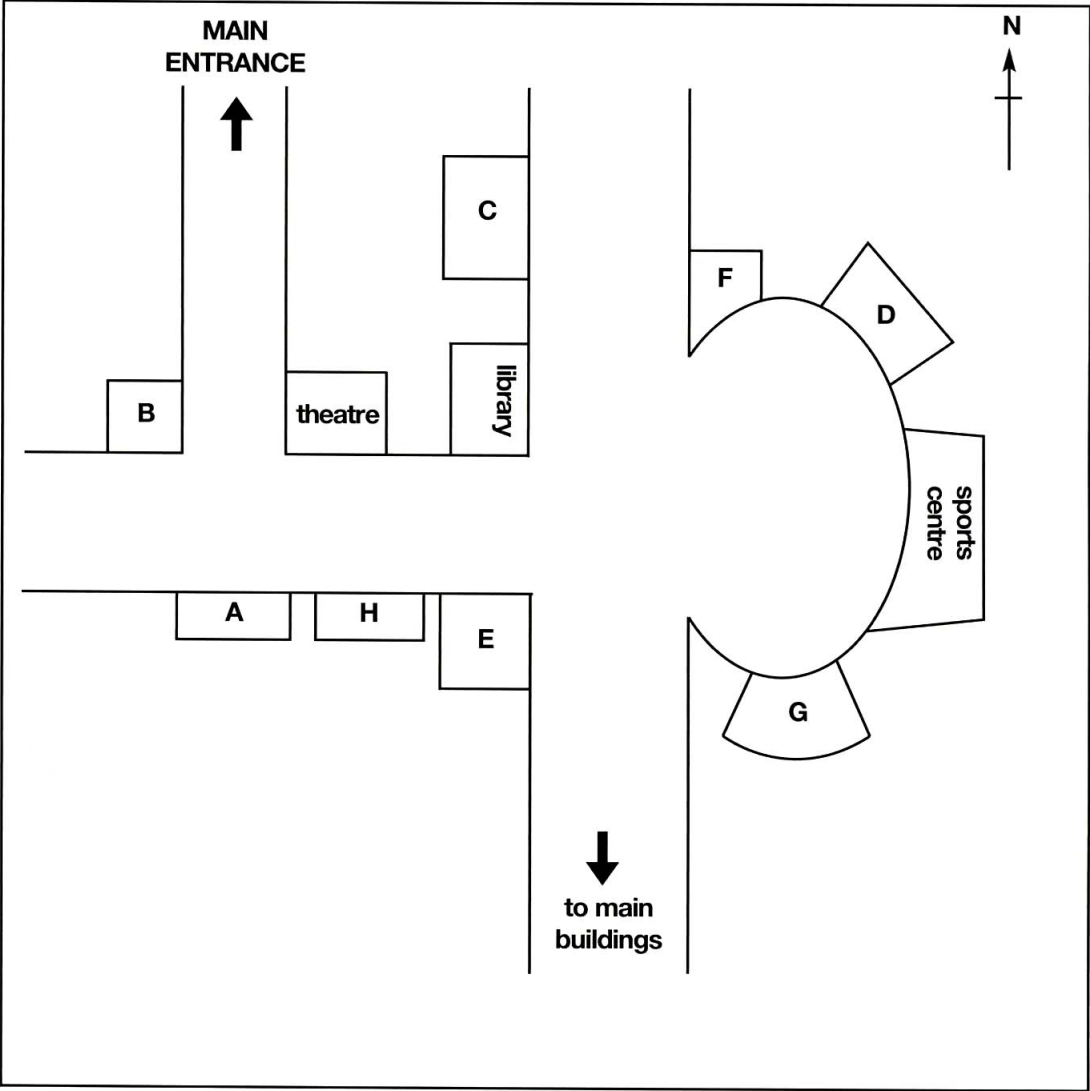
Halls of Residence

- 11** Brown Hall
- 12** Blake Residence
- 13** Queens Building
- 14** Parkway Flats
- 15** Temple Rise

Questions 16 – 20

Label the map below.

Write the correct letter **A – G** next to Questions 16 – 20.



- 16 Brown Hall
- 17 Blake Residence
- 18 Queens Building
- 19 Parkway Flats
- 20 Temple Rise

SECTION 3 Questions 21 – 30

Questions 21 – 24

Complete the sentences below.

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

- 21** Jenna and Marco must complete their project by
- 22** The project will be a study of the increase in
- 23** The project will be assessed by
- 24** Jenna and Marco agree they need a for the project.

Questions 25 – 27

*Choose **THREE** letters, **A – G**.*

What **THREE** things do Marco and Jenna have to do now for the project?

- A** interview some people
- B** hand out questionnaires
- C** choose their subjects
- D** take photographs
- E** use statistical software
- F** do some work in the library
- G** contact some local companies

Questions 28 – 30

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

- 28** Why did Jenna and Marco agree to work together?
- A** because they both wanted to work with someone else
- B** because they each have different skills
- C** because they have worked together before
- 29** Why does Marco suggest that he writes the analysis?
- A** He needs more practice with this kind of writing.
- B** He is better at English than Jenna.
- C** He has more experience of this than Jenna.
- 30** Why does Jenna offer to do the presentation?
- A** Her tutor wants her to do the presentation.
- B** Marco is very nervous about giving presentations.
- C** She wants to divide the work on the project fairly.

SECTION 4

Questions 31 – 40

Questions 31 – 35

Of which US news source is each of the following statements true?

Write the correct letter, **A**, **B** or **C** next to Questions 31 – 35.

News Sources

A television

B internet

C the press

- 31 It is more popular at the weekend than during the week.
- 32 It has affected the popularity of local radio.
- 33 It has recently been able to expand internationally.
- 34 It is offering more varied reporting than previously.
- 35 It has suffered from government intervention.

Questions 36 – 40

Complete the summary below.

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

Advertising and Newspapers

In the USA, newspapers are being increasingly inventive about the way they attract advertisers and their **36** now exceeds that of other industries. Advertising has increased because of a good relationship with the **37** sector. In addition, newspapers now run more adverts which include **38** These have been found to raise readership of the papers and create more sales for the **39** There are also an increasing number of more expensive **40** adverts.

ACADEMIC READING 60 minutes

READING PASSAGE 1

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

Trans Fatty Acids

A recent editorial in the British Medical Journal (BMJ), written by researchers from the University of Oxford, has called for food labels to list trans fats as well as cholesterol and saturated fat.

Trans fats (or trans fatty acids) are a type of unsaturated fatty acid. They occur naturally in small amounts in foods produced from ruminant animals* e.g. milk, beef and lamb. However, most of the trans fatty acids in the diet are produced during the process of partial hydrogenation (hardening) of vegetable oils into semi-solid fats. They are therefore found in hard margarines, partially hydrogenated cooking oils, and in some bakery products, fried foods, and other processed foods that are made using these.

Trans fatty acids have an adverse effect on certain chemicals, known as lipids, which are found in the blood and have been shown to increase the risk of heart disease. They also increase LDL-cholesterol (the 'bad cholesterol') and decrease HDL-cholesterol (the 'good cholesterol'). They may also have adverse effects on cardiovascular disease risk that are independent of an effect on blood lipids (Mozaffarian *et al.* 2006).

In a recent review of prospective studies investigating the effects of trans fatty acids, a 2% increase in energy intake from trans fatty acids was associated with a 23% increase in the incidence of heart disease. The authors also reported that the adverse effects of trans fatty acids were observed even at very low intakes (3% of total daily energy intake, or about 2–7g per day) (Mozaffarian *et al.* 2006).

However, in this recent review it is only trans fatty acids produced during the hardening of vegetable oils that are found to be harmful to health. The public health implications of consuming trans fatty acids from ruminant products are considered to be relatively limited.

Over the last decade, population intakes of trans fatty acids in the UK fell and are now, on average, well below the recommended 2% of total energy set by the Department of Health in 1991, at 1.2% of energy (Henderson *et al.* 2003). This is not to say that intakes of trans fatty acids are not still a problem, and dietary advice states that those individuals who are in the top end of the distribution of intake should still make efforts to reduce their intakes.

Currently, trans fatty acids in foods are labelled in the USA, but not in the UK and Europe. The UK Food Standards Agency (FSA) is in favour of the revision of the European directive that governs the content and format of food labels so that trans fatty acids are labelled. This should enable consumers to make better food choices with regard to heart health (Clarke & Lewington 2006).

*animals that mainly eat grass

Recognising the adverse health effects of trans fatty acids, many food manufacturers and retailers have been systematically removing them from their products in recent years. For example, they have been absent for some time from major brands of margarine and other fat spreads, which are now manufactured using a different technique. Also, many companies now have guidelines in place that are resulting in reformulation and reduction or elimination of trans fatty acids in products where they have in the past been found, such as snack products, fried products and baked goods. Consequently, the vast majority of savoury biscuits and crisps produced in the UK do not contain partially hydrogenated oils. Similarly, changes are being made to the way bakery products are manufactured. For example, a leading European manufacturer of major brands of biscuits, cakes and snacks has recently announced that these are now made without partially hydrogenated vegetable oils, a transition that began in 2004. Alongside these changes, the manufacturer has also reported a cut in the amount of saturates. It is clear that a major technical challenge in achieving such changes is to avoid simply exchanging trans fatty acids for saturated fatty acids, which also have damaging health effects.

Foods that are labelled as containing partially-hydrogenated oils or fats are a source of trans fatty acids (sometimes 'partially-hydrogenated' fats are just labelled as 'hydrogenated' fats). These foods include hard margarines, some fried products and some manufactured bakery products e.g. biscuits, pastries and cakes.

It is important to note that intake may have changed in the light of reformulation of foods that has taken place over the past six years in the UK, as referred to earlier. Furthermore, the average intake of trans fatty acids is lower in the UK than in the USA (where legislation has now been introduced). However, this does not mean there is room for complacency, as the intake in some sectors of the population is known to be higher than recommended.

Questions 1 – 7

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

In boxes 1 – 7 on your answer sheet, write

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

- 1 Trans fatty acids are found in all types of meat.
- 2 Health problems can be caused by the consumption of small amounts of trans fatty acids.
- 3 Experts consider that the trans fatty acids contained in animal products are unlikely to be a serious health risk.
- 4 In Britain, the intake of trans fatty acids is continuing to decline.
- 5 The amount of saturated fats in processed meats is being reduced by some major producers.
- 6 It is proving difficult to find a safe substitute for trans fatty acids.
- 7 Some people are still consuming larger quantities of trans fatty acids than the experts consider safe.

Questions 8 – 13

Complete the sentences below.

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

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

- 8** Scientists at Oxford University propose that information about trans fatty acids should be included on
- 9** In food manufacture, the majority of trans fatty acids are created when are solidified.
- 10** The likelihood of a person developing is increased by trans fatty acid consumption.
- 11** In the UK, the established a limit for the safe daily consumption of trans fatty acids.
- 12** Partially hydrogenated oils are no longer found in most UK manufactured salty
- 13** Consumption of trans fatty acids in is now higher than in the UK.

READING PASSAGE 2

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

Biofuels

Are biofuels really the greenhouse-busting answer to our energy problems?

It's not that simple, says Fred Pierce.

- A** Soon, we're told, corn crops will be as valuable as oil. This is because corn and a few other crops are being promoted as the 'biofuels' of the future. Biofuel is an umbrella term used to describe all fuels derived from organic matter. The two most common biofuels are bioethanol, which is a substitute for gasoline, and biodiesel. Not only have soaring oil prices made biofuels economically viable for the first time in years, but they could also help countries reduce their dependency on fossil fuel imports. However, the real plus point in the minds of many is their eco-friendly image.
- B** Supporters claim they will cut our net greenhouse gas inputs dramatically, because the crops soak up carbon dioxide from the atmosphere as they grow. Given this fact, it's no surprise that politicians and environmentalists the world over are backing the idea, hoping we will soon be using this green alternative to power our cars, buses and trains. Other scientists, however, have begun to question the environmental and social arguments for biofuels. Far from solving our problems they believe biofuels will destroy rainforests, suck water reserves dry, kill off species and raise food prices. Worst of all, they claim that many biofuels will barely slow global warming at all if the technology behind them does not improve. Biofuel supporters counter that it's still early days, and we should give this technology the time and investment to deliver on its promise. So who's right?
- C** The controversy may be brand new, but the biofuels themselves are an old idea. The Model T Ford, first produced in 1908, was designed to run on ethanol, and Rudolf Diesel, who invented the diesel engine in 1892, ran his demonstration model on peanut oil. Biofuels fell out of favour as petroleum-based fuels appeared and became cheaper to produce, but, after the oil crisis of the early 1970s, some countries returned to biofuels. For example, Brazil has been producing large quantities of ethanol from sugar cane for over 30 years. Brazilian law now requires that 20 per cent of fuel be blended with bioethanol, which all gasoline-powered cars can tolerate. Over 15 per cent of Brazil's cars can even run on pure bioethanol.
- D** According to a recent study by the Worldwatch Institute, for Brazil to produce ten per cent of its entire fuel consumption requires just three per cent of its agricultural land, so it's not surprising that other places want to emulate Brazil's approach. The problem is that in most other countries, the numbers don't add up. The same study estimated that to meet that ten per cent target, the US would require 30 per cent of its agricultural land, and Europe a staggering 72 per cent. It's no secret why things stack up so differently. Not only do Brazilians drive far less than Europeans and Americans, their fertile land and favourable climate mean their crop yields are higher, and their population density is lower.

- E** Several research groups have tried to compare fossil fuel emissions with those of corn bioethanol at every stage of production from seed sowing to fuel production. The studies have been beset by scientific uncertainties, such as how much of the greenhouse gas nitrous oxide is produced by the nitrogen fertiliser used in growing corn. Opinions are divided as to what should and should not be included in the calculations, which means the results vary widely, but a study by David Pimentel at Cornell University in New York concluded that corn ethanol creates more greenhouse gases than burning fossil fuels.
- F** Another reason a growing number of people oppose biofuels is that growing corn for ethanol uses up land that is currently supplying food to the world. According to Lester Brown, veteran commentator and activist on food politics, the corn required to fill a 4x4 tank with bioethanol just once could feed one person for a year. He predicts that a boom in bioethanol would lead to a competition between the 800 million people in the world who own automobiles and the three billion people who live on less than \$2 a day, many of whom are already spending over half their income on food.
- G** So are we utterly mistaken to think that bioethanol could usher in an era of greener energy? The way things are developing, it certainly looks that way, but it needn't be so. Scientists want to perfect a way to make biofuels from non-food crops and waste biomass, saving the corn and other food crops for food use, and to do it without wrecking natural ecosystems. Already researchers are discovering ways to convert cellulose-rich organic matter into ethanol. Cellulose is the main structural component of all green plants. Its molecules comprise chains of sugars strong enough to make plant cell walls. If you could break down those molecules to release the sugars they contain, you could ferment them until ethanol is created. Developing such a process could open the door to many non-food materials such as switchgrass – a wild grass that thrives in the eastern states and Midwest of the US – straw, crop residues like stalks and hardwood chips. Its supporters say these cellulose materials could deliver twice as much ethanol per hectare as corn, and do it using land that is today neither economically productive nor environmentally precious. Some even think municipal waste such as paper, cardboard and waste food could also be used.

If the numbers add up this could be the development that may yet deliver us from our dependence on oil, without costing us the Earth in the process.

Questions 14 – 19

Reading Passage 2 has seven paragraphs, **A – G**.

Which paragraph contains the following information?

*Write the correct letter **A – G** in boxes 14 – 19.*

- 14** reasons for the success of bioethanol production in one region
- 15** an individual's prediction of the consequences of increasing production of corn ethanol
- 16** a reference to why biofuels might help to slow down global warming
- 17** a definition of biofuel
- 18** a reference to research that found one type of bioethanol to be less ecofriendly than oil
- 19** examples of how ethanol was used as a fuel before petroleum

Questions 20 – 25

Complete the summary below.

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

Write your answers in boxes 20 – 25 on your answer sheet.

Using Non-Food Crops to Make Biofuels

A major constituent of green plants is cellulose. The **20** of cellulose are made up of sugars. These form the **21** of plants. Ethanol could be produced by extracting the sugars and allowing them to **22** One common North American plant that could be used in this method is **23** Some scientists believe that this would be a more productive source of ethanol than **24** Additionally, the source plant materials could be grown in ground which is not currently being used for agriculture and is not **25** valuable.

Question 26

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

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

What conclusion does the writer of the text come to?

- A** Bioethanol made from sugar cane will be the cheapest fuel worldwide.
- B** The US could become self-sufficient in biofuel made from corn.
- C** A biofuel may be made in time which does not damage the environment.
- D** Scientists agree that some form of bioethanol is the future for fuel.

READING PASSAGE 3

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

A Comparative Study of Innovation Practices in Business

Companies want to be innovative, but what does innovation mean?

Results of interviews with corporate executives and senior innovation officers in four of the largest publicly-traded companies and one government agency in the Chicago-area, provide some insights into how businesses approach innovation.

The dictionary defines innovation as ‘the introduction of something new’. Regardless of the type of innovation – whether it be product, process, or service – it results in significant change. This change could be as simple as ‘changing the way we do something routine,’ a breakthrough which provides a substantial benefit to the customer, or one that dramatically increases the revenue or profitability of the company.

Participants interested in breakthrough innovation believe ‘if innovation doesn’t deliver bottom-line results, it is just creativity’. Indeed, the very definition of innovation for Afuah (2003) is ‘invention plus commercialization.’ The relationship of innovation to financial performance was well demonstrated by Kirn and Mauborgne (1997). In manufacturing environments, they found that while 86% of product launches involved some small improvements to existing models – that is, incremental changes – they accounted for only 62% of total revenues and 39% of total profits. The remaining 14% of launches – the real breakthrough innovations – generated 38% of total revenues and a huge 61% of total profits.

Innovation may offer one significant way that companies can gain advantage. Utterback’s (1994) concept of ‘dominant design’ provides insight into how an innovation can create a temporary monopoly situation that will weaken competitive forces; however, when an innovative product or service is launched, rivals typically begin to copy it (once patents run out). Hence, it is necessary for the company to continuously seek further ways to innovate.

Every innovation process has its strengths and weaknesses, but it seems that when a company sets up a systematized innovation process it communicates the importance of innovation to the entire organization. In these companies, more resources are devoted to development. The best companies have learned to systematize the process (Hargadorn & Sutton, 2000).

The primary disadvantage to having a structured innovation process is speed to market – the more structure, the longer the lead time is from idea to product. The only company that described its process as ‘quick’ did not have such a process. Employees were empowered to solve problems and create new products for the customer by responding to demand. While this benefits customers, the company stated it lacks systems to share learning with other segments of the organization. A potential disadvantage of this approach, according to Utterback, is that evolutionary change can be missed when companies are too focused on pleasing customers.

The most challenging aspect of any innovation is determining marketability. No company said it lacked creative ideas or creative people, but many ideas require significant resources to test, develop, and launch. Millions of dollars are at stake, so an element of risk-taking is required.

Taking risks is generally defined as being able to drive new ideas forward in the face of adversity. Publicly-traded companies have a major dilemma. To guarantee a leadership position, they have to stay on the leading-edge of innovation. This requires a long-term approach and a high tolerance for risk. Investors, especially in a down economy, want short-term results. As investors' tolerance for risk decreases, so does the company's ability to take the significant financial risk necessary to create breakthrough change; however, most recognize that investing in innovation is the 'right thing to do'.

One company actively pursues a rather unusual strategy of 'acquiring' innovation by purchasing other smaller companies or partnering with specialized companies. This enables the acquiring company to bring a product to market more quickly and gives the smaller company access to funds it might not otherwise have.

How can a company involve all its employees in the innovation process? It may be as simple as requesting new ideas. A brainstorming session during a staff meeting need only take 30 minutes. Another system is to use existing 'suggestion box' processes. Involving employees in idea-generation can reap some large benefits at a very low cost. Only modest monetary rewards are necessary for successful innovation ideas, especially since many companies have found that employees place high value on recognition.

In most organizations, teams are extensively used to evaluate ideas, but rarely to generate them. Companies need to learn how to construct teams for the purpose of innovation. A team member should be selected based on their tendency to be more creative or more risk-taking. This could markedly increase innovation output. According to Hargadorn and Sutton, using teams to capture and share ideas is one method of keeping ideas alive – a key step in the innovation process. Good ideas need to be nurtured by teams and incorporated into the information and communication systems of the company.

In conclusion, innovation can be difficult to structure. It is the authors' perception that even the most innovative companies in the sample underinvest in market research during the concept refining phase. Risk could be reduced considerably by adoption of this strategy, but, of course, it could not be eliminated.

Most of the 'problems' cited by participants were due to a low tolerance for risk – by employees (what they would or would not say), and by committees (being afraid to invest money without knowing the return on investment). Raising the risk tolerance would reduce the amount of analysis required to bring a new idea to market, thus shortening the cycle time of new product/service development. According to psychologists Kahn and Hirshorn, people come alive when they feel safe. It is threat and anxiety that inhibit them. It would follow that in order for people in organizations to take risks, lack of success must be tolerated. The organizations that manage risk most effectively transform those risks into challenges and opportunities.

Questions 27 – 33

Look at the following theories (**Questions 27 – 33**) and the list of experts below.

Match each theory with the correct expert A – E.

Write the correct letter A – E in boxes 27 – 33 on your answer sheet.

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

- 27** A business cannot rely on the success of one good innovation.
- 28** A group approach is an effective way of generating innovation.
- 29** Employees are more creative in a culture that accepts failure.
- 30** Radical innovations will provide greater income than minor changes.
- 31** Businesses with a structured approach to innovation are more likely to succeed.
- 32** Innovation consists of a new idea combined with business potential.
- 33** A business that concentrates on responding to clients' needs may overlook the need for wider development.

List of Experts

- A** Afuah
- B** Kirn and Mauborgne
- C** Utterback
- D** Hargadorn and Sutton
- E** Kahn and Hirshorn

Questions 34 – 40

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

Write the correct letter A – I in boxes 34 – 40 on your answer sheet.

- 34** Unfortunately the development of an organised innovation process
- 35** One of the most difficult issues in innovation
- 36** A company wanting to maintain a leading position in business
- 37** A different approach to achieving innovation
- 38** Getting staff to come up with new ideas
- 39** A recommendation for companies already committed to innovation
- 40** Problems experienced by companies participating in the study

- A** can be to develop a sympathetic manufacturing environment.
- B** must put time and money into innovation.
- C** can be a very cost-effective way of achieving innovation.
- D** may require a more sophisticated communication system.
- E** may give rise to a lengthy period between initial concept and launch.
- F** could be attributed to an unwillingness to accept risk.
- G** can be to work out the saleability of a future product.
- H** would be to put more money into the analysis of customer demand.
- I** might involve collaboration with another company with particular expertise.

ACADEMIC WRITING 60 minutes

WRITING TASK 1

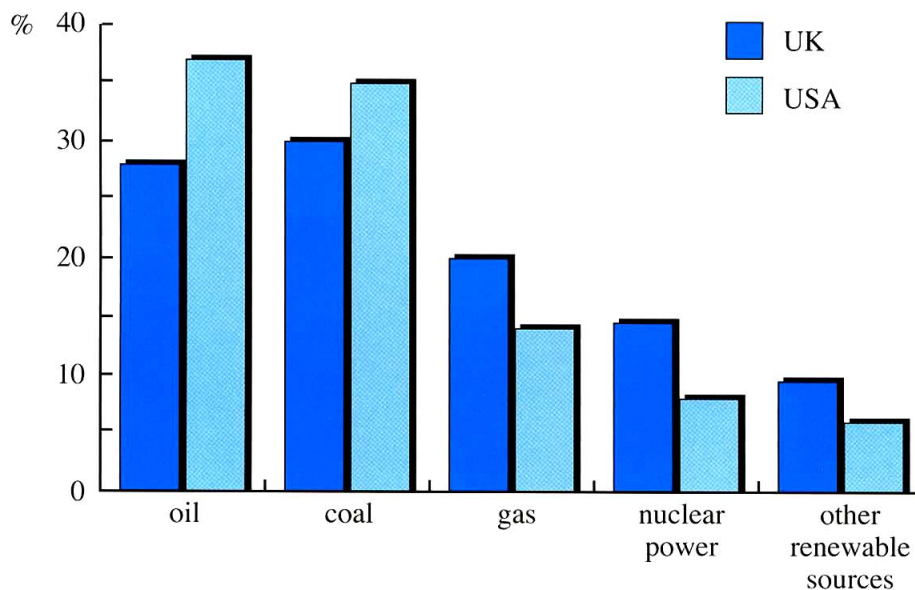
You should spend about 20 minutes on this task.

The charts below show UK and USA energy consumption in 2000 and 2006.

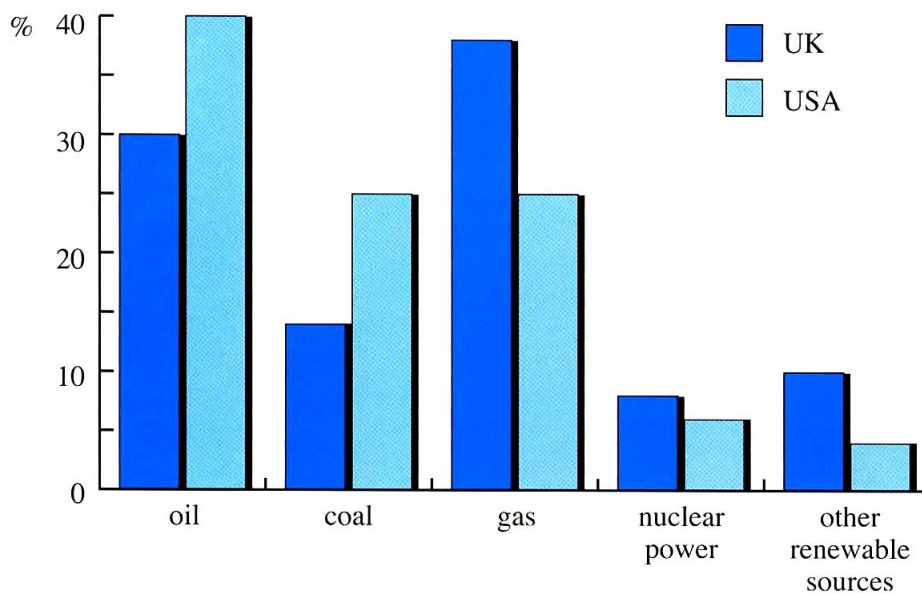
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Energy Consumption 2000



Energy Consumption 2006



WRITING TASK 2

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.

Nowadays more people are choosing to live with friends or alone rather than with their families. This trend is likely to have a negative impact on communities.

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

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

Write at least 250 words.

SPEAKING 11 – 14 minutes

PART 1

What you do

- Are you a student?
- What subject(s) do you study?
- What do you like best about your course?
- What do you hope to do in the future?

Films

- What type of films do you like best? (Why?)
- Who do you usually watch films with? (Why?)
- Where do you prefer to watch films – at the cinema or at home? (Why?)

Shopping

- How often do you go shopping?
- Do you prefer to go shopping alone? (Why?/Why Not?)
- What do you find annoying about shopping? (Why?)

PART 2

Describe how you like to communicate with your friends (e.g. by mobile phone, email, texts).

You should say:

how you prefer to communicate with your friends

how often you use this method of communication

what disadvantages there are to communicating in this way,

and explain why you prefer this method of communication.

Rounding-off question

Do most of your friends communicate in this way?

PART 3

Changes in communication

- Can you describe how people used to communicate fifty years ago?
- What were/are the good points about writing and receiving letters?
- How do you think methods of communication will change in the future?

TEST 2

LISTENING approximately 30 minutes

SECTION 1 Questions 1 – 10

Questions 1 – 6

Complete the form below.

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

Student Union Registration Form	
Name:	Stefan Unger
Degree programme: 1	.....
Department: 2	.....
Leisure activities: 3	.....
Language(s) (apart from English): 4	.....
Type of accommodation: 5	.....
Contact number: 6	.....

Questions 7 – 10

Answer the questions below.

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

- 7 When can students use the photocopier?
- 8 Where are events usually held?
- 9 Which Union officer is responsible for van hire?
- 10 What will Union members be able to get a discount on?

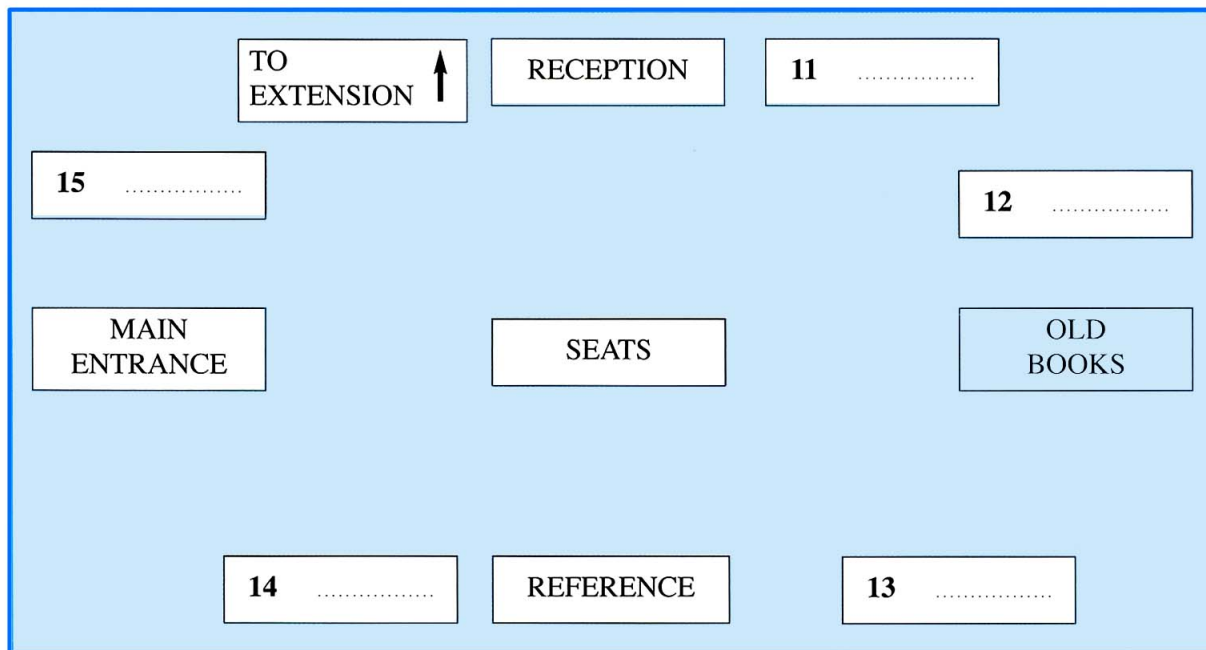
SECTION 2 *Questions 11 – 20*

Questions 11 – 15

Label the plan below.

Choose FIVE answers from the box and write the correct letter A – G next to Questions 11 – 15.

- A** Arts section
- B** Computers
- C** Languages section
- D** Law
- E** Magazines
- F** Science
- G** study desks



Questions 16 – 20

Complete the notes below.

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

Library system:

Maximum borrowing period: **16**

Renew books in person or by: **17**

Overdue charge: **18**

Unavailable books: complete **19**

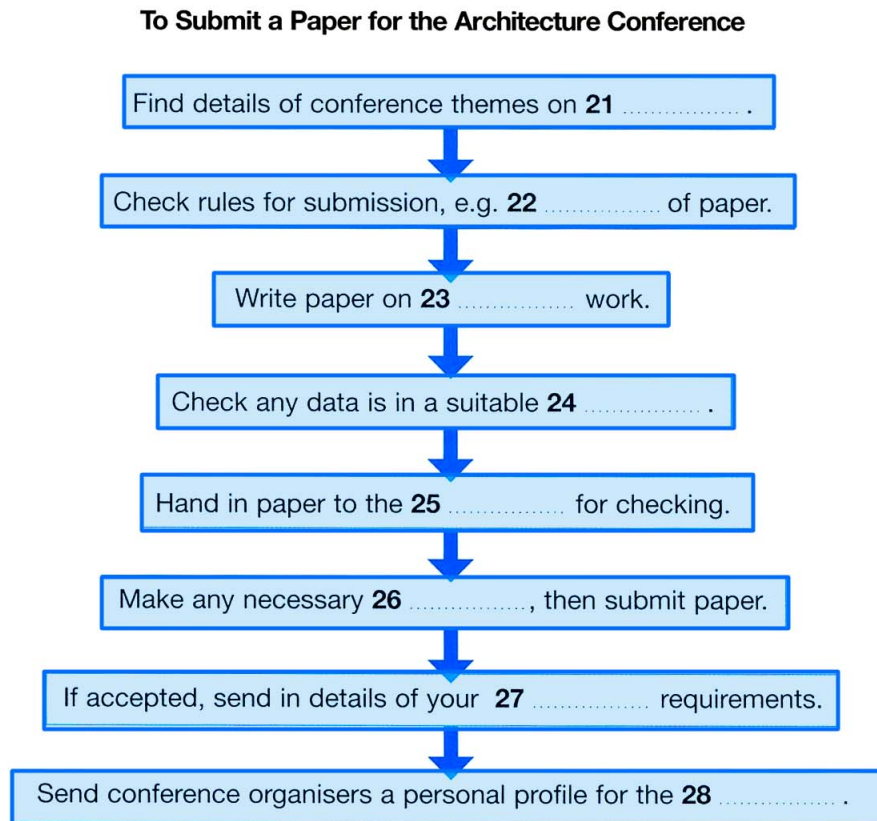
Extra services: **20**

SECTION 3 Questions 21 – 30

Questions 21 – 28

Complete the flow-chart below.

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



Questions 29 – 30

Choose **TWO** letters, **A – E**.

Which **TWO** things does Kirsten plan to do to prepare her conference paper?

- A** read another student's thesis
- B** collect more data
- C** talk to some postgraduates
- D** contact a Professor at another university
- E** inspect a building site

SECTION 4 *Questions 31 – 40*

Questions 31 – 35

Complete the sentences below.

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

Mobile phones now have the technology to

- send **31** of where the sender is.
- watch **32** in real time.
- send **33** with texts.
- inform students about lectures which are **34**
- transfer **35** to a computer.

Questions 36 – 40

Which group of people are the main users of mobile phones for the following purposes?

*Write the correct letter, **A**, **B** or **C** next to Questions 36 – 40.*

- | | |
|----------|---------------|
| A | women |
| B | men |
| C | men and women |

Ways of Using Mobile Phones

- | | |
|-----------|--------------------------------|
| 36 | to access information |
| 37 | to stay in touch |
| 38 | for business |
| 39 | to store personal photos |
| 40 | as a camera |

ACADEMIC READING 60 minutes

READING PASSAGE 1

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

Unlikely Boomtowns: The World's Hottest Cities

Megacities like London, New York and Tokyo loom large in our imaginations. They are still associated with fortune, fame and the future. They can dominate national economies and politics. The last fifty years has been their era, as the number of cities with more than ten million people grew from two to twenty. But with all respect to the science-fiction novelists who have envisioned a future of urban giants, their day is over. The typical growth rate of the population within a megacity has slowed from more than eight per cent in the 1980s to less than half that over the last five years, and numbers are expected to be static in the next quarter century. Instead, the coming years will belong to a smaller, far humbler relation – the Second City.

Within a few years, more people will live in cities than in the countryside for the first time in human history. But increasingly, the urban core itself is downsizing. Already, half the city dwellers in the world live in metropolises with fewer than half-a-million residents. Second Cities – from *exurbs*, residential areas outside the suburbs of a town, to regional centres – are booming. Between 2000 and 2015, the world's smallest cities (with under 500,000 people) will grow by 23 per cent, while the next smallest (one million to five million people) will grow by 27 per cent. This trend is the result of dramatic shifts, including the global real-estate bubble; increasing international migration; cheaper transport; new technologies, and the fact that the baby-boom generation is reaching retirement age.

The emergence of Second Cities has flowed naturally (if unexpectedly) from the earlier success of the megacities. In the 1990s, megacities boomed as global markets did. This was particularly true in areas with high-tech or 'knowledge-based' industries like finance. Bonuses got bigger, bankers got richer and real-estate prices in the world's most sought-after cities soared. The result has been the creation of what demographer William Frey of the Washington-based Brookings Institute calls 'gated regions' in which both the city and many of the surrounding suburbs have become unaffordable for all but the very wealthy. 'Economically, after a city reaches a certain size its productivity starts to fall,' notes Mario Pezzini, head of the regional-competitiveness division of the OECD. He puts the tipping point at about six million people, after which costs, travel times and the occasional chaos 'create a situation in which the centre of the city may be a great place, but only for the rich, and the outlying areas become harder to live and work in'.

One reaction to this phenomenon is further sprawl – high prices in the urban core and traditional suburbs drive people to distant exurbs with extreme commutes into big cities. As Frey notes, in the major US metropolitan areas, average commuting times have doubled over the last fifteen years.

Why does one town become a booming Second City while another fails? The answer hinges on whether a community has the wherewithal to exploit the forces pushing people and businesses out of the megacities. One key is excellent transport links, especially to the biggest commercial centres. Though barely a decade old, Goyang is South Korea's fastest-growing city in part because it is 30 minutes by subway from Seoul.

Another growth driver for Second Cities is the decentralization of work, driven in large part by new technologies. While more financial deals are done now in big capitals like New York and London than ever before, it is also clear that plenty of booming service industries are leaving for 'Rising Urban Stars' like Dubai, Montpellier and Cape Town. These places have not only improved their Internet backbones, but often have technical institutes and universities that turn out the kinds of talent that populate growth industries.

Consider Montpellier, France, a case study in urban decentralization. Until the 1980s, it was like a big Mediterranean village, but one with a strong university, many lovely villas and an IBM manufacturing base. Once the high-speed train lines were built, Parisians began pouring in for weekend breaks. Some bought houses, creating a critical mass of middle-class professionals who began taking advantage of flexible working systems to do three days in Paris, and two down South, where things seemed less pressured. Soon, big companies began looking at the area; a number of medical-technology and electronics firms came to town, and IBM put more investment into service businesses there. To cater to the incoming professionals, the city began building amenities: an opera house, a tram line to discourage cars in the city centre. The result, says French urban-planning expert Nacima Baron, is that 'the city is now full of cosmopolitan business people. It's a new society'.

All this means that Second Cities won't stay small. Indeed some countries are actively promoting their growth. Italy, for example, is trying to create tourist hubs of towns close to each other with distinctive buildings and offering different yet complementary cultural activities. Devolution of policymaking power is leaving many lesser cities more free than ever to shape their destinies. To them all: this is your era. Don't blow it.

Questions 1 – 3

Choose **THREE** letters, A – G.

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

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

- A They tend to lead the way in terms of fashion.
- B Their population has ceased to expand.
- C They reached their peak in the second half of the twentieth century.
- D 50 per cent of the world's inhabitants now live in them.
- E They grew rich on the profits from manufacturing industry.
- F Their success begins to work against them at a certain stage.
- G It is no longer automatically advantageous to base a company there.

Questions 4 – 6

Choose **THREE** letters, A – G.

Write your answers in boxes 4 – 6 on your answer sheet.

The list below gives some possible reasons why small towns can turn into successful Second Cities.

Which **THREE** of these reasons are mentioned by the writer of the text?

- A the existence of support services for foreign workers
- B the provision of cheap housing for older people
- C the creation of efficient access routes
- D the ability to attract financial companies
- E the expertise to keep up with electronic developments
- F the maintenance of a special local atmosphere
- G the willingness to imitate international-style architecture

Questions 7 – 13

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

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

Urban Decentralisation

It is becoming increasingly obvious that large numbers of **7** are giving up their expensive premises in the megacities and relocating to smaller cities like Montpellier. One of the attractions of Montpellier is the presence of a good **8** that can provide them with the necessary skilled workforce.

Another important factor for Montpellier was the arrival of visitors from the **9** The introduction of the **10** meant that increasing numbers were able to come for short stays. Of these, a significant proportion decided to get a base in the city. The city council soon realised that they needed to provide appropriate **11** for their new inhabitants. In fact, the **12** among them liked the more relaxed lifestyle so much that they took advantage of any **13** arrangements offered by their firms to spend more of the week in Montpellier.

A urban centres

B finance companies

C flexible

D tram line

E cosmopolitan

F service industries

G capital

H high-speed train

I infrastructure

J unskilled workers

K jobs

L medical-technology

M professionals

N European Union

O amenities

P middle-age

Q overtime

R university

Questions 14 – 20

Reading Passage 2 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 14 – 20 on your answer sheet.*

List of Headings

- i The influence of the seasons on productivity
- ii A natural way to anger management
- iii Natural building materials promote health
- iv Learning from experience in another field
- v Stimulating the brain through internal design features
- vi Current effects on the species of ancient experiences
- vii Uniformity is not the answer
- viii The negative effects of restricted spaces
- ix Improving occupational performance
- x The modern continuation of ancient customs

14 Paragraph A

15 Paragraph B

16 Paragraph C

17 Paragraph D

18 Paragraph E

19 Paragraph F

20 Paragraph G

READING PASSAGE 2

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

Psychosocial Value of Space

- A** What would a building space look and feel like if it were designed to promote psychological and social well-being? How would it affect the senses, the emotions, and the mind? How would it affect behavioral patterns? For insights, it is useful to look not at buildings, but at zoos. Zoo design has gone through a radical transformation in the past several decades. Cages have been replaced by natural habitats and geographic clustering of animals. In some places, the animals are free-ranging and the visitors are enclosed in buses or trains moving through the habitat. Animals now exist in mixed species exhibits more like their natural landscapes. And, as in nature, the animals have much greater control over their behavior. They can be on view if they want, or out of sight. They forage, play, rest, mate and act like normal animals.
- B** What brought about this transformation in philosophy and design? A key factor was concern over the animals' psychological and social well-being. Zoos could keep animals alive, but they couldn't make them flourish. Caged animals often exhibit neurotic behaviors—pacing, repetitive motions, aggression, and withdrawal. In one famous example, an animal psychologist was hired by the Central Park Zoo to study a polar bear that spent the day swimming in endless figure eights in its small pool. This was not normal polar bear behavior and the zoo was concerned about it. After several days of observation, the animal psychologist offered a diagnosis. The bear was bored. To compensate for this unfortunate situation, the zoo added amenities and toys to the bear's enclosure to encourage exploration and play.
- C** Are there lessons that we can apply to building design? Some experts believe so: for example, biologist Stephen Boyden (1971) defines the optimum healthy environment as 'the conditions which tend to promote or permit an animal optimal physiological, mental, and social performance in its natural or "evolutionary" environment.' Because humans evolved in a natural landscape, it is reasonable to turn to the natural environment for clues about preference patterns that may be applicable to building design. Drawing on habitat selection theory, ecologist Gordon Orians argues that humans are psychologically adapted to and prefer landscape features that characterized the African plain or savannah, the presumed site of human evolution. Although humans now live in many different habitats, Orians argues that our species' long history as mobile hunters and gatherers on the African savannahs should have left its mark on our psyche. If the 'savannah hypothesis' is true, we would expect to find that humans intrinsically like and find pleasurable environments that contain the key features of the savannah most likely to have aided our ancestors' survival and well-being.
- D** Although Boyden distinguishes between survival and well-being needs, they often overlap. For example, people clearly need food for survival and health. However, food often serves as the basis for bonding and relationship development. The ritual of sitting around a fire on the savannah or in a cave telling stories of the day's events and planning for tomorrow may be an ancient carryover from *Homo sapiens*' hunting and gathering days. According to anthropologist Melvin Konner, the sense of safety and intimacy associated with the campfire may have been a factor in the evolution of intellectual progression as well as social bonds. Today's hearth is the family kitchen at home, and the community places, such as cafes and coffee bars, where people increasingly congregate to eat, talk, read and work.

- E** A growing body of research shows that building environments that connect people to nature are more supportive of human emotional well-being and cognitive performance than environments lacking these features. For instance, research by Roger Ulrich consistently shows that passive viewing of nature through windows promotes positive moods. Similarly, research by Rachel Kaplan found that workers with window views of trees had a more positive outlook on life than those doing similar work but whose window looked out onto a parking lot. Connection to nature also provides mini mental breaks that may aid the ability to concentrate, according to research by Stephen Kaplan. Terry Hartig and colleagues report similar results in a field experiment. People in their study who went for a walk in a predominantly natural setting achieved better on several office tasks requiring concentration than those who walked in a predominantly built setting or who quietly read a magazine indoors.
- F** Studies of outdoor landscapes are providing evidence that the effects of nature on human health and well-being extend beyond emotional and cognitive functioning to social behavior and crime reduction. For instance, Francis Kuo found that outdoor nature buffers aggression in urban high-rise settings and enhances ability to deal with demanding circumstances. He also reported that planting trees in urban areas increases sociability by providing comfortable places for residents to talk with one another and develop friendships that promote mutual support.
- G** A natural perspective also contributes important insights into comfort maintenance. Because people differ from one another in many ways (genetics, cultures, lifestyles) their ambient preferences vary. Furthermore, a given person varies over time depending upon his or her state of health, activities, clothing levels, and so forth. For most of human history, people have actively managed their surroundings as well as their behaviors to achieve comfort. Yet buildings continue to be designed with a “one size fits all” approach. Very few buildings or workstations enable occupants to control lighting, temperature, ventilation rates, or noise conditions. Although the technology is largely available to do this, the personal comfort systems have not sold well in the market place, even though research by Walter Kroner and colleagues at Rensselaer Polytechnic Institute shows that personal control leads to significant increases in comfort and morale.

Questions 21 – 26

Look at the following people (**Questions 21 – 26**) and the list of theories below.

Match each person with the correct theory, A – I.

Write the correct letter A – I in boxes 21 – 26 on your answer sheet.

- 21** Gordon Orians
- 22** Melvin Konner
- 23** Roger Ulrich
- 24** Stephen Kaplan
- 25** Francis Kuo
- 26** Walter Kroner

List of Theories

- A** Creating a green area can stimulate a sense of community.
- B** People need adequate living space in order to be healthy.
- C** Natural landscape can both relax and sharpen the mind.
- D** Cooking together is an important element in human bonding.
- E** People feel more at ease if they can adjust their environment.
- F** Looking at a green environment improves people's spirits.
- G** Physical exercise improves creative thinking at work.
- H** Man's brain developed partly through regular association with peers.
- I** We are drawn to places similar to the area where our species originated.

READING PASSAGE 3

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

Ditching that Sainly Image

Charities, it is still widely believed, are separate from government, staffed entirely by volunteers and spend every penny donated on the cause they support. Noble stuff, but in most cases entirely wrong. Yet these misapprehensions underpin much of the trust and goodwill behind giving. And there is concern that such outdated perceptions could blow up in charities' faces as people begin to discover what the voluntary sector is really about.

High-profile international programmes of awareness-raising activities, such as Make Poverty History, have dragged the voluntary sector into the spotlight and shown charity workers to be as much business entrepreneurs as they are angels of mercy. But with the spotlight comes scrutiny, and unless charities present compelling cases for political campaigning, six-figure salaries and paying the expenses of celebrities who go on demanding trips to refugee camps for nothing, they may get bitten. 'If people become more sceptical about how charities use their donations, they will be less inclined to give money,' says Nick Aldridge, director of strategy at the Association of Chief Executives of Voluntary Organisations (ACEVO).

A wide range of initiatives have been undertaken to secure long-term trust in the sector by explaining what charities do and publishing the figures. But it's still difficult to give donors a complete picture because, unlike profit-driven businesses, charities can't measure achievement purely by the bottom line.

The report *Funding Success* suggests this might explain some of the communication difficulties charities face. Nevertheless, it suggests there are sound reasons for trying. Many funders, it claims, regard high overheads on, for example, premises, publicity and so on, that are properly accounted for, as a sign of an efficiently run organisation, rather than a waste of resources. Detailed reporting can be an important element in efforts to increase transparency. Better information might also unlock more money by highlighting social problems, and explaining what might be done to address them.

Some charities are already taking steps in this direction. The Royal National Institute for the Deaf (RNID) introduced annual impact reporting, to tell people about the effects of its work in a broader sense than an annual report would usually allow.

Each impact report looks back at what has been achieved over the previous 12 months and also states the charity's aims for the year ahead. Brian Lamb, director of communications at the RNID, says the sector has been complacent about transparency because of the high level of trust it enjoys. 'We have not been good at educating the public on issues such as why we do a lot of campaigning,' he says. 'But the more high-profile the sector becomes, the more people will ask questions.'

Baroness Onora O'Neill, chair of the Nuffield Foundation, says building trust goes deeper than providing information. She points out that the additional reporting and accounting requirements imposed on institutions across all sectors in recent years may have made them more transparent, but it has not made them more trusted. '... If we are to judge for ourselves, we need genuine communication

in which we can question and observe, check and even challenge the evidence that others present.' Laying out the evidence of what has been done, with all its shortcomings, may provide a rather better basis for placing – or refusing – trust than any number of glossy publications that trumpet unending success.

Not everyone thinks the public needs to be spoon-fed reams of information to maintain confidence. 'There isn't any evidence that there is a crisis of confidence in charities,' says Cathy Pharoah, research director at the Charities Aid Foundation. The facts support her claim. In a Charity Commission report published in November last year, the public awarded charities 6.3 out of 10 on trust. Pharoah believes key donors are savvier than they are portrayed. 'There is heavy dependence on middle-class donors for charity income, and I would be amazed if they didn't realise charities had to pay to get professional staff,' she says.

She believes the biggest threats to trust are the kind of scandals that blighted the Scottish voluntary sector in 2003. Two high-profile charities, Breast Cancer Research (Scotland) and Moonbeams, were exposed for spending a fraction of their profits on their causes. The revelations created intensely damaging media coverage. Even charity stalwarts were shocked by how quickly the coverage snowballed as two bad stories turned into a sector-wide crisis. 'Those two incidents caused a media frenzy as journalists took every opportunity to undermine the sector,' says Fiona Duncan, director of external affairs at Capability Scotland. After suffering a media grilling herself, Duncan launched Giving Scotland to redress the balance. Fourteen charities, plus the Scottish Council for Voluntary Organisations and the Institute of Fundraising Scotland, joined together to put out communications restoring confidence in charities. The Scottish Executive pledged £30,000 and, with donations from corporate supporters, the campaign was able to secure advertising worth £300,000 for a lightning two-week campaign over Christmas 2003.

Two months before the campaign was launched, The Herald newspaper published a poll revealing that 52 per cent of people were less likely to give because of the scandals. Giving Scotland did a similar poll in February 2004 and this time more than half of the population said they were more likely to consider giving because of the campaign. 'We learned about strength in numbers and the importance of timing – because it was Christmas, we were able to get good coverage,' says Duncan.

It was an effective rearguard campaign. The numerous proactive initiatives now underway across the UK give charities the chance to prevent the situation ever getting that bad again – but their success will depend on whether they are prepared to shed their saintly image and rally to the cause of creating a newer, bolder one.

Questions 27 – 33

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

Write the correct letter in boxes 27 – 33 on your answer sheet.

- 27** What do we learn about charities in the first paragraph?
- A** People trust charities because they are approved by government.
 - B** Not all the funds a charity receives go on practical aid for people.
 - C** Charities do not disclose their systems for fear of losing official status.
 - D** People who work for charities without pay are not fit for the job.
- 28** Why, in the writer's view, is it hard for charities to inform the public properly?
- A** They calculate success differently from other businesses.
 - B** They are unable to publish a true financial report.
 - C** The amount of resources needed changes radically year by year.
 - D** Donors may be disappointed if they see large profits in the accounts.
- 29** One of the conclusions of the report 'Funding Success' is that
- A** charities must cut down on any unnecessary expenditure.
 - B** raising more money for their cause should be a charity's main aim.
 - C** charities should give the public an assessment of the results of their work.
 - D** clarifying the reasons for administration costs would not dissuade donors.
- 30** Baroness O'Neill's main recommendation is that charities should
- A** follow the current government requirements on reporting.
 - B** encourage the public to examine and discuss the facts.
 - C** publicise any areas in which they have been effective.
 - D** make sure the figures are laid out as clearly as possible.
- 31** What is Cathy Pharoah most concerned about?
- A** the public's adverse reaction to the money spent on charity personnel
 - B** the effect on general donations if any charity misuses their funds
 - C** the reliance of many charities on a single sector of the population
 - D** the findings of a Charity Commission report on public confidence
- 32** Why does Fiona Duncan think the 'Giving Scotland' campaign succeeded?
- A** The message came over strongly because so many organisations united.
 - B** People did not believe the critical stories that appeared in newspapers.
 - C** Private donors paid for some advertising in the national press.
 - D** People forgot about the scandals over the Christmas holidays.

- 33 The writer suggests that in the future, charities
- A may well have to face a number of further scandals.
 - B will need to think up some new promotional campaigns.
 - C may find it hard to change the public's perception of them.
 - D will lose the public's confidence if they modernise their image.

Questions 34 – 40

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

In boxes 34 – 40 on your answer sheet, write

TRUE *if the statement agrees with the information*

FALSE *if the statement contradicts the information*

NOT GIVEN *if there is no information on this.*

- 34 Charity involvement in some prominent campaigns has meant that they are undergoing more careful examination by the public.
- 35 Famous people insist on a large fee if they appear for a charity.
- 36 The new RNID documents outline expected progress as well as detailing past achievements.
- 37 People have been challenging the RNID on their promotional activities.
- 38 The two charities involved in a scandal have altered their funding programmes.
- 39 Following the scandal, the media attacked the charity sector as a whole.
- 40 Charity donations in Scotland are now back to their pre-scandal level.

ACADEMIC WRITING 60 minutes

WRITING TASK 1

You should spend about 20 minutes on this task.

The table below shows the numbers of people in each age group working in certain sectors in the UK in 1998 and 2006.

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

Write at least 150 words.

Numbers of People in Each Age Group by Sector (UK)

SECTOR	YEAR	18 – 25	26 – 35	36 – 45	46 – 55	56 – 65
hotel & catering	1998:	25,764	17,663	15,229	8,201	4,300
	2006:	18,998	19,034	21,303	12,578	7,544
building	1998:	112,565	79,607	21,555	9,878	5,400
	2006:	86,430	46,409	19,003	7,655	3,287
technology	1998:	5,497	63,889	18,452	3,090	800
	2006:	187,600	454,375	273,466	54,888	19,352
education	1998:	6,388	112,559	124,776	125,345	43,647
	2006:	4,987	115,476	125,436	118,975	23,000

WRITING TASK 2

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.

Some people claim that what people eat in many Western countries is unhealthy and that their diet is getting worse. Critics say that these countries should change their diet.

What are your opinions on this?

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

Write at least 250 words.

SPEAKING 11 – 14 minutes

PART 1

Where you live

- Do you live in a town or in the country?
- Is it a convenient place to live? (Why?/Why not?)
- What is interesting about the area where you live?
- Where would you like to live in the future? (Why?)

Sports

- Which is the most popular sport in your country? (Why?)
- What are the advantages of doing sports regularly? (Why?)
- Which new sport would you like to try? (Why?)

Spending time with friends

- What do you particularly enjoy doing with your friends?
- Have the things that you do with your friends changed over the years? (Why?)
- What makes a good friend? (Why?)

PART 2

Describe an academic success that you achieved.

You should say:

what you did to achieve this success

how difficult it was to do it

how you felt when you were successful,

and explain how this success has helped you in your life.

Rounding-off question

Were your family pleased with your success?

PART 3

Academic Study

- How important is it for people to have academic goals?
- Does secondary school prepare students adequately for life?
- How will technology change academic study in future?

TEST 3

LISTENING approximately 30 minutes

SECTION 1 Questions 1 – 10

Questions 1 – 7

Complete the notes below.

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

Courses Available

writing in first term

1 in second term

2 throughout the year

3 during long vacation

Class sizes: 4 maximum

Course costs often paid by the 5

Exams available in 6

Must enrol by 7

Questions 8 – 10

Choose **THREE** letters, **A – G**.

Which **THREE** items does the student need to bring to the first class?

- A passport
- B computer disk
- C note from tutor
- D notebook
- E student identity card
- F dictionary
- G registration form

SECTION 2 Questions 11 – 20

Questions 11 – 15

Of which types of transport is the following true?

Write the correct letter, **A**, **B** or **C** next to Questions 11 – 15.

- | | |
|----------|-------|
| A | tube |
| B | train |
| C | bus |

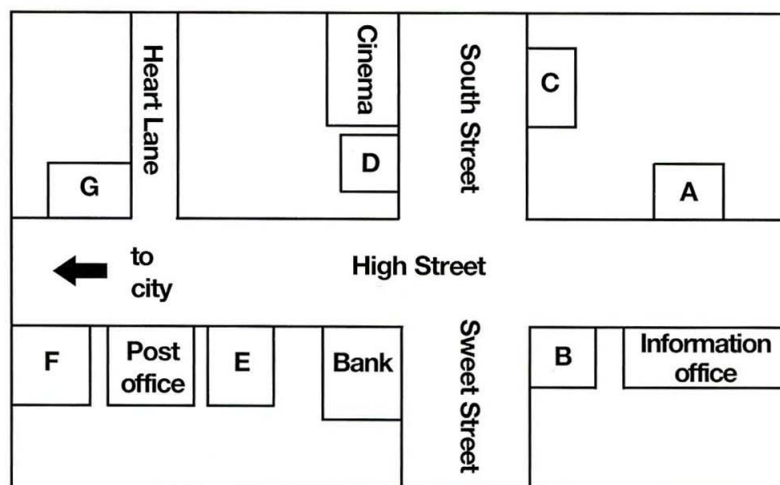
Features of Transport

- | | | |
|----|-----------------------|-------|
| 11 | cheapest | ..... |
| 12 | most convenient | ..... |
| 13 | most comfortable | ..... |
| 14 | fastest | ..... |
| 15 | most frequent service | ..... |

Questions 16 – 20

Label the map below.

Write the correct letter, **A – G**, next to Questions 16 – 20.



- | | | | | | |
|----|---------------|-------|----|-------------------------|-------|
| 16 | bus stop | ..... | 19 | transport ticket office | ..... |
| 17 | train station | ..... | 20 | taxi rank | ..... |
| 18 | tube entrance | ..... |  |  |  |

SECTION 3 Questions 21 – 30

Questions 21 – 23

What is the advantage of each course?

Choose **THREE** answers from the box and write the correct letter **A – E** next to Questions 21 – 23.

Advantages of the Course

- A** will be tested in the final exams
- B** will be useful for a future job
- C** will help with research skills
- D** will improve writing skills
- E** will support material already covered

Courses

- 21** Science and Ethics
- 22** Pharmacology Prelim
- 23** Reporting Test Results

Questions 24 – 30

Complete the sentences below.

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

- 24** The Maths course will run in the
- 25** The tutor for Pharmacology is visiting from
- 26** for the project must be submitted by the end of January.
- 27** Resources for experiments are available in the
- 28** Extra will be held in December.
- 29** Students are allowed to do presentations in
- 30** Course assessment will be based on

SECTION 4 Questions 31 – 40**Questions 31 – 37**

Complete the table below.

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

	New Features	Size	Problems
transport	individual transportation	roads will be narrower	levels of investment
commercial areas	roofs will have 31	32 of current area	33 will be limited to outskirts
residential areas	homes made of 34	will be limited to 15,000	providing enough housing for 35
energy sources	36 will be an energy source	energy plants will be smaller	noise and congestion caused by 37

Questions 38 – 40

Answer the questions below.

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

Which three types of accommodation does the speaker say will increase in city centres?

38

39

40

ACADEMIC READING 60 minutes

Questions 1 – 6

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

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

*Write the correct number **i – ix** in boxes 1 – 6 on your answer sheet.*

List of Headings

- i** The benefits of simple language
- ii** A necessary tool
- iii** A lasting way of concealing disasters
- iv** The worst offenders
- v** A deceptively attractive option
- vi** Differing interpretations
- vii** Publicising new words
- viii** Feeling shut out
- ix** Playing with words

- 1** Paragraph **A**
- 2** Paragraph **B**
- 3** Paragraph **C**
- 4** Paragraph **D**
- 5** Paragraph **E**
- 6** Paragraph **F**

READING PASSAGE 1

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

Jargon

- A** Jargon is a loaded word. One dictionary defines it, neatly and neutrally, as ‘the technical vocabulary or idiom of a special activity or group’, but this sense is almost completely overshadowed by another: ‘obscure and often pretentious language marked by a roundabout way of expression and use of long words’. For most people, it is this second sense which is at the front of their minds when they think about jargon. Jargon is said to be a *bad* use of language, something to be avoided at all costs. No one ever describes it in positive terms (‘that was a delightful piece of rousing jargon’). Nor does one usually admit to using it oneself: the myth is that jargon is something only *other* people employ.
- B** The reality, however, is that everyone uses jargon. It is an essential part of the network of occupations and pursuits that make up society. All jobs present an element of jargon, which workers learn as they develop their expertise. All hobbies require mastery of a jargon. Each society grouping has its jargon. The phenomenon turns out to be universal – and valuable. It is the jargon element which, in a job, can promote economy and precision of expression, and thus help make life easier for the workers. It is also the chief linguistic element which shows professional awareness (‘know-how’) and social togetherness (‘shop-talk’).
- C** When we have learned to command it, jargon is something we readily take pleasure in, whether the subject area is motorcycles, knitting, cricket, baseball or computers. It can add pace, variety and humour to speech – as when, with an important event approaching, we might slip into NASA-speak, and talk about *countdown*, *all systems go*, and *lift-off*. We enjoy the mutual showing-off which stems from a fluent use of terminology, and we enjoy the in-jokes which shared linguistic experience permits. Moreover, we are jealous of this knowledge. We are quick to demean anyone who tries to be part of our group without being prepared to take on its jargon.
- D** If jargon is so essential a part of our lives, why then has it had such a bad press? The most important reason stems from the way jargon can exclude as well as include. We may not be too concerned if we find ourselves faced with an impenetrable wall of jargon when the subject matter has little perceived relevance to our everyday lives, as in the case of hydrology, say, or linguistics. But when the subject matter is one where we feel implicated, and think we have a right to know, and the speaker uses words which make it hard for us to understand, then we start to complain; and if we suspect that the obfuscation is deliberate policy, we unreservedly condemn, labelling it *gobbledegook* and calling down public derision upon it.

- E** No area is exempt, but the fields of advertising, politics and defence have been especially criticised in recent years by the various campaigns for Plain English. In these domains, the extent to which people are prepared to use jargon to hide realities is a ready source of amusement, disbelief and horror. A lie is a lie, which can be only temporarily hidden by calling it an 'inoperative statement' or 'an instance of plausible deniability'. Nor can a nuclear plant explosion be suppressed for long behind such phrases as 'energetic disassembly', 'abnormal evolution' or 'plant transient'.
- F** While condemning unnecessary or obscuring jargon in others, we should not forget to look out for it in ourselves. It is so easy to 'slip into' jargon, without realizing that our own listeners/readers do not understand. It is also temptingly easy to slip some jargon into our expression, to *ensure* that others do not understand. And it is just as easy to begin using jargon which we ourselves do not understand. The motivation to do such apparently perverse things is not difficult to grasp. People like to be 'in', to be part of an intellectual or technical elite; and the use of jargon, whether understood or not, is a badge of membership. Jargon, also, can provide a lazy way into a group or an easy way of hiding uncertainties and inadequacies: when terminology slips plausibly from the tongue, it is not essential for the brain to keep up. Indeed some people have developed this skill to professional levels. And certainly, faced with a telling or awkward question, and the need to say something acceptable in public, slipping into jargon becomes a simple way out, and can soon become a bad habit.

Questions 7 – 12

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

Write the correct letter **A – L** in boxes 7 – 12 on your answer sheet.

The Up Side of Jargon

Jargon plays a useful part in many aspects of life including leisure. For example, when people take up pastimes they need to develop a good **7** of the relevant jargon. During discussion of these or other areas of interest, conversation can become more exciting and an element of **8** can be introduced by the use of shared jargon.

Jargon is particularly helpful in the workplace. It leads to more **9** in the way colleagues communicate during work hours. Taking part in **10** during moments of relaxation can also help them to bond better.

It is interesting that members of a group, whether social or professional, often demonstrate a certain **11** towards the particular linguistic characteristics of their subject area and tend to regard new people who do not wish to learn the jargon with **12**

- | | | |
|---------------------|-------------------|-------------------------|
| A judgement | B jokes | C shop-talk |
| D efficiency | E know-how | F command |
| G contempt | H feeling | I possessiveness |
| J pleasure | K fear | L humour |

Question 13

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

Write the correct letter in box 13 on your answer sheet.

- 13** Which of the following statements would the writer agree with?
- A** Jargon thoroughly deserves the bad reputation it has gained.
 - B** Jargon should not be encouraged except in the workplace.
 - C** Jargon should not be used if the intention is to exclude others.
 - D** Everyday life would be very much better without jargon.

READING PASSAGE 2

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

Healthy Intentions

Most of us have healthy intentions when it comes to the food we eat. But it can be tough. Especially when you consider that our bodies have not properly adapted to our highly processed fast food diets.

- A** One hundred years ago, the leading causes of death in the industrial world were infectious diseases such as tuberculosis, influenza and pneumonia. Since then, the emergence of antibiotics, vaccines and public health controls has reduced the impact of infectious disease. Today, the top killers are non-infectious illnesses related essentially to lifestyle (diet, smoking and lack of exercise). The main causes of death in the United States in 1997 were heart disease, cancer and stroke. Chronic health problems, such as obesity, noninsulin-dependent diabetes and osteoporosis, which are not necessarily lethal but nonetheless debilitating, are steadily increasing. It is clear that economic and technical progress is no assurance of good health.
- B** Humans are qualitatively different from other animals because we manipulate the flow of energy and resources through the ecosystem to our advantage, and consequently to the detriment of other organisms. That is why we compete so successfully with other species. But with this success come some inherent failings, particularly in terms of our health.
- C** According to physician Boyd Eaton and his anthropologist colleagues, despite all our technological wizardry and intellectual advances, modern humans are seriously malnourished. The human body evolved to eat a very different diet from that which most of us consume today. Before the advent of agriculture, about ten thousand years ago, people were hunter-gatherers, the food varying with the seasons and climate and all obtained from local sources. Our ancestors rarely, if ever, ate grains or drank the milk of other animals.
- D** Although ten thousand years seems a long time ago, 99.99 percent of our genetic material was already formed. Thus we are not well adapted to an agriculturally based diet of cereals and dairy products. At least 100,000 generations of people were hunter-gatherers, only 500 generations have depended on agriculture, only ten generations have lived since the onset of the industrial age and only two generations have grown up with highly processed fast foods. Physicians Randolph Nesse and George Williams write: 'Our bodies were designed over the course of millions of years for lives spent in small groups hunting and gathering on the plains of Africa. Natural selection has not had time to revise our bodies for coping with fatty diets, automobiles, drugs, artificial lights and central heating. From this mismatch between our design and our environment arises much, perhaps most, preventable modern disease.'
- E** Do we really want to eat like prehistoric humans? Surely 'cavemen' were not healthy? Surely their life was hard and short? Apparently not. Archaeological evidence indicates that these hunter-gatherer ancestors were robust, strong and lean with no sign of osteoporosis or arthritis – even at more advanced ages. Paleolithic humans ate a diet similar to that of wild chimpanzees and gorillas today: raw fruit, nuts, seeds, vegetation, fresh untreated water, insects and wild-game meat low in saturated fats. Much of their food was hard and bitter. Most important, like chimpanzees and gorillas, prehistoric humans ate a wide variety of plants – an estimated 100 to 300 different types in one year. Nowadays, even health-conscious, rich westerners seldom consume more than twenty to thirty different species of plants.

- F** The early human diet is estimated to have included more than 100 grams of fiber a day. Today the recommended level of 30 grams is rarely achieved by most of us. Humans and lowland gorillas share similar digestive tracts – in particular, the colon – but, while gorillas derive up to 60 percent of their total energy from fiber fermentation in the colon, modern humans get only about 4 percent. When gorillas are brought into captivity and fed on lower-fiber diets containing meat and eggs, they suffer from many common human disorders: cardiovascular disease, ulcerative colitis and high cholesterol levels. Their natural diet, rich in antioxidants and fiber, apparently prevents these diseases in the wild, suggesting that such a diet may have serious implications for our own health.
- G** Not all agricultural societies have taken the same road. Many traditional agriculturalists maintain the diversity of their diet by eating a variety of herbs and other plant compounds along with meat and grains. The Huasa people of northern Nigeria, for example, traditionally include up to twenty wild medicinal plants in their grain-based soups, and peoples who have become heavily reliant on animal products have found ways of countering the negative effects of such a diet. While the Masai of Africa eat meat and drink blood, milk and animal fat as their only sources of protein, they suffer less heart trouble than Westerners. One reason is that they always combine their animal products with strong, bitter antioxidant herbs. In other words, the Masai have balanced the intake of oxidising and antioxidising compounds. According to Timothy Johns, it is not the high intake of animal fat or the low intake of antioxidants, that creates so many health problems in industrial countries; it is the lack of balance between the two.
- H** Eating the right foods and natural medicines requires a sensitivity to subtle changes in appetite. Do I fancy something sweet, sour, salty, stimulating or sedating? What sort of hunger is it? And after consumption, has the ‘need’ been satisfied? Such subtleties are easily overridden by artificially created superstimuli in processed foods that leave us unable to select a healthy diet. We need to listen more carefully to our bodies’ cravings and take an intentional role in maintaining our health *before* disease sets in.

Questions 14 – 20

Reading Passage 2 has seven paragraphs, **A – G**.

Which paragraph contains the following information?

*Write the correct letter **A – G** in boxes 14 – 20 on your answer sheet.*

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

- 14** a reference to systems for neutralizing some harmful features of modern diets
- 15** a suggestion as to why mankind has prospered
- 16** an example of what happens if a balanced, plant-based diet is abandoned
- 17** a chronological outline of the different types of diet mankind has lived on
- 18** details of which main factors now threaten human life
- 19** a reference to one person's theory about the cause of some of today's illnesses
- 20** details of the varied intake of early humans

Questions 21 – 26

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

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** An increase in material resources leads to improved physical health.
- 22** Cereals were unknown to our hunter-gathering ancestors.
- 23** In the future, human bodies will adapt to take account of changes in diet.
- 24** Many people in developed countries have a less balanced diet than early humans.
- 25** Gorillas that live in the wild avoid most infectious diseases.
- 26** Food additives can prevent people from eating what their bodies need.

READING PASSAGE 3

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

Educational and Professional Opportunities for Women in New Technologies

The principle that you don't have to be a mechanic to drive a car can also be applied to Information and Communication Technologies (ICTs). Gone are the days when a computer user needed knowledge of a programming language. On one hand, this is good news for women. It is because women can now use computers without needing computer science qualifications that gives ICTs the potential to enhance women's education. But, our lack of ICT skills is not praiseworthy. Feminist writers for many years have argued that if more women were engineers and scientists, we might live in a very different world. (Rothschild 1982)

In a review of five countries, Millar and Jagger examined women's employment in ICT occupations. They found a pattern of a low proportion of female entrants, a significant 'leaking' (Alper 1993) of those who enter to other areas of employment, and a ghetto of women in lower paid jobs. How did a new area of economic activity become gendered so quickly? An obvious answer could be that men have seen it as a desirable area and women have not.

It is often said that new industries are both 'gender blind' (i.e. if you are good at your work you'll succeed whatever your gender) and that they value 'feminine' communication and 'people' skills. But recent research does not bear this out. A study of a new high-tech ICT company (Woodfield 2000) employing highly qualified graduates showed that men were given management responsibility despite an acknowledgement by the company that they had poor management skills. And there was an unwillingness to give responsibilities to women who had these skills. It seems that jobs acquire gender quite quickly in some sectors.

In the 1980s and 1990s, interesting studies were done into the ways in which men and women think about the world. They argued for the validation of diverse ways of thinking, rather than a hierarchy with a particular kind of male intellectual tradition at the apex. Turkle (1984; 1996) has done similar work on the ways people interact with computers. She sees computers as tools used as an extension of our identities, with significant variations in the ways that men and women use them to explore and perform their gendered identities. This subtle way of understanding our relationship with this technology, however, must go in parallel with a materialist view, which is that an underlying motivation for most ICT-based initiatives in work, education, leisure, citizenship is economic force.

We must also differentiate between the opportunities for employment offered by ICTs, and the tools they provide for education. We must beware of the inappropriate application of ICTs to a problem that would be better addressed in another way. Research into the effectiveness of ICTs as measured by student performance in Maths, suggests that for young children there is a *negative* relationship between classroom computer use and Maths performance. One researcher, Angrist, from MIT found when examining ICTs in the classroom that the set-up costs were obvious and the benefits much less so (*Economist* 2002). It could be more effective to have more teacher involvement and lower class sizes.

In 1963 Clark Kerr, the President of the University of California, coined the term '*multiversity*', to suggest that universities were no longer based on a body of universal knowledge or a heterogeneous body of students. Higher education, professional education and life skills education are now being delivered by a variety of different universities, colleges and commercial companies. The distinctions between these are breaking down. Just when women are getting equal access to higher education and professional education, what constitutes higher level education and valid scholarly activity has been called into question through the creation of virtual universities. On the other hand, women are often claimed to have the most to gain from these new flexible and distributed kinds of education.

Although online education provides new opportunities for women it is also the source of new pressures. The term 'Second Shift' was invented to identify the work/life balance of employed women. Women in paid employment did not substitute this for their domestic work; they struggled to carry out both obligations. Kramarae sees education in the new century as the 'Third Shift': '*As lifelong learning and knowledge become ever more important, women and men find they juggle not only the demands of work and family, but also the demands of... further education throughout their lives.*' (2001)

ICTs – the Internet in particular – are seen as providing global access to key educational resources. However, access to information is a useless resource if you don't have the skills to evaluate and use it. Shade (2002) distinguishes between the feminisation of the Internet, where women are targeted as consumers rather than citizens or learners; and feminist uses of the Internet where women develop content that creates opportunities for women.

Digital media may also produce inflexibility for women engaged in learning. A survey of open and distance learning students (Kirkup and Prümmer 1997; Kirkup 2001) demonstrated differences in the preferred learning styles of women and men. Women were uncomfortable with isolation and stated a desire for connection with others. Engagement in creating and maintaining networks and relationships is often cited as a reason why computer-mediated communication will be a 'female' technology. Unfortunately, however, empirical work challenges this. Li (2002), in a study of university students in the UK and China, found that male students used e-mail more frequently, spent more time online, and engaged in more varied activities than women students. There is now a wealth of research on the gender differences of male and female online activity, all of which demonstrate the online environment creating a gendered world operating in similar ways to the material world.

Questions 27 – 34

Look at the following people (**Questions 27 – 34**) and the list of reported findings below.

Match each person with the correct finding, **A – K**.

Write the correct letter **A – K** in boxes 27 – 34 on your answer sheet.

- | | | | |
|-----------|------------|-----------|---------|
| 27 | Rothschild | 31 | Angrist |
| 28 | Alper | 32 | Shade |
| 29 | Woodfield | 33 | Kirkup |
| 30 | Turkle | 34 | Li |

List of Reported Findings

- A** Men and women perceive their environment differently.
- B** The advantages of ICTs in schools are difficult to specify.
- C** Men see ICT as an exciting new area of employment.
- D** Female students find working on their own unappealing.
- E** A greater female representation in scientific and technical posts would have enormous benefits.
- F** Women can be seen as both passive and active users of ICTs.
- G** Female students can benefit most from ICTs and distance learning.
- H** In Higher Education, men use a wider range of ICT skills than women.
- I** A considerable number of women give up ICT posts to work in different fields.
- J** The way the two genders regard computers reflects the differences in the way they develop their sense of self.
- K** Certain new employment sectors are soon colonized by workers of one sex.

Questions 35 – 40

Complete the sentences below.

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

Write your answers in boxes 35 – 40 on your answer sheet.

- 35** The term '.....' refers to a company that is equally happy to promote workers of either sex.
- 36** It is clear that ICT developments in most fields are driven by
- 37** The range of institutions providing high level instruction today is known as a
- 38** Women who are working find it hard to get their right.
- 39** The way workers of both sexes now face having to fit children, work and continued learning into their lives is called the
- 40** Women are thought to be suited to computer work as it involves developing and

ACADEMIC WRITING 60 minutes

WRITING TASK 1

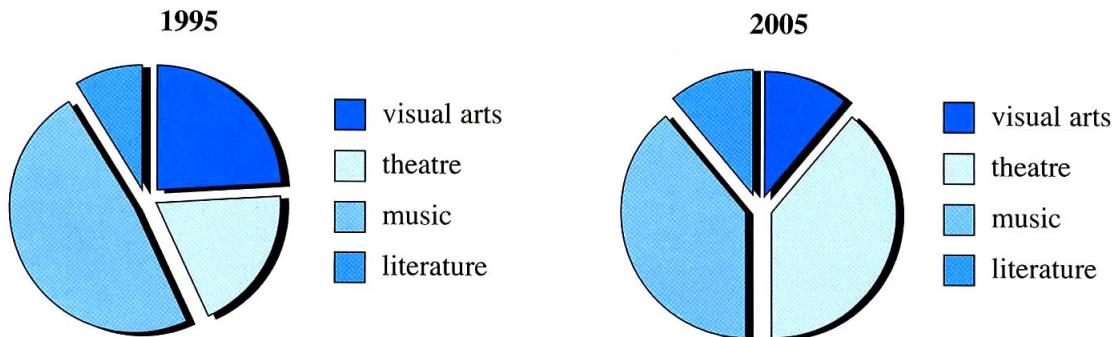
You should spend about 20 minutes on this task.

The charts below show one government's spending on culture and education in 1995 and 2005 and the number of people participating in Arts events in the same years.

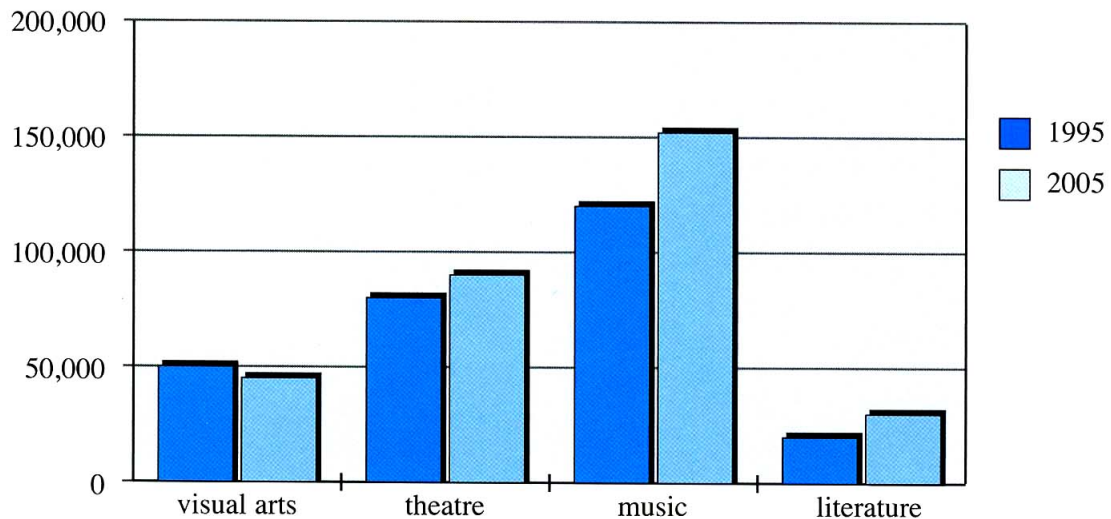
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Proportional Government Spending on the Arts



Number of People Participating in Arts Events



WRITING TASK 2

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 internet has transformed lives and economies but it is turning the world into a global village. Soon everybody will think and behave in the same way.

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

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

Write at least 250 words.

SPEAKING 11 – 14 minutes

PART 1

What you do

- Are you a student?
- Where do you study?
- What do you like most about your college? (Why?)
- What subjects would you like to study in future? (Why?)

Clothes

- How do you prefer to buy your clothes (e.g. shops, large stores, internet)? (Why?)
- How important is fashion to you? (Why?)
- How much do you think we can judge people by the clothes they wear?

Hobbies

- What hobbies do you do regularly?
- What benefits can people get from their hobbies?
- Which new hobby would you like to try? (Why?)

PART 2

Describe a country that you would like to go to.

You should say:

where you would like to go

what you would like to do there

how long you would like to spend there,

and explain why you would particularly like to go to this country.

Rounding-off question

Have any of your friends visited this country?

PART 3

The effects of travel

- Why do you think it is important for young people to travel?
- How have people's attitudes to travel changed since your grandparents were young?
- How can increased tourism have a negative effect on the countries visited?

TEST 4

LISTENING approximately 30 minutes

SECTION 1 Questions 1 – 10

Questions 1 – 4

Complete the form below.

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

DVD Customer Profile	
Occupation:	<i>student</i>
Have you owned a DVD player before?	<i>No</i>
What is the maximum you want to spend on a DVD player?	1
How often do you watch DVDs?	2
What type of films do you enjoy?	3
What other DVDs (non-film) do you watch?	4

Questions 5 – 10

Complete the table below.

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

Player	Features	Cost	After-sales service
DB 30	basic	£69	5 only
XL 643	Can also 6	7	8 at reduced cost
TriX 24	Will also play 9	£94 including 10	Guaranteed for 3 years

SECTION 2 Questions 11 – 20

Questions 11 – 20

Complete the sentences below.

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

Your home:

- 11 A quarter of break-ins are through the
- 12 The of the house should also be protected.
- 13 You should warn burglars your house is alarmed by putting a in the window.

The alarms:

- 14 The alarms show a constant
- 15 The alarms can be set off by a
- 16 The alarms are connected to the

Installation:

- 17 The alarms are usually installed in
- 18 The security code should be kept
- 19 The alarms can be installed at an additional cost.
- 20 Customers can pay for their alarm system.

SECTION 3 *Questions 21 – 30*

Questions 21 – 27

Complete the summary below.

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

Essay Writing

Essay writing is simply the process of **21** information and presenting your **22** You will need to use skills of analysis, **23** and expression. The more essays you write, the more you will develop these skills. The key to producing a good essay is in the **24** Allow plenty of time to work out what you need to do. You will find several books in the library to help you with the particular **25** of academic writing. When you have completed your essay you must remember to **26** it carefully and take out anything irrelevant. Also, once you have received your mark, you should check your essay through as, by doing this, you can **27** from it.

Questions 28 – 30

*Choose **THREE** letters **A – G**.*

Which **THREE** pieces of advice does the tutor give the student?

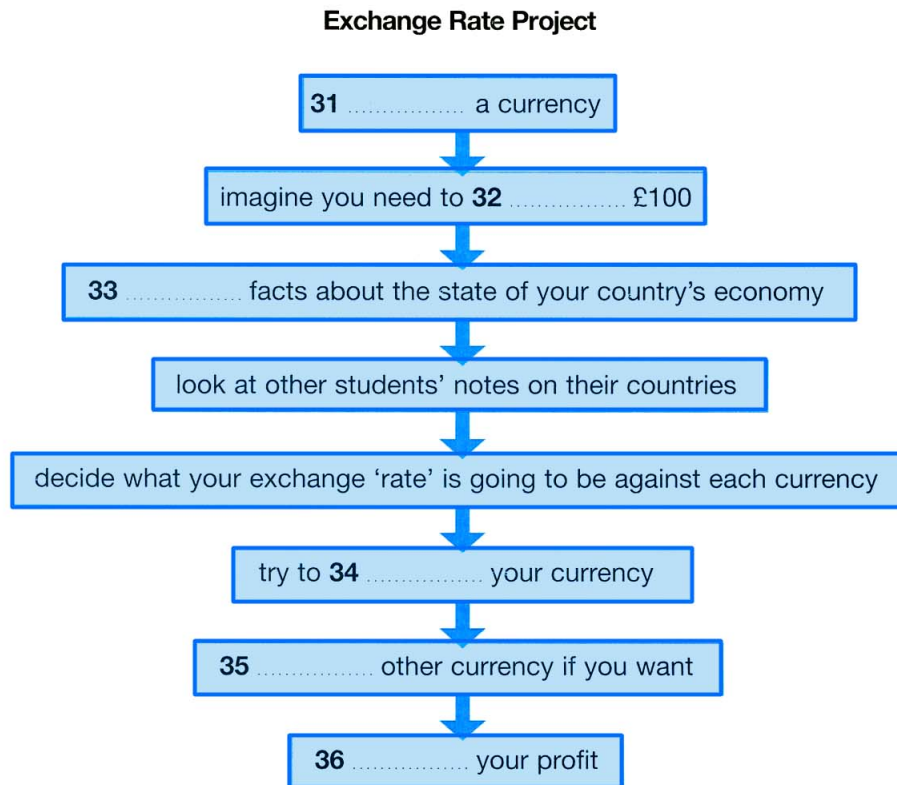
- A** break the question down into smaller questions
- B** check the vocabulary in the question
- C** limit how much you read
- D** make sure you have good notes
- E** use only a few quotations
- F** ask a friend to read your essay
- G** try to be objective

SECTION 4 *Questions 31 – 40*

Questions 31 – 36

Complete the flow chart below.

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



Questions 37 – 40

Answer the questions below.

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

- 37** How many main trading partners does the UK have?
.....
- 38** Which sector does the tutor want students to study?
.....
- 39** What does the tutor want students to look at changes in?
.....
- 40** When does the tutor want the project completed by?
.....

ACADEMIC READING 60 minutes

READING PASSAGE 1

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

Ocean Acidification

Caspar Henderson reports on some new concerns.

A few years ago, biologist, Victoria Fabry, saw the future of the world's oceans in a jar. She was aboard a research ship in the North Pacific, carrying out experiments on a species of pteropod – small molluscs with shells up to a centimetre long, which swim in a way that resembles butterfly flight, propelled by small flaps. Something strange was happening in Fabry's jars. 'The pteropods were still swimming, but their shells were visibly dissolving,' says Fabry. She realised that the animals' respiration had increased the carbon dioxide (CO₂) in the jars, which had been sealed for 48 hours, changing the water's chemistry to a point where the calcium carbonate in the pteropods' shells had started to dissolve. What Fabry had stumbled on was a hint of 'the other CO₂ problem'.

It has taken several decades for climate change to be recognised as a serious threat. But another result of our fossil-fuel habit – ocean acidification – has only begun to be researched in the last few years. Its impact could be momentous, says Joanie Kleypas of the National Centre for Atmospheric Research in Boulder, Colorado.

CO₂ forms carbonic acid when it dissolves in water, and the oceans are soaking up more and more of it. Recent studies show that the seas have absorbed about a third of all the fossil-fuel carbon released into the atmosphere since the beginning of the industrial revolution in the mid-eighteenth century, and they will soak up much more over the next century. Yet until quite recently many people dismissed the idea that humanity could alter the acidity of the oceans, which cover 71% of the planet's surface to an average depth of about four kilometres. The ocean's natural buffering capacity was assumed to be capable of preventing any changes in acidity even with a massive increase in CO₂ levels.

And it is – but only if the increase happens slowly, over hundreds of thousands of years. Over this timescale, the release of carbonates from rocks on land and from ocean sediments can neutralise the dissolved CO₂, just like dropping chalk in an acid. Levels of CO₂ are now rising so fast that they are overwhelming the oceans' buffering capacity.

In 2003 Ken Caldeira of the Carnegie Institution in Stanford, and Michael Wickett at the Lawrence Livermore National Laboratory, calculated that the absorption of fossil CO₂ could make the oceans more acidic over the next few centuries than they have been for 300 million years, with the possible exception of rare catastrophic events. The potential seriousness of the effect was underlined in 2005 by the work of James Zachos of the University of California and his colleagues, who studied one of those rare catastrophic events. They showed that the mass extinction of huge numbers of deep-sea creatures around 55 million years ago was caused by ocean acidification after the release of around 4500 gigatonnes of carbon. It took over 100,000 years for the oceans to return to their normal state.

Around the same time as the Zachos paper, the UK's Royal Society published the first comprehensive report on ocean acidification. It makes grim reading, concluding that ocean acidification is inevitable without drastic cuts in emissions. Marine ecosystems, especially coral reefs, are likely to be affected, with fishing and tourism based around reefs losing billions of dollars each year. Yet the report also stressed that there is huge uncertainty about the effects on marine life.

The sea creatures most likely to be affected are those that make their shells or skeletons from calcium carbonate, including tiny plankton and huge corals. Their shells and skeletons do not dissolve only because the upper layers of the oceans are supersaturated with calcium carbonate. Acidification reduces carbonate ion concentrations, making it harder for organisms to build their shells or skeletons. When the water drops below the saturation point, these structures will start to dissolve. Calcium carbonate comes in two different forms, aragonite and calcite, aragonite being more soluble. So organisms with aragonite structures, such as corals, will be hardest hit.

So far the picture looks relentlessly gloomy, but could there actually be some positive results from adding so much CO₂ to the seas? One intriguing finding, says Ulf Riebesell of the Leibniz Institute of Marine Sciences in Kiel, Germany, concerns gases that influence climate. A few experiments suggest that in more acidic conditions, microbes will produce more volatile organic compounds such as dimethyl sulphide, some of which escapes to the atmosphere and causes clouds to develop. More clouds would mean cooler conditions, which could potentially slow global warming.

Calculating the effect of ocean acidification on people and economies is virtually impossible, but it could be enormous. Take the impact on tropical corals, assuming that warming and other pressures such as pollution do not decimate them first. Reefs protect the shorelines of many countries. Acidification could start eating away at reefs just when they are needed more than ever because of rising sea levels.

'No serious scientist believes the oceans will be devoid of life,' says Caldeira. 'Wherever there is light and nutrients something will live. A likely outcome will be a radical simplification of the ecosystem.' Taking this and other scientists' views into account, it seems clear that acidification will mean the loss of many species, so our children will not see the amazingly beautiful things that we can. It is important to tell them to go and see the corals now before it is too late.

Questions 1 – 7

Answer the questions below.

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

Write your answers in boxes 1 – 7 on your answer sheet.

- 1** What does the pteropod use to move itself through the water?
- 2** Which part of the pteropods was being damaged by increased acidification?
- 3** What proportion of the carbon released over the last 200 years has been taken in by the oceans?
- 4** Where do carbonates enter the oceans from?
- 5** How long did the oceans need to recover after the destruction of marine life by acidification 55 million years ago?
- 6** Which businesses will suffer if reefs are damaged?
- 7** What type of creatures make their skeletons out of aragonite?

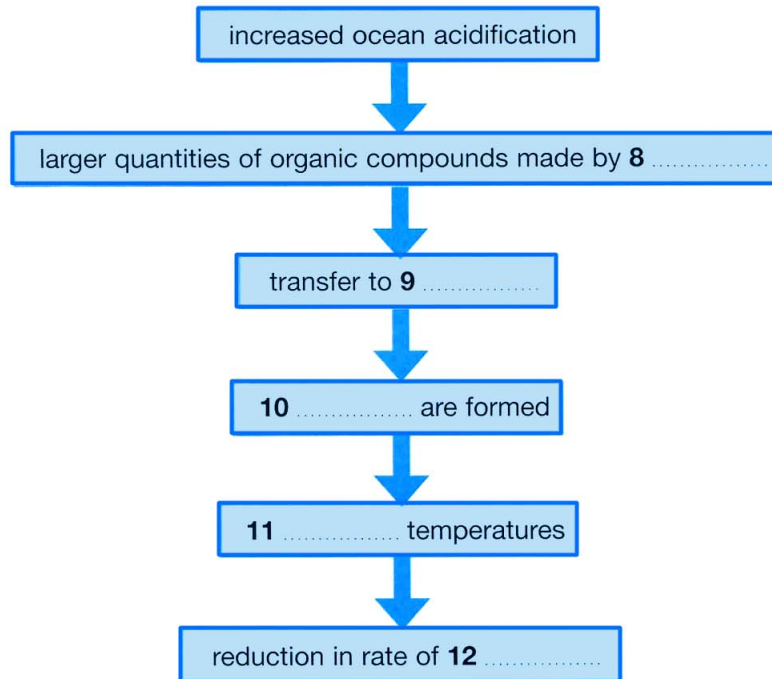
Questions 8 – 12

Complete the flow-chart below.

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

Write your answers in boxes 8 – 12 on your answer sheet.

A Possible Benefit from Increased CO₂ Levels in the Sea



Question 13

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

Write the correct letter in box 13 on your answer sheet.

- 13** Which of the following best summarises the writer's view in the passage?
- A** We will have to wait and see if acidification has serious effects.
 - B** It is clear that acidification will cause huge damage to marine life.
 - C** It is likely that increased CO₂ will change marine ecosystems considerably.
 - D** The theory that increased CO₂ could have positive results is believable.

READING PASSAGE 2

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

A New Fair Trade Organisation

Trade has, so far, proved ineffective in solving the major problems faced by most nations. However, the answer to the injustices of the existing trade regime is not no trade, but fair trade.

The existing regime forbids poor nations from following the path taken by the rich. With the exceptions of Switzerland, Belgium and the Netherlands, all the nations that have become independently wealthy did so with the help of a mechanism economists call 'infant industry protection': defending new sectors from foreign competition until they are big enough to compete on equal terms. The textile industry in Britain, for example, on which the Industrial Revolution was built in the nineteenth century, was nurtured and promoted by means of tariffs (or trade taxes) and the outright prohibition of competing goods. Between 1864 and 1913, the US was the most heavily protected nation on earth. Only when these countries had established technological and commercial superiority did they suddenly discover the virtues of unimpeded competition.

For nations to develop in direct competition with countries with established industries is like learning to swim in a fast-flowing river: you are likely to be swept away and drowned long before you acquire the necessary expertise. Your competitors have experience, legal rights and established marketing networks on their side; your infant industries have none of these. It is all but impossible, in other words, for poor nations to extract money from the rich unless they can safeguard some key parts of their economies.

Clearly, nations that are currently poor should be permitted to defend certain industries from foreign competition with the help of tariff barriers and subsidies. Rich nations, on the other hand, should be permitted neither to subsidise their industries nor to impose tariffs on imports. Nations should be forced gradually to lift their protections as they develop. So, the first function of what we might call the Fair Trade Organisation (FTO) would be to lay down the rules governing the protections and privileges permitted at different stages of development.

A fair-trade system should, or so we should hope, slowly push the world towards genuine free trade, which is likely to be the most equitable means of governing nations' relationships with each other. This system could provide a potent means by which the world could begin to move towards the economic equality that is an essential precondition for political equality. It would not, however, directly address some of the other critical problems that the people of poor nations confront – such as inadequate working conditions, environmental devastation and the inordinate power of the multinational corporations.

Many campaigners in the rich world have suggested that the best way to raise standards is to discriminate, through tariffs or other measures, against imports from countries where workers or the environment are mistreated. This approach has also been advocated by trades unions seeking to protect members' jobs from foreigners. Unsurprisingly, it is deeply resented by the very people it is supposed to help: the workers of the poor world.

If our purpose is to regulate international trade, then it surely makes sense to address the behaviour, not of nation states, but of the multinational corporations operating between them. So a second function of the FTO could be to set the standards to which those corporations must conform. A corporation would not be permitted to trade between nations unless it could demonstrate that, at every stage of manufacture and distribution, its own operations and those of its suppliers met the necessary standards.

If, for example, a food-processing corporation based in Europe wished to import cocoa from an African country, it would need to demonstrate that the plantation owners it bought from were not using banned pesticides, expanding into protected forests or failing to conform to whatever other standards the FTO set. The company's performance would be assessed, at its own expense, by monitors accredited to the organisation.

One other precondition of justice is that producers and consumers should carry their own costs, rather than dumping them on other people. The monitors deployed by the FTO could determine whether or not companies are paying a fair price for the resources they use. Companies would, among other costs, have to buy enough of a nation's carbon quota to cover the fossil fuel they consume.

One of the many beneficial impacts of such full-cost accounting would be that everything that could be processed in the country of origin would be. No multinational company would export logs, coffee beans or cotton, as it requires far more (costly) energy to transport these bulky resources from one place to another than would be involved in exporting the finished products – furniture, instant coffee and T-shirts (all currently manufactured on the other side of the world). Those nations which are currently locked into the export of raw materials would become the most favoured locations for manufacturing.

Under this scheme, export growth comes to measure something quite different. At present it represents a mixture of gains and losses, which are misleadingly compounded into a single figure. The loss of natural resources is 'added' to the genuine addition of value provided by the application of labour. The FTO system would effectively separate these measures. The extraction and export of natural resources would in most cases be accounted as a loss. The application of human labour would be measured as a gain. Nations would be able to see immediately whether they were being enriched or impoverished through trade. To introduce these measures in the face of the resistance of the world's most powerful governments and companies would require severe and unusual methods. But the goal of universal fair trade would permit the global economic levelling without which there can be no justice.

Questions 14 – 19

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

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

- 14** The writer refers to textile production in Britain in order to
- A** point out how differently industries were financed in the past.
 - B** show how unnecessary tariff barriers are for countries today.
 - C** help the reader understand how infant industry protection works.
 - D** compare European trade development with that of the United States.
- 15** What is the writer's main point in the third paragraph?
- A** Businesses will succeed if they learn from established companies.
 - B** Detailed market research is often neglected in developing countries.
 - C** You have to be prepared to adapt your products quickly to follow fashion.
 - D** New industries in poor countries will probably fail without protection.
- 16** According to the writer, a fair trade system could have the effect of
- A** improving safety in the majority of workplaces around the world.
 - B** preventing the continued destruction of endangered wildlife habitats.
 - C** encouraging states to work together in a more even-handed way.
 - D** making politicians agree to more representative systems of government.
- 17** What point is the writer making in the sixth paragraph?
- A** The trades unions' aim is to help foreign workers gain better conditions.
 - B** The trades unions are concerned about the effects of imports on local jobs.
 - C** Workers in poor countries are grateful for the trades unions' support.
 - D** Campaigners are right to suggest imposing tariffs against bad treatment.
- 18** According to the writer, what is one of the benefits of full-cost accounting?
- A** Factories would be set up and jobs created in the country of origin.
 - B** Multinational companies would consume fewer natural resources.
 - C** The export of finished products around the world would decrease.
 - D** Countries would be able to keep their resources for the domestic market.

- 19 What conclusion does the writer come to about the FTO system?
- A It would help to combat injustice in its many different forms.
 - B It would be difficult to introduce but would be worth the effort.
 - C States all over the world would earn more through trade as a result of it.
 - D Multinationals would accept it because it measures exports more precisely.

Questions 20 – 26

Complete the summary below.

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

Write your answers in boxes 20 – 26 on your answer sheet.

A Proposal for Regulating Multinational Corporations

The FTO would determine the **20** for the multinational corporations to follow. In this way, a multinational corporation would have to prove that all aspects of the way it produced its goods and the systems for their **21** to customers was in line with FTO requirements. Similarly it would need to satisfy the FTO that the processes employed by any **22** that it used were also acceptable.

As an illustration, in order to source cocoa from Africa, a corporation would have to ensure that no illegal **23** were being used by the **24** during cultivation and that they had not taken over land from **25**

It would not be sufficient for multinational corporations to say that these points had been checked. Their conduct would have to be inspected by **26** appointed by the FTO.

READING PASSAGE 3

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

The First Antigravity Machine?

It was one of the biggest science stories of the 1990s. Even now, the facts behind it remain hotly disputed. And small wonder, for if the claims made for the small disc, the focus of the controversy, are true, it may be possible to break through one of the great barriers in the scientific world and control the most potent of cosmic forces: gravity. Huge innovations in flight and space travel could arise from that.

The first gravity-blocking system to be taken seriously by scientists appeared in a laboratory in Tampere University of Technology, Finland. A Russian scientist named Dr Evgeny Podkletnov created a disc 275mm across, made from a substance which combined copper, barium and the 'rare Earth metal' called yttrium, which is known to be a high-temperature superconductor (a substance that conducts electricity without resistance). When chilled with liquid nitrogen at -196°C (a high temperature compared with other superconductors), this material loses all its electrical resistance, and can levitate (lift) in a magnetic field. That may seem amazing for a ceramic-like material – and it won a Nobel Prize for the scientists, Karl Müller and Johannes Bednorz, who first demonstrated it in the 1980s. But according to Podkletnov, the disc had another far more astounding property.

In 1992, while experimenting with rotating superconductors, Podkletnov noticed that pipe-smoke from a nearby researcher was drifting into a vertical column above the spinning disc. Intrigued by this phenomenon, he decided to devise an experiment to investigate further. A superconductive disc, surrounded by liquid nitrogen was magnetically levitated and rotated at high speed – up to 5,000 revolutions per minute (rpm) in a magnetic field. An object was suspended from a sensitive balance above the disc. It was enclosed in a glass tube to shield it from any effects of air currents. During the course of a series of tests, Podkletnov was able to observe that the object lost a variable amount of weight from less than 0.5 percent to 2 percent of its total weight. This effect was noted with a range of materials from ceramics to wood. The effect was slight, yet the implications were revolutionary: the disc appeared to be partly shielding the object from the gravitational pull of the Earth.

This was just the start, claimed Podkletnov. While far short of the 100 percent reduction in weight needed to send astronauts into space, for example, it was infinitely greater than the amount predicted by the best theory of gravity currently in existence: Einstein's theory of general relativity (GR), published in 1905. According to Einstein, gravity is not some kind of 'force field', like magnetism, which can – in principle at least – be screened out. Instead, GR views gravity as a distortion in the very fabric of space and time, that permeates the whole cosmos. As such, any claim to have shielded objects from gravity is to defy Einstein himself.

Podkletnov's claims were subjected to intense scrutiny when he submitted them for publication. The UK Institute of Physics had Podkletnov's paper checked by three independent referees, but none could find a fatal flaw. His research was set to appear in the respected *Journal of Physics D* when events took an unexpected turn. The claims were leaked to the media, sparking world-wide coverage of his apparent breakthrough. Then Podkletnov suddenly withdrew the paper from publication and refused to talk to the press.

Rumours began to circulate of unknown backers demanding silence until the device had been fully patented. But for many scientists the strange events were all too familiar. Podkletnov was just the latest in a long line of people to have made claims about defying gravity. Most of these have come from madcap inventors, with bizarre devices – often with some kind of spinning disc. But occasionally, respectable academics have made such claims as well.

One instance of this occurred in the late 1980s when scientists at Tohoku University, Japan, made headlines with research suggesting that apparatus, known as a gyroscope, lost 0.01 percent of its weight when spinning at up to 13,000 rpm. Oddly the effect only appeared if the gyroscope was spinning anticlockwise – raising suspicions that some mechanical peculiarity was to blame. Attempts by scientists at the University of Colorado to replicate the effect failed.

Then Professor Giovanni Modanese, an Italian theoretical physicist, became interested. He had read an earlier paper by Podkletnov, hinting at a connection between superconductivity and gravity shielding. Modanese wondered if the magnetic fields surrounding the superconductive disc might somehow assimilate part of the gravitational field under it. He published some calculations based on his idea in 1995 – and soon discovered that taking ‘antigravity’ seriously was a career-limiting move.

The revelations about Podkletnov’s antigravity research led to reports of major corporations setting up their own studies. In 2000, the UK defence contractor BAE Systems was said to have launched ‘Project Greenglow’ to investigate Podkletnov’s gravity shield effect. Then it emerged that the US aircraft builder Boeing was also investigating, suggesting it too had an interest in the effect. Groups in other countries were also rumoured to be carrying out studies. Yet not one of the teams has reported confirmation of the original findings. Some projects have been wound up without producing results either way. So for the time being, it seems that the dream of controlling gravity will remain precisely that.

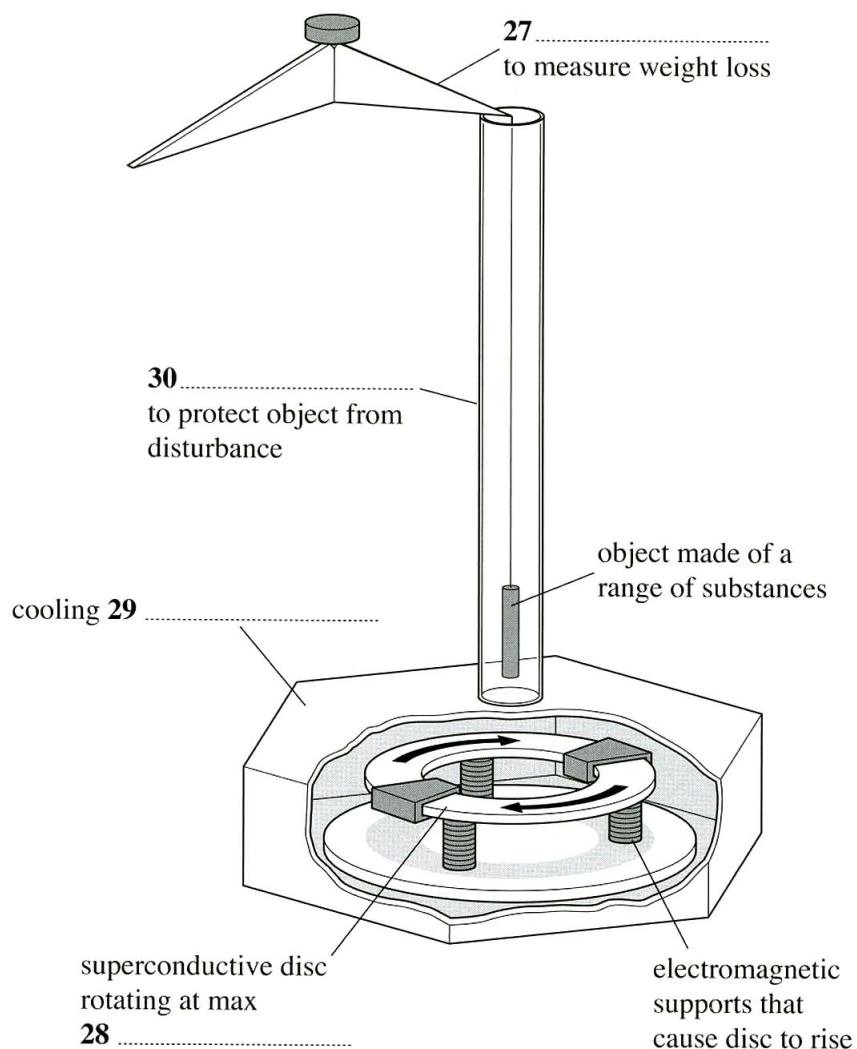
Questions 27 – 30

Label the diagram below.

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

Write your answers in boxes 27 – 30 on your answer sheet.

Podkletnov's Antigravity Device



Questions 31 – 35

Classify the following findings as belonging to

- A** Podkletnov
- B** Tohoku University
- C** Modanese

*Write the correct letter, **A**, **B** or **C** in boxes 31 – 35 on your answer sheet.*

- 31** The experiment only works if the equipment moves in a particular direction.
- 32** Varying amounts of weight are lost as a result of the test.
- 33** Gravity could be absorbed by a magnetic field.
- 34** Superconductive material seems to screen an object from gravity.
- 35** Weight loss occurs when the equipment rotates at speeds reaching 13,000 rpm.

Questions 36 – 40

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

In boxes 36 – 40 on your answer sheet, write

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

- 36** Podkletnov won a prize for his initial work on superconductive substances.
- 37** A chance observation led Podkletnov to experiment with gravity blocking.
- 38** Einstein challenged earlier experiments on antigravity.
- 39** Modanese suffered professionally after following up Podkletnov's findings.
- 40** An aircraft company announced that it had replicated Podkletnov's results.

ACADEMIC WRITING 60 minutes

WRITING TASK 1

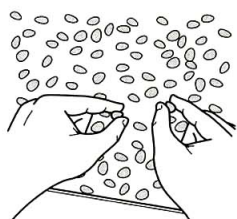
You should spend about 20 minutes on this task.

The illustrations below show how coffee is sometimes produced.

Summarise the information by selecting and reporting the main features.

Write at least 150 words.

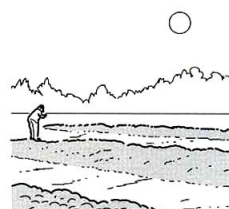
Dry Method of Coffee Production



1 beans sorted (by hand)



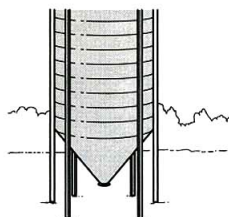
2 cleaned (sieve)



3 dried in sun (4 weeks)



4 raked and turned



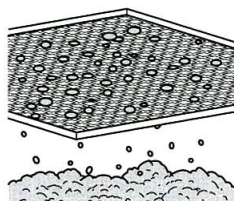
5 stored in silo



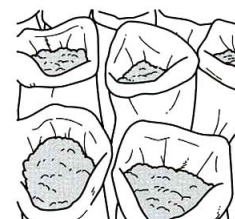
6 sent to mill



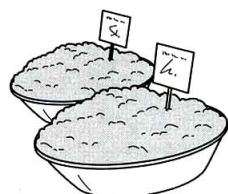
7 hulling



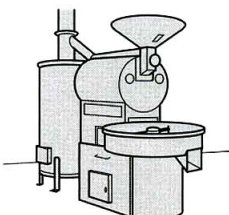
8 grading



9 bagging



10 coffee sold



11 roast



12 packed and sold

WRITING TASK 2

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:

*Nowadays there are more opportunities for women than there were in the past.
Some people think this situation has caused more problems than it has solved.*

What are your opinions on this?

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

Write at least 250 words.

SPEAKING 11 – 14 minutes

PART 1

Where you live

- Do you live in a house or an apartment?
- What do you like most about your house/apartment?
- Is there anything about it that you would like to change? (Why?)
- What is your idea of a perfect home?

Eating habits

- When do you prefer to have your main meal of the day? (Why?)
- Is it important for family members to eat together? (Why?/Why not?)
- What types of food are popular in your country?

Celebrations

- What is the most important celebration in your country? (Why?)
- What do people do to celebrate the New Year?
- Are traditional celebrations becoming less popular with young people? (Why?/Why not?)

PART 2

Describe a city you would like to live in.

You should say:

where this city is

what the city is famous for

what part of the city you would like to live in,

and explain why you would like to live there.

Rounding-off question

Do you think you will ever live in this city?

PART 3

Living in a city

- What are the main disadvantages of living in a city?
- How do you think cities could be improved?
- Are people less friendly in cities than in the countryside? (Why?/Why not?)

TEST 1 KEY

LISTENING

SECTION 1 Questions 1 – 10

- | | | | |
|---|-------------------|----|------------|
| 1 | weekend trips | 6 | spring |
| 2 | competitions | 7 | weekly |
| 3 | 125 | 8 | equipment |
| 4 | club secretary | 9 | magazine |
| 5 | twice a/per month | 10 | exhibition |

SECTION 2 Questions 11 – 20

- | | | | |
|----|---|----|---|
| 11 | G | 16 | B |
| 12 | F | 17 | A |
| 13 | C | 18 | C |
| 14 | B | 19 | E |
| 15 | A | 20 | D |

SECTION 3 Questions 21 – 30

- 21 March 25th
22 older workers
23 (a) senior lecturer
24 timetable

25/26/27 (in any order) B, D, G

- 28 B
29 C
30 A

SECTION 4 Questions 31 – 40

- 31 C
32 B
33 C
34 A
35 A

- 36 profit margin
37 retail
38 vouchers
39 clients
40 full-page/full page

READING

READING PASSAGE 1 – Trans Fatty Acids

- 1 False
2 True
3 True
4 Not Given
5 Not Given
6 True
7 True

8 food labels
9 vegetable oils
10 heart disease/cardiovascular disease
11 Department of Health
12 biscuits and crisps (in either order)
13 (the) USA

READING PASSAGE 2 – Biofuels

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

20 molecules
21 cell walls/structural component
22 ferment
23 switchgrass
24 corn
25 environmentally

26 C

READING PASSAGE 3 – Innovation in Business

- 27 C
- 28 D
- 29 E
- 30 B
- 31 D
- 32 A
- 33 C

- 34 E
- 35 G
- 36 B
- 37 I
- 38 C
- 39 H
- 40 F

WRITING TASK 1

Sample Answer

These two charts show energy sources in the UK and the USA in 2000 and 2006. In both years un-renewable sources provide the vast majority of energy in both countries.

The UK and USA derive their energy from different sources. The UK is very dependent on gas whereas the USA uses mainly oil. Both countries are, however, dependent on oil and this has become more so over the ten year period, with figures in the UK rising from 28% to 30% and in the USA from 37% to 40%. The UK has significantly reduced its dependence on coal, it contributing only 14% in 2006, and increasingly used natural gas. The USA follows a similar pattern but not to the same degree.

Both countries have increased their usage of renewable sources but the overall percentage is quite minimal. Both countries have also reduced their dependence on nuclear power, dropping from 14% to 8% in the UK and from 8% to 6% in USA.

(170 words)

WRITING TASK 2

Sample Answer

In many countries, people of all ages are choosing to live either alone or with friends and there is no doubt that this is having an effect on the communities that they live in.

Modern life means that many people live away from their families either because they are studying or because their circumstances have changed, such as getting divorced. Also people often have to travel away from their home town in order to get a job and, if they are not married, this means they live alone or share with friends. So whole towns and cities are changing because of this.

The negative effects of this are, firstly, on the environment as more houses and flats need to be built and this is a drain on resources. At the same time, a social consequence is that people are living in isolation or if they fall out with their flatmates they can be in a difficult situation. These people become distant from their families and, as often they just go to work and come home, they do not always participate in community life or help create a neighbourhood where everyone knows each other.

However, there are also positive effects of this way of living. Communities with a lot of single people or shared houses tend to have a lot of young people. Many of these young people go out more so more shops and leisure activities develop in the town and they can have a vibrant social life. This can make for a very dynamic and innovative community.

The change in the way people are living is inevitable and, in my view, the benefits far outweigh the disadvantages. Nevertheless, we will have to be careful that we do not produce communities with social problems caused by people feeling isolated.

(298 words)

AUDIOSCRIPT

[NB underlined sections show the answers]

SECTION 1

You will hear a new student, Tom, talking to a student representative called Rachel about university clubs.

- Rachel: Hi, welcome to Freshers Week. I'm Rachel. Can I help you?
- Tom: Oh, hi – yes. Erm – I was hoping to find out about some clubs I could join.
- Rachel: Well, all the club stands are here in this hall. What were you interested in?
- Tom: Um – not sure. I wanted to do something where I could meet people.
- Rachel: Well, take this leaflet with details of all the clubs and see what you think. It'll probably depend on what day you're free. Like on Mondays there's the film club, then on Tuesdays you've got the climbing club – that's really good, I'm in that – then on Wednesdays you've got chess, if you want something a bit more intellectual! But you should look through carefully because all the clubs run extra activities as well as their normal meetings.
- Tom: Oh, yes I see. [as if reading] So it looks like the film club has discussions after the films – I'd quite like to go to those. Then climbing – goodness, it says here that the University has its own climbing wall – that's impressive – and they go on weekend trips. Cool. And it says the chess club normally just does games with whoever turns up but it also runs competitions sometimes. But I bet you've got to be pretty good to do that.
- Rachel: Yes, I think so!
- Tom: And how many people are in the clubs? Are they all really full?
- Rachel: Well, obviously they're all different so, for example, the film club has just increased its membership from eighty five to a hundred and twenty five but I think they're hoping to extend it to a hundred and fifty. The climbing club's quite small – forty people – and the chess club is fairly healthy at fifty five.
- Tom: Right. OK, so who do I see if I want to join these clubs?
- Rachel: Well, if you go round the stands and speak to the people there. For the film club that's the events organiser – um, for climbing you'll need the club secretary and the chess club is organised by one of the Maths tutors. OK?
- Tom: Yup. I think I'll start with the climbing club – it sounds good.
- Rachel: Oh well, as I said, I'm in that so I might be able to help you a bit.
- Tom: OK. It says in the leaflet that they get together twice a month. Is that right?
- Rachel: Yes. Oh, you must join. It's really good fun. We go away quite a bit to North Wales and every year we have a special excursion, usually to France, which is where we're going this year in the spring. The weather's too unpredictable in the autumn.
- Tom: Wow! That sounds good – but it must cost a lot.
- Rachel: Yeah, but we try and save up for it through subscriptions so rather than having a huge sum to pay in the month we go we collect those weekly so it spreads it out.
- Tom: Good idea. I think I'll definitely join.
- Rachel: There are quite good benefits you get from joining. I mean, you need that don't you? And the University clubs normally try and do deals with local businesses, so it's really worth joining. Like in the climbing club they've got a special arrangement with one of the shops in town so if you show your card you can get money off equipment. Don't think the discount extends to clothes though.
- Tom: That's really worth it then. I'll go over and talk to them now.
- Rachel: OK. Hope you do join. Oh, and another thing I meant to say. If you do become a member, you automatically receive a magazine once a year. It's quite useful and interesting because it goes out to all the national climbing clubs. And the other thing is, if you come to every session, then you can get a complimentary ticket to the big exhibition that's held in Cardiff every year. So – hope to see you ...
- Tom: Yeah, thanks ... (fade) ...

SECTION 2

You will hear an accommodation officer telling students about different halls of residence.

Accommodation Officer:

Good afternoon and welcome to Stanton University. I'm here to tell you about the various halls of residence we have available should you choose to come here. We aim to offer accommodation in Halls to all first year students and you'll find there's a good variety to choose from.

First of all, there's Brown Hall, which, as you'll see, is not the most modern of buildings but it is very popular with some students. It's got a good sense of community, some nice refurbished kitchens and, unlike the other halls, it has recently had a gym built in its basement. Another option is Blake Residence, which is built like a large house and so everybody cooks and eats together. It has its own sectioned-off bit of private garden and is even more peaceful because this is an all girls residence, although of course boys are allowed to visit the Hall and, I understand, frequently take part in cooking dinner! The largest Hall we have is Queens Building and this has been upgraded recently. The original parking area has been built on so that the hall now has a large common room and each bedroom now has its own shower room, which many students regard as a real bonus. A further option is the Parkway Flats, which won an award for design in its day and this building now has a preservation order on it. This has meant that only a limited amount could be done to upgrade it and the surrounding area is important so parking is not permitted around the Flats. However, the Flats do have many extra facilities such as a special computer room, a small library and a self-service restaurant. The cost of breakfast, lunch and dinner is covered in the fees for this hall so it does look a bit more expensive. The last residence we can offer you is Temple Rise, which again is slightly more expensive than other Halls as the rooms are larger. This has got very lovely views across to the coast and this more than compensates for the fact that bathrooms here are shared between six students. However, the Hall has domestic staff who clean the rooms once a week so this is perhaps an attractive option for the messier amongst you.

Now if I can just show on this wall map here where they all are, you might like to go and have a look round. If you come into the main university entrance, at the first junction you'll find that Brown Hall is on the corner opposite the theatre. So you're nice and near the station here – though I think it can get a bit noisy with traffic. The same applies to Blake Residence, which is directly facing the junction to the university entrance. These Halls are often used by medical students and such like as they're out all day so don't notice the noise. Anyway, if you then walk along Campus Road towards the main Circle, you'll see the library on the corner and Queens Building is just past that as you head north. You will find that it is quieter here and you may get fewer visitors! By the way the Circle is quite a feature of the campus as it's set into the hills and has a brand new sports centre in the middle – it's worth going to look around it.

Now, the Parkway Flats are on the opposite corner to the library, facing the Circle, as you head towards the main buildings. The main buildings are only about a five-minute walk from here and places in these Halls go quickly so my advice is to reserve your place as soon as possible. Then Temple Rise is inside the Circle, next to the sports centre, but further from the main University buildings. Now, if you'd like to go off and ... (fade) ...

SECTION 3

You will hear two students, Jenna and Marco, discussing a Business Studies project they have to do.

Jenna: Come on Marco. We've got to get on and sort out this project for Professor Barclay.

Marco: Hang on. I want to make sure we've got all the information. Now .. (sitting down) ... where are we?

Jenna: Well, today we need to sort out exactly what we're going to do and how we're going to divide the work up.

Marco: OK. How long have we got, by the way?

Jenna: Um .. the end of term is April 6th and he said to hand it in on week 8, so that's March 25th at the latest because the beginning of that week is 21st. So not long!

Marco: Right. Have you got the notes there?

Jenna: Yes, he wants us to do a fairly small-scale study, like the last one, on whether or not businesses were offering more benefits to staff. We've now got to look at the rise in older workers. Should be fairly straightforward.

Marco: Yeah, as long as we keep it small. Who's marking it?

Jenna: Don't know – sometimes he gets the PhD students to mark it for him.

Marco: Oh actually it just says here 'a senior lecturer'. I suppose it's too much for Professor Barclay to do them all.

Jenna: Yeah. Anyway, how are we going to go about this?

Marco: Well, we have to decide how big we want it to be and who we're ...

Jenna: (cutting him off) ... Yeah, but I think we must sort out a timetable for the project otherwise nothing will get done.

Marco: OK. Do you want to do that?

Jenna: Alright. I'll do it as soon as we finish here.

OK – what do we have to do now for the project? What's the best way to go about it?

Marco: Um ... well, Professor Carter suggested we set up a focus group to get some in-depth interviews but I think that'll take a lot of time.

Jenna: Yeah, I agree. If we did a focus group, we'd have to spend time deciding who to include in it and it's not necessary to do one anyway.

Marco: Oh, fine.

Jenna: And, if you agree, I think we should get in touch with the businesses on the list Professor Carter gave us and ask them if they're prepared to participate.

Marco: Sounds good – then we can go there, give them questionnaires and collect them later.

Jenna: Exactly.

Marco: OK. Then do we need to book one of those study rooms in the library so we can work together to input the data? Perhaps not, as I guess just one of us could just sort it out, actually.

Jenna: Yes, that would be easier. A lot of what we're doing is qualitative, so it'll be writing up rather than statistics. No software for that I'm afraid!

Marco: And I think it would look better if we had actual shots of some of the staff because we're citing appearance as a factor in employability, aren't we?

Jenna: Yeah. OK. I'll factor that all in when I sort everything out tonight.

Marco: I'm glad we decided to work together. I think it's going to work out well.

Jenna: Yes, well, given that we had to work in pairs on this project, I think we were right to choose each other. We complement each other academically as we're each good at what the other isn't! In fact, we should have tried working together before!

Marco: Yes! Now, how shall we split the work? I'll do the analysis, shall I?

Jenna: Oh – OK.

Marco: It's just that it might be faster because I'm used to doing it – although your English is better than mine. I need more practice at reading, really.

Jenna: OK. I'll do the presentation then. If that's OK with you?

Marco: Yeah, sure. I don't mind speaking in public but I hate preparing all the notes for them.

Jenna: Thing is, the tutor said one person should do the whole presentation and he's said he expects me to do it because I haven't done one yet.

Marco: No, that's fine. Now ... (fade) ...

SECTION 4

You will hear a media studies tutor giving a lecture about news sources.

Lecturer: OK, now many of you will have heard about the predicted death of newspapers as people increasingly access the TV and the internet for their news. Today I want to look at the USA, which has very advanced news sources, to see if this is actually true.

In the USA the main news sources without doubt are TV, the internet and the press – that is traditional newspapers. And, although they are each surviving and growing, they are also changing. Obviously TV news has been around for a while, and the early evening bulletins when people get in from work are very popular. I suppose we traditionally think of the morning newspaper arriving on our doorstep with the daily news. Interestingly, this is not borne out by the statistics, which show that readership in the US is much higher when people have time to relax, when they're not working, especially on Sundays. The internet is also a popular weekend activity but shows no variation with weekday access. So people are using the different sources in different ways. Interestingly, local radio has been hit less by the grip of quite strong local newspapers than by the internet, which is seen to offer a better regional service. But just because the internet is seen as the new force in news media does not mean it is dominant. Television has, of course, been global for a while, but now technological changes, which have fuelled the rise of online news, have also allowed newspapers to print and distribute editions across the world. In fact, internet news, which is seen as the big competitor for traditional markets, does not offer that much variety. Often the sources are the online versions of the newspapers, whereas television, in order to offer something different, has had to come up with a much more mixed bag of reporting from hard news to light reports on celebrity events. Another issue is reliability – the internet is virtually unregulated so anything can be reported there, whether true or not. Journalists on newspapers have fought a long hard battle to fight intervention and to retain the freedom of the press. Television, however, is seen as critical to political power and has become subject to harsh controls about what it can or cannot say.

Now one very critical factor in keeping newspapers alive and well in the USA has been their approach to advertising. Obviously newspapers are heavily dependent on advertising revenue and they have become more and more imaginative in what they offer, in order to make sure that advertisers use them, and not other news sources. This has meant that, contrary to popular belief, newspapers now have a significantly higher profit margin than the rest of American industry. So how have they managed to raise advertising revenue in this way? Well, they have put a lot of effort into developing and maintaining a very strong association with the retail trade. And they've come up with a winner. A critical tool in their sales plan has been suggesting that the adverts they run can have vouchers. This has been enormously effective because they have found that, not only do more people buy the paper to get the discounts but also that this inevitably means much higher sales for the clients who advertised. As well as doing this, the newspapers have also introduced aggressive sales campaigns over the last few years. This has resulted in a significant and continuing rise in the number of advertisers prepared to pay the extra for full-page ads. So, what I would like ... (fade) ...

TEST 2 KEY

LISTENING

SECTION 1 Questions 1 – 10

- 1 postgraduate
- 2 engineering
- 3 computer games
- 4 German
- 5 (in) Hall/hall
- 6 0295069003
- 7 (in the) mornings
- 8 Round Theatre
- 9 Transport Secretary
- 10 newspapers

SECTION 2 Questions 11 – 20

- | | |
|------|----------------|
| 11 E | 16 6/six weeks |
| 12 A | 17 email |
| 13 G | 18 £1.50 |
| 14 D | 19 yellow form |
| 15 B | 20 ordering |

SECTION 3 Questions 21 – 30

- 21 (the) website/internet
- 22 (the) length
- 23 current
- 24 format
- 25 Events Officer
- 26 changes/revisions
- 27 technical
- 28 brochure

29, 30 (in any order) B, E

SECTION 4 Questions 31 – 40

- 31 (a) map
- 32 (television/TV) news
- 33 music
- 34 cancelled
- 35 data
- 36 B
- 37 C
- 38 C
- 39 A
- 40 B

READING

READING PASSAGE 1 – Unlikely Boomtowns: The World's Hottest Cities

1 – 3 in any order B F G

4 – 6 in any order C E F

- | | |
|----|---|
| 7 | F |
| 8 | R |
| 9 | G |
| 10 | H |
| 11 | O |
| 12 | M |
| 13 | C |

READING PASSAGE 2 – Psychosocial Value of Space

- | | |
|----|------|
| 14 | iv |
| 15 | viii |
| 16 | vi |
| 17 | x |
| 18 | ix |
| 19 | ii |
| 20 | vii |

- | | |
|----|---|
| 21 | I |
| 22 | H |
| 23 | F |
| 24 | C |
| 25 | A |
| 26 | E |

READING PASSAGE 3 – Ditching that Sainly Image

- 27 B
- 28 A
- 29 D
- 30 B
- 31 B
- 32 A
- 33 C
- 34 True
- 35 False
- 36 True
- 37 False
- 38 Not Given
- 39 True
- 40 Not Given

WRITING TASK 1

Sample Answer

The table shows how many people worked in certain sectors in the UK in 1998 and in 2006. In some of the sectors there have been significant changes to both the age groups and the total numbers working.

In hotel and catering, the age profile of workers used to be much younger in 1998, with the majority of workers being under 35. In 2006, the majority of workers were between 26 and 45, with more workers in the over-46 category than in 1998 and fewer in the under 25s. The building industry had fewer workers overall in 2006 though it retained a similar age profile to that of 1998. The technology industry has seen enormous change with substantially more workers now than in 1998, but the vast majority of these were still in the 26-35 age band, as they were in 1998. In education, numbers have not changed that much within each age category, although there are now fewer workers in the over-56 age group.

(165 words)

WRITING TASK 2

Sample Answer

The Western diet has received a lot of criticism in newspaper reports over the last few years, principally because people in the West appear to be gaining weight and this is believed to cause health problems.

A typical Western diet consists of large amounts of meat and processed food and this is especially true in USA and UK. At the same time, there are reports that people in these countries are getting fatter with obesity now becoming a major problem. For this reason it would seem sensible for people in these countries to change their diet. They should perhaps look at countries which do not have these problems and try to copy their diets. The food industry in USA and UK makes a lot of money from advertising processed and pre-prepared foods. In addition, fast food chains such as McDonalds are very popular.

Having said that, it should be remembered that the West also includes countries, like Spain, Italy and France, which do not have these problems. These countries tend to follow a Mediterranean diet with a lot of fruit and vegetables and fresh ingredients. The diet in these countries is generally considered to be good for your health so we should not categorise all Western diets together.

For health reasons alone, I think people in the USA and UK should consider their diet carefully and perhaps the best solution is for them to alter their diet to make it more like the Spanish or Italian diet. Whatever changes they make, they should definitely make a change. However, it should be remembered that these changes do not apply to all Western countries, only ones which currently have problems with obesity.

(273 words)

AUDIOSCRIPT

SECTION 1

You will hear a new student, Stefan, talking to an assistant, Anna, at the Student Union about his membership.

- Anna: Hi, can I help you?
- Stefan: Um – yeah, I hope so. Erm – this is the first time I've been down to the Union – I'm a new international student – and I just wondered what to do.
- Anna: Oh right. Well, normally we ask international students to fill out this form and we put your details on the wall by reception. Then other students can contact you – it's a way for everybody to get to know each other. It can be a bit lonely otherwise.
- Stefan: Oh I see.
- Anna: What's your name? I'm Anna, by the way.
- Stefan: It's Stefan Unger.
- Anna: OK – well just write that there – next to name – and then fill in the rest.
- Stefan: Right. Um – what does it mean degree programme?
- Anna: Oh, just if you are an undergraduate or a post-graduate – or maybe you're just here for a short course?
- Stefan: I'm a postgraduate. Do I need to say what in?
- Anna: Not really – it's too much detail. But you should put your department so people who have the same interests – or problems – as you can get in touch.
- Stefan: So I'm studying Marine Construction so, for Department, do I put down the Science faculty then?
- Anna: Just your actual Department. That must be Engineering, no?
- Stefan: Oh I see, yes.
- Anna: Then if you list what you like doing in your free time – not that we ever get any when we're studying – and maybe you can meet up with someone socially or to join a club or something.
- Stefan: Well, I like lots of things – shall I just list them?
- Anna: My advice is to just put one or two like football and films or whatever. Otherwise you'll get so many invitations you won't get any time to work!
- Stefan: OK – I think I'll just list computer games as that's my big interest. I haven't played football for ages. I may start to play once I get settled. Now, let's see – next thing is languages.
- Anna: Yes – we find many of the international students get a bit tired of speaking English all the time – sometimes they like to speak to someone in their own language. It's up to you.
- Stefan: That is a good idea. I presume I don't need to put English down?
- Anna: Oh no – (laughs) – I put – um – Italian and French.
- Stefan: Hm – I can only speak German – my mother tongue.
- Anna: OK, well that's fine. Just put that.
- Stefan: What does accommodation mean? Is that my address?
- Anna: We're trying to find similarities between people and some people live in Hall, some are in flats, some are in bed-sits – so it helps if you say.
- Stefan: I'm in Hall, though I'd like to be in a flat. But that won't happen till the end of the first term.
- Anna: Put where you are now. You can always change it later. Then finally just put your phone number.
- Stefan: I haven't really got one – I haven't sorted out a mobile yet.
- Anna: Well, it's going to be difficult for people to contact you then, isn't it? Why don't you put the Union one and we'll take messages for you.
- Stefan: OK.
- Anna: It's 02950 659003. Have you got that?
- Stefan: Yes.
- Anna: OK, then.

Stefan: Oh I had a couple more questions about the services you've got here. Um – it says there's a photocopier here ...

Anna: Yes. You need to get a card from the shop – and then it's available to all students in the mornings. The Union uses it after 1.00 pm.

Stefan: OK. I see also the Union organises loads of events. Are they always held here in the Union building? It looks big enough!

Anna: If you're interested in something, you should check the poster or our website. In fact, we normally use the Round Theatre opposite the Conference Centre for most events because the sound system is better.

Stefan: Right, I'll do that. Also I wanted to hire a van. Can I do that through you?

Anna: Erm – no. You need to present a case really – they're not just available for hire to anyone. The President said we have to limit who is allowed to hire them. The person you need to see is the Transport Secretary. She's on the second floor.

Stefan: OK, thanks. The other thing is, are all the discounts we get with our Union card listed on the back of the card? I thought there might be more.

Anna: No, that's it I'm afraid – mainly books, clothes and music. Though we are currently negotiating to get one on newspapers, so that should be valid from next term.

Stefan: OK, thanks a lot ... (fade) ...

SECTION 2

You will hear a library assistant talking about the library she works in.

Library assistant: Hi. Can I help you?

Student: Erm – yes – I wanted to join the library.

Library assistant: OK. First of all, let me show you round the library and explain a few things for you. (pause) OK, now we're here at the main entrance. You can see the reception, which is where you bring back and take out books and also we can order books and answer your questions there. Next to the reception, where you can see those old desks, is where we keep the magazines because you can sit down and read there. They're divided into sections for Sciences, Geography, Arts, etcetera. Then, at the back of the library you can see the section for old books. Next to that is where the books proper start. That used to be the Science section but now on those shelves you'll find the Arts section. We had a big re-organisation in the summer, which I think has made it clearer. The numbering is standard so you should be able to find what you want quite easily. However, if you can't find something, it probably means it's been borrowed. OK, then in the corner, next to the reference section, is where we thought it was quietest, and away from the phones and printers and things, so we've put the study desks there. They all have computer access, if you need it for your laptop. We do ask that you don't just read magazines there, though. OK, then there's the reference section where you can look up the files. Then, as we come back to the main entrance, is the next section, where we used to have the languages. It got very busy and noisy, so when we moved everything round we decided to put the law books here. Also, because it's a smaller section it fits quite well here. OK, then we're back at the main entrance. Over there, by reception, there's a door that goes to the extension and we have further sections, such as Languages, and study desks through there so you could have a look round when we've finished. Then just between reception and the door here is where we decided to put the computers but the computer magazines are in the magazine section as we found too many went missing here! OK, is that everything ...

Student: That's great thanks. Can you just tell me a bit about borrowing and the rules and whatever?

Library assistant: Of course. Over the last two months we've been introducing a new system for this and you

can now take books out for six weeks. That's generally enough for most people – we usually get books back within thirty days. Of course, you may decide to renew the period. You used to have to come in to get the book stamped because we don't like doing it over the phone as there's no record of it. But now you can do all that via email. If you do forget to renew, then we do make a charge, I'm afraid. That helps our costs, of course, – but we do insist on it. The good news is that there is only one charge – I know some libraries charge £1 for one week and then it goes up with each week it's late! We ask for £1.50 as we think that's high enough to stop people being overdue. The other thing you may want to know is what you do about books that are not on the shelves. We do have a system for reserving them. All you have to do is fill in a yellow form, behind those blue ones on the desk, and give it to someone at reception. We'll let you know when it comes in. Also, sometimes you will need a journal article that we don't have but can get from other libraries, so we offer an ordering service if you need it. Now if you'd like to ... (fade) ...

SECTION 3

You will hear two students, Ramil and Kirsten, discussing presenting a paper at an architecture conference.

- Ramil: Hi, Kirsten. Have you heard about that Architecture conference in Oxford at the end of the year?
- Kirsten: Yeah. I saw the leaflet on the noticeboard. As it's my final year, I ought to try giving a paper. But I've got no idea how to go about it!
- Ramil: I think you should go for it. I did one last year. It's quite straightforward. First of all, you need to see what the conference themes are – you know, what topics they are covering. You can do that by looking it up on the website. You need to submit a paper that falls into one of the categories they give you.
- Kirsten: Oh, that may give me some ideas.
- Ramil: Then, while you're doing that, you should also have a look at the information on how to submit your paper – the 'rules', if you like, such as the length. It's important you follow those.
- Kirsten: I see. Then I suppose the next stage is to start writing it up. I'd like to use it as an opportunity to propose some future work, but I understand it must be based on current work. Still there's plenty to choose from. It makes sense to do something that I'm more familiar with.
- Ramil: Yes, – and the other thing is, when you've written it up, then go back and look at your data carefully and make certain that you've presented it in a format that is standard for your subject. Remember people have to absorb information very quickly while they're listening – don't make it too complicated.
- Kirsten: OK, well, I reckon that'll take me about a month to get that sorted. Then, the next thing I have to do, I guess, before I send it off to the conference organiser, is give the whole thing to the Events Officer so that he can look through it and see if it all makes sense and is OK.
- Ramil: Yeah. Remember to warn him that it's en route so he can fit it into his schedule! Then you're done really. All you have to do after that is to go through it and sort out any changes you need to make. Then finally you can submit it. You can do that online.
- Kirsten: Phew! Good. Then I just wait to hear I suppose. How long does that take?
- Ramil: Depends – but usually about six weeks. When you hear, if your paper has been accepted, then, at that stage, it's worth giving them a list of any technical things you'll need when you actually give the talk – a screen or video players or that sort of thing.
- Kirsten: OK – but that's a long way off. And I know that, if my paper is accepted, then, at that stage, I have to give them a short text about myself and my academic background, so that they can put it in the brochure. Famous, at last!
- Ramil: Yeah.
- Kirsten: Right – well, I've got to get a couple of things sorted if I'm going to get this paper completed.

- Ramil: Have you got enough data?
- Kirsten: Possibly. I'd like to reinforce some of it, though, so I thought I'd send out some more questionnaires. I was looking at that thesis that Angela wrote last year and she said you need a sample of over 100 to be sure of your results.
- Ramil: I think some of this year's postgraduates are doing some of the same stuff as you on buildings. Why don't you talk to them?
- Kirsten: I'll end up getting confused. It would be more useful for me to actually go out to that site by the rail bridge to see how they're building the new factory. I managed to get hold of Professor Barnett at London University and he said I should go out and take pictures. I'm pretty busy but I'll have to make time. Anyway, what about you ... (fade) ...

SECTION 4

You will hear part of a lecture on the current and future use of mobile phones.

Lecturer: OK, now today we're looking at changes in communication, and specifically changes that have just happened or are likely to happen in the next few years. Key to this is the mobile phone, which is increasingly being seen as an all-purpose system rather than just a phone. If you only use your phone for texting and making calls now, you will be amazed at how you will be using it in the future. The technology has been developed for a range of other uses. For example, phones could be used so that if you are meeting someone and they get lost you could send them a map of your location to help them. This will save all those complicated explanations over the phone and our poor friends or colleagues trying to drive and find out where they are at the same time. And, if you get bored waiting, or if you are travelling for example, you will soon be able to see TV news on your phone as it is actually being broadcast. This means that you won't have to miss any of your favourites if you are away for a few days. Most people have got used to texting now, and young people send pictures to each other but, what is exciting, is the possibility of putting music with them before you send them. And it's not all frivolous. Phones are going to become even more critical in business and education. Some recent developments have a highly practical usage so, for example, as lecturers we will be able to send everybody a text to let them know if lectures have been cancelled. And the new phones could have a further use in education, as well as business, as they will enable us to go to any destination – such as when we are doing a field trip for instance – and from there to send data directly to a computer so that we can access it when we get home. This means we will no longer be limited by what the phone can store.

And it's interesting to look at the different ways that men and women use phones now, as that does affect how the technology will develop. Some research has been done on how people use phones and some of the results are surprising. One of the increasing usages of mobile phones is to get all sorts of data such as phone numbers, the weather, train times, etcetera and, while there's been an attempt to set up connections with things that women might be interested in accessing, it is overwhelmingly men who do this. But what about the traditional use of a phone – to speak to people! I suppose we would predict that it is mainly women who use phones as a method of contact for friends and family but, in fact, the genders exploit this facility equally. I've spoken about the increased business usages that phones will offer and I suppose we would associate this usage with men. The survey picked up though that women are often working from home or catching up with work in the evenings so they use phones in this way as much as men do. Most of us are aware we can store photos on our phones – it's an ideal method of capturing a moment, wherever you are. Women tend to be the group that keep photos on their phones, but it seems that men use their phones to actually take pictures much more than women do. And, of course, all this knowledge affects the marketing that the companies will do ... (fade) ...

TEST 3 KEY

LISTENING

SECTION 1 *Questions 1 – 10*

- 1 listening
- 2 vocabulary and grammar
- 3 general classes
- 4 15/fifteen
- 5 department
- 6 May
- 7 week five

8, 9, 10 B, D, G (in any order)

SECTION 2 *Questions 11 – 20*

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

SECTION 3 *Questions 21 – 30*

- 21 D
- 22 C
- 23 B
- 24 3rd/third term
- 25 industry
- 26 plans
- 27 new lab/laboratory
- 28 seminars
- 29 pairs
- 30 (an) interview

SECTION 4 *Questions 31 – 40*

- 31 gardens
- 32 one fifth
- 33 superstores
- 34 glass
- 35 older residents
- 36 waste
- 37 windfarms/wind farms

- 38 co-operative (buildings)
- 39 retirement (homes)
- 40 social (housing)

READING

READING PASSAGE 1 – Jargon

- 1 vi
- 2 ii
- 3 ix
- 4 viii
- 5 iv
- 6 v

- 7 F
- 8 L
- 9 D
- 10 C
- 11 I
- 12 G

- 13 C

READING PASSAGE 2 – Healthy Intentions

- 14 G
- 15 B
- 16 F
- 17 D
- 18 A
- 19 G
- 20 E

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

READING PASSAGE 3 – Women in ICT

- 27 E
- 28 I
- 29 K
- 30 J
- 31 B
- 32 F
- 33 D
- 34 H

- 35 gender blind
- 36 economic force
- 37 multiversity
- 38 work/life balance
- 39 Third Shift
- 40 networks and relationships (in either order)

WRITING TASK 1

Sample Answer

The proportion of money that the government spent on the various Arts changed between 1995 and 2005 but this did not always reflect the number of people who went to Arts events.

Music is the most popular art form and in 1995 the government spent most money on this but the amount they spent dropped slightly in 2005. However, the number of people attending music events rose between 1995 and 2005. Theatre received a relatively small proportion of money from the government in 1995 and this rose substantially in 2005 to a similar amount as that spent on music. The number of people participating in theatre events rose only slightly, although this was the second most popular art form. In 2005 far less money was spent on the visual arts than in 1995 and the number of people participating dropped as well. The amount spent on literature in 1995 and 2005 was more or less the same and this was the least popular art form, although the number of people participating did rise slightly.

(174 words)

WRITING TASK 2

Sample Answer

There is no doubt that the internet has changed the way we live as well as the economies of some communities. However, as we all have access to the same information, it has meant that very different communities now have many things in common.

The internet has changed, and will continue to change, the way we do business and it has also meant that we can all access an enormous amount of information. It has also enabled isolated or less well developed communities to participate in the global economy and for many people this is a good thing. We can find out about anything or anybody at any time and we can communicate with each other across continents both cheaply and easily.

Nevertheless, it has also meant that we all have access to the same type of things and that dominant brands have become even more well-known. The ease of communication which the internet allows has also meant that we have started thinking alike or wanting the same things and communities are losing their unique features in the rush to be like everybody else. For example, very small communities in rural Scotland that focused on farming and community life now have young people that want the material goods that their more urban peers have. Thus they are more likely to leave the community they now live in.

Overall, I would say the internet is a positive step forward and we cannot turn back the clock. At the same time, we have to find a way to preserve the unique aspects of our communities.

(263 words)

AUDIOSCRIPT

SECTION 1

You will hear a science student enquiring about English courses at a University language centre

- Student: Hi, I've come to ask about the English courses you run for international students.
- Administrator: Oh right – I assume you're a student at the university?
- Student: Yes, I've just started.
- Administrator: OK. Well, we've got a range of courses. It depends what you think you need. And how much. Um – we can't run everything at the same time though so, for example, in this first term we are just doing a writing course.
- Student: I see. That sounds quite useful. What else is there?
- Administrator: Um, some of the courses only run for single terms and we tend to focus on what students have difficulty with. That means we don't usually do speaking courses but next term you can do listening. That'll help you with lectures and things. Our provision is all based on what the majority of our international students need.
- Student: So is everything term-based – there's nothing that you run all year?
- Administrator: Well, let's have a look. Yes, there is a class for vocabulary and grammar every term. That's for everybody but it's split into three or four levels.
- Student: And what about in the holidays?
- Administrator: We don't do anything during the winter or spring break but over the summer there's just general classes because that's what most students want – a bit of everything.
- Student: OK. Quite a variety then. I'll have a think about what I really need because I haven't got much time. Do you have about twenty students in each class – the same as our Science seminars?
- Administrator: We try to keep it at about twelve and certainly not more than fifteen. It's important for language classes. They're very different from your normal courses.
- Student: Right – and how much are the classes?
- Administrator: The rate varies depending on how many hours you attend but you shouldn't have to pay – usually the department will fund you and even sort out which classes you need.
- Student: Brilliant! It would be quite useful for me to have a certificate to take back to my country. Do you put us in for exams?
- Administrator: Yes. But we don't like them to clash with your main course exams in June, so we run them in May. That leaves you time for revision.
- Student: Do I have to sign up for something now? I'm not quite sure what I want.
- Administrator: Classes haven't quite started yet so you've got time to decide what you do. All we insist is that you sign up before week five. That gives you about three weeks to decide.
- Student: OK.
- Administrator: Then, when you've made up your mind, you need to come back here to the administration office to enrol.
- Student: What do I need to bring with me when I enrol? My identity card, I guess?
- Administrator: Yes, or your passport. Then you'll be given a registration form which you'll have to show to the teacher when you have your first class.
- Student: OK. And should I ask my tutor about which classes I should do then?
- Administrator: Yes, then you get a note from him and give that to the desk when you register.
- Student: Can I use the computers here as well?

Administrator: Yes, you'll be given a password when you go to your first class, so remember to bring a disk with you to save your work on as you won't be allowed to save it on the hard drive.

Student: OK. Will I need anything else? Dictionary?

Administrator: We've got loads of those here that you can borrow, but you'll need a notebook as we don't provide paper or files.

Student: OK. Thanks.

SECTION 2

You will hear a man giving some information about transport in London.

Man: Hello, can I help you?

Student: Yes, I was wondering what the best way was for me to get around London.

Man: Well, there are a lot of possibilities. As you probably realise, the main ways to get around are bus, train and tube – the underground. It depends how much you want to spend. All forms of transport offer special tickets, such as cheap day returns on the trains and so on. Overall, you'll spend less on the bus as it operates on a basic flat fare for each journey. But, of course, it may not go to where you need to travel to. The mainline trains only operate in the outlying areas, though a few cross London, whereas the tube has stations which are placed in central areas of the city close to the main sights and shops. Obviously there are more bus stops but you will probably have to change buses to get where you want, which can be inconvenient. You will find that the buses are mainly in the central areas but some tube lines go quite a long way out of London so you could use this for longer journeys. Having said that, the tubes do get very crowded so you should use the train if you want to sit down. It does depend where you're travelling to.

Student: Well, I'm living on the outskirts but I have to travel into London to college everyday and then around London when I'm here.

Man: OK, so time is going to be an issue for you. The tube should be fast crossing London, but quite honestly, there are so many delays that it's not very efficient. Again, the train has fewer stops so is probably your quickest option to get to and from college. Of course, which service you use might depend on how frequent it is. I mean, the trains might only be every twenty minutes or whatever, but a timetable is published to save you hanging around. There are a lot of tube trains at busy times of day, but fewer at other times whereas the buses run every five minutes through most of the day and there are night buses. But you'll need to check out your route first.

Student: OK, thanks. How can I get from here to Hackney, then?

Man: Right, well you can choose. We're here at the information office, OK? Now, next to us, on the corner of the high street and Sweet Street is the bus stop, opposite the bank. The bus goes all the way to Hackney but it is a very indirect route so it could take ages. If you want to take the train, walk down the high street towards the city, go past the bank and on your left is the station, just before you get to the post office. There's a mainline service to Hackney Wick so, if you need to get into the centre of Hackney, you may need to pick up a bus when you get there. Opposite the post office, on the corner of Heart Lane is the tube entrance – you'll see the big signs. That's probably the best way to get there, though you may have to change. It's probably best if you go and get a travel card first. To get to the ticket office, you go out of here onto the high street. Then turn into South Street and the ticket office is on your right opposite the cinema. Of course, you may decide it's quicker to take a taxi. But, it's a long way so I think it'll be very expensive. If you do want to get a cab, then the rank is outside here just opposite the office.

SECTION 3

You will hear two medical students, Caitlin and Hideki, discussing options for courses.

Caitlin: Hi, Hideki. How are you?

Hideki: Fine. I'm glad I bumped into you. Have you got five minutes to sit down and discuss our extra course options for next term?

Caitlin: Yes, sure. You mean the support courses for our modules?

Hideki: Yes. We've got three choices and I'm not sure which would be best for us to do.

Caitlin: Let's have a look. Yeah – we could do Science and Ethics – sounds quite interesting.

Hideki: Yes – but I think we should be thinking what we get out of each course. So Science and Ethics – there's a lot of reading and research to do. And I don't think it comes up in the exams, does it?

Caitlin: Um – I'm not sure. Er – oh, I see we have to do assignments and we get our score from that. But what it would do is to force us to get better at doing essays and reports – you know, organising them and using the right kind of language. Might be worthwhile?

Hideki: Yeah, you're right. An alternative is the Pharmacology Prelim course. I think it's in case we want to go on to transfer to Pharmacology at the end of the year because lots of students do. So it depends what we want to do in the future, but apparently they send you off to find out about various companies and the differences between their products – it would give you lots of practice in investigative studies and analysis. I think I'd quite enjoy that.

Caitlin: Yes, I see your point. Um, then the other option is Reporting Test Results – sounds a bit boring. Not sure why they have a separate course just for that?

Hideki: Well, I could certainly do with some help in that because if you go out into industry, that's what you'll spend most of your time doing, so it's got a very practical application. I think I'm going to go for Pharmacology.

Caitlin: Me too.

Hideki: So let's have a look at it in more detail. Oh, goodness – if we do Pharmacology then we have to do a supplementary Maths course.

Caitlin: Oh no – that's not fair. Mind you, I think I need it. Does that mean we have twice as many lectures?

Hideki: No, this Maths is only a short course. The Chemistry department are responsible and they do it in the third term. So we've got all next term to settle into the Pharmacology bit.

Caitlin: I find the tutor makes a real difference – some of them make Chemistry so easy and some of them I can't understand at all – like that one we had from Oxford University. Mind you, the one on this course should make sense because he's a lecturer who's coming in for a few weeks from industry so at least it'll be linked to the real world!

Hideki: Yeah. The project we have to do on this pharmacology course is huge and it doesn't give us much time. We have to make a decision about what we want to do on the project as soon as we start in January, and then hand in our plans before the end of the month!

Caitlin: Doesn't give us much time to sort out what's possible or not. I mean, doesn't the scale of our project depend on what resources we can have, like what equipment we can use?

Hideki: I suppose so, though I think there's plenty available. For example, it says that if we need to do any experiments, then we can use all the equipment in the new lab, as long as we book it.

Caitlin: Oh, OK. It's slowly beginning to take shape for me. I think it'll be a good course. I'm just worried that I get enough support to do it.

Hideki: I think you'll be OK. And the tutors are always available if you get stuck.

Caitlin: Actually it says that if you're not sure, then, in December, they'll be running one or two additional seminars – so I might go to those.

Hideki: Actually, what's quite interesting is that at the end of the course, when our project is completed, then we have to do a presentation on it. I think that's quite good practice.

Caitlin: Bit scary though!

Hideki: Well, it shouldn't be too bad as they say that we can do it in pairs. Spread the load, as it were!

Caitlin: Oh, good. I have done presentations before but I'm always very nervous. And is the presentation what we're assessed on then?

Hideki: Let me look um Ah, it says that we have an interview and we get a mark for the whole course depending on how well we do in that.

Caitlin: Right ... (fade) ...

SECTION 4

You will hear part of a lecture on cities of the future.

M: OK, we've been looking at how societies will develop in the future and at the increase in the size of cities, so I want to talk to you today about the key considerations in these cities of the future. There are three key elements I want to look at and these are the new features they will have, issues of size and the main problems to be considered. First of all, individual transportation will be a big factor in these new mega cities as public transport becomes unmanageable. There'll be a huge rise in the use of Segways, which are personal transporters like motorised scooters. As a result, and partly also to reduce pollution, roads will be altered so that they are narrower and will take up less of a city's space than they do currently. Naturally, this is a major change to the infrastructure and something that may hinder it is the huge amount of investment it will require. The next thing is, what is going to happen to the commercial areas? We do not want these to become even larger concrete jungles than they are at present so we have to look at design, and current designs for city development include building gardens on the roofs of these buildings to make a more pleasant environment for workers. And you may think that these areas will expand to cope with increased commercial activity. In fact, the prediction is that they will cover one fifth of the area that they do at present as we build upwards. The exception to this is shopping centres, which we predict will expand with more and more temperature controlled malls. What may cause difficulties is that the superstores will be confined to the outer edges of the city as they will be too big to fit into the new malls. Then, of course, there are the residential areas and these will undergo their own changes. One particular development will be houses which are built from glass, as innovations in this material allow it to provide light without causing problems with temperature inside a building. The residential areas will not be allowed to expand without limit, as happens in some areas at present, and their size will be restricted to a population of 15,000. One issue which has yet to be resolved, and I'm not sure it ever will be, is how we manage to house older residents. They will be increasing in numbers as time goes on. Finally, how will these cities live? We know we have limited energy sources so what will we do? Well, something currently in development which will be a feature, is that waste is going to become an energy source, for example, to provide gas in homes. Also as new technology and systems are developed we will find that energy plants will become smaller. Another energy source we could use, but one which raises issues of having enough space and too much noise is windfarms. Because of the problems, I'm not convinced these will be the grand solution to our energy problems that we thought they were going to be.

Now, moving on to looking at the social aspect of cities, we need to look at housing and how people will live. Cities currently have flats in the centre populated by single people and wealthier residents, and families tend to move to the outskirts. In the future, the centre of cities will see a dramatic change. We will see many more examples of co-operative buildings. This is where people join together to form a company that owns the building they live in. And, despite continuing shortages, there will also be a rise in the provision of retirement homes in city centres so that the elderly can have easy access to hospitals and shops. Recently, we have seen a levelling off in the growth of private housing and I think that will not change, but we are likely to see more social housing as far fewer people will be able to afford to own their own homes.

OK, now, if anybody ... (fade) ...

TEST 4 KEY

LISTENING

SECTION 1 Questions 1 – 10

- | | | | |
|---|---------------------|----|-----------|
| 1 | £85 | 6 | record |
| 2 | 3/three a month | 7 | £71.99 |
| 3 | thrillers | 8 | labour |
| 4 | comedy (programmes) | 9 | CDs |
| 5 | parts | 10 | insurance |

SECTION 2 Questions 11 – 20

- 11 back door
- 12 top floor
- 13 sign
- 14 blue light
- 15 spider
- 16 company office
- 17 hall(ways)
- 18 with a neighbour
- 19 in the evening(s)
- 20 monthly

SECTION 3 Questions 21 – 30

- 21 organising
- 22 argument
- 23 interpretation
- 24 preparation
- 25 style
- 26 edit
- 27 learn

28, 29, 30 B, C, E (in any order)

SECTION 4 Questions 31 – 40

- 31 select
- 32 invest
- 33 research
- 34 sell
- 35 buy
- 36 calculate

- 37 29/twenty nine
- 38 manufacturing
- 39 import prices
- 40 February 5th/fifth

READING

READING PASSAGE 1 – Ocean Acidification

- 1 (small) flaps
- 2 (their/the) shells
- 3 (about) 1/3/a third
- 4 rocks (on land)
- 5 (over)100,000 years
- 6 fishing and tourism (in either order)
- 7 coral(s)

- 8 microbes
- 9 (the) atmosphere
- 10 clouds
- 11 cooler
- 12 global warming

- 13 C

READING PASSAGE 2 – Fair Trade

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

- 20 standards/rules
- 21 distribution
- 22 suppliers
- 23 pesticides
- 24 plantation owners
- 25 protected forests
- 26 monitors

READING PASSAGE 3 – Antigravity Machine

- 27 (sensitive) balance
- 28 5,000/five thousand rpm/revolutions per minute
- 29 liquid nitrogen
- 30 glass tube

- 31 B
- 32 A
- 33 C
- 34 A
- 35 B

- 36 FALSE
- 37 TRUE
- 38 NOT GIVEN
- 39 TRUE
- 40 FALSE

WRITING TASK 1 Sample Answer

These pictures show the method by which coffee can be produced. This is the dry method. First the beans are sorted by hand and then cleaned using a sieve. Next they are laid out on concrete or bricks to be dried in the sun. While they are drying, they are raked and turned to get an even drying process. This process can take up to four weeks. After this, they are stored in a silo before being sent to the mill. Once they are transported to the mill, they are hulled by a machine so that the outer layers are removed. Then they are graded for quality, as not all the beans will be the same. Once they have been graded, they are bagged and sent to companies which sell the coffee commercially. It is at this stage, when they have been sent to the commercial companies, that the beans are roasted and packaged for sale to the general public.

(160 words)

WRITING TASK 2 Sample Answer

There is no doubt that nowadays there are many more opportunities for women compared with, for example, fifty years ago. However, the fact of women taking up these opportunities has caused problems in some areas, especially domestically.

Many countries now have legislation that allows women to do whatever job they want and women are actively encouraged to seek a good education and employment. More and more women are going to university and more and more women are joining professions that were traditionally male, such as architecture or engineering. I think it is important that women can choose the life they want and the job they want.

Nevertheless, even for people who support this idea, it is clear that some problems have arisen. Some women remain stressed by the demands of pursuing a career and having a family life. It is hard to look after children and to satisfy the demands of a high pressure job, such as being a doctor or having a senior business role. Often this has meant that children do not see as much of their parents as they would like and this has sometimes led to problems.

I think we also have to ask how real some of these opportunities are. Many professions are still predominantly male, certainly in the jobs with more power and status. I think it has arrived at the stage now where women have to ask themselves if the opportunities they have are worth the cost. It is important that these opportunities remain, but maybe we need to change the way we organise our work so that women can take more advantage of these opportunities without it affecting their families.

(278 words)

AUDIOSCRIPT

SECTION 1

You will hear a woman asking a shop assistant about DVD players.

- Customer: Hello. I'm interested in buying a DVD player. Can you help me as I don't know very much about them.
- Shop assistant: Of course. We sell quite a range. Actually, we're doing a customer survey at the moment. So I wonder if I could fill in this form about you and that will actually help me to advise you on the best DVD player for you.
- Customer: OK ...
- Shop assistant: First of all, your occupation?
- Customer: Um – student.
- Shop assistant: OK. Then, have you already got a DVD player?
- Customer: No. I've never had one before.
- Shop assistant: And how much do you think you want to spend on a player?
- Customer: I'm not sure really – but I have got a budget. My friend said I should allow about £100 but I can't afford over £85, so that's what I'm working on.
- Shop assistant: And do you watch DVDs very often?
- Customer: Um – depends what you mean by often. I don't know what the norm is – is it about two a week?
- I suppose I watch three a month. That's enough for me!
- Shop assistant: Yes (laughs). What sort of films do you like watching then? Action movies?
- Customer: (laughs) Not really. My boyfriend always insists we watch science-fiction movies but I prefer thrillers. Something to get your teeth into!
- Shop assistant: OK. Just one more. Do you watch other DVDs – ones that are not films – like music or something?
- Customer: Not much because I don't want to spend the money on something I can watch on TV but I occasionally rent out comedy programmes. And I fight with my boyfriend over all the sports DVDs he watches.
- Shop assistant: OK. Let me explain a bit to you about the DVD players that are in your price range. First there's the DB 30 which has only got basic features but it is a bargain at £69. Now all the DVDs come with an after-sales service that starts when the guarantee runs out. As it's so cheap the DB30 comes with a limited after-sales service as it only includes parts. You would have to pay for most of the repair.
- Customer: Seems OK.
- Shop assistant: Then a slight grade up from that is the XL 643. This comes with an additional feature in that it has an extra button allowing you to record. That's quite useful.
- Customer: Oh yes. That would mean spending less on DVDs to watch.
- Shop assistant: Yes, so you'd make the extra money back on it that it costs. Let me see how much it is ... ah, yes, that one's actually reduced at the moment – from £79 to £71.99. I think it's worth the extra myself.
- Customer: And is that the same level of after-sales service as the other one?
- Shop assistant: Well, you get a bit more for your money because what we are offering is a discount on labour. So you don't pay the full price if you have to call an engineer out.
- Customer: I see.
- Shop assistant: Then the last one is this TriX 24. It's a very good player and you can use it to listen to your CDs as well as watch DVDs.
- Customer: It looks nice – but I bet it's expensive.

Shop assistant: No, it's not top of the range. Let's see – yes it's £94 – but, what you have to remember is that, that includes insurance, so you don't have to pay extra for that. And it comes with a guarantee that's valid for three years as opposed to the usual one. What do you think?

Customer: Hm, maybe ... (fade) ...

SECTION 2

You will hear a salesman giving information to house owners about an alarm system.

Salesman: Thank you for inviting me to your residents meeting. My name is Martin Pugh from Safe Sell Alarms. I'm going to explain a little bit about home security and I hope you'll all feel a bit better informed and perhaps that you will even purchase one of the alarms we sell. It is all too easy these days for people to break in to our homes. Did you know that 25% of all burglaries are committed by burglars breaking and entering via the back door? Even though it is locked, it is still relatively easy for someone to gain entry. And there are parts of our house that we think are not vulnerable because they look inaccessible – but they're not. So, if you're trying to protect your home, you should make the sure top floor is covered by that protection, not just the ground floor. We believe that the only way to secure your property is by having an alarm fitted. Just having the alarm on the outside can put burglars off and we also recommend that you warn them about the alarm. To do this, we suggest you stick a sign in the front window of the house so it can be seen clearly. This alone should be enough to dissuade a burglar before they start.

Now, our company has a range of alarms on offer and I've brought several along for you to see tonight. But let me just explain a few things about them. First of all, all of our alarms are highly visible. They're coloured red and, on the underneath, there is a blue light, which you can see whether they are switched on or not. This acts as a deterrent to burglars who can see it is an active alarm system. Like most systems, our alarms are very sensitive so you do need to look after them. You may be surprised to hear that a cat can often slink around unnoticed under the infrared beams but a spider crawling across them will set them off. Also, our system is a little different from some. Most companies offer an option that connects their alarms to the police station. All our alarms have an automatic link to our company office. This means we can deal with the situation promptly and can sort out any alarms that have gone off by mistake.

OK, let me tell you about the installation of our alarms. Later on I'll show you some house plans and diagrams of how the alarms operate but you don't have to worry about them being intrusive, as we normally put them in hallways rather than individual rooms. The diagrams show you how the beams work to cover the whole house in this way. Oh, one small thing while I remember, is don't leave your security code in your house – a lot of people keep it in the kitchen or their study but we suggest you leave it with a neighbour so that if there is a break in, the burglars can't switch the system off. Now, regarding the practical aspects of installation – I know that many of you are out all day and I'm afraid we don't install the alarms at weekends, but we do offer a service where we can fit the alarm system in the evenings for you but we do charge a little bit extra for that. Finally, we do offer a range of systems, so I suggest you look at the leaflets on our prices. And please don't be put off from investing in a more sophisticated system to protect your home as we do allow you to set up a monthly payment if it's too much in one go. OK, now, if you'd like to ... (fade) ...

SECTION 3

You will hear a student, Alex, asking his tutor for advice about essay writing.

Tutor: Hi, Alex, come in. I gather you wanted some help with writing essays.

Alex: Yes. I'm finding this first term difficult and I'm worried about the assignments we have to do for January.

Tutor: Well, let me see if I can help. You shouldn't panic about it because essay writing is a very straightforward process really. What it involves is organising the information that you want to include. You shouldn't have more than you can easily manage within the word count. Make sure you haven't got too much or anything irrelevant. You need to look at that and work out what you need and what you don't need before you start. And then you just have to think about how you're going to put forward your argument.

Alex: Oh, that sounds very straightforward when you put it like that. But I'm worried I haven't got the necessary skills for writing an effective essay because English is my second language.

Tutor: Well, perhaps you misunderstand the skills you need. You need to be able to analyse your data and then I would say the skills of interpretation and expressing yourself are important. Perhaps it's this last one that bothers you, but the more essays you write, the more you will develop these skills.

Alex: Yes – and I don't quite know how to improve at that – though as you say, I know practice will help. And I need to make sure I've got everything ready before I start.

Tutor: Yes. What is vital to good essay writing is preparation so make sure you build in enough time to do the research you need.

Alex: Are there any other sources I can use to help me with essays?

Tutor: Yes. You should go to the library and look through the reference section because there are books that focus on the style we use in academic writing and those will help you a lot. The other thing that you should think about is, what happens when you've actually written your essay. Too many students just complete their work and hand it in, whereas what you should be doing is making sure that you edit it as thoroughly as possible.

Alex: Oh, yes. That's a good idea. Then I'd pick up any mistakes and also see if it reads logically.

Tutor: Exactly. The other thing is, again, what a lot of students do is get their essays back, look at the marks, then just file it away. They don't seem to realise that if they checked it through and looked at what the tutor had written, then they can learn from their old essays.

Alex: Yeah, I can see that's a good idea.

Tutor: So, is that OK? You can always come back to me.

Alex: Actually, there were a couple of other things I wanted to ask you about essay writing. I had had a few thoughts of my own about what I should do such as really taking good notes when I'm reading because that helps, doesn't it?

Tutor: I think it improves your knowledge rather than your actual writing. But one tip I can give you is to try and not read too much, otherwise you end up including irrelevant material in your essay. Remember to stay on task.

Alex: Yes, sometimes I have problems interpreting the questions correctly, or the whole question seems overwhelming to me. What I try to do is highlight the key parts and divide it into smaller chunks, so I can manage it.

Tutor: Well, you might find it useful to break it down even further by making sure you understand all the words perfectly before you start. Things like 'assess' or 'comment' and such like.

Alex: Yes, I see.

Tutor: Sometimes, after an objective analysis, the question actually asks you for a subjective opinion, but you must remember to support your arguments, if that's the case. One final comment I can make is about using your own words – you must try to do this as far as possible. You're expected to summarise what you've read not just string together a list of quotations. In fact, you shouldn't have too many – just use them where it's really important.

Alex: OK, thanks.
Tutor: Do you read other student's essays when you've finished?
Alex: No. Why? Is that a good idea?
Tutor: Well, you can confuse each other so I'd advise against it – but it's up to you.
Alex: OK. Thanks very much ... (fade) ...

SECTION 4

You will hear a tutor giving some Business students instructions about a finance project.

Tutor: OK, can you quieten down please? Now, today, I'm going to talk to you about your assignment. We've been studying the effects of the exchange rate so I'm going to give you a project to do on this. Right, can you make some notes while I'm talking. The first thing that I'd like you to do in order to prepare this is to select where you're interested in, I mean, which country, and therefore which currency you're going to be operating in. OK, now the purpose of the project is to make money and I'm hoping some of you will make a significant amount! So I want you to suppose that you have £100 that you will have to invest purely in the rises and falls of the exchange system. In other words, you'll be trying to predict rates. This is a project that you'll be doing together but, before you work together, you'll have to go off and research what you need to know about the economy of that country and how well it's doing or is expected to do in the near future. You could all make up a little information sheet with your notes on, clearly legible, because then I want you to get together – we can do that next week – and to go round and read about each other's countries. When you see how well or badly each country is doing, I want you to decide what your exchange rate is going to be against all the other currencies. After that is all sorted, what you're going to do is to go round the other students and attempt to sell your money to the others – remember this will depend on the success of your country's economy and the rate you've fixed for your currency. Now, you're not allowed to just swap currencies with each other but you may wish to buy from the other countries – but you must do a proper transaction. All the way through this you must keep your accounts properly for each transaction. I'll give you one week to do this and then we will set a time for the deals to finish – a bit like the stock exchange – and, at that point, I will ask you to calculate how much you have made. Is that clear?

OK, now before you begin that, there are a few things I want you to read up on to prepare. You need to look at the economies of the UK's main trading partners. I don't mean all of them because that would be over 80, but just the 29 principal ones. There are summaries in the last three books on the booklist I've given you. And so that you can practise applying the criteria on assessment I gave you, I'd then like you to focus just on one sector across all the countries. The most common one across every country is farming but, as much agricultural produce is for domestic consumption, I'd like you to look at manufacturing. Then, I would like you to do a detailed investigation of one particular aspect. I was going to give you a choice but I think, as we've just started the course, it's better if we all look at the same thing and then we can discuss it in the seminars. So the thing I'd like you all to look at is fluctuations in import prices. Now you need to do all that before you start the project as it will help you assess the economies of the countries you'll be representing in the project. Don't worry – you've got plenty of time. Exam week is December 8th, then it's the holidays until January 6th so I don't need the project in till February 5th. Is that OK? Now, any questions ... (fade) ...



UNIVERSITY of CAMBRIDGE
ESOL Examinations

[illegible]

PENCIL must be used to complete this sheet

Centre number:

Please write your **name** below,

then write your six digit Candidate number in the boxes and shade the number in the grid on the right in PENCIL.

A staircase diagram with six steps, each labeled with digits 0 through 9. A pencil icon is on the right.

Test date (shade ONE box for the day, ONE box for the month and ONE box for the year):

Day: 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Month: 01 02 03 04 05 06 07 08 09 10 11 12 Last 2 digits of the Year: 00 01 02 03 04 05 06 07 08 09

IELTS Listening Answer Sheet

1		✓ 1 ✗	21		✓ 21 ✗
2		2	22		22
3		3	23		23
4		4	24		24
5		5	25		25
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14		14	34		34
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17		17	37		37
18		18	38		38
19		19	39		39
20		20	40		40

Checker's Initials	
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Marker's Initials	
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Band Score	
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Listening Total	
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IELTS L-R v4.0

DP500/392

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Are you: Female? ☐ Male? ☐

Your first language code:

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

IELTS Reading Answer Sheet

Module taken (shade one box): Academic ☐ General Training ☐

1		☐ 1 ☐ X	21		☐ 21 ☐ X
2		☐ 2 ☐	22		☐ 22 ☐
3		☐ 3 ☐	23		☐ 23 ☐
4		☐ 4 ☐	24		☐ 24 ☐
5		☐ 5 ☐	25		☐ 25 ☐
6		☐ 6 ☐	26		☐ 26 ☐
7		☐ 7 ☐	27		☐ 27 ☐
8		☐ 8 ☐	28		☐ 28 ☐
9		☐ 9 ☐	29		☐ 29 ☐
10		☐ 10 ☐	30		☐ 30 ☐
11		☐ 11 ☐	31		☐ 31 ☐
12		☐ 12 ☐	32		☐ 32 ☐
13		☐ 13 ☐	33		☐ 33 ☐
14		☐ 14 ☐	34		☐ 34 ☐
15		☐ 15 ☐	35		☐ 35 ☐
16		☐ 16 ☐	36		☐ 36 ☐
17		☐ 17 ☐	37		☐ 37 ☐
18		☐ 18 ☐	38		☐ 38 ☐
19		☐ 19 ☐	39		☐ 39 ☐
20		☐ 20 ☐	40		☐ 40 ☐

Checker's Initials

Marker's Initials

Band Score

Reading Total

TEST 1 ASSESSMENT SHEET

Listening Test Scores

Section 1: /10

Section 2: /10

Section 3: /10

Section 4: /10

Listening Total: /40

Reading Test Scores

Passage 1: /13

Passage 2: /13

Passage 3: /14

Reading Total: /40

Writing Test	Teacher's Comments
Task 1	
Task 2	

Speaking Test	Teacher's Comments
Part 1	
Part 2	
Part 3	

WHAT DO I NEED TO WORK ON?

.....

.....

TEST 2 ASSESSMENT SHEET

Listening Test Scores

Section 1: /10
Section 2: /10
Section 3: /10
Section 4: /10
Listening Total: /40

Reading Test Scores

Passage 1: /13
Passage 2: /13
Passage 3: /14
Reading Total: /40

Writing Test	Teacher’s Comments
Task 1	
Task 2	

Speaking Test	Teacher’s Comments
Part 1	
Part 2	
Part 3	

WHAT DO I NEED TO WORK ON?

.....

.....

TEST 3 ASSESSMENT SHEET**Listening Test Scores**

Section 1: /10

Section 2: /10

Section 3: /10

Section 4: /10

Listening Total: /40

Reading Test Scores

Passage 1: /13

Passage 2: /13

Passage 3: /14

Reading Total: /40

Writing Test	Teacher's Comments
Task 1	
Task 2	

Speaking Test	Teacher's Comments
Part 1	
Part 2	
Part 3	

WHAT DO I NEED TO WORK ON?

.....

.....

TEST 4 ASSESSMENT SHEET

Listening Test Scores

Section 1: /10

Section 2: /10

Section 3: /10

Section 4: /10

Listening Total: /40

Reading Test Scores

Passage 1: /13

Passage 2: /13

Passage 3: /14

Reading Total: /40

Writing Test	Teacher's Comments
Task 1	
Task 2	

Speaking Test	Teacher's Comments
Part 1	
Part 2	
Part 3	

WHAT DO I NEED TO WORK ON?

.....

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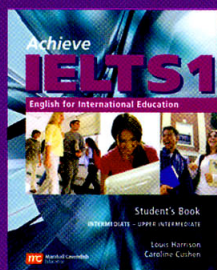
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- personal test assessment sheets to assist further study.

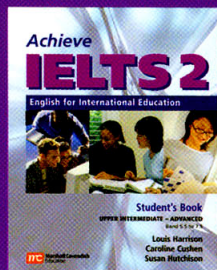
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