

The logo features a large red circle containing the text 'Your IELTS' in white. To the left of the text is a stylized icon composed of white geometric shapes: a square with a smaller square inside, and a series of vertical bars of varying heights below it.

**Your  
IELTS**

With Shokhrukh Nurmetov



**Questions 14-21**

*The Reading Passage has seven sections, A-G.*

*Which section contains the following information?*

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

**14** the significance of the link between consumers reading food labels and functional foods

**15** a mention of large companies that are marketing functional foods in several countries

**16** a reference to the success of one functional food in eliminating a disease

**17** the reason why the FDA's new 'qualified health claims' may not benefit manufacturers

**18** a prediction of the future sales figures for functional foods

**19** a mention of the diet that caused consumers to focus on the ingredients in food

**20** concern about the limitations of research being carried out into the health benefits of functional foods

**21** the questions regarding functional foods that researchers are concentrating on

**Questions 22-26**

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

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

**22** Early attempts to produce functional foods were not very successful because

**23** People are now buying more functional foods because

**24** The FDA has decided to allow health claims on foods because

**25** The Center for Science in the Public Interest has taken legal action against the FDA because

**26** The Mondavi Institute for Wine and Food Science is worried because

**A** consumers did not like the taste of the extra ingredients.

**B** it wants more researchers to support health claims before food is advertised.

**C** it wants consumers to know that certain foods can improve their health.

**D** consumers were ignorant of the benefits of the added ingredients.

**E** it thinks the abundance of health claims will confuse consumers.

**F** they are more concerned about their health.

**D** they are attracted by the design of the packaging.

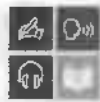
**READING PASSAGE 3**

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

**The rain makers**

*Science and technology work with nature to bring rain when and where it is needed.*

**A** Wheat farmer Gang Liu is a worried man. The annual rains have not arrived, and there is a danger that unless there is substantial rainfall soon, his annual wheat crop will fail. As he looks anxiously at the clouds which promise rain but are failing to deliver it, there is a sudden loud roar, and from fields for miles around, hundreds of small rockets are fired into the clouds. Within twenty minutes, the farms around the eastern Chinese city of Luohe are experiencing their first rain for many weeks. Gang Liu's valuable wheat has been saved, thanks to a technique known as 'cloud seeding', in which the chemical silver iodide (AgI) is introduced into clouds. This causes the tiny drops of moisture in the clouds to turn to ice. These tiny ice



particles join until they become heavy enough to fall from the sky, turning into rain as they melt.

**B** But did cloud seeding really cause the rain in Luohe to fall, or was it just a coincidence?

Experts often question whether cloud seeding actually works. It is hard to tell how effective cloud seeding actually is, they say, as it might have rained anyway, without human intervention. But this has not stopped many governments and organisations from trying. There are currently 150 weather-modifying projects taking place in more than 40 countries. Not all of them are aimed at creating rain. The Eastlund Scientific Enterprises Corporation in the USA, for example, is experimenting with firing microwaves into clouds to prevent the tornadoes which cause enormous damage to the country every year. In Russia, experiments have been carried out to make sure the sun shines during important national events.

**C** However, it is rainmaking that dominates the research programmes. In many of these, researchers are using trials in which some clouds are 'seeded' while others are not, and both groups are monitored. Arlen Huggins of the Desert Research Institute is leading a research project in Australia. Weather monitoring technology is so good nowadays, he says, that we can measure clouds much more effectively, even from the inside. As a result, we now know much more about the effect humans can have on the weather. What Huggins' team has discovered so far is promising. They believe that cloud seeding does work, although there are still two years of the six-year project left to go.

**D** In China, where the majority of cloud-seeding operations take place, weather-modification authorities use army rockets to fire silver-iodide particles into the clouds. 39,000 staff working for the China Meteorological Administration (CMA) are equipped with 7,113 army cannons which, in 2006, were used to fire a million silver-iodide rockets into the atmosphere. This costs over \$100 million a year, although the CMA claims the results are worth the expense. Between 1999 and 2006, they say, cloud seeding produced 250 billion metric tonnes of rain and prevented thousands of farmers from losing their crops.

**E** "We want to understand what makes clouds rain," says Philip Brown of the UK Meteorological office, explaining why so much time, effort and money are being invested. "But there is a more powerful economic reason. A lot of countries around the world are at risk from drought, and governments will try anything to make sure that doesn't happen, even if the scientific evidence is weak. The potential economic value is greater than the scientific value. Making it rain might allow you to keep agriculture going where, without human intervention, it might fail."

**F** Some people are concerned, however, that altering the weather can have negative consequences. Leonard Barrie, director of the research department at the World Meteorological Organisation in Geneva, explains why. "All areas of weather modification are still very controversial. Some people think that diverting water for irrigation benefits some people, but is a disadvantage to others. Someone in one area will get more water, but as a result, someone somewhere else could get less." His fears may be justified. Recently, the town of Zhoukou in China's Henan province accused neighbouring town Pingdingshang of 'stealing' rain from clouds that were due to pass over its own farms, prompting what may be the world's very first documented incident of 'rain rage'.



## Questions 27-32

The reading passage has six paragraphs, A-F.

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

### List of headings

- i Making peaceful use of a military weapon
- ii How modifying the weather has changed the world
- iii What is prompting this research?
- iv A period of drought comes to an end
- v An old solution to a new problem
- vi Winners and losers
- vii Tests provide encouraging results
- viii A waste of money
- ix Global attempts to change the weather

- |                |                |
|----------------|----------------|
| 27 Paragraph A | 30 Paragraph D |
| 28 Paragraph B | 31 Paragraph E |
| 29 Paragraph C | 32 Paragraph F |

## Questions 33-38

Complete the sentences below.

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

- 33 Experts are unsure if cloud seeding is ..... or not.
- 34 At the moment, there are over ..... Where projects are being carried out to modify the weather.
- 35 Thanks to modern ....., it is now possible to get better results when clouds are monitored.
- 36 The Desert Research Institute project will finish in a couple of .....
- 37 The CMA gets the equipment they need from the .....
- 38 A large number of ..... benefited from cloud seeding carried out by the CMA.

## Questions 39-40

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

Which **TWO** of these sentences are true about cloud seeding, according to the passage?

- A China carries out more cloud seeding than anywhere else
- B Cloud seeding is too expensive for most countries
- C Cloud seeding is mostly done for scientific rather than economic reasons
- D Cloud seeding helps turn dry areas of land into agricultural areas
- E Cloud seeding may affect the distribution of rainfall

## TEST 27 READING PASSAGE 1

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

### Speed reading

What is speed reading, and why do we need it?

A Speed reading is not just about reading fast. It is also about how much information you can remember when you have finished reading. The World Championship Speed-Reading



Competition says that its top competitors average between 1,000 and 2,000 words a minute. But they must remember at least 50 percent of this in order to qualify for the competition.

**B** Nowadays, speed reading has become an essential skill in any environment where people have to master a large volume of information. Professional workers need reading skills to help them get through many documents every day, while students under pressure to deal with assignments may feel they have to read more and read faster all the time.

**C** Although there are various methods to increase reading speed, the trick is deciding what information you want first. For example, if you only want a rough outline of an issue, then you can skim the material quickly and extract the key facts. However, if you need to understand every detail in a document, then you must read it slowly enough to understand this.

**D** Even when you know how to ignore irrelevant detail, there are other improvements you can make to your reading style which will increase your speed. For example, most people can read much faster if they read silently. Reading each word aloud takes time for the information to make a complete circuit in your brain before being pronounced. Some researchers believe that as long as the first and last letters are in place, the brain can still understand the arrangement of the other letters in the word because it logically puts each piece into place.

**E** Chunking is another important method. Most people learn to read either letter by letter or word by word. As you improve, this changes. You will probably find that you are fixing your eyes on a block of words, then moving your eyes to the next block of words, and so on. You are reading blocks of words at a time, not individual words one by one. You may also notice that you do not always go from one block to the next: sometimes you may move back to a previous block if you are unsure about something.

**F** A skilled reader will read a lot of words in each block. He or she will only look at each block for an instant and will then move on. Only rarely will the reader's eyes skip back to a previous block of words. This reduces the amount of work that the reader's eyes have to do. It also increases the volume of information that can be taken in over a given period of time.

**G** On the other hand, a slow reader will spend a lot of time reading small blocks of words. He or she will skip back often, losing the flow and structure of the text, and muddling their overall understanding of the subject. This irregular eye movement quickly makes the reader tired. Poor readers tend to dislike reading because they feel it is difficult to concentrate and comprehend written information.

**H** The best tip anyone can have to improve their reading speed is to practise. In order to do this effectively, a person must be engaged in the material and want to know more. If you find yourself constantly having to re-read the same paragraph, you may want to switch to reading material that grabs your attention. If you enjoy what you are reading, you will make quicker progress.

### **Questions 1–6**

The reading passage has seven paragraphs, **A–H**.

Which paragraph contains the following information?

Write the correct letter, **A–H**.

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

**1** the types of people who need to read more quickly



- 2 the fastest reading speeds
- 3 how a reader can become confused
- 4 why reading material should be interesting
- 5 a definition of speed reading
- 6 what you should consider before you start reading

**Questions 7–13**

Complete the table below.

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

**Chunking**

type of reader	reading method	effect of method on reader
skilled reader	<ul style="list-style-type: none"> <li>• many 7 ..... in a block</li> <li>• reader hardly ever goes back</li> </ul>	<ul style="list-style-type: none"> <li>• reader's 8 ..... do less work</li> <li>• more 9 ..... is processed</li> </ul>
10 .....	<ul style="list-style-type: none"> <li>• small blocks</li> <li>• reader 11 ..... goes back</li> </ul>	<ul style="list-style-type: none"> <li>• reader easily gets 12.....</li> <li>• finds it hard to 13 ..... on passage</li> </ul>

**READING PASSAGE 2**

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

**Swarm theory**

I used to think that ants knew what they were doing. The ones marching across my kitchen bench looked so confident that I figured they had a plan, knew where going and what needed to be done. How else could ants organise highways, build elaborate nests, stage epic raids and do all of the other things ants do? But it turns out I was wrong. Ants aren't clever little engineers, architects or warriors after all – at least not as individuals. When it comes to deciding what to do next, most ants don't have a clue. 'If you watch an ant trying to accomplish something, you'll be impressed by how inept it is,' says Deborah M Gordon, a biologist at Stanford University. How do we explain, then, the success of Earth's 12,000 or so known ant species? They must have learned something in 140 million years.

'Ants aren't smart,' Gordon says. 'Ant colonies are.' A colony can solve problems unthinkable to individual ants, such as finding the shortest path to the best food source, allocating workers to different tasks, defending territory from neighbours. As individuals, ants might be tiny dummies, but as colonies they respond quickly and effectively to their environment. They do this with something thing called swarm intelligence. Where this intelligence comes from raises a fundamental question in nature: how do the simple actions of individuals add up to the complex behaviour of a group? How do hundreds of honeybees make a critical decision about



their hive if many of them disagree? What enables a school of herring to coordinate its movements so precisely it can change direction in a flash, like a single organism? One key to an ant colony is that no one's in charge. No generals command ant warriors. No managers boss ant workers. The queen plays no role except to lay eggs. Even with half a million ants, a colony functions just fine with no management at all – at least none that we would recognise. It relies instead upon countless interactions between individual ants, each of which is following simple rules of thumb. Scientists describe such a system as 'self-organising'.

Consider the problem of job allocation. In the Arizona desert, where Deborah Gordon studies red harvester ants, a colony calculates each morning how many workers to send out foraging for food. The number can change, depending on conditions. Have foragers recently discovered a bonanza of tasty seeds? More ants may be needed to haul the bounty home. Was the nest damaged by a storm last night? Additional maintenance workers may be held back to make repairs. An ant might be a nest worker one day, a trash collector the next. But how does a colony make such adjustments if no one's in charge? Gordon has a theory.

Ants communicate by touch and smell. When one ant bumps into another, it sniffs with its antennae to find out if the other belongs to the same nest and where it has been working. (Ants that work outside the nest smell different to those that stay inside.) Before they leave the nest, they touch antennae briefly with foragers. 'When a forager has contact with a patroller, it's a stimulus for the forager to go out,' Gordon says. 'But the forager needs several contacts more than ten seconds apart before it will go out.' To see this works, Gordon and her team captured patroller ants as they left a nest one morning. After at regular intervals – some coated with patroller scent, some with maintenance worker scent, some with no scent. Only the beads coated with patroller scent stimulated foragers to leave the nest. Their conclusion: foragers use the rate of their encounters with patrollers to tell if it's safe to go out. (If you bump into patrollers at the right rate, it's time to go foraging. If not, it's better to wait. It might be too windy, or there might be a hungry lizard out there.) Once the ants start foraging and bringing back food, other ants join the effort, depending on the rate at which they encounter returning foragers. 'So nobody's deciding whether it's a good day to forage. The collective is, but no particular ant is.' That's how swarm intelligence works: simple creatures following simple rules, each one acting on local information.

When it comes to swarm intelligence, ants aren't the only insects with something useful to teach us. Thomas Seeley, a biologist at Cornell University, has been looking into the uncanny ability of honeybees to make good decisions. With as many as 50,000 workers in a single hive, honeybees have evolved ways to work through individual difference of opinion to do what's best for the colony. Seeley and others have been studying colonies of honeybees to see how they choose a new home. To find out, Seeley's team applied paint dots and tiny plastic tags to all 4,000 bees in each of several swarms that they ferried to Appledore Island. There, they released each swarm to locate nest boxes they had placed on one side of the island. In one test, they put out five nest boxes. Scout bees soon appeared at all five boxes. When they returned to

the swarm, each performed a dance urging other scouts to go and have a look. These dances include a code to give directions to a box's location. The strength of each dance reflected the scout's enthusiasm for the site. After a while, a small cloud of bees was buzzing around each box. As soon as the number of scouts visible near the entrance to a box reached about 15, the bees at that box sensed that a decision had been reached and returned to the swarm with the news. The bees' rules for decision-making – seek a diversity of opinions, encourage a free competition among ideas, and use effective mechanisms to narrow choices – so impressed Seeley that he now uses them at Cornell in his role as chairman of his department.

**Questions 14 – 18**

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

- 14** In the first paragraph, what does the writer conclude about ants?
- A** They are invasive pests in the home.
  - B** They can achieve great things working alone.
  - C** They form social groups that are similar to human ones.
  - D** They less impressive as individuals than she thought.
- 15** According to the second paragraph, what is the 'fundamental questions' in nature?
- A** How do large groups of animals appoint a leader?
  - B** How do large groups of animals reach an argument?
  - C** Do different species of animals use similar behaviour?
  - D** Why are small insects better organised than larger mammals?
- 16** What is the focus of Deborah Gordon's research?
- A** The effects of bad weather on ant colonies.
  - B** The number of ants require to maintain the nest.
  - C** The methods ants use to assign different jobs.
  - D** The role of the queen ant in organising the colony.
- 17** In the fourth paragraph, what are we told about forager and patroller ants?
- A** A colony needs more forager ants than patroller ants.
  - B** Patrollers' movement determine what foragers will do.
  - C** Patrollers are the first ants to bring food back to the nest.
  - D** Foragers spend more time out of the nest than patroller ants.
- 18** In an experiment, Deborah Gordon's team
- A** mimicked patroller ants returning to the nest
  - B** left a trail of food for patroller ants to follow.
  - C** followed patroller ants to see where they went to.
  - D** changed the scent of patroller ants to that forager ants.

**Questions 19-22**

*Complete the following sentences using NO MORE THAN TWO WORDS AND/OR A NUMBER from the passage.*

- 19** Approximately ..... different types of ant have been identified.
- 20** Ants use their ..... to identify another ant.
- 21** A ..... is one animal that preys on ants.
- 22** Ant colonies use ..... to reach a decision.



**Question 23-26**

Complete the following sentences using **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage.

**Appledore Island honeybee study.**

First, the scientists **23** ..... each of the bees involved in their experiment. Next the bees were **24** ..... . The scientists placed several nest boxes in an area away from the bees. Scout bees inspected the nest boxes and **25** ..... to other bees where the boxes were. They chose their nest box once enough bees had **26** .....there.

- |                    |                 |                    |                  |
|--------------------|-----------------|--------------------|------------------|
| <b>A</b> attracted | <b>B</b> found  | <b>C</b> gathered  | <b>D</b> located |
| <b>E</b> signalled | <b>F</b> marked | <b>G</b> relocated |                  |

**READING PASSAGE 3**

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

**The man who tried to destroy Paris**

*Le Corbusier was one of the most influential architects of the 20<sup>th</sup> century. But many may wish he had never built anything*

Born Charles-Edouard Jeanneret in Switzerland in 1887, the architect Le Corbusier used his grandfather's name when he went to Paris at the age of 29. As Jeanneret, he had been a fairly successful small-town architect; as Le Corbusier, he had bigger ideas. He disliked the architectural styles that were popular at the time, and considered them to be out of date in an industrial age. He believed that the 20th century deserved a brand-new style of architecture. "We must start again from zero," he said.

The new style of architecture was called the International Style, and it attracted many followers in the architectural world. However, nobody was as enthusiastic about it as Le Corbusier at the beginning. He worked hard to promote his ideas at exhibitions, at talks, in books and in his own magazine. He loved machines, and believed that, like a machine, a building should have a function. He is famous for saying: "A house is a machine for living in."

The machines he admired the most were ships, and his early buildings tried to capture the spirit of the sea with their white walls, exposed rooms, shining glass and flat roofs. He called this style of architecture 'purism'. The first building to embrace this style was the Villa Savoye in France. Le Corbusier believed that it was one of the best, most functional houses ever built. Unfortunately, this turned out to be an exaggeration. The flat roof was a particular problem, as water poured in every time it rained, and it needed constant repairs. Nevertheless, its design was revolutionary, and it should be considered a significant piece of early 20th-century architecture.

In 1935, Le Corbusier visited New York City. He loved the city, and especially its tall buildings. He had only one reservation, which he explained to a journalist for the *Herald Tribune*



newspaper. American skyscrapers were the biggest, tallest buildings in the world at that time, but Le Corbusier was a man who always thought big, and as far as he was concerned, they were “just too small”. Le Corbusier had always admired tall buildings. Now, inspired by his visit, he abandoned purism. It is doubtful that he could have created anything as grand as the skyscrapers he had seen in the city, but from now on Le Corbusier started designing buildings that sent out a more powerful message.

He first started using bright colours, and then experimented with concrete. Le Corbusier loved the look and flexibility of concrete, and found it hard to hide it behind brick or paint, preferring to leave it on full view. At a time when concrete was seen as modern and exciting, his designs made him world famous, and he was asked to design several important buildings around the world. Altogether, he designed about 60 major buildings worldwide, in a style that became known as ‘modernism’.

However, while many admired and copied his new style of architecture, many more hated it. They turned against him, and tried to block his plans. Buildings should inspire people and make them feel good, they said, and Le Corbusier’s ugly, depressing buildings often had the opposite effect. In this respect, the people of Paris had a lucky escape. Early in his career, Le Corbusier had wanted to knock down the centre of Paris and replace the old buildings with huge towers. Fortunately, his plan was rejected. Justifiably, in view of his plans to transform one of the world’s most beautiful cities into a hideous concrete jungle, Le Corbusier is still known as ‘the man who tried to destroy Paris’.

Despite the criticism, he had an enormous effect on the world of architecture, and attracted a large number of followers. As a result, many places were subjected to his style. In the Paris suburbs of Bobigny, for example, huge towers were built to house some of the city’s poorer inhabitants. Other European cities such as London, Berlin and Dublin also felt his influence. Apart from the buildings that were directly influenced by Le Corbusier, something else happened that the architect never planned: there was a return to older styles of architecture. Today, many people live in modern houses that look like they are much older. This look may represent a return to traditional tastes and values. More likely, however, it represents a reaction against modernist architecture.

### Questions 27-30

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

**27** What does the writer say about Le Corbusier in the first paragraph?

- A** He had a relative who was an architect
- B** He became successful when he went to Paris
- C** He thought there were too many industrial buildings
- D** He wanted to do something different from everyone else

**28** What does the writer say about the International Style in the second paragraph?

- A** A lot of other architects liked it
- B** At first, people didn’t like it very much



C It took a lot of hard work to get people to accept it

D The buildings looked like machines

**29** Why does the writer describe the Villa Savoye as 'revolutionary' in the third paragraph?

A It looked more like a ship than a building

B Nobody had built anything like it before

C It looked nice, but had too many faults

D It was more functional than any other building of the time

**30** What is the writer's main purpose in the fourth paragraph?

A to explain why Le Corbusier visited New York

B to show that Le Corbusier was not impressed by New York's skyscrapers

C to describe Le Corbusier's reaction to New York

D to explain why Le Corbusier changed his style of architecture

### Questions 31-34

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

**31** Le Corbusier's Villa Savoye

**32** The concrete in Le Corbusier's later buildings

**33** Le Corbusier's style of architecture

**34** Le Corbusier had a large following which

A copied the style that he had invented

B is a classic example of modernist architecture

C made him friends and enemies

D was not as good as he claimed

E was covered in bright colours

F was left exposed so that people could see it

### Questions 35-40

*Do the following statements agree with the views of the writer in the reading passage?*

*Write*

**YES** if the statement agrees with the views of the writer

**NO** if the statement contradicts the views of the writer

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

**35** At first, people were not as enthusiastic about the International Style as Le Corbusier was.

**36** The Villa Savoye is an important building

**37** Le Corbusier could have designed buildings that were as big and as impressive as those in New York

**38** Le Corbusier found concrete a difficult material to work with

**39** Le Corbusier's plans for Paris would have ruined the city

**40** Many people show they reject Le Corbusier's style of architecture by living in old houses

**TEST 32**

**SECTION 1 Questions 1-10**

**Questions 1-4**

*Circle the correct letters A-C.*

*Example*

Which course is the man interested in?

A English

B Mandarin

C Japanese

1 What kind of course is the man seeking?

A Daytime

B Evenings

C Weekends

2 How long does the man want to study?

A 12 weeks

B 6 months

C 8 months

3 What proficiency level is the student?

A Beginner

B Intermediate

C Advanced

4 When does the man want to start the course?

A March

B June

C September

**Questions 5-10**

*Complete the form.*

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

**Language Centre**

**Client Information Card**

Name: Richard 5 .....

E-mail address: 6 .....@hotmail.com

Date of birth: 7 ..... 1980

Reason for studying Japanese: 8 .....

Specific learning needs: 9 .....

Place of previous study (if any): 10 .....

**SECTION 2 Questions 11-20**

**Questions 11-12**

*Complete the sentences below.*

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

11 The story illustrates that dogs are ..... animals

12 The people of the town built a ..... of a dog.



**Questions 13-20**

Complete the table below.

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

TYPE OF WORKING DOG	ESSENTIAL CHARACTERISTICS FOR THE JOB	ADDITIONAL INFORMATION
Sheep dogs	Smart, obedient	Herd sheep and <b>13</b> ..... them
Guide dogs	Confident and <b>14</b> .....	Training paid for by <b>15</b> .....
Guard dogs and <b>16</b> ..... and ..... dogs	Tough and courageous	Dogs and trainers available through <b>17</b> .....
Detector dogs	Need to really <b>18</b> .....	In Sydney they catch <b>19</b> ..... a month
Transport dogs	Happy working <b>20</b> .....	International treaty bans huskies from Antarctica

**SECTION 3 Questions 21-30**

**Questions 21-23**

Complete the notes below.

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

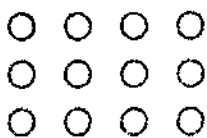
**Braille – a system of writing for the blind**

- Louis Braille was blinded as a child in his **21** .....
- Braille invented the writing system in the year **22** .....
- An early writing system for the blind used embossed letters
- A military system using dots was called **23** .....

**Questions 24-27**

Circle the correct letters A-C.

**24** Which diagram shows the Braille positions?



**A**



**B**



**C**

**25** What can the combined dots represent?

**A** both letters and words

**B** only individual words

**C** only letters of the alphabet

**26** When was the Braille system officially adopted?

**A** as soon as it was invented

**B** two years after it was invented

**C** after Louis Braille had died

**27** What is unusual about the way Braille is written?

**A** It can only be written using a machine

- B The texts have to be read backwards
- C Handwritten Braille is created in reverse

**Questions 28-30**

List **THREE** subjects that also use a Braille code.  
Write **NO MORE THAN ONE WORD** for each answer.

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

**SECTION 4 Questions 31-40**

Complete the notes below.  
Write **NO MORE THAN THREE WORDS** or **A NUMBER** for each answer.  
Question: Can babies remember any **31** .....

**Experiment with babies:**

Apparatus: baby in cot  
colorful mobile  
some **32** .....

Re-introduce mobile between one and **33** ..... Later

**Table showing memory test results**

Baby's age	Maximum memory span
2 months	2 days
3 months	<b>34</b> .....
21 months	Several weeks
2 years	<b>35</b> .....

**Questions 36-40**

Research questions: Is memory linked to **36** ..... development?  
Can babies **37** ..... their memories?

**Experiment with other children:**

Stages in incident: a) lecture taking place  
b) objects fall over  
c) **38** .....

**Table showing memory test results**

Age	% remembered next day	% remembered after 5 months
Adults	70%	<b>39</b> .....
9-year-olds	70%	Less than 60%
6-year-olds	Just under 70%	<b>40</b> .....



## TEST 33

### SECTION 1 Questions 1-10

#### Questions 1-4

Complete the form below.

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

#### Conference Registration Form

*Example*

**Name of Conference:** *Beyond 2000*

**Name:** *Melanie 1* ..... Ms .....

**Address:** *2 Room* ..... at ..... *Newtown*

**Faculty:** *3* .....

**Student No:** *4* .....

#### Questions 5-10

*Circle the correct letters A-C.*

- Registration for:**                    5    A half day  
    B full day  
    C full conference
- Accommodation required**    6    A share room/share bathroom  
    B own room/share bathroom  
    C own room with bathroom
- Meals required:**                    7    A Breakfast  
    B Lunch  
    C Dinner
- Friday SIGs:**                        8    A Computers in Education  
    B Teaching Reading  
    C The Gifted Child
- Saturday SIGs:**                    9    A Cultural Differences  
    B Music in the Curriculum  
    C Gender Issues
- Method of payment:**            10    A Credit Card  
    B cheque  
    C cash

### SECTION 2 Questions 11-20

*Complete the table below.*

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

Name of Beach	Location	Geographical Features	Other Information
Bandela	1km from Bandela <b>11</b> .....	Surrounded by <b>12</b> .....	Safe for children/non-swimmers
Da Porlata	East corner of island	Area around beach is <b>13</b> .....	Can hire <b>14</b> ..... and .....

# Diyorbek's IELTS



San Gett	Just past 'Tip of Caln'	15 ..... Beach on island	Check 16 ..... On beach in rough weather
Blanaka	17 ..... Corner	Surrounded by 18 .....	Can go caving and diving
Dissidor	Close to Blanaka	Need to walk over 19 .....	Need to take some 20 ..... and .....

## SECTION 3 Questions 21-30

Complete the notes below.

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

### Procedure for Bookshops

Keep database of course/college details

In May, request 21 ..... from lectures

Categorize books – as essential reading

22 ..... Reading

Background reading

When ordering refer to last year's 23 .....

- Type of course
- Students' 24 .....
- Own judgement

### Procedure for Publishers

Send 25 ..... to course providers

Use websites

Compose personal 26 ..... to academic staff

Send 27 ..... Bookstores

### Students

Main objective is to find books that are good 28 .....

Also look for books that are 29 ..... and 30 .....

## SECTION 4 Questions 31-40

### Question 31

Circle the correct letters A-C

31 At the start of her talk Rebecca points out that new graduates can find it hard to

- A get the right work
- B take sufficient breaks
- C motivate themselves

### Question 32-33

Circle **TWO** letters A-E.

Which **TWO** of the following does Rebecca say worry new artists?

- A earning enough money
- B moving to a new environment
- C competing with other artists
- D having their work criticized



E getting their portfolios ready

**Questions 34 and 35**

*Circle the correct letters A-C.*

**34** Rebecca decided to become an illustrator because it

**A** afforded her greater objectivity as an artist

**B** offered her greater freedom of expression

**C** allowed her to get her work published

**35** When she had developed a portfolio of illustrations, Rebecca found publishers

**A** more receptive to her work

**B** equally cautious about her work

**C** uninterested in her work

**Questions 36-40**

*Complete the notes below.*

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

**Suggestions for Developing a Portfolio**

Get some artwork printed in magazines by entering **36** .....

Also you can **37** ..... and ..... mock up book pages.

Make an effort to use a variety of artistic **38** .....

Aim for recognition by dividing work into distinct **39** .....

Possibly use **40** .....

**TEST 34**

**SECTION 1 Questions 1-10**

Complete the notes below.

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

**EVENT DETAILS**

**Type of event:** *Example* Dragon Boat Race

**Race details**

Day & date:        1 .....

Place:        Brighton 2 .....

Registration time:        3 .....

**Sponsorship**

- aim to raise over 4 ..... as a team and get a free t-shirt
- free Prize Draw for trip to 5 .....

**Team details**

- must have crew of 20 and elect a 6 .....
- under 18s need to have 7 ..... to enter
- need to hire 8 .....
- advised to bring extra 9 .....
- must choose a 10 ..... for the team

## TEST 28 READING PASSAGE 1

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

### **Here today, gone tomorrow**

*The Arctic and Antarctica are now within reach of the modern tourist, with many going to see these icy wildernesses before it's too late. Christian Amodeo reports on the growth of polar tourism.*

Travel at the North and South Poles has become an expensive leisure activity, suitable for tourists of all ages. The poles may be inhospitable places, but they are seeing increasing numbers of visitors.

Annual figures for the Arctic, where tourism has existed since the 19th century, have increased from about a million in the early 1990s to more than 1.5 million today. This is partly because of the lengthening summer season brought about by climate change.

Most visitors arrive by ship. In 2007, 370,000 cruise passengers visited Norway, twice the number that arrived in 2000. Iceland, a country where tourism is the second-largest industry, has enjoyed an annual growth rate of nine percent since 1990. Meanwhile, Alaska received some 1,029,800 passengers, a rise of 7.3 percent from 2006. Greenland has seen the most rapid growth in marine tourism, with a sharp increase in cruise-ship arrivals of 250 percent since 2004.

The global economic downturn may have affected the annual 20.6 percent rate of increase in visitors to the Antarctic – last season saw a drop of 17 percent to 38,200 – but there has been a 760 percent rise in land-based tourism there since 1997. More people than ever are landing at fragile sites, with light aircraft, helicopters and all-terrain vehicles increasingly used for greater access, while in the past two seasons, 'fly-sail' operations have begun. These deliver tourists by air to ships, so far more groups can enjoy a cruise in a season; large cruise ships capable of carrying up to 800 passengers are not uncommon.

In addition, it seems that a high number of visitors return to the poles. 'Looking at six years' worth of data, of the people who have been to the polar regions, roughly 25 percent go for a second time,' says Louisa Richardson, a senior marketing executive at tour operator Exodus. In the same period that tourism has exploded, the 'health' of the poles has 'deteriorated'. 'The biggest changes taking place in the Antarctic are related to climate change,' says Rod Downie, Environmental Manager with the British Antarctic Survey (BAS). Large numbers of visitors increase these problems.

Although polar tourism is widely accepted, there have been few regulations up until recently. At the meeting of the Antarctic Treaty in Baltimore, the 28 member nations adopted proposals for limits to tourist numbers. These included safety codes for tourist vessels in Antarctic waters, and improved environmental protection for the continent. They agreed to prevent ships with

more than 500 passengers from landing in Antarctica, as well as limit the number of passengers going ashore to a maximum of 100 at any one time, with a minimum of one guide for every 20 tourists. 'Tourism in Antarctica is not without its risks,' says Downie. 'After all, Antarctica doesn't have a coastguard rescue service.'

'So far, no surveys confirm that people are going quickly to see polar regions before they change,' says Frigg Jorgensen, General Secretary of the Association of Arctic Expedition Cruise Operators (AECO). 'However, Hillary Clinton and many other big names have been to Svalbard in the northernmost part of Norway to see the effects of climate change. The associated media coverage could influence others to do the same.'

These days, rarely a week passes without a negative headline in the newspapers. The suffering polar bear has become a symbol of a warming world, its plight a warning that the clock is ticking. It would seem that this ticking clock is a small but growing factor for some tourists. 'There's an element of "do it now",' acknowledges Prisca Campbell, Marketing Director of Quark Expeditions, which takes 7,000 people to the poles annually. Leaving the trip until later, it seems, may mean leaving it too late.

#### Questions 1–7

Complete the summary below.

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

#### Polar tourism – the figures

Tourism in the Arctic began in the **1** ..... and visitor numbers have risen since that time. These days, over **2** ..... people travel there, mostly by ship. The country with the greatest increase in visitors is **3** ..... Tourism has expanded in the Arctic because the **4** ..... lasts longer than it used to.

Travel to the Antarctica has fallen by **5** ..... over the past year. However, many more people are using small planes and **6** ..... to land on the ice. Aircraft are also taking visitors to huge ships that hold as many as **7** ..... tourists.

#### Questions 8–12

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

Match each statement with the correct person, A–D.

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

**8** Some tourists believe they should not delay their trip to the poles.

**9** There are some dangers to traveling in Antarctica.

**10** Some famous people have travelled to polar regions to look at the impacts of global warming.

**11** Some tourists make more than one trip to the poles.

**12** There is no evidence that visitors are hurrying to the poles.

#### List of people

**A** Louisa Richardson

**B** Rod Downie

**C** Frigg Jorgensen

**D** Prisca Campbell

## READING PASSAGE 2

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

### The greatest experiment of all time

*The digital traces we leave are transforming our understanding of human behaviour.*

**A** Every move you make, every twitter feed you update, somebody is watching you. You may not think twice about it, but if you use a social networking site, a cellphone or the internet regularly, you are leaving behind a clear digital trail that describes your behaviour, travel patterns, and likes and dislikes, divulges who your friends are, and reveals your mood and your opinions. In short, it tells the world an awful lot about you. Now, as any researcher will tell you, good data is gold dust. Its absence leaves theories in the realm of speculation, and worse, poor data can lead you down a blind alley. Physics was the first science to be transformed by accurate information, initially with telescopes that revealed the heavens and culminating in massive modern-day experiments like the Large Hadron Collider in Switzerland. Biology was next, with genome sequencing throwing up so much data that genetics has turned partly into an information science. Now the study human behaviour is heading the same way.

**B** Social scientists have long had to rely on crude questionnaires or interviews to gather data to test their theories, methods marred by reporting bias and small survey sizes. For decades, the field has been looked down upon as some poor cousin to the hard sciences. The digital age is changing all that. Thanks to social networking sites, practically overnight the study of human behaviour and social interactions has switched from having virtually no hard data to drowning in the stuff. As a result, an entirely different approach to social sciences has emerged, and it is becoming possible to tackle fundamental problems previous generations thought largely untouchable. 'Sociologists have been hunting for laws about human interactions and social networks for decades,' says Duncan Watts of Yahoo Research in New York, 'but the far-reaching implications of their theories have been effectively impossible to test. The measurement technology simply didn't exist. That's changing.'

**C** Watts was among the first to realise the potential of the digital trail we leave behind. In 2006, with his colleague Matthew Salganik, now at Princeton University, he designed a web-based experiment to examine how much social influence determines the popularity of music. To examine what made one song more successful than others, Watts and Salganik created a project called Music Lab. It featured a website where more than 14,000 people listened to any of 48 songs by relatively unknown bands, rated them and downloaded them if they wanted. These options provided a measure of quality (the average rating given) and popularity (the number of downloads). Critically, the duo were also able to control whether listeners could see how many times other people had downloaded any particular song or instead had to rely on their own judgement. In this way, they could effectively compare outcomes with the power of social influence turned on or off. The results strongly support the idea that human influence has a huge effect in making some songs more popular than others.

**D** These kinds of experiments are making routine the types of experimental studies which were once thought impossible, says Salganik. 'With the vast increase in computing power and the almost limitless pool of participants now available via the internet, we can conduct

laboratory-style experiments involving thousands, or even millions, of participants,' he says. Indeed, Jukka-Pekka Onnela and Felix Reed-Tsochas at the University of Oxford's Said Business School are now using a leading social networking site and its 400-million-plus users as a living laboratory to examine how ideas and behaviours spread through human groups. Watt and Salganik showed that when it comes to music preference, we behave like sheep. Onnela and Reed-Tsochals realised that analogous changes take place on sites where people share their profiles with online friends. Site users can choose to install applications – software components that personalise their profile page. If one person adopts an application, their friends are automatically notified. Users also have access to a list of popular applications, akin to a bestsellers list. The data stored on the site makes it possible to analyse the growth in popularity of individual applications in unprecedented detail. Onnela and Reed-Tsochas analysed the popularity of several thousand applications in 2007 and then studied how users adopted them over time. They point out that their results showed that both independent thinking and copying behaviour play a role, reinforcing conclusions reached by conventional survey methods.

**E** The ocean of digital information about us isn't limited to likes or opinions. Though it's still controversial, and difficult to get hold of, some teams are accessing much more in the way of personal details. For example, Barabasi and his colleagues at Northern University used cellphone data to analyse human movements. Detailed data on such a scale now available never existed before cellphones became commonplace. Now millions of people carry a de facto tracking device with them all day that automatically logs their every move. However, as with some developments in physics and biology, the social data explosion also brings with it new risks, says Barabasi. 'Anyone involved in this kind of research increasingly faces a dilemma how do we avoid contributing to the creation of a surveillance state?'

**F** Such worries are, perhaps, another sign that social science is finally coming of age. Just as the discovery of nuclear fission raised moral dilemmas for physicists, and genetic modification is now doing for biologists, so the ability to predict human behaviour is presenting new quandaries for social scientists. As ever, with great power comes great responsibility.

#### **Questions 14-19**

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

*Which paragraphs contain the following information?*

- 14** the problems associated with research procedures traditionally used by social scientists
- 15** a way of thinking your social networking site look different to everyone else's
- 16** the unintended application of one common digital device
- 17** a list of the types of information our use of digital devices can reveal
- 18** a reference to the first scientific tool to produce valuable data
- 19** a reference to a problem shared by social scientists and those of other disciplines

#### **Questions 20 – 23**

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

*Match each statement with the correct person, A – D.*

- 20** The Digital Age gives us an opportunity to test out theories on a previously unheard of scale.
- 21** In the past, researchers were unable to conclusively prove their theories.
- 22** This new approach may threaten our privacy.



23 Our research allowed us to confirm the findings obtained through a traditional research technique.

**List of people**

- A Watts
- B Salganik
- C Barabasi
- D Onnela and Reed-Tsochas

**Question 24**

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

24 In the first paragraph, the writer refers to physics and biology in order to

- A compare the advances in digital data with important discoveries in those fields.
- B compare two very different sciences that use digital data.
- C show that other sciences are taken more seriously than social sciences.
- D suggest that social sciences use techniques from other fields.

**Questions 25 and 26**

Which **TWO** of the following is true of the music experiment carried out by Watts and Salganik?

Choose the correct letters **A, B, C, D or E**.

- A Participants purchased music from a particular website.
- B Some participants were not shown information about music downloads.
- C Participants completed a survey at the end of the experiment.
- D Participants were asked to judge the musical standard of the songs they listened to.
- E Some participants were asked to convince other people to join the experiment.

**READING PASSAGE 3**

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

**Life without death**

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

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

C A year ago Gordon Lithgow of the University of Manchester discovered a way to help combat free radicals. Using one of these anti-ageing chemicals, he managed to increase the lifespan of

one species of earthworm\* by 50 per cent. Despite cautionary words from the scientists, many welcomed this as the first step towards a drug which would extend life. Research involving the mutation of genes has also thrown up fascinating results: after identifying two of the genes that appear to control how long the earthworm lives, similar genes were found in organisms as various as fruit-flies, mice and human beings. When one considers the vast evolutionary distances that separate these species, it suggests that we may have discovered a key to how ageing is regulated throughout the entire animal kingdom.

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

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

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

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

**H** But Polkinghorne, a member of the Human Genetics Commission, also observes that so far our experience of extended life-expectancy has not resulted in world-weariness. Throughout the last century, life-expectancy rose consistently, thanks to improved diet, better hygiene, continuous medical innovation and the provision of free or subsidized healthcare. In 1952, the Queen sent out 225 telegrams to people on their 100th birthday; in 1996 she sent out 5 218. "Consider also, the lives of our Roman and Anglo-Saxon ancestors," he says. "By and large, the doubling of human lifespan we have seen since then has not been a bad thing. Life has not



become frustrating and boring. For example, we now live to see our children's children, and this is good."

## Questions 27-31

*Do the following statements agree with the information given in the reading passage?*

*Write*

**YES** if the statement agrees with the information.

**NO** if the statement contradicts the information.

**NOT GIVEN** if there is no information on this in the passage.

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

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

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

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

**31** Life expectancy has improved partly because people eat better.

## Questions 32-35

*Look at the following names of people or organizations (Questions 32-35) and the list of opinions (A – F).*

*Match each name with the opinion which the person or organization expressed.*

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

**32** Eukarion

**33** Rich Miller

**34** David Gems

**35** John Polkinghorne

**A** Increase in longevity may cause unwelcome changes in society.

**B** People will live longer but become tired of life.

**C** Past experience shows that people do not lose interest in life as a result of living longer

**D** There is no scientific proof that any drug can prolong human life expectancy.

**E** One medicine we are developing may have a welcome benefit apart from its original purpose.

**F** Using drugs to treat the diseases of old age is only the beginning.

## Questions 36

Which **TWO** of the following are characteristics of free radicals? Choose **TWO** letters A-E.

**A** They are a partial cause of certain diseases.

**B** They escape into the atmosphere when we breathe.

**C** They are present in two vitamins.

**D** They harm our body chemistry.

**E** They are produced by our bodies.

## Questions 37-40

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

*Choose your answers from the box below the summary.*

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



E getting their portfolios ready

**Questions 34 and 35**

*Circle the correct letters A-C.*

**34** Rebecca decided to become an illustrator because it

**A** afforded her greater objectivity as an artist

**B** offered her greater freedom of expression

**C** allowed her to get her work published

**35** When she had developed a portfolio of illustrations, Rebecca found publishers

**A** more receptive to her work

**B** equally cautious about her work

**C** uninterested in her work

**Questions 36-40**

*Complete the notes below.*

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

**Suggestions for Developing a Portfolio**

Get some artwork printed in magazines by entering **36** .....

Also you can **37** ..... and ..... mock up book pages.

Make an effort to use a variety of artistic **38** .....

Aim for recognition by dividing work into distinct **39** .....

Possibly use **40** .....

**TEST 34**

**SECTION 1 Questions 1-10**

Complete the notes below.

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

**EVENT DETAILS**

**Type of event:** *Example* Dragon Boat Race

**Race details**

Day & date:        1 .....

Place:        Brighton 2 .....

Registration time:        3 .....

**Sponsorship**

- aim to raise over 4 ..... as a team and get a free t-shirt
- free Prize Draw for trip to 5 .....

**Team details**

- must have crew of 20 and elect a 6 .....
- under 18s need to have 7 ..... to enter
- need to hire 8 .....
- advised to bring extra 9 .....
- must choose a 10 ..... for the team

**SECTION 2 Questions 11-20**

**Questions 11-15**

Complete the notes below.

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

**KIWI FACT SHEET**

Pictures of kiwis are found on **11** ..... and .....

The name kiwi comes from its **12** .....

The kiwi has poor sight but a good **13** .....

Kiwis cannot **14** .....

Kiwis are encouraged by **15** .....

**Questions 16-17**

Complete the notes below.

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

**Kiwi Recovery Program**

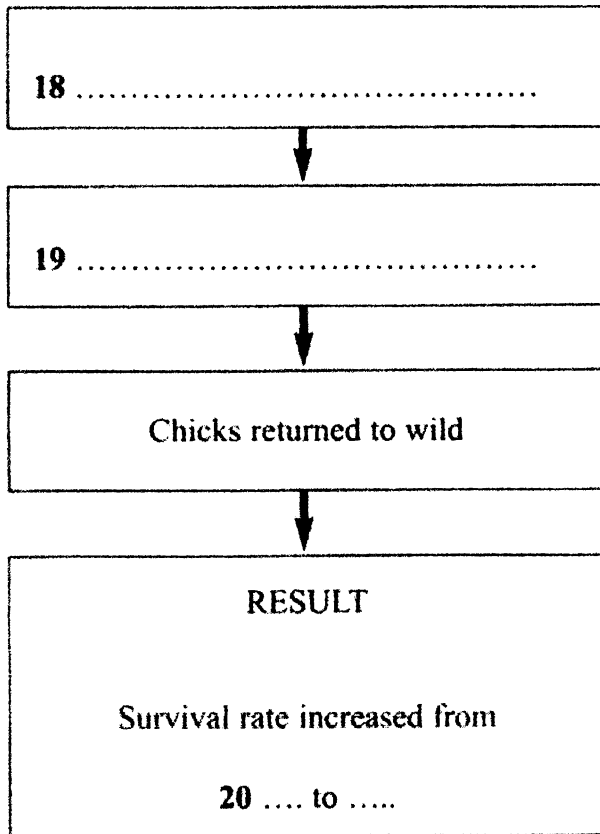
Stage of Program	Program Involves
<b>16</b> .....	Looking at kiwi survival needs
Action	Putting science into practice
<b>17</b> .....	Schools and the website

**Questions 18-20**

Complete the flow chart below.

Use **NO MORE THAN THREE WORDS** or **A NUMBER** for each answer.

**OPERATION NEST EGG**





## SECTION 3 Questions 21-30

### Questions 21-24

Circle the correct letters A-C.

**21** The professor says that super highways

**A** lead to better lifestyles

**B** are a feature of wealthy cities

**C** result in more city suburbs

**22** The student thinks people

**A** like the advantages of the suburbs

**B** rarely go into the city for entertainment

**C** enjoy living in the city

**23** The professor suggests that in five years' time

**A** City Link will be choked by traffic

**B** public transportation will be more popular

**C** roads will cost ten times more to build

**24** The students believes that highways

**A** encourage a higher standard of driving

**B** result in lower levels of pollution

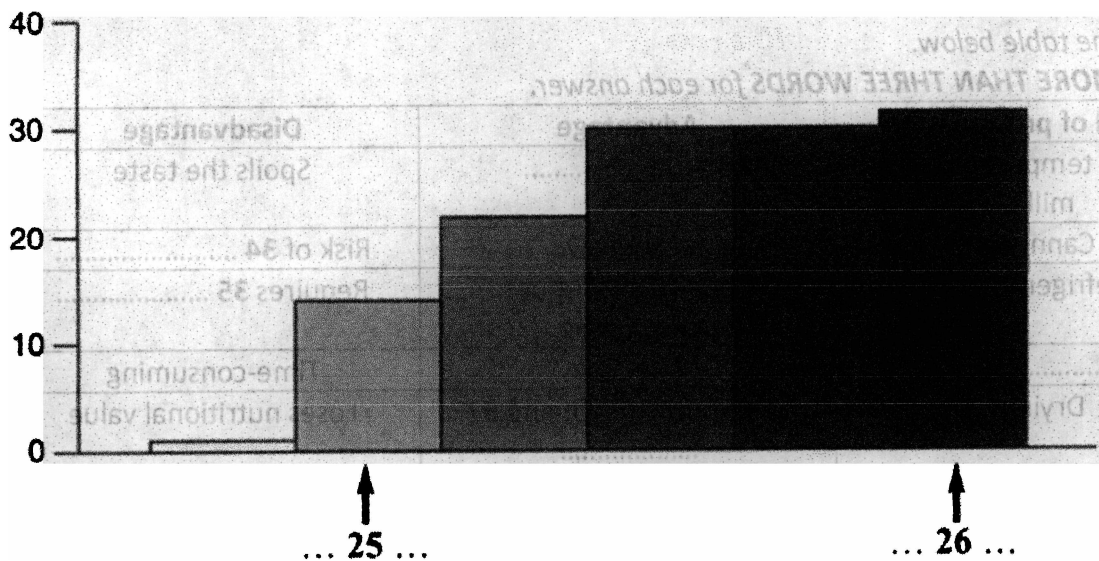
**C** discourage the use of old cars

### Questions 25-26

Label the two bars identified on the graph below.

Choose your answers from the box and write them next to Questions 25-26.

**Percentage of people using public transport by capital city**



List of cities: Detroit

Frankfurt

London

Paris

Sydney

Toronto

### Questions 27-28

Circle **TWO** letters A-F

Which **TWO** facts are mentioned about Copenhagen?



- A live street theatre encouraged
- B 30% of citizens walk to work
- C introduction of parking metres
- D annual reduction of parking spots
- E free city bicycles
- F free public transport

**Questions 29-30**

Circle **TWO** letters A-F

Which **TWO** reasons are given for the low popularity of public transport?

- A buses slower than cars
- B low use means reduced service
- C private cars safer
- D public transport expensive
- E frequent stopping inconvenient
- F making connections takes time

**SECTION 4 Questions 31-40**

**Questions 31-32**

Complete the notes below.

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

**Reasons for preserving food**

- Available all year
- For **31** .....
- In case of **32** .....

**Questions 33-37**

Complete the table below.

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

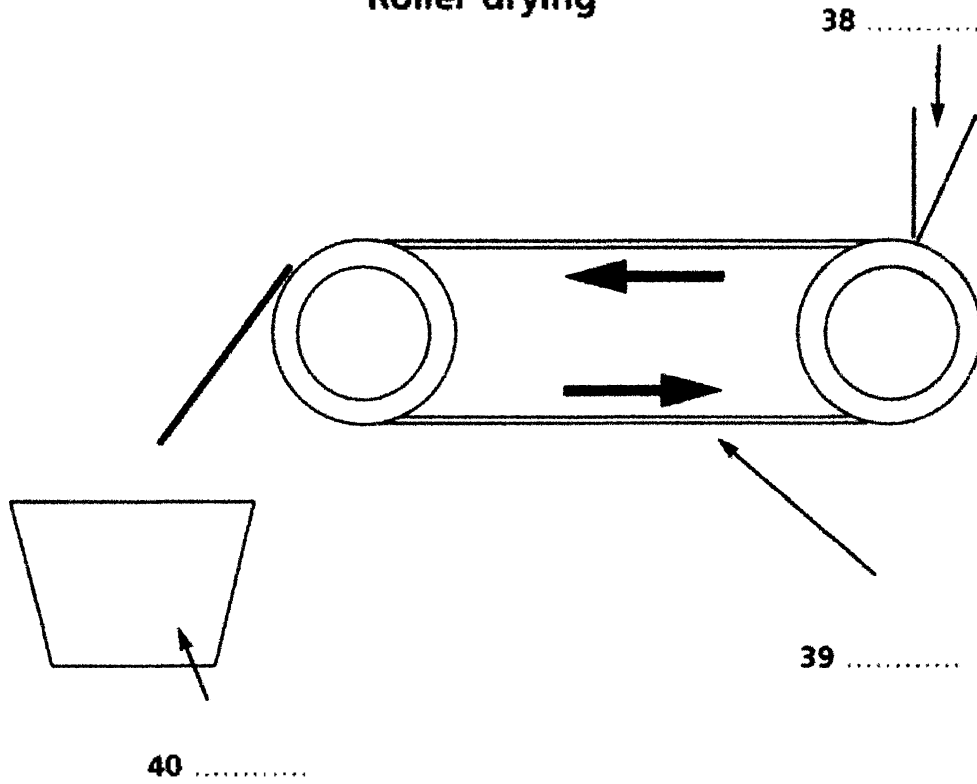
Method of preservation	Advantage	Disadvantage
Ultra-high temperature (UHT milk)	<b>33</b> .....	Spoils the taste
Canning	Inexpensive	Risk of <b>34</b> .....
Refrigeration	Stays fresh without processing	Requires <b>35</b> .....
<b>36</b> .....	Effective	Time-consuming
Drying	Long-lasting, light and <b>37</b> .....	Loses nutritional value

**Questions 38-40**

Label the diagram.

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

Roller drying



**TEST 35**

**SECTION 1 Questions 1-10**

Questions 1-6

Complete the form below.

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

**Millenium Office Supplies  
CUSTOMER ORDER FORM**

*Example*

Order placed by *John Carter*

**ACCOUNT NUMBER** 1 .....

**COMPANY NAME** 2 .....

**Envelopes**

Size **A4 normal**

Colour 3 .....

Quantity 4 .....

**Photocopy paper**

Colour 5 .....

Quantity 6 .....

Questions 7-9

List **THREE** additional things that the man requests.

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

7 .....

8 .....

9 .....

**Question 10**

Complete the notes below.

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

**Special instructions:** Deliver goods **10** .....

**SECTION 2 Questions 11-20**

Complete the notes below.

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

**Artist's Exhibition**

**General details:**

Place: **11** ..... No. **1** **12** .....

Dates: 6<sup>th</sup> October – **13** .....

**Display details:**

- Jewellery
- Furniture
- Ceramics
- **14** .....
- Sculpture

Expect to see: crockery in the shape of **15** .....  
 silver jewellery, e.g. large rings containing **16** .....  
 A shoe sculpture made out of **17** .....

Go to demonstrations called: **18** .....

**Artist's Conservatory**

**Courses include:** Chinese brush painting  
**19** .....

Silk painting

**Fees include:** Studio use  
 Access to the shop  
 Supply of **20** .....

**SECTION 3 Questions 21-30**

**Questions 21-13**

Complete the sentences below.

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

According to Alison Sharp...

**21** Bear ancestors date back ..... years

**22** Scientists think bears were originally in the family as .....

**23** The Cave Bear was not dangerous because it .....

**Questions 24-28**

Complete the grid. Tick ( ✓ ) the relevant boxes in each column.

Bear species	Sloth Bear	Giant Panda	Polar Bear	Black Bear	Brown Bear	Sun Bear
24 Which is the most recent species?						
25 Which is the largest looking bear?						
26 Which is the smallest bear?						
27 Which bear eats plants?						
28 Which bear eats insects						

**Questions 29-30**

Circle **TWO** letters A-F.

Which **TWO** actions are mentioned to help bears survive?

- A breeding bears in captivity
- B encouraging a more humane attitude
- C keeping bears in national parks
- D enforcing international laws
- E buying the speaker's book
- F writing to the United Nations

**SECTION 4 Questions 31-40**

**Questions 31-36**

Circle the correct letters A-C.

**31** The speaker compares a solar eclipse today to a

- A religious experience
- B scientific event
- C popular spectacle

**32** The speaker says that the dark spot of an eclipse is

- A simple to predict
- B easy to explain
- C randomly occurring

**33** Concerning an eclipse, the ancient Chinese were

- A fascinated
- B rational
- C terrified

**34** For the speaker, the most impressive aspect of an eclipse is the

- A exceptional beauty of the sky
- B chance for scientific study
- C effect of the moon on the sun



35 Eclipses occur rarely because of the size of the

- A moon
- B sun
- C earth

36 In predicting eclipses, the Babylonians were restricted by their

- A religious attitudes
- B inaccurate observations
- C limited ability to calculate

**Questions 37-40**

Complete the table below.

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

Date of eclipse	Scientists	Observation
1715	Halley	37 ..... who accurately predicted an eclipse
1868	Janssen and Lockyer	Discovered 38 .....
1878	Watson	Believed he had found 39 .....
1919	Einstein	Realized astronomers had misunderstood 40 .....

**TEST 36**

**SECTION 1 Questions 1-10**

**Questions 1-9**

Complete the notes below.

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

**ENQUIRY ABOUT BOOKCASES**

*Example*

*Answer*

Number of bookcases available

two

**Both bookcases**

Width: 1 .....

Made of: 2 .....

**First bookcase**

Cost: 3 .....

Colour: 4 .....

Number of shelves: six (four are 5 .....) )

**Second bookcase**

Colour: dark brown

- Other features
- almost 80 years old
- has a 6 ..... at the bottom
- has glass 7 .....

Cost: 8 .....

**Details of seller**

Name: Mrs 9 .....



In one experiment using anti-ageing chemicals, the life of 37..... was extended by half. 38..... like the ones which control the ageing process in these animals have also been found in other species.

Unfortunately, however, experiments on 39..... have been less successful: while they live longer, the 40..... controlling their growth are also affected with the result that they grow less.

- |          |             |          |              |          |           |
|----------|-------------|----------|--------------|----------|-----------|
| <b>A</b> | chemicals   | <b>D</b> | genes        | <b>G</b> | mice      |
| <b>B</b> | earthworms  | <b>E</b> | hormones     | <b>H</b> | organisms |
| <b>C</b> | fruit flies | <b>F</b> | human beings |          |           |

### TEST 29 READING PASSAGE 1

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

#### Graphic novels

*People who think graphic novels are just comics with a different name should think again*

**A** Graphic novels, as the name suggests, are books written and illustrated in the style of a comic book. The term graphic novel was first used in 1978 by author and artist Will Eisner to distinguish a comic novel he had written and illustrated from newspaper comic strips. He described graphic novels as consisting of 'sequential art' – a series of illustrations which, when viewed in order, tell a story.

**B** Although today's graphic novels are a recent phenomenon, this basic way of telling stories has been used in various forms for centuries. Early cave drawings, hieroglyphics and medieval tapestries are examples of this. The term graphic novel is now generally used to describe any book in a comic format that resembles a novel in length and narrative development.

**C** Many adults feel that graphic novels are not the type of reading material that will help young people become good readers. They believe that graphic novels are somehow a bad influence that prevent 'real' reading. In other words, they think that they are not 'real' books.

**D** However, many quality graphic novels are now being seen as a method of storytelling on the same level as novels, films or audio books. From originally appealing to a small following of enthusiasts, they are now being accepted by librarians and teachers as proper literature for children and young adults. The main advantages are that they promote literacy, and attract and motivate young people to read.

**E** How do we know this? In the last few years, teachers and school libraries have reported outstanding success getting children to read with graphic novels. Many have mentioned the motivational factor of the graphic novel. This has been especially true with children who are usually reluctant to read, especially boys. The colourful pictures attract them, and then encourage them to find out what the story is about. Providing young people of all abilities with a wide range of reading materials, including graphic novels, can help them become lifelong readers.

**F** Furthermore, one of the main benefits of a graphic novel is that it can help students who are learning a foreign language, and who are having problems improving their reading skills. This is



because the pictures provide clues to the meaning of the words. Language learners are therefore more motivated by graphic novels, and will acquire new vocabulary more quickly. **G** Many teachers have reported great success when they have used graphic novels with their students, especially in the areas of English, social studies and art. They have discovered that, just like traditional forms of literature, they can be useful tools for helping students examine aspects of history, science, literature and art.

**H** The idea that graphic novels are too simple to be regarded as serious reading is no longer valid. The excellent graphic novels available today demand many of the same skills that are needed to understand traditional works of fiction. Often they actually contain more sophisticated vocabulary than traditional books. Reading them can help students develop the skills that are necessary to read more challenging works.

### Questions 1-7

The Reading passage has eight paragraphs, **A-H**.

Which paragraph contains the following information?

Write the correct letter, **A-H**.

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

- 1 people with negative attitudes towards graphic novels
- 2 a variety of school subjects where graphic novels can play an important role
- 3 why a graphic novel's visual element speeds up learning
- 4 a modern definition of graphic novels
- 5 graphic novels are as good as any other method of telling a story
- 6 graphic novels sometimes use advanced words
- 7 the historical use of pictures as a method of storytelling

### Questions 7-13

Complete the table below.

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

#### The advantage of graphic novels

Advantages	Who benefits?	How it works
They provide motivation to read	<b>7</b> ..... readers	They are attracted by <b>8</b> ..... This encourages them to find out what happens in the <b>9</b> .....
They help improve a student's <b>10</b> .....	<b>11</b> ..... learners	The pictures act as visual <b>12</b> ..... The student develops a larger <b>13</b> .....



## READING PASSAGE 2

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

### Modern art shows its age

**A** In the Oscar Wilde novel *The Picture of Dorian Gray*, a man remains forever young while his painted portrait acquires the blemishes of his increasingly sinful life. The story exactly reverses our expectations – that while life is a process of constant change and decay, the masterpieces of art will endure. Any conservator will tell you, however, that things are not so simple. All material objects age; paper and silk discolor and turn brittle; painted surfaces crack and pigments darken or fade; even materials as durable as marble and bronze will change color and texture after prolonged contact with the elements.

**B** When it comes to works of modern art, the experimental embrace of new materials that gave the period much of its dynamism in the late 1800s and early 1900s poses a whole new set of challenges. These are not only technical but conceptual, since the use of the new materials – many of them never meant to last – often went hand in hand with a disdain for the traditional notion of the artwork as a precious artefact and embodiment of eternal values. A case in point was when the Busch-Reisinger Museum at Harvard recently acquired a sculpture made of dirt by the German artist Dieter Roth (1930-98). Conservators had to face the fact that their mission to preserve for future generations the culture of the moment would have to yield to accommodate materials chosen precisely because of their propensity to decay. 'Our natural inclination is to preserve objects,' explains Henry Lie, head of the Straus Center for Conservation at Harvard, 'but also to honor the artist's feelings of how they should change over time.'

**C** The recently established Center for the Technical Study of Modern Art at Harvard has been set up to grapple with the distinctive challenges posed by the art of the last century. Under the directorship of Carol Mancusi-Ungaro, the center will provide a road map to future conservators and a resource for scholars seeking to understand how works of modern art were made. The center has opened at a critical juncture in the afterlife of modernism. 'Establishing the center became urgent because these artists are disappearing,' said James Cuno, director of the Harvard University Art Museums. 'We need to know all we can about the materials they used, the way they used them, so that we can understand their achievement and how to treat these objects.' In establishing guidelines for the conservation of modern art, Ms Mancusi-Ungaro said that there is no substitute for the artist's voice. Hence a goal of the center is to create an archive of videotaped interviews with artists. 'With modern art there are no boundaries,' Ms Mancusi-Ungaro said. 'Anything could be used, from industrial materials to edible materials. It's time to come to terms not only with what these materials are, but why the artist used them.'

**D** The problems for the conservator of modern art differ fundamentally from those that concern conservators of old master works, where the goal is to preserve as faithfully as possible the integrity of the original. A hands-off approach is dictated, where change is essential to the artist's meaning. Joseph Beuys, for instance, used organic materials like fat or honey precisely



because of their tendency to change over time; to halt that process would be to falsify the work in critical ways. 'If the artist says: "My art is just for my lifetime. I don't care if it changes," then that is the attitude that the conservator has to adopt and work with. If we make the object so precious that it's alien to the artist, that would be the worst thing we could do,' says Ms. Mancusi-Ungaro.

**E** Ms. Mancusi-Ungaro believes that artworks, like people, have a natural life cycle. 'It's impossible, if not misdirected, to try and make a work art look the way it did when it was new,' she insisted. 'We have to accept aging, and in accepting, we have to understand what the artist was intending.' She recalled seeing a work by Robert Rauschenberg that had been damaged and then meticulously restored. 'This was an example where a conservator came in and, with the best of intentions and the best of skills, restored something in a way that made it stand out as being not by Rauschenberg.'

**F** The establishment of the Center for the Technical Study of Modern Art signals the transformation of modernism from the art of the now to an art for the ages. That x-rays, ultraviolet and infrared photography, and chemical analysis – tools used to probe work centuries old – are now being employed on more recent art confirms that modernism has entered history. High-tech tools can not only help conservators understand how a work was made but, when sensitively deployed, can help them recover the living artist from the evidence of the mute painting.

**G** Such an opportunity is much in evidence in the exhibition *Mondrian: The Trans -Atlantic Paintings*, on view at the Busch-Reisinger Museum until July 22. The paintings there, begun by Piet Mondrian (1872-1944) in Europe and completed in New York, were scrutinized using the latest scientific techniques. In this case, technical analysis revealed something unexpected in the character of the notably reserved Mondrian. 'What really surprised me,' curator Ron Spronk recalled, 'was the vigor and the incredible energy, how laborious these re-workings were and to what length Mondrian went to attain these paintings' serenely abstract works. It seems certain that these tools will play a greater role in the preservation of modernism and in how future generations interpret its legacy.'

## Questions 14-21

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

*Which paragraph contains the following information?*

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

**14** two examples of living materials that one modern artist used

**15** the medium that will be used to record modern artists' ideas about their art

**16** the reason modern artist chose to use unusual materials

**17** a mention of an unexpected discovery made when a series of paintings was analysed

**18** the changes that occur in various substances over time

**19** a mention of a painting featured in a work of fiction

**20** a reference to a painting that was noticeably changed when it was repaired

**21** a constant between the restoration of modern art and more traditional works of art

## Questions 22-26

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

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

22 Even food might be used as material for creating modern art.

23 There was a real need for a research centre for modern art.

24 We should try to understand the reasons why an artist chose materials that would decay over time.

25 We instinctively want to protect all works of art.

26 Modern technology will help people to understand modern art in years to come.

**List of people**

A Henry Lie

B James Cune

C Ms Mancusi-Ungaro

**READING PASSAGE 3**

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

**On the move**

*Economic analysis sheds light on the history of migration and on its future*

**A** During successive waves of globalization in the three centuries leading up to the first world war, migration of labour was consistently one of the biggest drivers of economic change. Since 1945 the world has experienced a new era of accelerating globalization, and the international movement of labour is proving once again to be of the greatest economic and social significance. As a new study\* by Barry Chiswick of the University of Essex makes plain, it is economic factors that have been uppermost throughout the history of migration.

**B** For many years after the discovery of America, the flow of free migrants from Europe was steady but quite small: transport costs were high, conditions harsh and the dangers of migration great. In 1650 a free migrant's passage to North America cost nearly half year's wages for a farm labourer in southern England. Slavery predominated until the slave trade was stopped in the first half of the 19th century. By around 1800, North America and the Caribbean islands had received some 8m immigrants. Of these, about 7m were African slaves.

**C** The first era of mass voluntary migration was between 1850 and 1913. Over 1m people a year were drawn to the new world by the turn of the 20th century. Growing prosperity, falling transport costs and lower risk all pushed in the same direction. Between 1914 and 1945, war, global depression and government policy reduced migration. During some years in the 1930s, people returning to Europe from the United States, even though comparatively few, actually outnumbered immigrants going the other way. After the second world war the cost of travel fell steeply. But now the pattern immigration and grew as a destination. Emigration from developing countries expanded rapidly: incomes there rose enough to make emigration feasible, but not enough to make it pointless. Many governments began trying to control immigration. Numbers, legal and illegal, surged nonetheless, as economics had its way.

**D** Migration, it is safe to assume, is in the interests of (voluntary) migrants: they would not move otherwise. The evidence suggests that it is also very much in the overall interests of the

receiving countries. But, as Mr. Chiswick and Mr. Hatton point out, there are losers in those countries. The increase in the supply of labour means that the wages of competing worker may fall, at least to start with.

**E** The economic conditions now seem propitious for an enormous further expansion of migration. On the face of it, this will be much like that of a century ago. As before, the main expansionary pressures are rising incomes in the rich countries and rising incomes in the poor ones. (This second point is often neglected: as poor countries get a little less poor, emigration tends to increase, because people acquire the means to move). The study emphasizes, however, two crucial differences between then and now.

**F** One is that, in the first decade of the 20th century, the receiving countries needed lots of unskilled workers in industry and farming. In the first decade of the 21st century, in contrast, opportunities for unskilled workers are dwindling. In the United States, wages of unskilled workers are falling. The fall is enough to hurt the workers concerned, but not to deter new immigrants.

**G** And the other big difference between now and a century ago? It is that the affected rich-country workers are in stronger position to complain, and get something done. The most likely result is that a trend that is already well established will continue: countries will try to restrict the immigration of unskilled workers, giving preference to workers with skills.

**H** This does help, in one way, quite apart from narrowing the rich countries' shortage of skilled workers: it reduces the pressure to make low wages even lower. However, the idea has drawbacks too. It turns away many of the poorest people who want to migrate, which is hard to justify in humanitarian terms. Also, it pushes others from this group into illegal immigration, which exposes them to dangers, makes integration more difficult and may even make the wages of low-paid legally. On top of all this is the loss of skilled workers in the sending countries. Already some of the world's poorest nations lose almost all the doctors they train to jobs in Europe or North America. Money immigrants send home offsets some of that loss, but not all.

**I** Today's migration, much more than the migration of old, poses some insoluble dilemmas. Belief in individual freedom suggest that rich countries should adopt more liberal immigration rules, both for unskilled migrants and skilled ones. With or without such rules, more migrants are coming. And in either case, the question of compensation for the losers, in rich countries and poor countries alike, will demand some attention.

\*International Migration and the integration of Labour Markets. Forthcoming in an NBER conference volume, Globalisation in Historical Perspective.

### **Questions 27-31**

*Complete the sentences below. Choose **ONE OR TWO WORDS** from the passage.*

**27** Until the early 19th century the majority of migrants to North America were .....

28 However, in the second half of the 19th century, ..... and cheaper travel meant that more people could afford to emigrate voluntarily.

29 At the beginning of the 20th century, immigrants to receiving countries found jobs as ..... in factories and on farms.

30 After the second world war there was a great increase in emigrants from .....

31 Nowadays, receiving countries generally prefer immigrants .....

**Questions 32-37**

*Which paragraphs in the passage contain the following information? Write the appropriate letters (A – I)*

**NB** You need only write ONE letter for each answer, so you will not need to use them all.

32 changing departure points and destinations for migrants

33 disadvantages of present immigration policies

34 the immigrants who rich countries find more acceptable

35 how earning more money affects migration

36 migration was mainly compulsory

37 changing the laws on immigration

**Questions 38 and 39**

38 Pressure to migrate is increasing now because

A economic conditions have become more desperate

B immigration restrictions are being relaxed.

C people generally earn more.

D there is a greater need for unskilled workers.

39 Lower incomes for unskilled workers in receiving countries have

A encouraged countries to import skilled workers

B led to protests about immigration.

C reduced the amount of money immigrants send home.

D provided opportunities for immigrants in manufacturing and agriculture.

**TEST 30 READING PASSAGE 1**

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

**Holidays with a difference**

*Tribal tourism is becoming more popular. But at what cost to the locals?*

Tribal tourism is a relatively new type of tourism. It involves travellers going to remote destinations, staying with local people and learning about their culture and way of life. They stay in local accommodation, share facilities with local people, and join in with meals and celebrations. At the moment, less than one percent of holidays are tribal tourism holidays, but this is set to change.

Tribal tourism is often compared with foreign exchange visits. However, a foreign exchange involves staying with people who often share the same values. Tribal tourism takes visitors to places where the lifestyle is very different from that in their home location. Those who have been on a tribal holiday explain that experiencing this lifestyle is the main attraction. They say that it offers them the chance to live in a way they never have before.



35 Eclipses occur rarely because of the size of the

- A moon
- B sun
- C earth

36 In predicting eclipses, the Babylonians were restricted by their

- A religious attitudes
- B inaccurate observations
- C limited ability to calculate

**Questions 37-40**

Complete the table below.

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

Date of eclipse	Scientists	Observation
1715	Halley	37 ..... who accurately predicted an eclipse
1868	Janssen and Lockyer	Discovered 38 .....
1878	Watson	Believed he had found 39 .....
1919	Einstein	Realized astronomers had misunderstood 40 .....

**TEST 36**

**SECTION 1 Questions 1-10**

**Questions 1-9**

Complete the notes below.

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

**ENQUIRY ABOUT BOOKCASES**

Example	Answer
Number of bookcases available	two

**Both bookcases**

Width: 1 .....

Made of: 2 .....

**First bookcase**

Cost: 3 .....

Colour: 4 .....

Number of shelves: six (four are 5 .....) )

**Second bookcase**

Colour: dark brown

Other features

- almost 80 years old
- has a 6 ..... at the bottom
- has glass 7 .....

Cost: 8 .....

**Details of seller**

Name: Mrs 9 .....



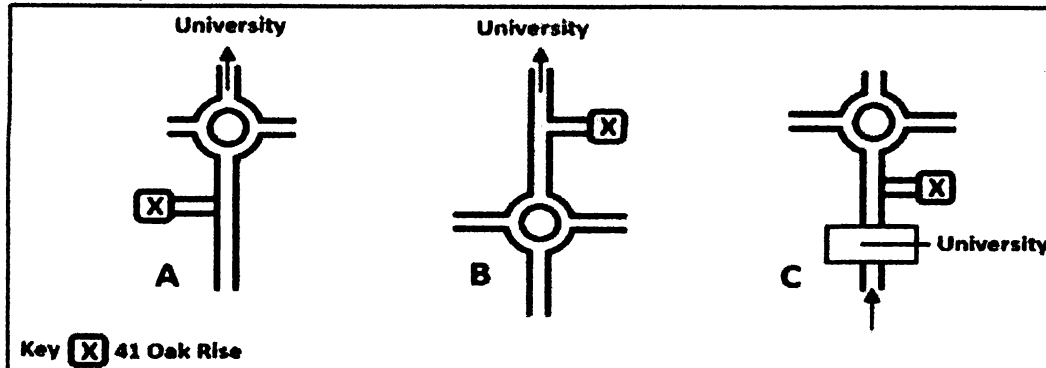


Address: 41 Oak Rise, Stanton

### Question 10

Choose the correct letter, A, B or C.

Which map shows the correct location of the seller's house?



## SECTION 2 Questions 11-20

### Questions 11-13

Complete the summary below.

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

#### Charity Art Sale

The paintings will be displayed in the Star Gallery and in a nearby **11** ..... The sales of pictures will begin at **12**..... on Thursday, and there will be refreshments beforehand. The money raised will all be used to help **13** ..... children in New Zealand and other countries.

### Questions 14-20

Complete the table below.

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

Artist	Personal information	Type of painting
Don Studley	<ul style="list-style-type: none"> <li>• Daughter is recovering from a problem with her back</li> <li>• Self-taught artist</li> </ul>	Pictures of the <b>14</b> ..... .....New Zealand
James Chang	<ul style="list-style-type: none"> <li>• Originally from Taiwan</li> <li>• Had a number of <b>15</b> ..... there</li> </ul>	<ul style="list-style-type: none"> <li>• <b>16</b> ..... paintings</li> <li>• Strong colours</li> </ul>
Natalie Stevens	<ul style="list-style-type: none"> <li>• Has shown pictures in many countries</li> <li>• Is an artist and a website <b>17</b> .....</li> </ul>	<ul style="list-style-type: none"> <li>• Soft colours, various media</li> <li>• Mainly does <b>18</b> .....</li> </ul>
Christine Shin	<ul style="list-style-type: none"> <li>• Lived in New Zealand for <b>19</b> .....</li> <li>• Korean</li> </ul>	<ul style="list-style-type: none"> <li>• Paintings are based on <b>20</b> .....</li> </ul>



		<ul style="list-style-type: none"> <li>• Watercolors of New Zealand landscapes</li> </ul>
--	--	---

## SECTION 3 Questions 21-30

### Questions 21-25

What instructions were the students given about their subject?

*Write the correct letter, A, B or C next to Questions 21-25.*

- 21 Choose a writer from a list provided .....
- 22 Get biographical information from the internet .....
- 23 Study a collection of poems .....
- 24 Make a one-hour video .....
- 25 Refer to key facts in the writer's life .....

- A they must do this
- B they can do this if they want to
- C they can't do this

### Questions 26-30

*Complete the notes below.*

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

#### Other requirements for the project

- extract chosen from the author's work must reflect the 26 ..... and ..... of the author
- students must find sound effects and 27 ..... to match the texts they choose
- students must use a 28 ..... of computer software programs to make the video
- students must include information about the 29 ..... of all material

#### Criteria for assessment

- Completion of all components – 25%
- 30 ..... (must represent essence of author's work) – 50%
- Artistic and technical design of video – 25%

## SECTION 4 Questions 31-40

### Questions 31-33

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

31 'Extremophiles' are life forms that can live in

- A isolated areas
- B hostile conditions
- C new habitats

32 The researchers think that some of the organisms they found in Antarctica are

- A new species
- B ancient colonies
- C types of insects

33 The researchers were the first people to find life forms in Antarctica

- A in the soil
- B under the rock surface
- C on the rocks

### Questions 34-40

*Complete the sentences below.*

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

How the extremophiles survive

- 34 Access to the sun's heat can create a ..... for some organisms
- 35 The deeper the soil, the higher the ..... of salt.
- 36 Salt can protect organisms against the effects of ....., even at very low temperatures.
- 37 All living things must have access to ..... water
- 38 Salt plays a part in the process of ....., which prevents freezing.
- 39 The environment of ..... is similar to the dry valleys of Antarctica.
- 40 This research may provide evidence of the existence of extraterrestrial life forms and their possible ..... on other planets.

TEST 37

SECTION 1 Questions 1-10

Questions 1-3

Choose the correct letter, A, B or C.

Example:

Martin wants to

- A sell a flat
- B rent a flat
- C buy a flat

1 What is Martin's occupation?

- A He works in a car factory
- B He works in a bank
- C He is a college student

2 The friends would prefer somewhere with

- A four bedrooms
- B three bedrooms
- C two bathrooms

3 Phil would rather live in

- A the east suburbs
- B the city centre
- C the west suburbs

Questions 4-10

Complete the table below.

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

<b>Details of flats available</b>
-----------------------------------

Location	Features	Good (✓) and bad (✗) points
Bridge Street, near the 4.....	<ul style="list-style-type: none"> <li>• 3 bedrooms</li> <li>• very big living room</li> </ul>	<ul style="list-style-type: none"> <li>✓ 5 £ .....a mont</li> <li>✓ transport links</li> <li>✗ no shower</li> <li>✗ could be 6.....</li> </ul>
7.....	<ul style="list-style-type: none"> <li>• 4 bedrooms</li> <li>• living room</li> <li>• 8.....</li> </ul>	<ul style="list-style-type: none"> <li>✓ 9.....and well equipped</li> <li>✓ shower</li> <li>✓ will be 10.....</li> <li>✗ £800 a month</li> </ul>

**SECTION 2 Questions 11-20**

**Questions 11-15**

*Complete the sentences below.*

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

**The British Library**

**11** The reading rooms are only open for group visits on..... .

**12** The library was officially opened in .....

**13** All the library rooms together cover ..... m<sup>2</sup>.

**14** The library is financed by the .....

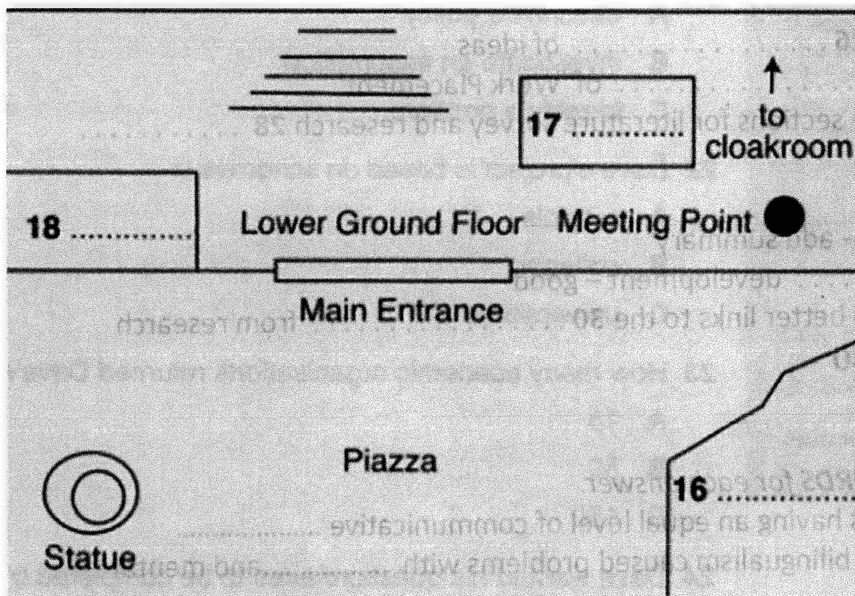
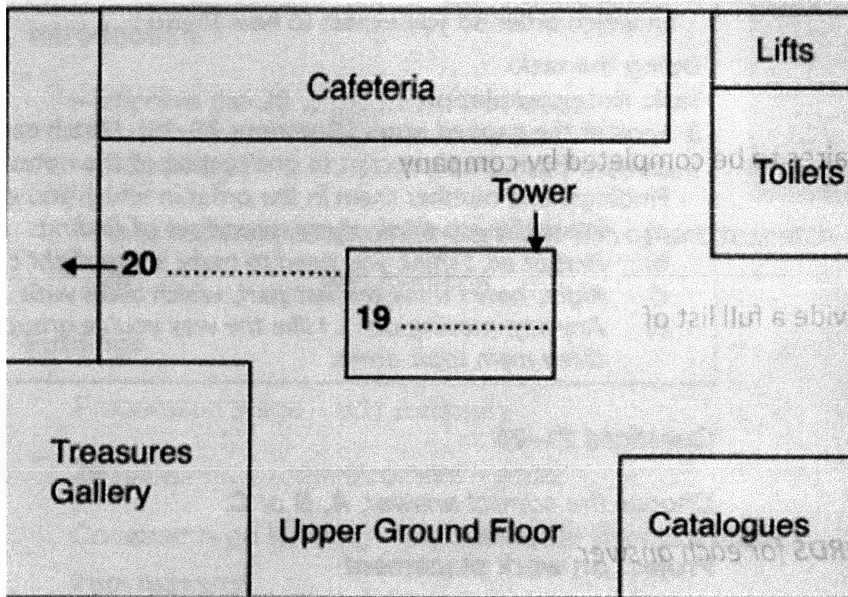
**15** The main function of the library is to provide resources for people doing .....

**Questions 16-20**

*Label the plan below.*

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

**Plan of the British Library**



### SECTION 3 Questions 21-30

#### Questions 21-25

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

#### Project on work placement

**21** The main aim of Dave's project is to

- A** describe a policy.
- B** investigate an assumption.
- C** identify a problem

**22** Dave's project is based on schemes in

- A** schools.
- B** colleges.
- C** universities

**23** How many academic organisations returned Dave's questionnaire?



- A 15
- B 50
- C 150

24 Dave wanted his questionnaires to be completed by company

- A Human Resources Managers.
- B Line Managers.
- C owners.

25 Dr Green wants Dave to provide a full list of

- A respondents.
- B appendices.
- C companies.

Questions 26-30

Complete the notes below.

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

Notes on project

Introduction

- improve the 26 ..... of ideas
- include a 27 ..... of 'Work Placement'
- have separate sections for literature survey and research 28 ..... and methods

Findings

Preparation stage - add summary

29 ..... development – good

Constraints on learning - provide better links to the 30 ..... from research

#### SECTION 4 Questions 31-40

Questions 31-35

Complete the sentences below.

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

31 Bilingualism can be defined as having an equal level of communicative .....

32 Early research suggested that bilingualism caused problems with .....and mental development.

33 Early research into bilingualism is now rejected because it did not consider the ..... and ..... background of the children.

34 It is now thought that there is a ..... relationship between bilingualism an cognitive skills in children.

35 Research done by Ellen Bialystok in Canada now suggests that the effects of bilingualism also apply to .....

Questions 36-40

Choose in the correct letter. A. B or C

36 In Dr Bialystok's experiment, the subjects had to react according to

- A the color of the square on the screen.
- B the location of the square on the screen.
- C the location of the shift key on the keyboard.

37 The experiment demonstrated the "Simon effect" because it involved a conflict between

- A seeing something and reacting times overall.
  - B producing fast and slow reactions.
  - C demonstrating awareness of shape and color.
- 38** The experiment shows that, compared with the monolingual subjects, the bilingual subjects
- A were more intelligent.
  - B had faster reaction times overall.
  - C had more problems with the "Simon effect".
- 39** The result of the experiment indicate that bilingual people may be better at
- A doing different types of tasks as the same time.
  - B thinking about several things at once.
  - C focusing only on what is needed to do a task.
- 40** Dr Bialystok's first and second experiments both suggest that bilingualism may
- A slow down the effects of old age on the brain.
  - B lead to mental confusion among old people.
  - C help old people to stay in better physical condition.

**TEST 38**

**SECTION 1 Questions 1-10**

*Complete the form below.*

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

**Council Youth Scheme  
Application for Funding Group Project**

<i>Example</i>	<i>Answer</i>
Name	Ralph Pearson
Contact address	1 ....., Drayton DR6,8AB
Telephone number	01453586098
Name of group	Community Youth Theatre Group
Description of group	amateur theatre group (2 ..... members) Involved in drama 3 ..... and.....
Amount of money requested	4 £ .....
Description of project	to produce a short 5 ..... play for young children
Money needed for	6 ..... for scenery Costumes Cost of 7 ..... 8 ..... Sundries
How source of funding will be credited	Acknowledged in the 9 ..... given to audience
Other organizations approached for funding (and outcome)	
National Youth Services – money was 10 .....	

**SECTION 2 Questions 11-20**

**Questions 11-15**

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

- 11** Joanne says that visitors to Darwin are often surprised by
- A the number of young people.

28 However, in the second half of the 19th century, ..... and cheaper travel meant that more people could afford to emigrate voluntarily.

29 At the beginning of the 20th century, immigrants to receiving countries found jobs as ..... in factories and on farms.

30 After the second world war there was a great increase in emigrants from .....

31 Nowadays, receiving countries generally prefer immigrants .....

**Questions 32-37**

*Which paragraphs in the passage contain the following information? Write the appropriate letters (A – I)*

**NB** You need only write ONE letter for each answer, so you will not need to use them all.

32 changing departure points and destinations for migrants

33 disadvantages of present immigration policies

34 the immigrants who rich countries find more acceptable

35 how earning more money affects migration

36 migration was mainly compulsory

37 changing the laws on immigration

**Questions 38 and 39**

38 Pressure to migrate is increasing now because

A economic conditions have become more desperate

B immigration restrictions are being relaxed.

C people generally earn more.

D there is a greater need for unskilled workers.

39 Lower incomes for unskilled workers in receiving countries have

A encouraged countries to import skilled workers

B led to protests about immigration.

C reduced the amount of money immigrants send home.

D provided opportunities for immigrants in manufacturing and agriculture.

**TEST 30 READING PASSAGE 1**

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

**Holidays with a difference**

*Tribal tourism is becoming more popular. But at what cost to the locals?*

Tribal tourism is a relatively new type of tourism. It involves travellers going to remote destinations, staying with local people and learning about their culture and way of life. They stay in local accommodation, share facilities with local people, and join in with meals and celebrations. At the moment, less than one percent of holidays are tribal tourism holidays, but this is set to change.

Tribal tourism is often compared with foreign exchange visits. However, a foreign exchange involves staying with people who often share the same values. Tribal tourism takes visitors to places where the lifestyle is very different from that in their home location. Those who have been on a tribal holiday explain that experiencing this lifestyle is the main attraction. They say that it offers them the chance to live in a way they never have before.





Not everyone is convinced that tribal tourism is a good thing, and opinions are divided. The argument is about whether or not it helps the local population, or whether it exploits them. The main problem is that, because tribal tourism is relatively new, the long-term effects on local populations have not been studied in much detail. Where studies have been carried out, the effects have been found to be negative.

Travel writer Ian Coleman recalls a recent trip to Guatemala, where he saw an example of this. 'There is a village with a statue of a man called Maximon, who has a special spiritual meaning for the local tribe,' he explains. 'The statue is kept indoors, and once a year the locals bring him out and carry him around the village. However, visitors now pay money for them to bring the statue out and carry it around, while they take photographs. As a result, Maximon has lost his original meaning, and is now just another tourist attraction.'

So, is it possible to experience an exotic culture without harming it in some way? 'With a bit of thought, we can maximise the positive impacts and minimise the negative,' says travel company director Hilary Waterhouse. 'Remember that you are there not only to experience a different culture, but to help it in some way. Tourists bring money to the community, which the community can invest in local projects. However, this does not mean you can act the way you might do back home. The most important thing is to show respect, learn about, and be aware of, local customs and traditions. Always remember you're a guest.'

Dawn Baker, manager of travel company Footprints, runs tours to tribal areas in Peru. 'Good companies specialising in tribal tours are very careful about who they allow on their tours,' she says. 'They won't take anyone they feel is unsuitable.' Baker offers reading recommendations so that visitors can read about the country and its cultures. 'The rewards of a trip to this country are priceless, and the more you know in advance, the more priceless they are.'

Tribal tourism travellers are often surprised at how basic their facilities are when they get there. 'It's not for everyone, but for me it was all part of the experience,' says Jamie White, who has recently returned from a trip to Borneo. 'We stayed in the same huts that everyone was living in, with no running water and no electricity. It was basic, but it was an ethical way to travel. Being comfortable means you use more local resources and so have more of an environmental impact.'

## Questions 1-8

Complete the summary below.

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

### Tribal tourism

People who take a tribal tourism holiday visit places that are **1** ..... . When they are there, they find out about the local **2** ..... and how people live. Currently, tribal tourism accounts for less than **3** ..... of the tourism industry.

Tribal tourism holidays are different from foreign exchange visits because the travelers and the people they meet have different **4** ..... Tribal tourism travelers experience a **5** ..... that they are not familiar with. For them, this is its **6** ..... However, some people argue that **7** ..... do not benefit from this kind of tourism. **8** ..... show that the effects of tribal tourism are not good.



## Questions 9-13

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

Match each statement with the correct person, A-D.

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

**9** Travellers may need to change the way they behave.

**10** Some travelers would not enjoy living the way that the local people do.

**11** Tribal tourism can have benefits for local people.

**12** Some travelers make local people do things that they would not normally do.

**13** Learning about a place before you go there make your trip much more satisfying.

### List of people

A Ian Coleman

B Hilary Waterhouse

C Dawn Baker

D Jamie White

## READING PASSAGE 2

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

### The burden of thirst

*Millions of women carry water long distances. If they had a tap by their door, whole societies would be transformed.*

**A** Aylito Binayo's feet know the mountain. Even at four in the morning, she can run down the rocks to the river by starlight alone and climb the steep mountain back up to her village with a container of water on her back. She has made this journey three times a day since she was a small child. So has every other woman in her village of Foro, in the Konso district of south-western Ethiopia in Africa. Binayo left school when she was eight years old, in part because she had to help her mother fetch water from the Toiro River. The water is unsafe to drink; every year that the drought continues, the river carries less water, and its flow is reduced. But it is the only water Foro has ever had.

**B** In developed parts of the world, people turn on a tap and out pours abundant, clean water. Yet nearly 900 million people in the world have no access to clean water. Furthermore, 2.5 billion people have no safe way to get rid of human waste. Polluted water and lack of proper hygiene cause disease and kill 3.3 million people around the world annually, most of them children. In southern Ethiopia and in northern Kenya, a lack of rain over the past few years has made even dirty water hard to find. But soon, for the first time, things are going to change.

**C** Bringing clean water close to villagers' homes is the key to the problem. Communities where clean water becomes accessible and plentiful are transformed. All the hours previously spent hauling water can be used to cultivate more crops, raise more animals or even start a business. Families spend less time sick or caring for family members who are unwell. Most important, not having to collect water means girls can go to school and get jobs. The need to fetch water for the family, or to take care of younger siblings while their mother goes, usually prevents them ever having this experience.

**D** But the challenges of bringing water to remote villages like those in Konso are overwhelming. Locating water underground and then reaching it by means of deep wells requires geological expertise and expensive, heavy machines. Abandoned wells and water projects litter the villages of Konso. In similar villages around the developing world, the biggest problem with

water schemes is that about half of them break down soon after the groups that built them move on. Sometimes technology is used that can't be repaired locally, or spare parts are available only in the capital.

**E** Today, a UK-based international non-profit organisation called WaterAid is tackling the job of bringing water to the most remote villages of Konso. Their approach combines technologies proven to last – such as building a sand dam to capture and filter rainwater that would otherwise drain away. But the real innovation is that WaterAid believes technology is only part of the solution. Just as important is involving the local community in designing, building and maintaining new water projects. Before beginning any project, WaterAid asks the community to create a WASH (water, sanitation, hygiene) committee of seven people. The committee works with WaterAid to plan projects and involve the village in construction. Then it maintains and runs the project.

**F** The people of Konso, who grow their crops on terraces they have dug into the sides of mountains, are famous for hard work. In the village of Orbesho, residents even constructed a road themselves so that drilling machinery could come in. Last summer, their pump, installed by the river, was being motorised to push its water to a newly built reservoir on top of a nearby mountain. From there, gravity will carry it down in pipes to villages on the other side of the mountain. Residents of those villages have each given some money to help fund the project. They have made concrete and collected stones for the structures. Now they are digging trenches to lay pipes. If all goes well, Aylito Binayo will have a tap with safe water just a three-minute walk from her front door.

**Questions 14-19**

*The reading passage has six paragraphs, A-F.*

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

**List of Headings**

- i** Why some plans have failed
- ii** A rural and urban plan
- iii** A possible success
- iv** Explaining a new management style
- v** Some relevant statistics
- vi** A regular trip for some people
- vii** Treating people for disease
- viii** How water can change people's lives

**14** Paragraph A

**15** Paragraph B

**16** Paragraph C

**17** Paragraph D

**18** Paragraph E

**19** Paragraph F

**Questions 20-24**

*Complete the sentences below.*

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

**20** The water levels in the Toiro River are falling because of .....

**21** Globally, the number of people who die each year as a result of using dirty water is

.....

- 22 When families have clean water, they can spend more time growing .....
- 23 Specialist knowledge and equipment are needed to dig .....
- 24 WaterAid uses a dam made of ..... to capture rainwater.

**Questions 25 and 26**

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

Which **TWO** of these activities were performed by the villagers of Orbesho?

- A building a transport route
- B digging a reservoir
- C gathering building materials
- D making pipes
- E fitting taps

**READING PASSAGE 3**

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

**Mapping indigenous communities**

**A** We all were taught: the map is not the territory. However, recent attempts to secure land for indigenous peoples find the entanglement of maps and territories to be more complex. The map — or control of the map — sometimes makes the territory, especially when indigenous people have been invaded by map-makers. "More indigenous territory has been claimed by maps than by guns," University of California geographer Bernard Nietschmann concludes from his field experience. "And more indigenous territory can be reclaimed and defended by maps than by guns."

**B** Mapping of common land — mapping of, by, and for the people — has been called "counter-mapping", "community-based mapping" or "participatory mapping". The mapping toolkit comprises everything from maps scratched on the ground to high-tech and often assistance by outside NGOs\* or universities. Affordable equipment and access to a network of expertise provide communities with map-making capacities comparable to those formerly enjoyed only by nation-states and wealthy corporations.

**C** Official maps frequently misrepresent indigenous land, treat it as uninhabited, or reveal ambiguous borders. Definite boundaries become the first line of defense against encroaching cattle farmers, timber companies, miners, road builders, and land speculators. But the mapping process also changes people's perceptions of themselves and their territory, their resources and their history. It can help political organizing and give them greater control of the resources on their land.

**D** Current projects range from making small maps of single communities to the Oxfam-sponsored effort to map all 1300 of Peru's Native Amazonian communities. Most projects work on a number of different levels — simultaneously applying inhabitants' terms, using their names, symbols, scales, and priorities (sometimes called "folkloric" maps), and converting these into conventional maps that will be recognized by officials, accepted in court, and usable in negotiations. Neither folkloric nor orthodox maps are more "correct". Each represents a cultural interpretation of territory; each changes how residents and non-residents view their geography.

**E** A key, says Mac Chapin of the Center for the Support of Native Lands is the level of local participation: the higher the level, the richer and more beneficial the outcome. Take a 1995—96 Native Lands project in Izoceno communities in Bolivia. Trained Izoceno surveyors armed



with paper, colored pencils, and notebooks conducted village censuses and — working with village leaders — drew sketch maps showing land- use activities (where people live, farm, hunt, practise ritual, gather medicinal plants and construction materials), as well as structures, relationships, and physical landmarks.

**F** Cartographers used these maps to produce new 1:50 000 maps based on available military maps. Then the surveyors took the draft maps back to the communities for feedback and correction, while draftsmen checked exact locations using GPS and compass readings. Finally, the team produced a 1:250 000 map of the region and 1:75 000 zone maps.

**G** Some governments now accept many of these home-grown maps, acknowledging them as more accurate than their own. In Panama, government cartographers have participated from the beginning in recent projects. The maps legitimize boundaries for protecting areas and document land use and occupancy for land-rights negotiations. They permit boundary monitoring with aerial or satellite photography, and setting priorities for managing and conserving the land.

**H** Just putting their own traditional names on folkloric maps gives people a spiritual ownership of the things named, says Mac Chapin. These maps also give birth to a sense of region. The Honduran Mosquitia, for instance, includes 174 communities; before mapping, each dealt individually with cattle farmers and timber companies, unaware of others' arrangements. Mapping created a feeling of territory, leading to the organization of seven regional Miskito federations for collective action. Since most place names have historical origins, the mapping process also became the occasion for communities to gather across generations, share stories and songs, and recollect their identity.

*\*GPS – Global Positioning Satellites*

*\*NGOs – Non-governmental organizations*

### Questions 27-31

Complete the summary below. Choose **ONE OR TWO WORDS** from the reading passage for each answer.

Nowadays maps are a more effective way of protecting native lands than 27..... .

Moreover, because 28..... is available it has become possible for small communities to make their own maps with help from outside experts.

On official maps, native territory is often shown to be 29..... or its frontiers are not clearly defined. Maps showing 30..... can help to protect indigenous areas from outside exploitation. Also, map-making can alter the inhabitants' 31..... of their identity, their land and their culture.

### Questions 32-35

Look at the following countries (Questions 6 – 9) and the list of characteristics of mapping projects (A–G). Match each country with the characteristic of the mapping project which is mentioned in the passage.

*NB There are more characteristics than countries, so you will not need to use them all*

32 Peru

33 Bolivia

34 Panama

35 Honduras

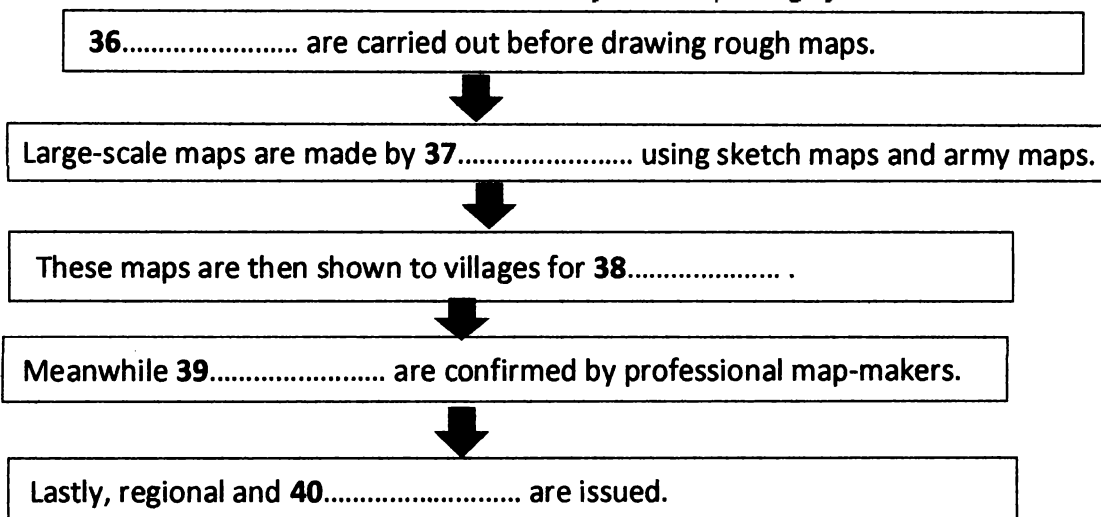
**A** Every indigenous village in the region will be represented.

**B** Indigenous communities make better use of the region where they live.

- C Local people have stopped using weapons to defend their territory.
- D Communities have become more aware of their culture as a result of mapping.
- E People from the local community were responsible for gathering the basic information.
- F The mapping received official support from the start.
- G The maps were made entirely by people from the community.

**Questions 36 – 40**

For Questions 10 – 14 complete the diagram to show the process used for making maps in Bolivia. Use **NO MORE THAN THREE WORDS** from the passage for each answer.



**TEST 31 READING PASSAGE 1**

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

**Temperature rising**

*The impact of global warming on the tourism industry*

The tourism industry depends to a large extent on good weather. The past few years have brought intense hurricanes, typhoons, torrential rains, heat waves and drought. According to the World Meteorological Organization, 2004 was the fourth hottest year on record. And while global warming, defined as human-driven climate change traced to the burning fossil fuels such as oil, coal and natural gas, cannot be blamed for single-handedly wreaking such havoc the scientific consensus is that it may intensify some weather events. For example, meteorologists attribute the back-to-back hurricanes in 2004 to a 50-to-70-year natural cycle of increased hurricane activity. But hurricanes tend to become even more formidable on a warmer globe. Bill ManCracken, a scientist at the Climate Institute in Washington DC, likens the present climate to a pot of slowly boiling water on a stove: if you turn up the flame, you get more bubbles, but you can't attribute one particular bubble to the increase in heat. He says, 'We're slowly going to be getting more extreme weather, but we can't say that any particular type of weather is due to the changing climate.'

Tourism companies worldwide are starting to feel the financial effects of weather change. In Scotland higher winter temperatures have led several ski areas to diversify into summer leisure pursuits such as golf, and paragliding in the winter. A similar scenario is taking place in the



- A seeing something and reacting times overall.
  - B producing fast and slow reactions.
  - C demonstrating awareness of shape and color.
- 38** The experiment shows that, compared with the monolingual subjects, the bilingual subjects
- A were more intelligent.
  - B had faster reaction times overall.
  - C had more problems with the "Simon effect".
- 39** The result of the experiment indicate that bilingual people may be better at
- A doing different types of tasks as the same time.
  - B thinking about several things at once.
  - C focusing only on what is needed to do a task.
- 40** Dr Bialystok's first and second experiments both suggest that bilingualism may
- A slow down the effects of old age on the brain.
  - B lead to mental confusion among old people.
  - C help old people to stay in better physical condition.

## TEST 38

### SECTION 1 Questions 1-10

Complete the form below.

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

#### Council Youth Scheme Application for Funding Group Project

<i>Example</i>	<i>Answer</i>
Name	Ralph Pearson
Contact address	1 ....., Drayton DR6,8AB
Telephone number	01453586098
Name of group	Community Youth Theatre Group
Description of group	amateur theatre group (2 ..... members) Involved in drama 3 ..... and.....
Amount of money requested	4 £ .....
Description of project	to produce a short 5 ..... play for young children
Money needed for	6 ..... for scenery Costumes Cost of 7 ..... 8 ..... Sundries
How source of funding will be credited	Acknowledged in the 9 ..... given to audience
Other organizations approached for funding (and outcome)	
National Youth Services – money was 10 .....	

### SECTION 2 Questions 11-20

#### Questions 11-15

Choose the correct answer, A, B, or C.

- 11** Joanne says that visitors to Darwin are often surprised by
- A the number of young people.

- B** the casual atmosphere.
- C** the range of cultures.
- 12** To enjoy cultural activities, the people of Darwin tend to
  - A** travel to southern Australia.
  - B** bring in artists from other areas.
  - C** involve themselves in production.
- 13** The Chinese temple in Darwin
  - A** is no longer used for its original purpose.
  - B** was rebuilt after its destruction in a storm.
  - C** was demolished to make room for new buildings.
- 14** The main problem with travelling by bicycle is
  - A** the climate.
  - B** the traffic.
  - C** the hills.
- 15** What does Joanne say about swimming in the sea?
  - A** It is essential to wear a protective suit.
  - B** Swimming is only safe during the winter.
  - C** You should stay in certain restricted areas

**Questions 16-20**

What can you find at each of the places below?

Choose your answers from the box and write the correct letter A-H next to Questions 16-20.

- 16** Aquascene
- 17** Smith Street Mall
- 18** Cullen Bay Marina
- 19** Fannie Bay
- 20** Mitchell Street

- A** a flower market
- B** a chance to feed the fish
- C** good nightlife
- D** international arts and crafts
- E** good cheap international food
- F** a trip to catch fish
- G** shops and seafood restaurants
- H** a wide range of different plants

**SECTION 3 Questions 21-30**

Complete the sentences below.

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

**Effect of weather on mood**

- 21** Phil and Stella's goal is to ..... the hypothesis that weather has an effect on a person's mood.
- 22** They expect to find that 'good' weather (weather which is ..... and .....) has a positive effect on a person's mood.
- 23** Stella defines 'effect on mood' as a ..... in the way a person feels.

**Questions 24-27**

What information was given by each writer?

Choose your answers from the box and write the letters A-F next to Questions 24-27.



- 24 Vickers .....
- 25 Whitebourne .....
- 26 Haverton .....
- 27 Stanfield .....

- A the benefits of moving to a warmer environment
- B the type of weather with the worst effect on mood
- C how past events affect attitudes to weather
- D the important effect of stress on mood
- E the important effect of hours of sunshine on mood
- F psychological problems due to having to cope with bad weather

**Questions 28-30**

Choose **THREE** letters A-H.

Which **THREE** things do Phil and Stella still have to decide on?

- A how to analyse their results
- B their methods of presentation
- C the design of their questionnaire
- D the location of their survey
- E weather variables to be measured
- F the dates of their survey
- G the size of their survey
- H the source of data on weather variables

**SECTION 4 Questions 31-40**

**Questions 31-32**

Choose **TWO** letters A-F.

Which two of the following problems are causing concern to educational authorities in the USA?

- A differences between rich and poor students
- B high numbers dropping out of education
- C falling standards of students
- D poor results compare with other nationalities
- E low scores of overseas students
- F differences between rural and urban students

**Questions 33-34**

Choose **TWO** letters A-F

According to the speaker, what are two advantages of reducing class sizes?

- A more employment for teachers
- B improvement in general health of the population
- C reduction in number of days taken off sick by teachers
- D better use of existing buildings and resources
- E better level of education of workforce
- F availability of better qualified teachers

**Questions 35-40**

Complete the table below.

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

**USA RESEARCH PROJECTS IN CLASS SIZES**

State	School involved	Number of students participating	Key findings	Problems
Tennessee	about 70 schools	in total 35 .....	significant benefit especially for 36 ..... pupils	lack of agreement on implications of data
California	37 ..... .. schools	1.8 million	very little benefit	shortage of 38 ..... especially in poorer areas  no proper method for 39 ..... of project
Wisconsin	14 schools (with pupils from 40 .. ..... families)		similar results to Tennessee project	

**TEST 39**

**SECTION 1 Questions 1-10**

**Questions 1-6**

Complete the table below.

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

**Budget accommodation in Queenstown, New Zealand**

Accommodation	Price (documentary)	Comments
Travellers' Lodge		Example <i>Fully booked</i>
Bingley's	1 US\$ .....	<ul style="list-style-type: none"> <li>• In town centre</li> <li>• Café with regular 2 ..... Nights</li> <li>• Sundeck</li> </ul>
Chalet Lodge	US \$ 18.00	<ul style="list-style-type: none"> <li>• Located in a 3 ..... alpine setting</li> </ul>



		<ul style="list-style-type: none"> <li>• 10 mins from town centre</li> <li>• 4 ..... are welcome</li> </ul>
Globetrotters	US \$18.50	<ul style="list-style-type: none"> <li>• In town centre</li> <li>• 5 ..... Included</li> <li>• Chance to win a 6 .....</li> </ul>

### Questions 7-10

Who wants to do each of the activities below?

**A** only Jacinta

**B** only Lewis

**C** both Jacinta and Lewis

Write the correct letter, A, B or C, next to the Questions 7 – 10

- 7 bungee jump .....
- 8 white – water rafting .....
- 9 jet-boat ride .....
- 10 trekking on wilderness trial .....

## SECTION 2 Questions 11-20

### Questions 11-14

Choose the correct letter, A, B or C.

**11** Jack says that in London these days, many people

**A** see cycling as a foolish activity.

**B** have no experience of cycling.

**C** take too many risks when cycling.

**12** If people want to cycle to school or work. CitiCyclist helps them by

**A** giving cycling lessons on the route they take.

**B** advising them on the safest route to choose.

**C** teaching them basic skills on quiet roads first.

**13** Jack works with some advanced cyclists who want to develop

**A** international competitive riding skills.

**B** knowledge of advanced equipment.

**C** confidence in complex road systems.

**14** CitiCyclist supports the view that cyclists should

**A** have separate sections of the road from motor traffic.

**B** always wear protective clothing when cycling.

**C** know how to ride confidently on busy roads.

### Questions 15-17

List **THREE** types of organisations for which CitiCyclist provides services.

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

**15** .....

**16** .....

17 .....

**Questions 18-20**

Complete the notes below.

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

Website address:                      citicyclist.co.uk  
Phone:                                      18 .....

Cost (single person):                19 ..... per lesson  
Usual length of course:            20 ..... (except complete beginners)

**SECTION 3                      Questions 21-30**

**Questions 21-23**

Answer the questions below.

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

21 What do Sharon and Xiao Li agree was the strongest aspect of their presentation?  
.....

22 Which part of their presentation was Xiao Li least happy with? .....

23 Which section does Sharon feel they should have discussed in more depth? .....

**Questions 24-27**

Choose the correct letter A, B or C.

24 Sharon and Xiao Li were surprised when the class said

- A they spoke too quickly.
- B they included too much information.
- C their talk was not well organised.

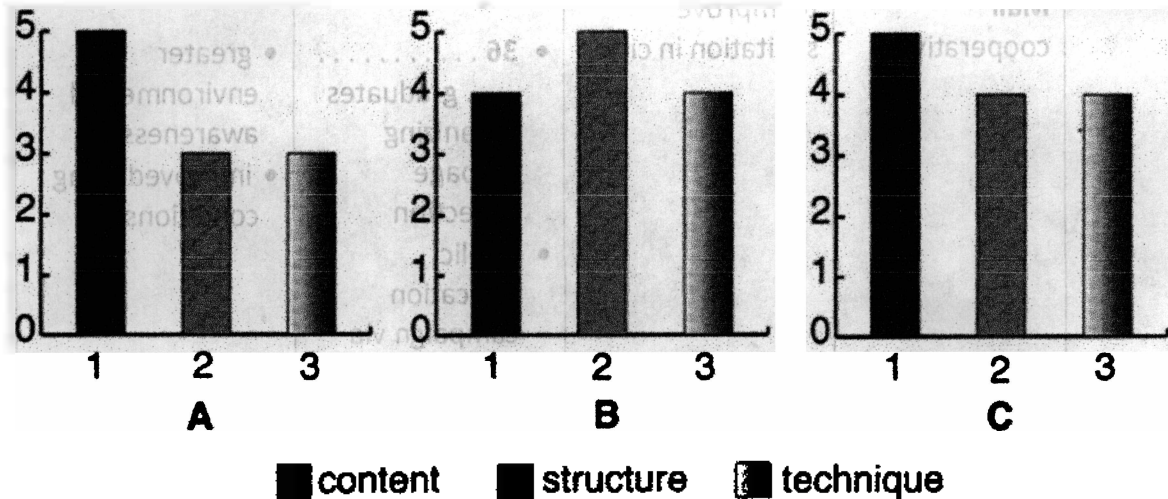
25 The class gave Sharon and Xiao Li conflicting feedback on their

- A timing
- B use of visuals.
- C use of eye contact.

26 The class thought that the presentation was different from the others because

- A the analysis was more detailed.
- B the data collection was more wide-ranging.
- C the background reading was more extensive

27 Which bar chart represents the marks given by the tutor?



**Questions 28-30**

Complete the sentences below.

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

**28** The tutor says that the ..... of the presentation seemed rather sudden.

**29** The tutor praises the students' discussion of the ..... of their results.

**30** The tutor suggests that they could extend the ..... review in their report.

**SECTION 4 Questions 31-40**

Questions 31-33

Complete the notes below.

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

The World Health Organization says a healthy city must

- have a **31** ..... and ..... environment.
- meet the **32** ..... of all its inhabitants.
- provide easily accessible health services.
- encourage ordinary people to take part in **33** .....

Question 34-40

Complete the table below.

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

Place/Project	Aim	Method	Achieved
Sri Lanka Community Contracts System	to upgrade squatter settlements	the <b>34</b> ..... constructed infrastructure, e.g. drains, plants.	<ul style="list-style-type: none"> <li>• better housing and infrastructure</li> <li>• provided better <b>35</b> ..... opportunities</li> </ul>

# Diyorbek's IELTS



<p><b>Mali</b> cooperative</p>	<p>to improve sanitation in city</p>	<ul style="list-style-type: none"> <li>• 36 ..... .... graduates organizing garbage collection</li> <li>• public education campaign via 37 ..... .... and</li> </ul>	<ul style="list-style-type: none"> <li>• greater environmental awareness</li> <li>• improved living conditions</li> </ul>
<p><b>Egypt</b> (Mokattam) 38 ..... .....</p>	<p>to support disadvantaged women</p>	<p>women provided with the 39 ..... ..... and equipment for sewing and weaving</p>	<ul style="list-style-type: none"> <li>• rise in the 40 ..... and quality of life of young women</li> </ul>

## TEST 40

### SECTION 1 Questions 1-10

#### Questions 1-7

Choose the correct letter, A, B or C.

#### Example

The woman says she is interested in

- A part-time employment
- B a permanent job
- C unpaid work

1 The librarian says that training always includes

- A computer skills.
- B basic medical skills.
- C interpersonal skills

2 All library service volunteers have to

- A record their arrival and departure.
- B stay within 'staff only' sections.
- C wear a uniform

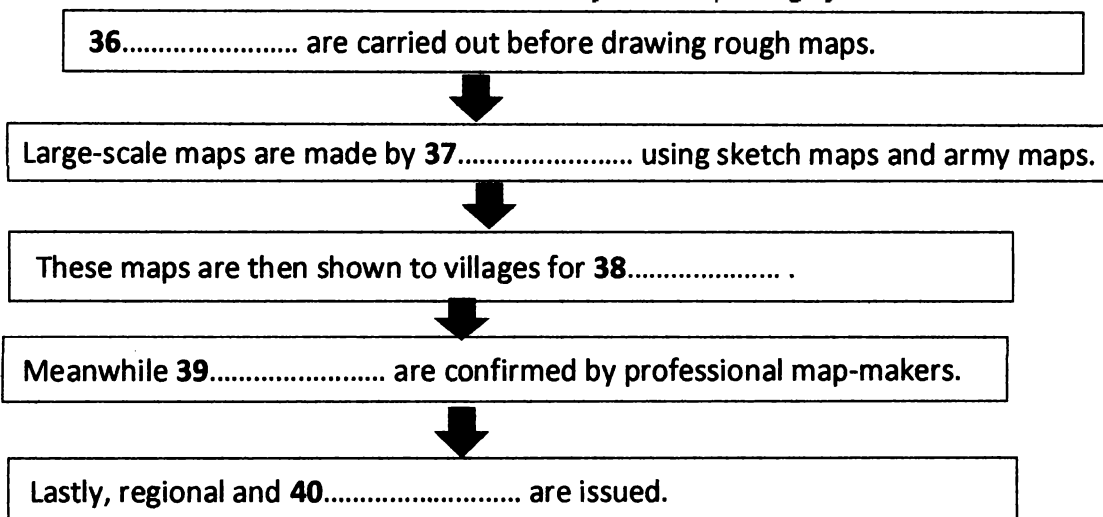
3 The woman would be entitled to a contribution towards the cost of

- A transport by minibus.
- B parking at the library.
- C public transport

- C Local people have stopped using weapons to defend their territory.
- D Communities have become more aware of their culture as a result of mapping.
- E People from the local community were responsible for gathering the basic information.
- F The mapping received official support from the start.
- G The maps were made entirely by people from the community.

**Questions 36 – 40**

For Questions 10 – 14 complete the diagram to show the process used for making maps in Bolivia. Use **NO MORE THAN THREE WORDS** from the passage for each answer.



**TEST 31 READING PASSAGE 1**

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

**Temperature rising**

*The impact of global warming on the tourism industry*

The tourism industry depends to a large extent on good weather. The past few years have brought intense hurricanes, typhoons, torrential rains, heat waves and drought. According to the World Meteorological Organization, 2004 was the fourth hottest year on record. And while global warming, defined as human-driven climate change traced to the burning fossil fuels such as oil, coal and natural gas, cannot be blamed for single-handedly wreaking such havoc the scientific consensus is that it may intensify some weather events. For example, meteorologists attribute the back-to-back hurricanes in 2004 to a 50-to-70-year natural cycle of increased hurricane activity. But hurricanes tend to become even more formidable on a warmer globe. Bill ManCracken, a scientist at the Climate Institute in Washington DC, likens the present climate to a pot of slowly boiling water on a stove: if you turn up the flame, you get more bubbles, but you can't attribute one particular bubble to the increase in heat. He says, 'We're slowly going to be getting more extreme weather, but we can't say that any particular type of weather is due to the changing climate.'

Tourism companies worldwide are starting to feel the financial effects of weather change. In Scotland higher winter temperatures have led several ski areas to diversify into summer leisure pursuits such as golf, and paragliding in the winter. A similar scenario is taking place in the

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European Alps. Robert Mills, of the United States Tourism Association, reports that in the upper Midwest of the United States, intense forest fires in recent years have limited public access to national and state parks. For the tourism industry, which generated US\$578 billion in 2002, or seven per cent of the world's economy, the costs of extreme weather are high. Last year was the most expensive on record for the insurance side of the industry. 'Weather and tourism go hand in hand,' says Tim Warren, an adventure business consultant based in California. 'If the weather's not co-operating, the impacts on profits are very real.'

One of the most impacted areas is the diving industry, whose very survival depends on the health of coral reefs. The Global Coral Reef Monitoring Network reports that 20 percent of the world's reefs have been effectively destroyed by factors such as pollution, overfishing, diseases, and bleaching - the last directly related to rise in water temperatures that essentially heats coral until it sheds the algae that feed it, leaving it colourless. Even Australia's Great Barrier Reef, with its 400 species of coral spanning 1,240 miles, hasn't been spared. Scientific estimate that bleaching has affected significant areas of the Great Barrier Reef. 'We hear tourists say, "this doesn't look like the postcard or as it did three years ago",' says John Rumney, manager of Undersea Explorer, a dive and research vessel that operates out of Queensland in Australia.

The ski industry has also felt the effects of climate change. A 2003 report by Brendan Stark, of the Global Environment Programme (GEP), predicted that downhill skiing could disappear altogether at low-altitude ski resorts such as Kitzbuhel in Austria. Snowfall in the New England region of the United States has decreased by 15 percent since 1953 and, perhaps more significantly, there are seven fewer days per annum with snow on the ground here than there were fifty years ago. While there is no concrete evidence that the warming in New England is due to the emission of greenhouse gases, many scientists in the United States believe it is consistent with global warming. The ski industry has made great efforts to downplay the impact of climate change. However, less snow and more variable temperature have had disastrous consequences for many smaller ski operators, who can only open for business when snow is on the ground. According to Michael Berry, president of the Denver-based National Ski Areas Association, 'the reason why some small ski resorts aren't any more is because they decided they could not afford to install snow-making systems.' The best snowmaking in the world won't save the industry if current trends continue.

The Intergovernmental Panel on Climate Change, made up of some 2,000 scientists, estimate a rise of between two and 10.4 degrees Fahrenheit by 2100. As a result, the GEP forecast that the ski and tourism industry in Switzerland, for example, could eventually lose up to US\$1.6 billion annually. The outlook for other travel destinations is not much brighter. Scientists feel polar bears will die out in just 20 to 30 years, if people have not already had the opportunity to see the snows of Mt Kilimanjaro in Tanzania or visit the low-lying Maldivian Islands of the Indian Ocean, it will be too late because they will have gone too. Kyoto's climate treaty, signed by more than 100 countries, required industrialized nations to reduce greenhouse gases by at least five per cent. It is a step towards slowing the trend but clearly much larger strides are necessary if the travel industry hopes to become less affected by the impact of global warming.





**Questions 1 - 4**

Choose

**TRUE** if the statement agrees with the information given in the text

**FALSE** if statement contradicts the information

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

1. In Europe, some ski resorts now offer summer activities during the winter months.
2. In parts of the United States, fires have prevented tourists from visiting some park areas.
3. The financial consequences of global warming on the tourism industry in 2002 was US\$578 billion.
4. Global warming has caused the closure of some Australian ski resorts.

**Questions 5 - 8**

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

The **5**..... is the area of tourism which is suffering most as a result of coral reef damage.

Warmer water ultimately changes the appearances of coral to the point where it becomes **6** .....

International scientists predict that global temperatures will have increased by at least **7** ..... degrees Fahrenheit by the next century.

Experts believe that this century will see the extinction of **8**.....

**Questions 9 - 13**

Choose the correct person, A-G, for each statement. You may choose any person more than once.

9. The technology required to extend the skiing season is too expensive for some business.
10. It is difficult to know exactly which weather conditions are caused by global warming.
11. Tourists have observed changes in the environment over time.
12. The change in the climate will mean that some locations near sea level will no longer exist.
13. Temperature changes have forced holiday complexes to cut down on certain types of activities.

**List of people**

- A. Bill MacCracken
- B. Robert Mills
- C. Tvim Warren
- D. John Rumney
- E. Brendan Stark
- F. Michael Berry
- G. James Wilson

## READING PASSAGE 2

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

### Giftedness and Intelligence

**A** There is a popular view that, by definition, gifted children have IQs of 140 upwards and that testing intelligence by psychologists using an individual administered intelligence test, such as the Wechsler Intelligence Scales for Children, the British Ability Scales or the Kauffmann Assessment Battery for Children, can help to pick out children who might otherwise not be identified as extraordinarily able. Used in this way and in conjunction with other data, educational or clinical psychologists have often advised parents or educationists on strategies to help children realise their abilities.

**B** However, today, many psychologists have doubts about the efficacy of these tests and about the ethics of using them. Unfortunately, the terms intelligence and IQ have become such a part of language that we tend to use them as if we knew what they meant. Many readers may have found it reassuring to read the first sentence of this article and think, 'Yes, now we know where we are', when, of course, we have said nothing more than. 'Lots of people think something which may or may not be true.'

**C** When Alfred Binet, as the director of the psychology laboratory at the Sorbonne in Paris, was invited in 1904 to construct a test to identify pupils who might need special assistance in their education, he reasoned that older children would perform better on mental tasks than younger children and that what was needed was a set of tasks arranged in chronological order. Children of 7 years of age who performed at the 5-year-old level, for instance, needed special help (his mental orthopedics) in small classes to enable them to improve.

**D** It was all very simple, sensible and empirical. In Binet's words, 'It matters very little what the tests are, so long as they are numerous.' He avoided items like reading skills which reflected schooling or rote learning and emphasised that he was not measuring intelligence, which was too complex to be measured, and that the results of his tests were purely diagnostic and did not represent innate or immutable qualities. He fully recognised that children from cultured homes who attended schools with small classes would most likely

**E** Unfortunately, some psychologists in the UK and in the USA fastened upon Binet's test and adopted his notions for purposes he never intended, and so the highly profitable testing industry was quickly to serve the interest of armed forces, employers and educational administrators. On the one hand, they adopted the concept of intelligence as a single human attribute like height and, on the other, they maintained it was a faculty which was largely inherited. Some of the arguments about how much intelligence was inherited - 70 per cent, 80 per cent? - and how much environmentally determined, read like the discussions about how many angels could stand on the top of a needle.

**F** If one defines what is to be measured and always uses the same piece of knotted string to measure it, it is perfectly proper to compare the results, especially if one subjects them to stringent statistical analysis. But no matter how accurately one has measured, the value or significance of what has been measured may still be in doubt. Unfortunately, even measuring people's height accurately is not the simple matter it appears to be at first sight. How would we measure an abstract quality like strength and equate it to weight or height or age? The sensible advice we would give anyone who suggested embarking on such a project would be 'don't: "strength" is an abstraction and, like "intelligence", results from a number of different

elements'. Hence, if you want to investigate human performance, whether it is 'strength' or what is popularly called 'intelligence', it is better to do so by studying discrete elements in specific situations. Today, it is that direction in which studies of intellect have moved.

**G** There is another important reason why IQ tests have waned in popularity: even if they test abilities of one sort or another, which undoubtedly many of them do, they do not test life-skills such as personality, motivational and emotional factors, which may crucially affect future performance and achievement. We would suggest that taken alone, the result of an IQ test has little value and the view of a unitary, innate faculty such as intelligence diverts our attention from the diversity of abilities, skills and qualities of children.

**H** Again, if we are told, for instance, that children are highly intelligent but are grossly underperforming, what is significant is not their abilities but the factors which have caused their inability to perform, factors we should have been attending to all along. IQ tests are unlikely to have discovered why Churchill or Einstein was underperforming at school, if such was in fact the case, nor could they have predicted how they would develop. And we all know people who are intelligent but can do nothing. People who are all empty words and vain gestures.

**I** Instead of assessing children's intelligence as measured by intelligence tests, we would be better employed finding out what they can do and how well and quickly they can learn to do more. Tests of intelligence, sometimes masquerading as tests of mental ability, usually succeed in testing what they have been designed to test. But many have a strong verbal element which favours children with a highly verbal background, for example, children of professional people. They will not identify children with artistic or musical abilities and they are unlikely to reveal pupils of exceptional mathematical ability. Some sensitive or over-anxious children may underperform in test situations, and some exceptionally gifted children may find the questions so trivial that they will suspect a trick and spend time searching for hidden meanings.

#### **Questions 14 - 16**

*The text has nine paragraphs, A-I. Which paragraph contains the following information? You may choose any paragraph more than once.*

- 14.** An explanation of the methodology behind Binet's tests.
- 15.** A discussion of intelligence as a single measurable characteristic.
- 16.** Reasons for inadequacy of IQ tests.

#### **Questions 17 - 20**

*Choose the correct answer.*

- 17.** The writer's purpose in the passage is to
  - A.** describe the history of IQ tests.
  - B.** Discuss the limitations of IQ tests.
  - C.** define the nature of intelligence.
  - D.** explain the design of IQ tests.
- 18.** Alfred Binet's tests compared children of the same age in order to
  - A.** identify children not performing satisfactorily.
  - B.** identify the most intelligent children.
  - C.** measure children's intelligence.
  - D.** decide the best age for children's education to begin.
- 19.** The tests that Binet designed were
  - A.** based on reading skills.

- B. based on mathematical skills.
  - C. arranged according to age.
  - D. different for different socio-economic groups.
20. Recent studies of intellect look at intelligent as
- A. a single factor.
  - B. a factor impossible to assess.
  - C. a constantly changing factor.
  - D. separate factors in particular circumstances.

**Questions 21 - 26**

Choose

**YES** if the statement agrees with the claims of the writers in the text

**NO** if statement contradicts the claims of the writers

**NOT GIVEN** if it is impossible to say what the writers think about this.

- 21. Alfred Binet believed that the intelligence could not be measured.
- 22. Binet's tests were intended for use only in the school of Paris.
- 23. Binet's tests were used by armies for purposes different to his original intention.
- 24. Intelligence can be measured like any other human characteristic.
- 25. We should assess children's separate abilities and learning capacity, not intelligence.
- 26. Intelligence tests accurately identify gifted and able children.

**READING PASSAGE 3**

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

**What should companies do to survive?**

- A** In the world of business, where today's fashionable management theory soon becomes a stale cliché or a quaint archaism, it is essential to have a clear idea about the enduring rules of good management. The company that follows these is the company that is in the strongest position amid the uncertainties and violent upheavals of the world as we know it.
- B** A company is the sum of what its people understand and know how to do well. Value lies increasingly in creative ideas and knowledge. But ideas have value only if people share and develop them in ways that increase revenue; knowledge is useful only if people can find what they need to know. Getting intelligent people to share what is in their heads is vital, and takes more than mere money or clever software. Ideas must flow in every direction through a company - not merely from the top down. And knowledge is worth storing only if senior staff set careful rules to filter and structure it. What goes into a database determines the value of what comes out. So setting central rules and standards is key to good knowledge management.
- C** Good judgement is a key skill. Managers constantly blitzed with new information need to build in the data that matters and set aside the rest. Big-bang decisions are generally best avoided - or implemented in small incremental moves that leave room for flexibility and for altering course, if circumstances change.
- D** Customers matter - but some matter more than others. Acquiring new customers often costs more than making extra sales to existing ones. So companies must build loyalty by providing reliability and good service. Given the welter of product information reaching customers, memorable brands will grow more important. Companies need not only to widen their reach by finding new markets, but also to deepen existing relationships. They have more information than ever before about their customers, and must use this to offer their most

profitable customers special deals and make them feel part of an elite club. Some companies even seek to 'fire' unprofitable customers by charging them bigger rates than others.

**E** Like its customers, some of a company's people matter more than others, and not just at the top: managing talent is also about capturing innovative ideas from middle managers and those further down the line. At every level, managers must identify where most value lies. In some cases, a few stars will encapsulate much of a company's value in others, teams of employees will matter more. Some companies will want to hire the talents of 'free agents' as and when they are required ; others, to employ directly their best brains.

**F** Companies need to collaborate more, in alliances that allow them to outsource production or spread risk or to enter new markets. Effective collaboration calls for trust and shared understanding, rather than the top-down, command-and-control approach of hierarchical structures. Successful collaboration also requires excellent communication, and intensives that reward sharing information and working for common goals. As costs of handling information in a company decline, new opportunities open for redefining corporate shape, and companies are becoming less hierarchical, with more ways to arrange and rearrange structure. Managers must think through from scratch which activities should be kept in-house and which outsourced, and normally a company should keep those activities it does better than its competitors.

**G** Given the pace of change, bosses need more than ever to be able to communicate persuasively through any channels, which their staff and the outside world. They must also listen: the most valuable communications will frequently be bottom-up, and the people nearest to customer are best placed to explain what they see and hear. Managers must listen to them.

**H** Ironically, internet technologies, tools of freedom and decentralization, call for discipline and standard processes. Only by setting standards and insisting that everyone abide by them will companies reap their potential savings. Companies need to insist on common practices in areas such as purchasing and information technology in order to harvest real productivity gains. As a result, some aspects of centralisation will increase: a key task of top managers is to provide structures and standard, and to insist that they are observed.

**I** Once standards have been set, openness and freedom should reign. Centralisation of standards makes possible decentralisation of decision making. In addition, internet technologies increase the need for a culture of openness, to foster the sharing of knowledge and effective collaboration. Increasingly, companies will allow their suppliers and customers 'inside the machine,' as it were, by giving them extraordinary access to their databases and inner workings in order to integrate their operations and make collaboration effective.

**J** The key to success lies much less in technical know-how than in excellent leaderships to push through and build upon organisational change. At some points in a company's life, it will need a leader who can rally staff to push through the trauma of disruptive change. At other times, the right style will be the manager-as-coach, a selfless talent scout who specialises in assembling and motivating great teams. Always, the people at the top will set the tone in a firm. Their skills determine whether it is a good company to work in and do business with.

#### **Questions 27 - 34**

*Choose*

**YES** *if the statement agrees with the views of the writers in the text*

**NO** *if statement contradicts the views of the writers*

**NOT GIVEN** *if it is impossible to say what the writers think about this*

**27.** Too few companies understand how to evaluate fashionable management theories.

28. Certain practices should always be followed when coping with unstable situations.
29. It is important that the development of ideas should lead to improvements in the company's financial position.
30. The structuring of a database should be decided by all its users.
31. More training needs to be provided to help managers assess the usefulness of new information.
32. Any major change should be introduced all at once.
33. Companies can benefit from using different strategies with different customers.
34. The activities which are common to all companies are best kept in-house.

**Questions 35 - 40**

*The text has ten paragraphs, A - J. Which paragraph contains the following information?*

**N.B** You may choose any paragraph more than once.

36. Examples of business activities where all staff should follow the same practices.
37. Examples of alternative employment patterns within a company.
38. A basis for deciding whether a company and its customers.
39. An example of how information can be shared by a company and its customers.
40. A reason why customers might continue to buy from the same companies.

**TEST 32 READING PASSAGE 1**

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

**MAKING TIME FOR SCIENCE**

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

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

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

Scientists have limited abilities to create durable modifications of chronobiological demands. Recent therapeutic developments for humans such as artificial light machines and melatonin administration can reset our circadian rhythms, for example, but our bodies can tell the difference and health suffers when we breach these natural rhythms for extended periods of time. Plants appear no more malleable in this respect; studies demonstrate that vegetables

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<p><b>Mali</b> cooperative</p>	<p>to improve sanitation in city</p>	<ul style="list-style-type: none"> <li>• 36 ..... .... graduates organizing garbage collection</li> <li>• public education campaign via 37 ..... .... and</li> </ul>	<ul style="list-style-type: none"> <li>• greater environmental awareness</li> <li>• improved living conditions</li> </ul>
<p><b>Egypt</b> (Mokattam) 38 ..... .....</p>	<p>to support disadvantaged women</p>	<p>women provided with the 39 ..... ..... and equipment for sewing and weaving</p>	<ul style="list-style-type: none"> <li>• rise in the 40 ..... and quality of life of young women</li> </ul>

## TEST 40

### SECTION 1 Questions 1-10

#### Questions 1-7

Choose the correct letter, A, B or C.

#### Example

The woman says she is interested in

- A part-time employment
- B a permanent job
- C unpaid work

1 The librarian says that training always includes

- A computer skills.
- B basic medical skills.
- C interpersonal skills

2 All library service volunteers have to

- A record their arrival and departure.
- B stay within 'staff only' sections.
- C wear a uniform

3 The woman would be entitled to a contribution towards the cost of

- A transport by minibus.
- B parking at the library.
- C public transport



- 4 One recent library project involved
- A labelling historical objects.
  - B protecting historical photographs.
  - C cataloguing historical documents
- 5 At present, the library is looking for people to
- A record books onto CD
  - B tell stories to children.
  - C read books to the blind.
- 6 The woman says she is interested in a project involving
- A taking library books to people in hospital.
  - B delivering library books to people at home.
  - C driving the disabled to the library.
- 7 The woman agrees to work for
- A two hours per week.
  - B four hours per week.
  - C six hours per week.

Questions 8-10

Choose **THREE** letters A – G.

Which **THREE** of the following must be provided by all volunteers?

- A civil conviction check
- B signed copy of commitment
- C certificates to indicate qualifications
- D emergency contact information
- E date of birth
- F signature of parent or guardian
- G referees

## SECTION 2 Questions 11-20

### Questions 11-14

Complete the sentences below.

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

- 11 'Canadian Clean Air Day' will be held on .....
- 12 Air pollution may be responsible for ..... deaths every year in Canada.
- 13 The sector most responsible for smog-producing pollutants is .....
- 14 Scientists now know that even ..... of pollutants can be harmful.

### Questions 15-20

Complete the sentences below.

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

#### Reducing Air Pollution

Individual action

- respond to the 15 '..... Challenge'
- walk, cycle or car-pool to work
- use public transit
- 16 .....



- 17 ..... your domestic equipment

**Government action**

- emission reduction in the 18 ..... region of US and Canada
- move towards 19 ..... ( e.g. less sulphur in gasoline & diesel)
- reduction of pollutants from 20 ..... and power plants

**SECTION 3 Questions 21-30**

*Complete the form below.*

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

**Field Trip to Kenya**

**Area of country:** the 21. .... of Kenya  
**Accommodation:** Marich Pass Field Studies Centre  
in traditional 'bandas' (bring mosquito 22 ..... )  
study areas: 23 ..... , lecture room, outdoor areas  
**Type of environment:** both 24 ..... (environment and culture)  
**Activities:** interviews (with interpreters)  
25 ..... (environment and culture)  
morphological mapping  
projects (all connected with 26 ..... issues)  
**Jack's group did project on:** 27 ..... supply and quality issues.  
**Expeditions:** to Sigor (a 28 ..... ) to study distribution  
to the Wei Wei valley to study agricultural production  
to a 29 .....  
**Evaluation:** logistics - well run  
gave insight into lives of others  
provided input for his 30 .....

**SECTION 4 Questions 31-40**

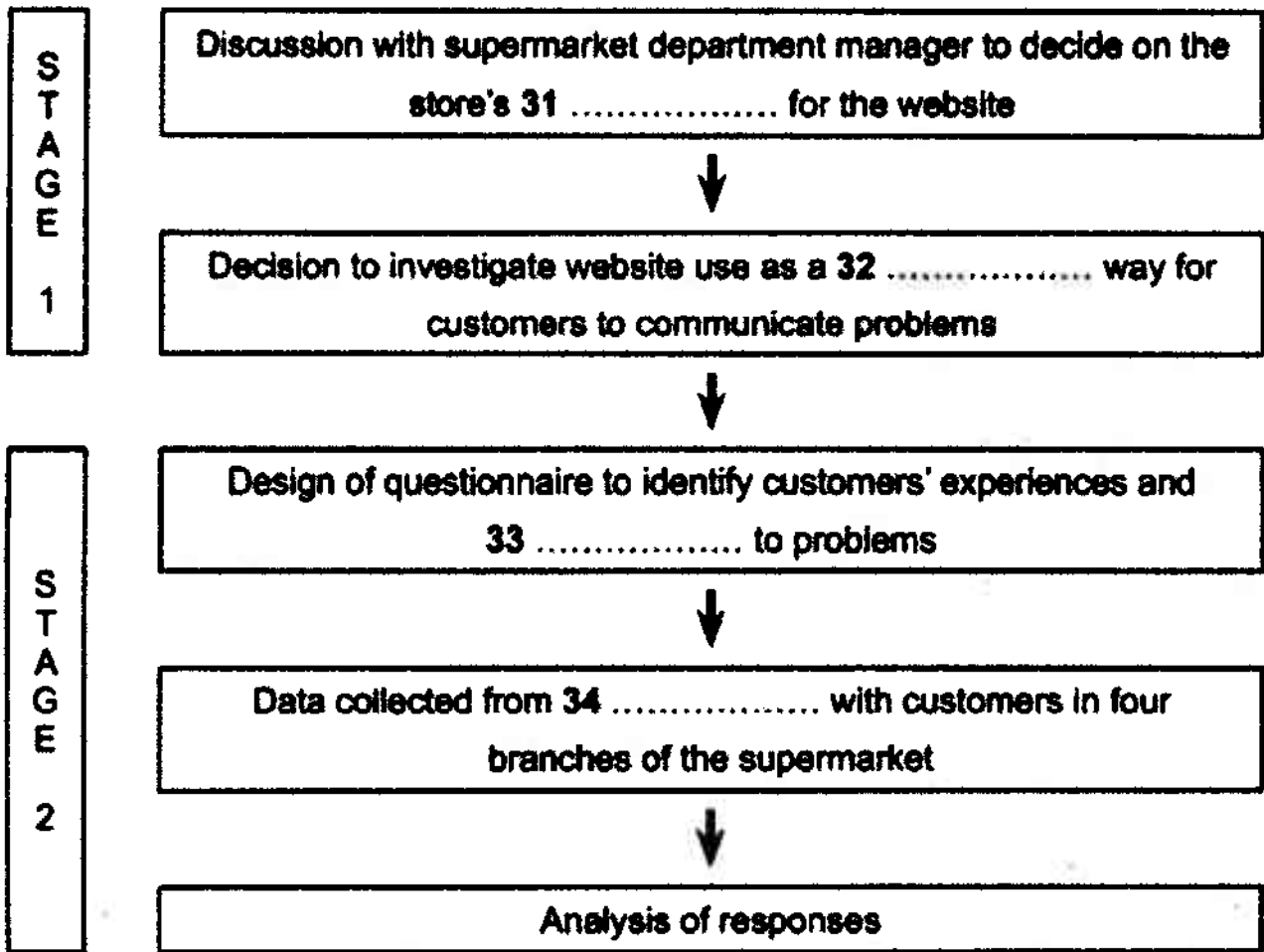
**Questions 31-34**

*Complete the flow chart below.*

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

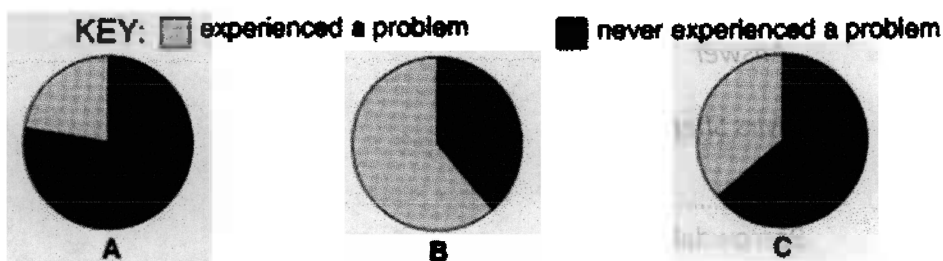


## Research methodology

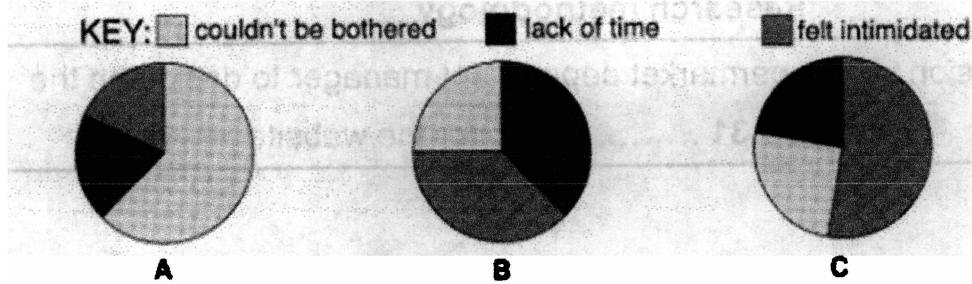


**Questions 35–40**

**35** Which pie chart shows the percentage of respondents who experienced a problem in the supermarket?



**36** Which pie chart shows the reasons why customers failed to report the problem directly to supermarket staff?



- 37** How might the student's website help the supermarket, according to the manager?
- A it would support the expansion of the company.
  - B it would allow the identification of problem areas..
  - C it would make the company appear more professional.
- 38** The student says one problem in that some customers
- A do not have computer skills
  - B do not have their own computer
  - C do not have access to a computer
- 39** Further observation of website use is necessary because of
- A the small size of the sample
  - B less chance to evaluate the objects.
  - C the unrepresentative nature of the respondents
- 40** One positive result of the website for the supermarket staff could be
- A greater support from management
  - B less chance of unfair complaints
  - C greater cooperation between

## TEST 41

### SECTION 1 Questions 1-10

Complete the form below.

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

#### Report on abandoned vehicle

*Example*

*Answer*

**Name of caller**

*Mrs Shefford*

**Address**

41, 1.....

Barrowdale

WH4 5JP

**Telephone**

2 .....

**Vehicle location**

in 3 ..... near main road (A69)

**Type of vehicle**

4 .....

**Make**

Catala

**Model**

5 .....

**Present colour of vehicle**

6 .....

**Vehicle number**

S 322 GEC

**General condition**

poor – one 7 ..... , cracked windscreen



Length of time at site	8 .....
Land belongs to	9 .....
Last owner	no information available
Other notes	vehicle does not belong to a 10 ..... resident

## SECTION 2                      Questions 11-20

### Questions 11-17

Complete the sentences below.

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

#### The story of John Manjiro

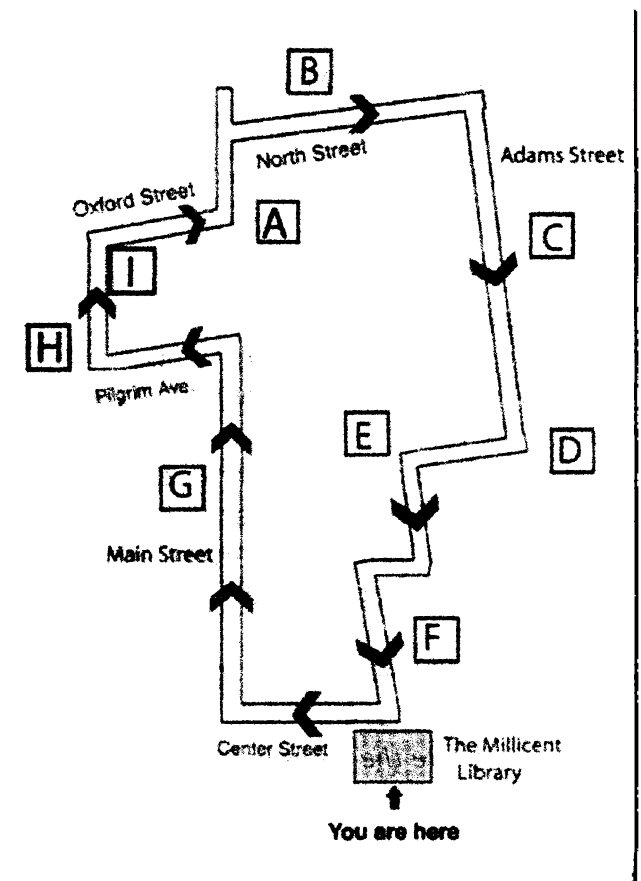
- 11 Manjiro started work as a ..... when he was still a young boy.
- 12 He spent ..... on a deserted island before he was rescued.
- 13 He became friends with William Whitfield, who was a ship's .....
- 14 The cost of Manjiro's ..... in America was covered by the Whitfield family.
- 15 Manjiro eventually returned to Japan, where he carried out important work as a teacher and .....
- 16 Fairhaven and Tosashimizu are now officially .....
- 17 Every two years, the John Manjiro ..... is held in Fairhaven.

### Questions 18-20

Label the map below.

Write the correct letter A-I next to Questions 18-20.

- 18 Whitfield family house .....
- 19 Old Oxford School .....
- 20 School of Navigation .....



**SECTION 3 Questions 21-30**

**Questions 21-23**

Choose the best answer, A, B or C

**21** What is the main thing Julia feels she has gained from her experience in retail?

- A better understanding of customer attitudes
- B improved ability to predict fashion trends
- C more skill in setting priorities in her work

**22** Why is Julia interested in doing the postgraduate course?

- A It will enable her to develop new types of technology.
- B It will allow her to specialise in a design area of her choice.
- C It will provide managerial training focusing on her needs.

**23** What would Julia like to do after she has completed the postgraduate course?

- A work overseas
- B start her own business
- C stay in an academic environment

**Questions 24-27**

What does each university facility have?

Choose your answers from the box and write the correct letter A-G next to Questions 24-27.

- 24** Library .....
- 25** Computer Centre .....
- 26** Photomedia .....
- 27** Time Based Media .....

- A laboratories
- B rooms for individual study
- C inter-disciplinary focus
- D introductory course
- E purpose-built premises
- F cafeteria
- G emphasis on creative use

**Questions 28-30**

Complete the summary below.

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

**MA in Fashion Design: Assessment**

Assessment includes three **28** ..... which take place at the end of the stages of the degree. Final assessment is based on a project, and includes the student's **29** ..... in the form of a written report, and the **30** ..... to which representatives of fashion companies are invited.

**SECTION 4 Questions 31-40**

**Questions 31-40**

Complete the notes below.

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

**Laughter**

**The nature of laughter**

- Laughter is a **31** ..... process-involves movement and sound.
- It is controlled by our **32** .....

### Reasons for laughter

- Only 10% of laughter is caused by jokes / funny stories.
- May have begun as sign of 33 ..... after a dangerous situation.
- Nowadays, mat help to develop 34 ..... within a group.
- Connected to 35 ..... (e.g. use of humor by politicians or bosses).
- May be related to male / female differences (e.g. women laugh more at male speakers).
- May be used in a 36 ..... way to keep someone out of a group.

### Benefits of laughter

- Safe method for the 37 ..... of emotions such as anger and sadness.
- Provides good aerobic exercise.
- Leads to drop in levels of stress-related 38 .....
- Improves the 39 .....
- Can stop 40 ..... and improve sleep.

## TEST 42

### SECTION 1 Questions 1-10

Complete the form below.

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

#### Health club customer research

Example	Answer
<b>Name:</b>	Selina Thompson
<b>Occupation:</b>	1 .....
<b>Age group:</b>	2 .....
<b>Type of membership:</b>	3 .....
<b>Length of membership:</b>	4 ..... years
<b>Why joined:</b>	Recommended by a 5 .....
<b>Visited to club per month:</b>	Eight (on an average) .....
<b>Facility used most:</b>	6 .....
<b>Facility not used (if any):</b>	Tennis courts (because reluctant to 7 .....
<b>Suggestions for improvements:</b>	Have more 8 .....
	Install 9 ..... in the gym.
	Open 10 ..... later at weekends

28. Certain practices should always be followed when coping with unstable situations.
29. It is important that the development of ideas should lead to improvements in the company's financial position.
30. The structuring of a database should be decided by all its users.
31. More training needs to be provided to help managers assess the usefulness of new information.
32. Any major change should be introduced all at once.
33. Companies can benefit from using different strategies with different customers.
34. The activities which are common to all companies are best kept in-house.

**Questions 35 - 40**

*The text has ten paragraphs, A - J. Which paragraph contains the following information?*

**N.B** You may choose any paragraph more than once.

36. Examples of business activities where all staff should follow the same practices.
37. Examples of alternative employment patterns within a company.
38. A basis for deciding whether a company and its customers.
39. An example of how information can be shared by a company and its customers.
40. A reason why customers might continue to buy from the same companies.

**TEST 32 READING PASSAGE 1**

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

**MAKING TIME FOR SCIENCE**

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

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

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

Scientists have limited abilities to create durable modifications of chronobiological demands. Recent therapeutic developments for humans such as artificial light machines and melatonin administration can reset our circadian rhythms, for example, but our bodies can tell the difference and health suffers when we breach these natural rhythms for extended periods of time. Plants appear no more malleable in this respect; studies demonstrate that vegetables

grown in season and ripened on the tree are far higher in essential nutrients than those grown in greenhouses and ripened by laser.

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

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

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

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

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

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

#### Questions 1–7

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

*In boxes 1–7 on your answer sheet, write*

**TRUE**            *if the statement agrees with the information*

**FALSE**          *if the statement contradicts the information*



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

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

**Questions 8–13**

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

Write the correct letter in boxes 8–13 on your answer sheet.

- 8 What did researchers identify as the ideal time to wake up in the morning?
- A 6.04
  - B 7.00
  - C 7.22
  - D 7.30
- 9 In order to lose weight, we should
- A avoid eating breakfast
  - B eat a low carbohydrate breakfast
  - C exercise before breakfast
  - D exercise after breakfast
- 10 Which is NOT mentioned as a way to improve supplement absorption?
- A avoiding drinks containing caffeine while taking supplements
  - B taking supplements at breakfast
  - C taking supplements with foods that can dissolve them
  - D storing supplements in a cool, dry environment
- 11 The best time to stop drinking coffee is
- A mid-afternoon
  - B 10 p.m.
  - C only when feeling anxious
  - D after dinner
- 12 In the evening, we should
- A stay away from carbohydrates
  - B stop exercising
  - C eat as much as possible
  - D eat a light meal
- 13 Which of the following phrases best describes the main aim of Reading Passage 1?
- A to suggest healthier ways of eating, sleeping and exercising
  - B to describe how modern life has made chronobiology largely irrelevant
  - C to introduce chronobiology and describe some practical applications
  - D to plan a daily schedule that can alter our natural chronobiological rhythms



## **READING PASSAGE 2**

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

### **The Triune<sup>1</sup> Brain**

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

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

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

The neocortex is also responsible for the process by which we decide on and commit to particular courses of action. Strung together over time, these choices can accumulate into feats of progress unknown to other animals. Anticipating a better grade on the

following morning's exam, a student can ignore the limbic urge to socialise and go to sleep early instead. Over three years, this ongoing sacrifice translates into a first class degree and a scholarship to graduate school; over a lifetime, it can mean groundbreaking contributions to human knowledge and development. The ability to sacrifice our drive for immediate satisfaction in order to benefit later is a product of the neocortex.

Understanding the triune brain can help us appreciate the different natures of brain damage and psychological disorders. The most devastating form of brain damage, for example, is a condition in which someone is understood to be brain dead. In this state a person appears merely unconscious – sleeping, perhaps – but this is illusory. Here, the reptilian brain is functioning on autopilot despite the permanent loss of other cortices. Disturbances to the limbic cortex are registered in a different manner. Pups with limbic damage can move around and feed themselves well enough but do not register the presence of their littermates. Scientists have observed how, after a limbic lobotomy<sup>2</sup>, “one impaired monkey stepped on his outraged peers as if treading on a log or a rock”. In our own species, limbic damage is closely related to sociopathic behaviour. Sociopaths in possession of fully-functioning neocortexes are often shrewd and emotionally intelligent people but lack any ability to relate to, empathise with or express concern for others.

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

*1 Triune = three-in-one*

*2 Lobotomy = surgical cutting of brain nerves*

**Questions 14–22**

*Classify the following as typical of*

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

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

- 14** giving up short-term happiness for future gains
- 15** maintaining the bodily functions necessary for life
- 16** experiencing the pain of losing another
- 17** forming communities and social groups
- 18** making a decision and carrying it out

- 19 guarding areas of land
- 20 developing explanations for things
- 21 looking after one's young
- 22 responding quickly to sudden movement and noise

**Questions 23–26**

*Complete the sentences below.*

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

Write your answers in boxes 23–26 on your answer sheet.

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

**READING PASSAGE 3**

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

**HELIUM'S FUTURE UP IN THE AIR**

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

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

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

**D** The possibility of losing helium forever poses the threat of a real crisis because its unique qualities are extraordinarily difficult, if not impossible to duplicate (certainly, no biosynthetic ersatz product is close to approaching the point of feasibility for helium, even as similar developments continue apace for oil and coal). Helium is even cheerfully derided as a "loner" element since it does not adhere to other molecules like its cousin, hydrogen. According to Dr.



Lee Sobotka, helium is the “most noble of gases, meaning it’s very stable and non-reactive for the most part ... it has a closed electronic configuration, a very tightly bound atom. It is this coveting of its own electrons that prevents combination with other elements’. Another important attribute is helium’s unique boiling point, which is lower than that for any other element. The worsening global shortage could render millions of dollars of high-value, life-saving equipment totally useless. The dwindling supplies have already resulted in the postponement of research and development projects in physics laboratories and manufacturing plants around the world. There is an enormous supply and demand imbalance partly brought about by the expansion of high-tech manufacturing in Asia.

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

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

### Questions 27–31

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

*Which paragraph contains the following information?*

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

**27** a use for helium which makes an activity safer

**28** the possibility of creating an alternative to helium

**29** a term which describes the process of how helium is taken out of the ground

**30** a reason why users of helium do not make efforts to conserve it

**31** a contrast between helium’s chemical properties and how non-scientists think about it

### Questions 32–35

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

In boxes 32–35 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

**32** Helium chooses to be on its own.

**33** Helium is a very cold substance.

**34** High-tech industries in Asia use more helium than laboratories and manufacturers in other parts of the world.

**35** The US Congress understood the possible consequences of the HPA.

**Questions 36–40**

*Complete the summary below.*

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

Write your answers in boxes 36–40 on your answer sheet.

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

**TEST 33 READING PASSAGE 1**

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

**Questions 1–7**

Reading Passage 1 has seven paragraphs, A–G.

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

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

**List of Headings**

- i** A unique sensory experience
- ii** Getting back to basics
- iii** The gift that keeps on giving
- iv** Variations in alcohol content
- v** Old methods of transportation
- vi** Culinary applications
- vii** Making kefir
- viii** A fortunate accident
- ix** Kefir gets an image makeover
- x** Ways to improve taste

**1** Section A

**2** Section B

**3** Section C

**4** Section D

**5** Section E

**6** Section F

**7** Section G

**THE MAGIC OF KEFIR**

**A** The shepherds of the North Caucasus region of Europe were only trying to transport milk the best way they knew how – in leather pouches strapped to the side of donkeys – when they

### Reasons for laughter

- Only 10% of laughter is caused by jokes / funny stories.
- May have begun as sign of 33 ..... after a dangerous situation.
- Nowadays, mat help to develop 34 ..... within a group.
- Connected to 35 ..... (e.g. use of humor by politicians or bosses).
- May be related to male / female differences (e.g. women laugh more at male speakers).
- May be used in a 36 ..... way to keep someone out of a group.

### Benefits of laughter

- Safe method for the 37 ..... of emotions such as anger and sadness.
- Provides good aerobic exercise.
- Leads to drop in levels of stress-related 38 .....
- Improves the 39 .....
- Can stop 40 ..... and improve sleep.

## TEST 42

### SECTION 1 Questions 1-10

Complete the form below.

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

#### Health club customer research

Example	Answer
<b>Name:</b>	Selina Thompson
<b>Occupation:</b>	1 .....
<b>Age group:</b>	2 .....
<b>Type of membership:</b>	3 .....
<b>Length of membership:</b>	4 ..... years
<b>Why joined:</b>	Recommended by a 5 .....
<b>Visited to club per month:</b>	Eight (on an average) .....
<b>Facility used most:</b>	6 .....
<b>Facility not used (if any):</b>	Tennis courts (because reluctant to 7 .....
<b>Suggestions for improvements:</b>	Have more 8 .....
	Install 9 ..... in the gym.
	Open 10 ..... later at weekends



**SECTION 2 Questions 11-20**

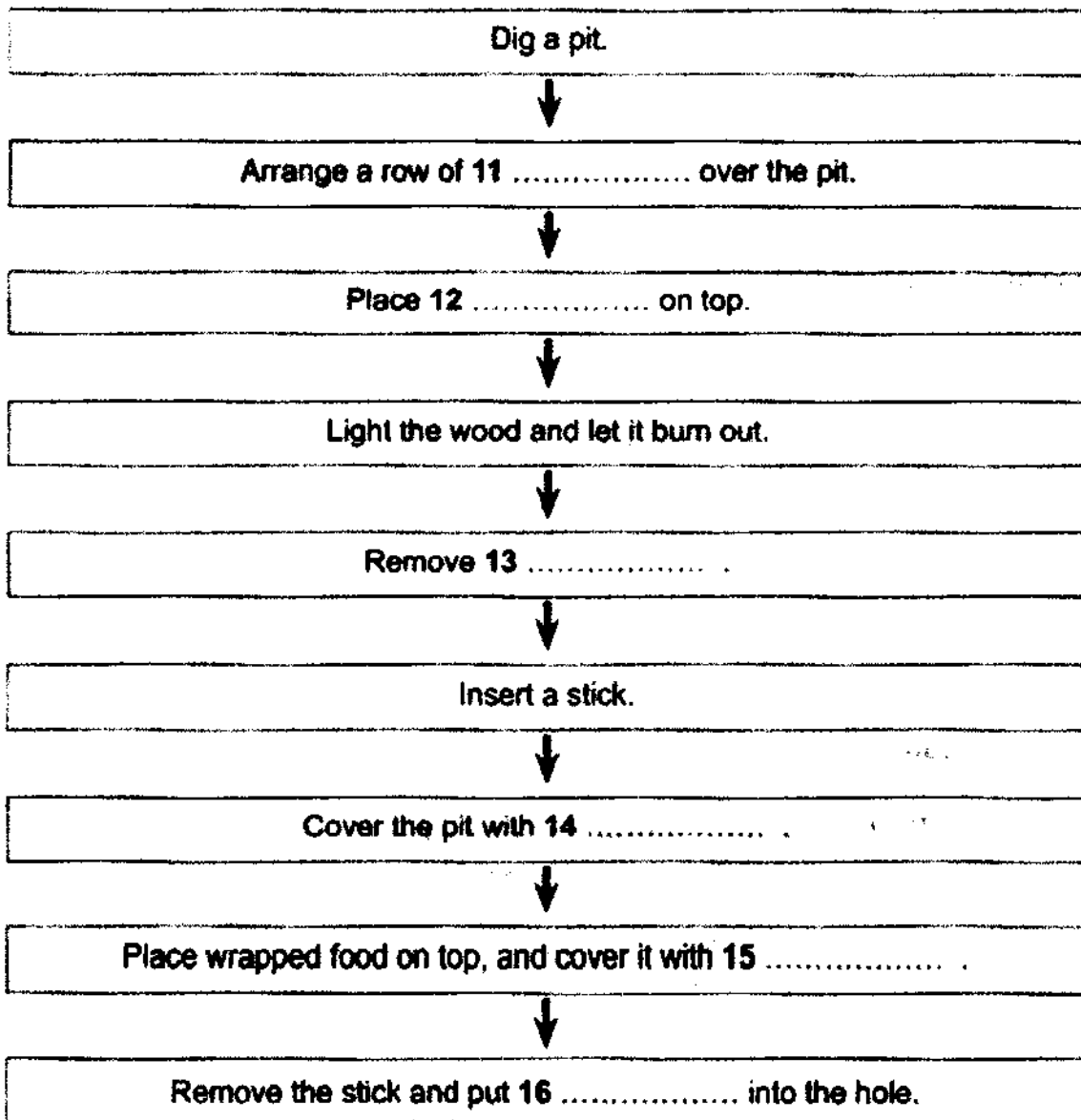
**Questions 11-16**

Complete the flow chart below.

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

- A air            B ash            C earth            D grass  
E sticks        F stones        G water

## Making a steam pit



**Questions 17-18**

Choose *TWO* letters, A-E.

Which **TWO** characteristics apply to the bamboo oven?

- A It's suitable for windy weather.
- B The fire is lit below the bottom end of the bamboo.
- C The bamboo is cut into equal lengths.



- D The oven hangs from a stick.
- E It cooks food by steaming it.

**Questions 19-20**

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

Which **TWO** pieces of advice does the speaker give about eating wild fungi?

- A Cooking doesn't make poisonous fungi edible.
- B Edible wild fungi can be eaten without cooking.
- C Wild fungi are highly nutritious.
- D Some edible fungi look very similar to poisonous varieties.
- E Fungi which cannot be identified should only be eaten in small quantities

**SECTION 3 Questions 21-30**

**Questions 21-25**

**Research project on attitudes towards study**

- 21** Phoebe's main reason for choosing her topic was that
- A her classmates had been very interested in it.
  - B it would help prepare her for her first teaching post.
  - C she had been inspired by a particular book.
- 22** Phoebe's main research question related to
- A the effect of teacher discipline.
  - B the variety of learning activities.
  - C levels of pupil confidence.
- 23** Phoebe was most surprised by her finding that
- A gender did not influence behaviour significantly.
  - B girls were more negative about school than boys.
  - C boys were more talkative than girls in class.
- 24** Regarding teaching, Phoebe says she has learned that
- A teachers should be flexible in their lesson planning.
  - B brighter children learn from supporting weaker ones.
  - C children vary from each other in unpredictable ways.
- 25** Tony is particularly impressed by Phoebe's ability to
- A recognise the limitations of such small-scale research.
  - B reflect on her own research experience in an interesting way.
  - C design her research in such a way as to minimise difficulties

**Questions 26-30**

*What did Phoebe find difficult about the different research techniques she used?*

Choose **FIVE** answers from the box and write the correct letter A-G, next to questions 26-30.

Research techniques

- 26** Observing lessons
- 27** Interviewing teachers
- 28** Interviewing pupils
- 29** Using questionnaires
- 30** Taking photographs

**Difficulties**

- A Obtaining permission
- B Deciding on a suitable focus
- C Concentrating while gathering data
- D Working collaboratively
- E Processing data she had gathered
- F Finding a suitable time to conduct the research
- G Getting hold of suitable equipment

**SECTION 4                      Questions 31-40**

*Complete the sentence below.*

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

**Saving the juniper plant**

**Background**

- 31 Juniper was one of the first plants to colonize Britain after the last . . . . .
- 32 Its smoke is virtually . . . . . , so juniper wood was used as fuel in illegal activities.
- 33 Oils from the plant were used to prevent . . . . . spreading.
- 34 Nowadays, its berries are widely used to . . . . . food and drink.

**Ecology**

- 35 Juniper plants also support several species of the . . . . .

**Problems**

- 36 In current juniper population ratios of the . . . . . are poor.
- 37 many of the bushes in each group are the same age so . . . . . of whole populations is rapid.

**Solutions**

- 38 Plant life is trailing novel techniques across . . . . . areas of England.
- 39 One measure is to introduce . . . . . for seedlings.
- 40 A further step is to plant . . . . . from healthy bushes.

**TEST 43**

**SECTION 1    Questions 1-10**

*Complete the form below.*

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

**Pinder's Animal Park**

Example

Enquiries    about *temporary* work

Personal Details:

- |                         |                                  |
|-------------------------|----------------------------------|
| Name:                   | Jane 1 .....                     |
| Address:                | 2 .....<br>Exeter                |
| Telephone number:       | 07792430921                      |
| Availability:           | Can start work at 3 .....        |
| Work details:           |                                  |
| Preferred type of work: | Assistant 4 .....                |
| Relevant skills:        | Familiar with kitchen 5 .....    |
| Relevant qualification: | A 6 ..... certificate            |
| Training required:      | A 7..... course                  |
| Referee:                |                                  |
| Name:                   | Dr Ruth Price                    |
| Position:               | 8 .....                          |
| Phone number:           | 9 .....                          |
| Other:                  | Applicant has a form of 10 ..... |

**SECTION 2 Questions 11-20**

**Questions 11-15**

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

**Tamerton Centre**

**11** The Tamerton Centre was set up in order to encourage people

- A to enjoy being in the countryside.
- B to help conserve the countryside.
- C to learn more about the countryside.

**12** Last year's group said that the course

- A built their self esteem.
- B taught them lots of new skills.
- C made them fitter and stronger.

**13** For the speaker, what's the most special feature of the course?

- A You can choose which activities you do.
- B There's such a wide variety of activities.
- C You can become an expert in new activities.

**14** The speaker advises people to bring

- A their own board games.
- B extra table tennis equipment.
- C a selection of films on DVD.

**15** Bed-time is strictly enforced because

- A it's a way to reduce bad behaviour.
- B tiredness can lead to accidents.
- C it makes it easy to check everyone's in.

**Questions 16-20**

What rules apply to taking different objects to the Centre?

*Match each object with the correct rule, A-C.*

*Write the correct letter, A-C.*

**Objects**

- 16** Electrical equipment .....
- 17** Mobile phone .....
- 18** Sun cream .....
- 19** Aerosol deodorant .....
- 20** Towel .....

<b>Rules</b>
<b>A</b> You <b>MUST</b> take this
<b>B</b> You <b>CAN</b> take this, if you wish
<b>C</b> You <b>must NOT</b> take this

**SECTION 3 Questions 21-30**

**Questions 21-25**

*Label the diagram below.*

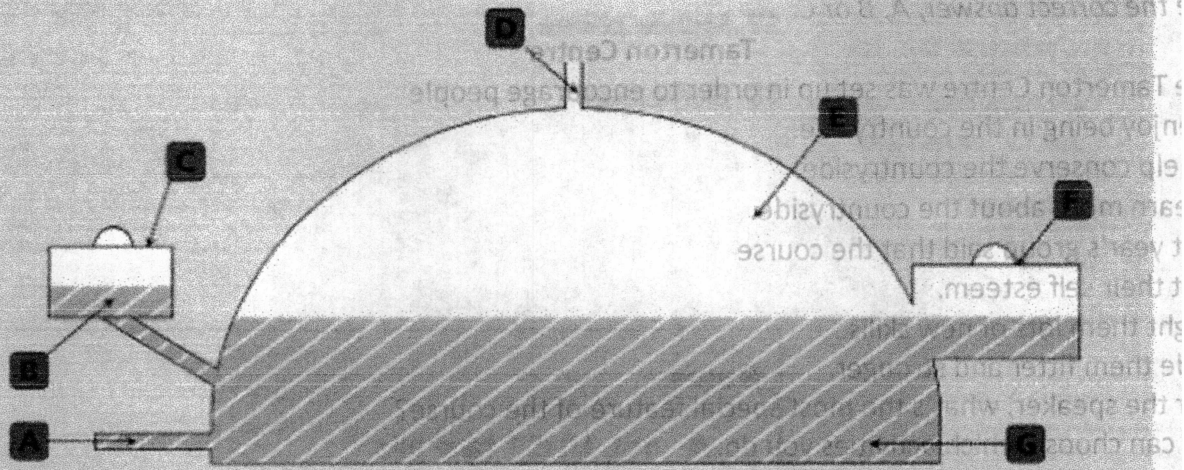
*Write the correct letter, A-G, next to questions 21-25 below.*

- 21** Waste container .....
- 22** Slurry .....
- 23** Water inlet .....
- 24** Gas .....
- 25** Overflow tank .....



(Year 6 Lesson)

## Biogas Plant



### Questions 26-30

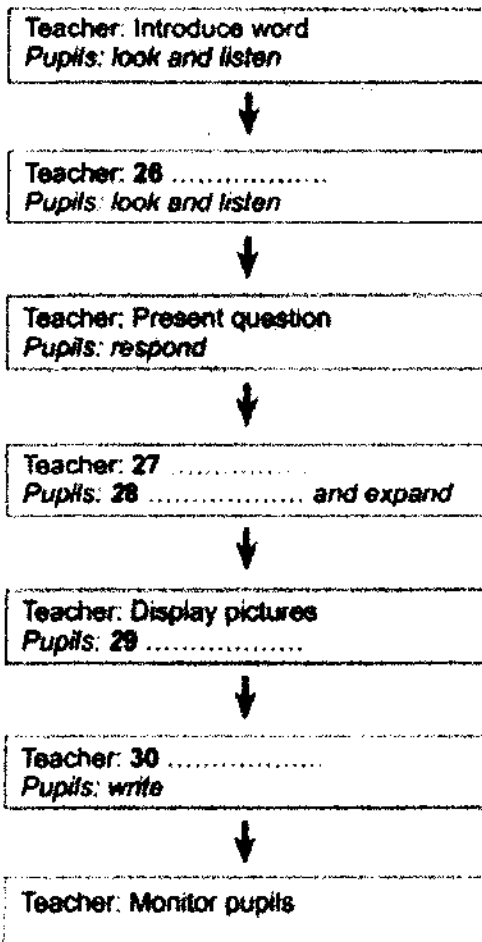
Complete the flow chart below.

Choose FIVE answers from the box and write the correct letter, A-G, next to questions 26-30.

- A Identify sequence.
- B Ask questions.
- C Copy.
- D Demonstrate meaning.
- E Distribute worksheet.
- F Draw pictures.
- G Present sentences.

**LESSON OUTLINE YEAR THREE  
TOPIC: ENERGY**

**ACTIVITIES**



**SECTION 4 Questions 31-40**

Complete the notes below.

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

**Creating artificial gills**

**Background**

- Taking in oxygen: mammals – lunge; fish-gills.
- Long-held dreams – humans swimming underwater without oxygen tanks.
- Oxygen tanks considered too 31 ..... and large.
- Attempts to extract oxygen directly from water.
- 1960s – prediction that humans would have gills added 32 .....
- .....
- Ideas for artificial gills were inspired by research on.

- fish gills
- fish swim bladders
- animals without gills – especially bubbles used by 33 .....

**Building a simple artificial gill**

- Make a watertight box of material which lets 34 ..... pass through.
- Full with air submerge in water.
- Important that the diver and the water keep 35 .....
- The gill has to have a large 36 .....
- Designers often use a network of small 37 ..... on their gill.
- Main limitation – problems caused by increased 38 ..... in deeper water.

**Other applications**

- Supplying oxygen for use on 39 .....
- Powering 40 ..... cells for driving machinery underwater.

**TEST 44**

**SECTION 1 Questions 1-10**

Complete the notes below.

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

**Car for sale (Mini)**

*Example*

Age of car: just under 13 years old

Colour: 1 .....

Mileage: 2 .....

Previous owner was a 3 .....

Current owner has used car mainly for 4 .....

Price: may accept offers from 5 £.....

(Note: 6 ..... not due for 5 months)

Condition: good (recently serviced)

Will need a new 7..... soon

Minor problem with a 8 .....

Viewing

Agreed to view the car on 9 ..... a.m.

Address:

238, 10 ..... Road



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

**32** Helium chooses to be on its own.

**33** Helium is a very cold substance.

**34** High-tech industries in Asia use more helium than laboratories and manufacturers in other parts of the world.

**35** The US Congress understood the possible consequences of the HPA.

**Questions 36–40**

*Complete the summary below.*

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

Write your answers in boxes 36–40 on your answer sheet.

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

**TEST 33 READING PASSAGE 1**

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

**Questions 1–7**

Reading Passage 1 has seven paragraphs, A–G.

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

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

**List of Headings**

- i** A unique sensory experience
- ii** Getting back to basics
- iii** The gift that keeps on giving
- iv** Variations in alcohol content
- v** Old methods of transportation
- vi** Culinary applications
- vii** Making kefir
- viii** A fortunate accident
- ix** Kefir gets an image makeover
- x** Ways to improve taste

**1** Section A

**2** Section B

**3** Section C

**4** Section D

**5** Section E

**6** Section F

**7** Section G

**THE MAGIC OF KEFIR**

**A** The shepherds of the North Caucasus region of Europe were only trying to transport milk the best way they knew how – in leather pouches strapped to the side of donkeys – when they

made a significant discovery. A fermentation process would sometimes inadvertently occur en route, and when the pouches were opened up on arrival they would no longer contain milk but rather a pungent, effervescent, low alcoholic substance instead. This unexpected development was a blessing in disguise. The new drink – which acquired the name kefir – turned out to be a health tonic, a naturally-preserved dairy product and a tasty addition to our culinary repertoire.

**B** Although their exact origin remains a mystery, we do know that yeast-based kefir grains have always been at the root of the kefir phenomenon. These grains are capable of a remarkable feat: in contradistinction to most other items you might find in a grocery store, they actually expand and propagate with use. This is because the grains, which are granular to the touch and bear a slight resemblance to cauliflower rosettes, house active cultures that feed on lactose when added to milk. Consequently, a bigger problem for most kefir drinkers is not where to source new kefir grains, but what to do with the ones they already have!

**C** The great thing about kefir is that it does not require a manufacturing line in order to be produced. Grains can be simply thrown in with a batch of milk for ripening to begin. The mixture then requires a cool, dark place to live and grow, with periodic unsettling to prevent clumping (Caucasus inhabitants began storing the concoction in animal-skin satchels on the back of doors – every time someone entered the room the mixture would get lightly shaken). After about 24 hours the yeast cultures in the grains have multiplied and devoured most of the milk sugars, and the final product is then ready for human consumption.

**D** Nothing compares to a person's first encounter with kefir. The smooth, uniform consistency rolls over the tongue in a manner akin to liquefied yogurt. The sharp, tart pungency of unsweetened yogurt is there too, but there is also a slight hint of effervescence, something most users will have previously associated only with mineral waters, soda or beer. Kefir also comes with a subtle aroma of yeast, and depending on the type of milk and ripening conditions, ethanol content can reach up to two or three percent – about on par with a decent lager – although you can expect around 0.8 to one per cent for a typical day-old preparation. This can bring out a tiny edge of alcohol in the kefir's flavour.

**E** Although it has prevailed largely as a fermented milk drink, over the years kefir has acquired a number of other uses. Many bakers use it instead of starter yeast in the preparation of sourdough, and the tangy flavour also makes kefir an ideal buttermilk substitute in pancakes. Kefir also accompanies sour cream as one of the main ingredients in cold beetroot soup and can be used in lieu of regular cow's milk on granola or cereal. As a way to keep their digestive systems fine-tuned, athletes sometimes combine kefir with yoghurt in protein shakes.

**F** Associated for centuries with pictures of Slavic babushkas clutching a shawl in one hand and a cup of kefir in the other, the unassuming beverage has become a minor celebrity of the nascent health food movement in the contemporary West. Every day, more studies pour out supporting the benefits of a diet high in probiotics<sup>1</sup>. This trend toward consuming probiotics has engulfed the leisure classes in these countries to the point that it is poised to become, according to some commentators, "the next multivitamin". These days the word kefir is consequently more likely to bring to mind glamorous, yoga mat-toting women from Los Angeles than austere visions of blustery Eastern Europe.

**G** Kefir's rise in popularity has encouraged producers to take short cuts or alter the production process. Some home users have omitted the ripening and culturation process while commercial dealers often add thickeners, stabilisers and sweeteners. But the beauty of kefir is that, at its healthiest and tastiest, it is a remarkably affordable, uncluttered process, as any accidental



invention is bound to be. All that is necessary are some grains, milk and a little bit of patience. A return to the unadulterated kefir-making of old is in everyone's interest.

1 Probiotic = substance containing beneficial and intestine-friendly microorganisms

**Questions 8–11**

Answer the questions below using **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 8–11 on your answer sheet.

8 What do kefir grains look like?

9 What needs to happen to kefir while it is ripening?

10 What will the yeast cultures have consumed before kefir is ready to drink?

11 The texture of kefir in the mouth is similar to what?

**Questions 12 and 13**

Choose **TWO** letters, A–E.

Write the correct letters in boxes 12 and 13 on your answer sheet.

Which **TWO** products are NOT mentioned as things which kefir can replace?

A Ordinary cow's milk

B Buttermilk

C Sour cream

D Starter yeast

E Yoghurt

**READING PASSAGE 2**

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

**Questions 14–21**

Reading Passage 2 has nine paragraphs, A–I.

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

Write the correct number, i–xi, in boxes 14–21 on your answer sheet.

**List of Headings**

i A historical delicacy

ii The poor may benefit

iii Presentation is key to changing attitudes

iv Environmentally friendly production

v Tradition meets technology

vi A cultural pioneer

vii Western practices harm locals

viii Good source of nutrients

ix Growing popularity

x A healthy choice

xi A safety risk

14 Section A

15 Section B

16 Section C

17 Section D

18 Section E

19 Section F

**20** Section G

**21** Section H

### **FOOD FOR THOUGHT**

**A** Why not eat insects? So asked British entomologist Vincent M. Holt in the title of his 1885 treatise on the benefits of what he named entomophagy – the consumption of insects (and similar creatures) as a food source. The prospect of eating dishes such as “wireworm sauce” and “slug soup” failed to garner favour amongst those in the stuffy, proper, Victorian social milieu of his time, however, and Holt’s visionary ideas were considered at best eccentric, at worst an offense to every refined palate. Anticipating such a reaction, Holt acknowledged the difficulty in unseating deep-rooted prejudices against insect cuisine, but quietly asserted his confidence that “we shall some day quite gladly cook and eat them”.

**B** It has taken nearly 150 years but an eclectic Western-driven movement has finally mounted around the entomophagic cause. In Los Angeles and other cosmopolitan Western cities, insects have been caught up in the endless pursuit of novel and authentic delicacies. “Eating grasshoppers is a thing you do here”, bug-supplier Bricia Lopez has explained. “There’s more of a ‘cool’ factor involved.” Meanwhile, the Food and Agricultural Organization has considered a policy paper on the subject, initiated farming projects in Laos, and set down plans for a world congress on insect farming in 2013.

**C** Eating insects is not a new phenomenon. In fact, insects and other such creatures are already eaten in 80 per cent of the world’s countries, prepared in customary dishes ranging from deep-fried tarantula in Cambodia to bowls of baby bees in China. With the specialist knowledge that Western companies and organisations can bring to the table, however, these hand-prepared delicacies have the potential to be produced on a scale large enough to lower costs and open up mass markets. A new American company, for example, is attempting to develop pressurisation machines that would de-shell insects and make them available in the form of cutlets. According to the entrepreneur behind the company, Matthew Krisiloff, this will be the key to pleasing the uninitiated palate.

**D** Insects certainly possess some key advantages over traditional Western meat sources. According to research findings from Professor Arnold van Huis, a Dutch entomologist, breeding insects results in far fewer noxious by-products. Insects produce less ammonia than pig and poultry farming, ten times less methane than livestock, and 300 times less nitrous oxide. Huis also notes that insects – being coldblooded creatures – can convert food to protein at a rate far superior to that of cows, since the latter exhaust much of their energy just keeping themselves warm.

**E** Although insects are sometimes perceived by Westerners as unhygienic or disease-ridden, they are a reliable option in light of recent global epidemics (as Holt pointed out many years ago, insects are “decidedly more particular in their feeding than ourselves”). Because bugs are genetically distant from humans, species-hopping diseases such as swine flu or mad cow disease are much less likely to start or spread amongst grasshoppers or slugs than in poultry and cattle. Furthermore, the squalid, cramped quarters that encourage diseases to propagate among many animal populations are actually the residence of choice for insects, which thrive in such conditions.

**F** Then, of course, there are the commercial gains. As FAO Forestry Manager Patrick Durst notes, in developing countries many rural people and traditional forest dwellers have



remarkable knowledge about managing insect populations to produce food. Until now, they have only used this knowledge to meet their own subsistence needs, but Durst believes that, with the adoption of modern technology and improved promotional methods, opportunities to expand the market to new consumers will flourish. This could provide a crucial step into the global economic arena for those primarily rural, impoverished populations who have been excluded from the rise of manufacturing and large-scale agriculture.

**G** Nevertheless, much stands in the way of the entomophagic movement. One problem is the damage that has been caused, and continues to be caused, by Western organisations prepared to kill off grasshoppers and locusts – complete food proteins – in favour of preserving the incomplete protein crops of millet, wheat, barley and maize. Entomologist Florence Dunkel has described the consequences of such interventions. While examining children's diets as a part of her field work in Mali, Dunkel discovered that a protein deficiency syndrome called kwashiorkor was increasing in incidence. Children in the area were once protected against kwashiorkor by a diet high in grasshoppers, but these had become unsafe to eat after pesticide use in the area increased.

**H** A further issue is the persistent fear many Westerners still have about eating insects. "The problem is the ick factor—the eyes, the wings, the legs," Krisiloff has said. "It's not as simple as hiding it in a bug nugget. People won't accept it beyond the novelty. When you think of a chicken, you think of a chicken breast, not the eyes, wings, and beak." For Marcel Dicke, the key lies in camouflaging the fact that people are eating insects at all. Insect flour is one of his propositions, as is changing the language of insect cuisine. "If you say it's mealworms, it makes people think of ringworm", he notes. "So stop saying 'worm'. If we use Latin names, say it's a *Tenebrio quiche*, it sounds much more fancy". For Krisiloff, Dicke and others, keeping quiet about the gritty reality of our food is often the best approach.

**I** It is yet to be seen if history will truly redeem Vincent Holt and his suggestion that British families should gather around their dining tables for a breakfast of "moths on toast". It is clear, however, that entomophagy, far from being a kooky sideshow to the real business of food production, has much to offer in meeting the challenges that global societies in the 21st century will face.

## Questions 22–26

*Complete the notes below.*

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

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

Van Huis

- Insects are cleaner & do not release as many harmful gases
- Insects use food intake economically in the production of protein as they waste less **22** .....

Durst

- Traditional knowledge could be combined with modern methods for mass production instead of just covering **23** .....
- This could help **24** ..... people gain access to world markets.

Dunkel

- Due to increased **25** ....., more children in Mali are suffering from **26** .....



## READING PASSAGE 3

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

### Love stories

“Love stories” are often associated – at least in the popular imagination – with fairy tales, adolescent day dreams, Disney movies and other frivolous pastimes. For psychologists developing taxonomies<sup>2</sup> of affection and attachment, however, this is an area of rigorous academic pursuit. Beginning in the early 1970s with the groundbreaking contributions of John Alan Lee, researchers have developed classifications that they believe better characterise our romantic predispositions. This involves examining not a single, universal, emotional expression (“love”), but rather a series of divergent behaviours and narratives that each has an individualized purpose, desired outcome and state of mind. Lee’s gritty methodology painstakingly involved participants matching 170 typical romantic encounters (e.g., “The night after I met X...”) with nearly 1500 possible reactions (“I could hardly get to sleep” or “I wrote X a letter”). The patterns unknowingly expressed by respondents culminated in a taxonomy of six distinct love “styles” that continue to inform research in the area forty years later.

The first of these styles – eros – is closely tied in with images of romantic love that are promulgated in Western popular culture. Characteristic of this style is a passionate emotional intensity, a strong physical magnetism – as if the two partners were literally being “pulled” together – and a sense of inevitability about the relationship. A related but more frantic style of love called mania involves an obsessive, compulsive attitude toward one’s partner. Vast swings in mood from ecstasy to agony – dependent on the level of attention a person is receiving from his or her partner – are typical of manic love.

Two styles were much more subdued, however. Storge is a quiet, companionate type of loving – “love by evolution” rather than “love by revolution”, according to some theorists. Relationships built on a foundation of platonic affection and caring are archetypal of storge. When care is extended to a sacrificial level of doting, however, it becomes another style – agape. In an agape relationship one partner becomes a “caretaker”, exalting the welfare of the other above his or her own needs.

The final two styles of love seem to lack aspects of emotion and reciprocity altogether. The ludus style envisions relationships primarily as a game in which it is best to “play the field” or experience a diverse set of partners over time. Mutually gratifying outcomes in relationships are not considered necessary, and deception of a partner and lack of disclosure about one’s activities are also typical. While Lee found that college students in his study overwhelmingly disagreed with the tenets of this style, substantial numbers of them acted in a typically ludic style while dating, a finding that proves correct the deceit inherent in ludus. Pragma lovers also downplayed emotive aspects of relationships but favoured practical, sensible connections. Successful arranged marriages are a great example of pragma, in that the couple decide to make the relationship work; but anyone who seeks an ideal partner with a shopping list of necessary attributes (high salary, same religion, etc.) fits the classification.

Robert J. Sternberg’s contemporary research on love stories has elaborated on how these narratives determine the shape of our relationships and our lives. Sternberg and others have proposed and tested the theory of love as a story, “whereby the interaction of our personal attributes with the environment – which we in part create – leads to the development of stories about love that we then seek to fulfil, to the extent possible, in our lives.” Sternberg’s taxonomy of love stories numbers far more, at twenty-six, than Lee’s taxonomy of love styles, but as Sternberg himself admits there is plenty of overlap. The seventh story, Game, coincides with ludus, for example, while the nineteenth story, Sacrifice, fits neatly on top of agape.



Sternberg's research demonstrates that we may have predilections toward multiple love stories, each represented in a mental hierarchy and varying in weight in terms of their personal significance. This explains the frustration many of us experience when comparing potential partners. One person often fulfils some expected narratives - such as a need for mystery and fantasy – while lacking the ability to meet the demands of others (which may lie in direct contradiction). It is also the case that stories have varying abilities to adapt to a given cultural milieu and its respective demands. Love stories are, therefore, interactive and adaptive phenomena in our lives rather than rigid prescriptions.

Steinberg also explores how our love stories interact with the love stories of our partners. What happens when someone who sees love as art collides with someone who sees love as business? Can a Sewing story (love is what you make it) co-exist with a Theatre story (love is a script with predictable acts, scenes and lines)? Certainly, it is clear that we look for partners with love stories that complement and are compatible with our own narratives. But they do not have to be an identical match. Someone who sees love as mystery and art, for example, might locate that mystery better in a partner who views love through a lens of business and humour. Not all love stories, however, are equally well predisposed to relationship longevity; stories that view love as a game, as a kind of surveillance or as an addiction are all unlikely to prove durable.

Research on love stories continues apace. Defying the myth that rigorous science and the romantic persuasions of ordinary people are incompatible, this research demonstrates that good psychology can clarify and comment on the way we give affection and form attachments.

*2 Taxonomy = the science of classifying and categorising data.*

### Questions 27–34

Look at the following statements (Questions 27–34) and the list of styles in the box below.

Match each statement with the correct term, A–F.

Write the correct letter, A–F, in boxes 27–34 on your answer sheet.

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

27 My most important concern is that my partner is happy.

28 I enjoy having many romantic partners.

29 I feel that my partner and I were always going to end up together.

30 I want to be friends first and then let romance develop later.

31 I always feel either very excited or absolutely miserable about my relationship.

32 I prefer to keep many aspects of my love life to myself.

33 When I am in love, that is all I can think about.

34 I know before I meet someone what qualities I need in a partner.

### List of Love Styles

A Eros

B Mania

C Storge

D Agape

E Ludus

F Pragma

### Questions 35–40

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

In boxes 35–40 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

- 35** People's notions of love affect their relationships, rather than vice versa.
- 36** Some of our love stories are more important to us than others.
- 37** Our love stories can change to meet the needs of particular social environments.
- 38** We look for romantic partners with a love story just like our own.
- 39** The most successful partners have matching love stories.
- 40** No love story is more suited to a long relationship than any other.

- fish gills
- fish swim bladders
- animals without gills – especially bubbles used by 33 .....

**Building a simple artificial gill**

- Make a watertight box of material which lets 34 ..... pass through.
- Full with air submerge in water.
- Important that the diver and the water keep 35 .....
- The gill has to have a large 36 .....
- Designers often use a network of small 37 ..... on their gill.
- Main limitation – problems caused by increased 38 ..... in deeper water.

**Other applications**

- Supplying oxygen for use on 39 .....
- Powering 40 ..... cells for driving machinery underwater.

**TEST 44**

**SECTION 1 Questions 1-10**

Complete the notes below.

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

**Car for sale (Mini)**

Example

Age of car: just under 13 years old

Colour: 1 .....

Mileage: 2 .....

Previous owner was a 3 .....

Current owner has used car mainly for 4 .....

Price: may accept offers from 5 £.....

(Note: 6 ..... not due for 5 months)

Condition: good (recently serviced)

Will need a new 7..... soon

Minor problem with a 8 .....

Viewing

Agreed to view the car on 9 ..... a.m.

Address:

238, 10 ..... Road



## SECTION 2 Questions 11-20

### Questions 11-14

Choose the correct letter, A, B or C.

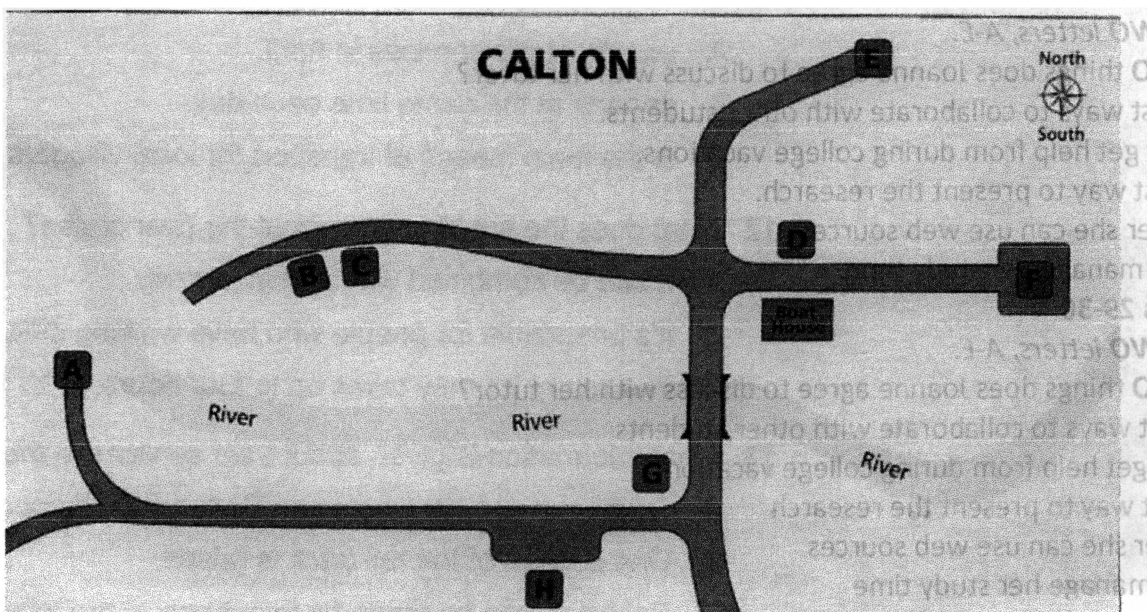
- 11** The Treloar Valley passenger ferry  
**A** usually starts services in April.  
**B** departs at the same time each day.  
**C** is the main means of transport for local villagers.
- 12** What does the speaker say about the river cruise?  
**A** It can be combined with a train journey.  
**B** It's unsuitable for people who have walking difficulties.  
**C** The return journey takes up to four hours.
- 13** What information is given about train services in the area?  
**A** Trains run non-stop between Calton and Plymouth.  
**B** One section of the rail track is raised.  
**C** Bookings can be made by telephone or the Internet.
- 14** The 'Rover' bus ticket  
**A** can be used for up to five journeys a day.  
**B** is valid for weekend travel only.  
**C** has recently gone down in price.

### Questions 15-20

Label the map below.

Write the correct letter, A-H, next to questions 15-20.

- 15** Bus stop                    .....
- 16** Car park                    .....
- 17** Museum                    .....
- 18** Mill                            .....
- 19** Potter's studio            .....
- 20** Café                           .....





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

**Questions 21-24**

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

**Advice on writing a dissertation**

**21** What does Howard say about the experience of writing his dissertation?

- A It was difficult in unexpected ways.
- B It was more enjoyable than he'd anticipated.
- C It helped him understand previous course work.

**22** What is Joanne most worried about?

- A Finding enough material.
- B Missing deadlines.
- C Writing too much.

**23** What does Howard say was his main worry a year previously?

- A Forgetting what he'd read about.
- B Not understanding what he'd read.
- C Taking such a long time to read each book

**24** What motivated Howard to start writing his dissertation?

- A Talking to his tutor about his problems
- B Seeing an inspirational TV show
- C Reading a controversial journal article

**Questions 25-26**

*Choose TWO letters, A-E.*

What **TWO** things does Howard advise Joanne to do in the first month of tutorials?

- A See her tutor every week.
- B Review all the module booklists.
- C Buy all the key books.
- D Write full references for everything she reads.
- E Write a draft of the first chapter

**Questions 27-28**

*Choose TWO letters, A-E.*

What **TWO** things does Joanne agree to discuss with her tutor?

- A The best ways to collaborate with other students.
- B Who to get help from during college vacations.
- C The best way to present the research.
- D Whether she can use web sources.
- E How to manage her study time.

**Questions 29-30**

*Choose TWO letters, A-E.*

What **TWO** things does Joanne agree to discuss with her tutor?

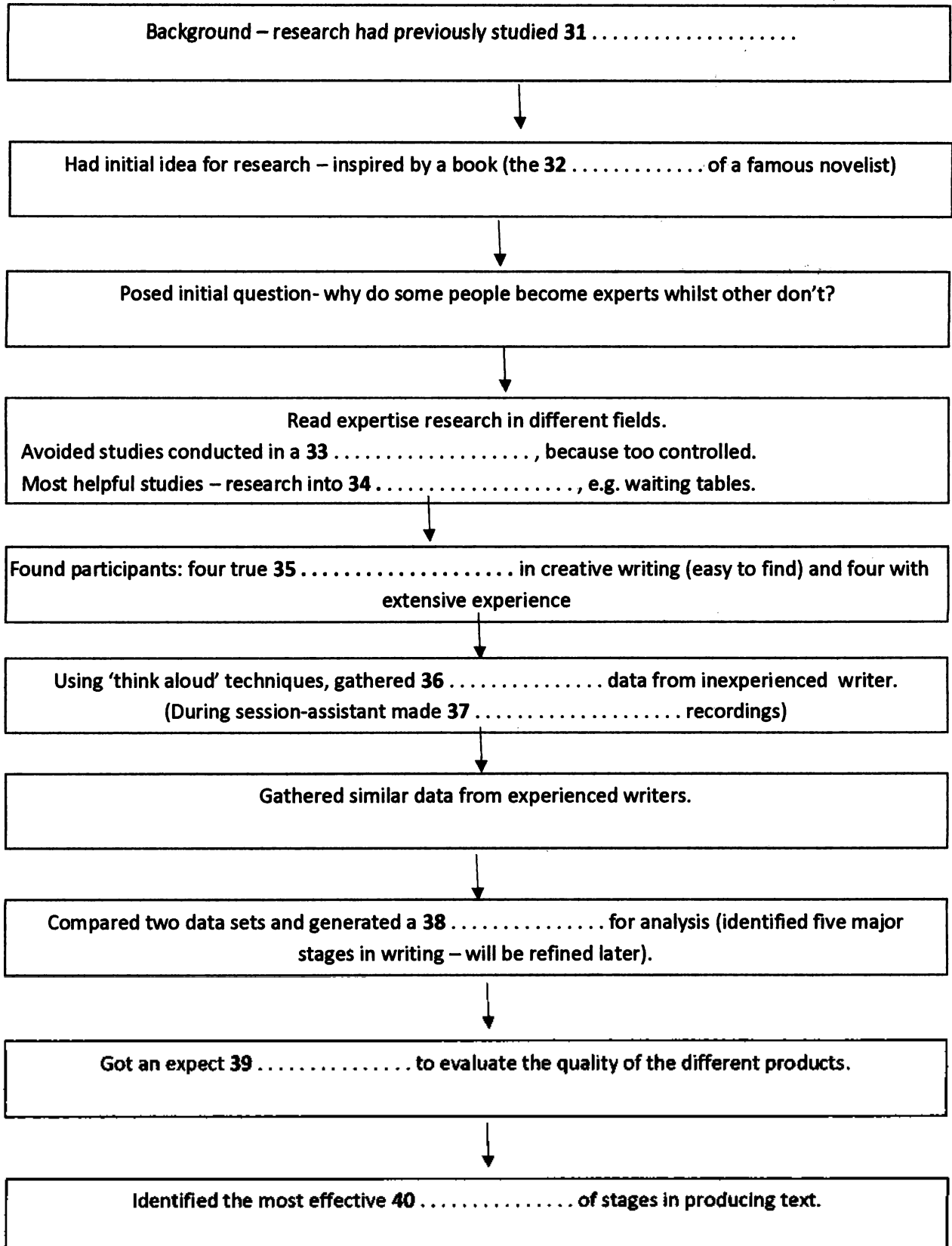
- A The best ways to collaborate with other students
- B Who to get help from during college vacations
- C The best way to present the research
- D Whether she can use web sources
- E How to manage her study time

**SECTION 4 Questions 31-40**

Complete the flow chart below.

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

**Expertise in creative writing**





## TEST 45

### SECTION 1 Questions 1-10

Complete the notes below.

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

#### Things to do before we go

*Example*

Collect the currency

Cancel appointment with the 1 .....(Monday)

Begin taking the 2 .....(Tuesday)

Buy

- 3 .....,
- a small bag
- a spare 4 .....
- an electrical 5 .....

Book a 6 .....

Instructions for Laura's mum

Feed the cat

Vet's details :

Name: Colin 7 .....

Tel: 8 .....

Address: Fore Street (opposite the 9 .....

Water the plants

Meet the heating engineer on 10 .....

### SECTION 2 Questions 11-20

#### Questions 11-16

Choose the correct answer A, B or C.

#### Adbourne Film Festival

11 Why was the Film Festival started?

- A To encourage local people to make films.
- B To bring more tourists to the town.
- C To use money released from another project.

12 What is the price range for tickets?

- A £1.00-£2.50
- B 50p - £2.00
- C £1.50-£2.50

13 As well as online, tickets for the films can be obtained

- A from the local library.
- B from several different shops.
- C from the two festival cinemas.

14 Last year's winning film was about

- A farms of the future.
- B schools and the environment.
- C green transport options.

15 This year the competition prize is

- A a stay in a hotel.
- B film-making equipment.

C a sum of money.

16 The deadline for entering a film in the competition is the end of

A May.

B June.

C July.

**Questions 17-18**

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

What **TWO** main criteria are used to judge the film competition?

A Ability to persuade.

B Quality of the story.

C Memorable characters.

D Quality of photography.

E Originality.

**Questions 19-20**

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

What **TWO** changes will be made to the competition next year?

A A new way of judging.

B A different length of film.

C An additional age category.

D Different performance times.

E New locations for performances.

**SECTION 3 Questions 21-30**

**Questions 21-24**

Choose the correct letter, A, B or C.

**Research on web-based crosswords**

21 Leela and Jake chose this article because

A it was on a topic familiar to most students.

B it covered both IT and education issues.

C it dealt with a very straightforward concept.

22 How did Leela and Jake persuade students to take part in their research?

A They convinced them they would enjoy the experience.

B They said it would help them do a particular test.

C They offered to help them with their own research later on.

23 Leela and Jake changed the design of the original questionnaire because

A it was too short for their purposes.

B it asked misleading questions

C it contained out-of-date points.

24 Leela was surprised by the fact that

A it is normal for questionnaire returns to be low.

B so many students sent back their questionnaires

C the questionnaire responses were of such high quality.

**Questions 25-30**

**Questions 25-26**

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

What **TWO** things did respondents say they liked most about doing the crossword?

- A It helped them spell complex technical terms.
- B It was an enjoyable experience.
- C It helped them concentrate effectively.
- D It increased their general motivation to study.
- E It showed what they still needed to study.

**Questions 27-28**

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

In which **TWO** areas did these research findings differ from those of the original study?

- A Students' interest in doing similar exercises.
- B How much students liked doing the crossword.
- C Time taken to do the crossword.
- D Gender differences in appreciation.
- E Opinions about using crosswords for formal assessment.

**Questions 29-30**

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

What **TWO** skills did Leela and Jake agree they had learned from the project?

- A How to manage their time effectively.
- B How to process numerical data.
- C How to design research tools.
- D How to reference other people's work.
- E How to collaborate in research.

**SECTION 4 Questions 31-40**

Complete the form below

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

**Job satisfaction study**

- 31 Workers involved in the study were employed at a .....
- 32 Despite some apparent differences between groups of workers, the survey results were statistically .....
- 33 The speaker analyzed the study's .....to identify any problems with it.
- 34 The various sub-groups were ..... in size.
- 35 Workers in the part-time group were mainly .....
- 36 The ..... of workers who agreed to take part in the study was disappointing.
- 37 Researchers were unable to ..... the circumstances in which workers filled out the questionnaire.
- 38 In future, the overall size of the ..... should be increased.
- 39 In the future studies, workers should be prevented from having discussions with .....
- 40 Workers should be reassured that their responses to questions are .....