

Essential Tests



for IELTS

Mark Griffiths

NTV

Công ty TNHH
Nhân Trí Việt



NHÀ XUẤT BẢN TỔNG HỢP
THÀNH PHỐ HỒ CHÍ MINH

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Part 1

Listening

I. Form Filling

Exercise 1

Questions 1-6

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

Meriter Hospital Registration	
Surname:	1 _____
First name:	2 _____
Home address:	3 _____ Drive
Postcode:	4 _____
Nationality:	5 _____
Arrival date:	May 12 th
Departure date:	6 _____

Exercise 2

Questions 1-4

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

REQUEST FORM	
Name:	1 _____
Membership number:	2 _____
Mailing address:	89 Mulberry Lane, Carpingtown
E-mail address:	3 _____
Phone number:	at the office 415 662-4755 at home 4 _____

Exercise 3

Questions 1-9

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

POLICE REPORT	
Surname:	1 _____
Address:	2 _____ Glendale Road
City:	3 _____
Passport No.:	4 _____
Time lost:	Between 5 _____ and 6 _____
Bus No.:	7 _____
Where else reported?	8 _____
What else missing?	9 _____

Exercise 4

Questions 1-4

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

Student Discount Card Application Form	
Name	Drazan Horvatic
Subject	1 _____
Institution	Newtown University
Address: Street	2 _____
Town	Newtown
Postcode	3 _____
Date of birth	4 _____ 1984
Nationality	Croatian

Exercise 5**Questions 1–10**

Listen to the conversation between a student and an accommodation officer at a university and fill in the form using **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each space.

Surname	1 _____
Date of birth	2 _____
Subject	3 _____
Time at university	4 _____
Preferred accommodation type	5 _____
Hobbies	6 _____
Eating habits	7 _____
Preferred housemates	8 _____
Preferred location	9 _____
Other accommodation requirements	10 _____

Exercise 6**Questions 1–10**

Listen to the telephone conversation and complete the form. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Customer's name	1 _____ Jones
Address	2 _____, 21 Coventry Road, Sheldon, 3 _____
Phone number	4 _____
Number of photographs per film	5 _____
Subject of photographs	6 _____
Branch	7 _____
Date	8 _____
Receipt number	9 _____
Refund	10 _____

Exercise 7

Questions 1-10

Listen to the telephone conversation and complete the form. Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Job description	1 _____
Location	2 _____ Road
Pay	3 _____ per hour
Interview date	4 _____
Qualities	a 5 _____ and ability to 6 _____
Extra pay	on 7 _____
Transport	provided free if working 8 _____; bus stop next to the 9 _____
Interview with	Mrs. 10 _____

Exercise 8

Questions 1-11

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

Student number:	1 _____
Name:	Peter 2 _____
Rent:	from 3 _____ to 4 _____
Depending on:	areas decorations furniture 5 _____
Properties available:	Lakeside Road rent 6 _____ a month North Woods Road rent 460 pounds a month
Bills included:	7 _____ (Lakeside Road) telephone rental (North Woods Road)

Viewing arrangements:	meet at office on 8 _____ at 10 a.m.
Need:	student card passport 9 _____
Must:	give 10 _____ notice of moving in give deposit of 11 _____ pay for contract

II. Table Completion

Exercise 1

Questions 1-5

Fill in the blanks with appropriate answers. Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for each answer.

Type of apartment	Bedrooms	Bathrooms	Price
Standard	2 bedrooms	1 bathroom	1 \$ _____
Luxury	2 _____	3 _____	\$2,500
Upgraded standard	4 _____	2 bathrooms	5 \$ _____

Exercise 2

Questions 1-5

Fill in the blanks with appropriate answers. Use **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Facilities	Number of facilities	Open hours	Job offerings
Basketball courts	1 _____	24 hours	2 _____
Tennis courts	3 _____	4 _____	None
Swimming pool	1	9 a.m. to 7 p.m.	5 _____

Exercise 3

Questions 1–5

Write **NO MORE THAN THREE WORDS** to complete the table below.

Questionnaire	John	Mary
Countries interested	1 _____	China and 2 _____
Language studied	3 _____	4 _____
Family roots	5 _____	German

Exercise 4

Questions 1–6

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

Facilities	Location	Hours	Items provided
Dining hall	1 st floor	1 _____	food
Gym and recreational hall	2 _____	10 a.m. to 10 p.m.	treadmills, weight sets, 3 _____, pool table
Kitchen	4 _____	5 _____	6 _____, microwave, oven, stove

Exercise 5

Questions 1–5

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

Type of course	Name and duration	Entry requirements
Certificate	Certificate in Psychology 6 months	None
Undergraduate diploma	Diploma in Psychology 1 _____	2 _____
First degree	3 _____ 3 years	Undergraduate admission to university
Master's degree	Master of Psychology 18 months	4 _____
Graduate diploma	5 _____ 12 months	Appropriate honours degree

Exercise 6**Questions 1–5**

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

Type of help	Examples
Financial	1 _____
2 _____	3 _____ Teachers' teaching habits
4 _____	Providing mental counselling
Social	Parties on holidays or 5 _____ Special clubs

Exercise 7**Questions 1–4**

Complete the following table of information about walks. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Walk	Price	Start – Finish
City Sights tour	£10	1 _____
Castle tour	£7	2 _____
Ghost Walk	£7	8 p.m.–10 p.m.
Robert Jones Walk	£8	2 p.m.–5 p.m.
* Discounts available for groups of five to ten people		
* Walks take place every day except 3 _____.		
* Visit our website: 4 _____		

Exercise 8

Questions 1–8

Complete the following table of information, using **NO MORE THAN TWO WORDS** for each gap.

Number	Easily recycled? (yes / no)	Used for ...
1	yes	bottles, containers, fibre fill, bean bags, rope, car bumpers, tennis ball felt, 1 _____, cassette tapes, sails
2	yes	containers, 2 _____, piping, plastic lumber, rope
3	no	3 _____, shower curtains, medical tubing, vinyl dashboards, baby bottle nipples
4	4 _____	wrapping films, 5 _____, sandwich bags, containers
5	no	containers, e.g. Tupperware
6	6 _____	coffee cups, 7 _____, meat trays, packing "peanuts", 8 _____, cassette tapes
7	no	special products

III. Sentence Completion

Exercise 1

Questions 1–5

Complete the following sentences, using **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.

1. The Cinématographe used film that was _____ mm wide.
2. Edison's camera shot films at forty-six _____.
3. The Latham brothers' theatre was unsuccessful because the image _____.
4. Casler and Dickson used film which provided very _____.
5. Films were first _____ at the Royal Photographic Society by Birt Acres.

Exercise 2**Questions 1–5**

Complete the following sentences, using **NO MORE THAN THREE WORDS** for each answer.

1. After choosing a topic, the professor says the most important thing to do is _____.
2. The professor believes that most students who drop out do so because of _____.
3. _____ might have helped reduce the drop-out rate.
4. The professor advises the students not to _____ too much.
5. The next tutorial will be on _____.

Exercise 3**Questions 1–6**

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

1. You should write your speech out so that you have _____ of what you will say.
2. At first, you can practice giving the speech in front of _____.
3. Don't present your speech in a _____ way.
4. While giving the speech, always remember to _____ with the audience.
5. _____ will help you to relax and add energy to your speech.
6. The tutor will attend a conference in _____.

Exercise 4**Questions 1–5**

Complete the gaps, using **NO MORE THAN TWO WORDS** for each.

1. Put your ticket into the _____ when you want to use an automatic gate.
2. People with _____ can use a bigger gate to enter and leave stations.
3. People usually use _____ to get from ground level to the trains.
4. _____ tell people where to go if they are changing lines.
5. You can find maps in many _____ at the official website.

Exercise 5

Questions 1–6

Complete the following sentences, using **NO MORE THAN THREE WORDS** for each gap.

1. One walk includes a break at the oldest pub so that the walkers can get some _____.
2. The Castle tour allows more time to see the _____ and walk along the castle wall.
3. You have to _____ if you want to go on the Ghost Walk.
4. The Ghost Walk goes to the castle and the _____.
5. The walks are suitable for adults and _____.
6. The fourth walk shows people the _____ of the writer Robert Jones.

Exercise 6

Questions 1–5

Complete the following sentences, using **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each gap.

1. Matthew _____ for a living at a new golf course.
2. Matthew is _____ younger than Wendy.
3. Ken suggests the _____ as a venue for the stag night.
4. Ken needs to know the date and the _____ to make a firm booking.
5. Amy says that the _____ of the church in Tipford is beautiful.

Exercise 7

Questions 1–5

Complete the following sentences, using **NO MORE THAN TWO WORDS** for each gap.

1. Marta worked part-time as a _____.
2. Jeff recommended that Marta and Aref prepare a _____ of their personal statements.
3. Jeff suggests that a personal statement be _____ than emotional.
4. Marta chose her courses on the basis of the _____ offered.
5. Jeff says that form teachers and subject teachers know more about students' _____.

IV. Outline Completion

Exercise 1

Questions 1-3

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

Trip to Mungo National Park	
Organiser	Alan Moore
Purpose of the trip	1 _____
Recorded years of Aboriginal life	2 _____
Main feature of the park	3 _____

Exercise 2

Questions 1-10

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

WISCONSIN ARBORETUM

Purpose:

Type of facility: 1 _____ and _____

Type of place: for people to develop 2 _____ with nature

Origins:

Begun in the 3 _____

Purchased cultivated 4 _____ and _____ that had fallen into disuse

Decided to restore plants and animals that had lived there 5 _____

Academic Result:

New concept in ecology: 6 _____

Practice: return ecosystem or landscape to 7 _____ condition

Growth Phase:

Civic leaders 8 _____ land in the 1920's.

Crews from the 9 _____ provided most of the labor.

Collection:

Includes oldest and most extensive restored ecosystem

Includes traditional elements of an arboretum such as 10 _____

Exercise 3

Questions 1-5

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

ORGANISING

- Allocate time to answer all questions
- Check the importance of each question towards your 1 _____

ANSWERING

- Understand the 2 _____
- 3 _____ the question

REVIEWING

- Check your answers for 4 _____
- Look for 5 _____

Exercise 4

Questions 1-5

Complete the notes as you listen. Use **ONE WORD** for each answer.

NOTES

Example: The key element of ginseng is called ginsenoside.

Older ginseng plants have 1 _____ levels of ginsenoside.

Harvest roots every 2 _____ to 3 _____ years

Most 4 _____ ginseng is harvested after three years in order to lower

5 _____ and avoid disease.

Exercise 5**Questions 1–10**

Listen to a talk on insomnia – the inability to sleep properly.

Complete the following notes on the talk about insomnia. Use **NO MORE THAN TWO WORDS** for each space.

Causes

People may have trouble falling asleep due to worries about exams or a

1 _____.

It can be due to 2 _____ factors: noise, light, no privacy.

It can be due to occupational factors: working irregular hours, overworking, too much

3 _____, high stress.

Solutions

In situations where the patient is suffering from illness and physical discomfort, a doctor may give them 4 _____ or 5 _____.

6 _____ before going to bed.

Watch your diet. Don't eat a large meal in the evening. Avoid alcohol, cola, and coffee.

Drink herbal tea (e.g. camomile) or 7 _____.

Don't take naps during 8 _____.

Take a 9 _____ before bed or after exercise.

Cut down on 10 _____ in the evening.

Exercise 6**Questions 1–4**

Complete the following notes about the three catering companies Bob and Cindy discuss.

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

Paris Kitchen

- lack of variety of food
- poor quality 1 _____

Company Caterers

- expensive
- 2 _____ discount for groups of 30 or more

Celebrations

- new company
- only 3 _____ for picnics
- 4 _____ dishes
- offers free samples

Exercise 7

Questions 1 and 2

Complete the notes on the Citizens Advice Bureau, using **NO MORE THAN TWO WORDS** for each gap.

- 1 _____ a solicitor
- suggest where you can find free legal advice
- inform you whether you can get 2 _____ to cover legal costs

Questions 3 and 4

Complete the notes on the police, using **NO MORE THAN THREE WORDS** for each gap.

- don't be aggressive
- do not try to bribe police officers
- ask plain-clothes police officers for 3 _____
- give your true name and address if asked
- do not sign anything without a solicitor's 4 _____
- you can make one telephone call

Questions 5 and 6

Complete the following notes on illegal actions, using **NO MORE THAN TWO WORDS** for each gap.

The following three things are illegal:

- the possession of 5 _____
- the possession or 6 _____ of drugs
- disorderly conduct

V. Summary Completion

Exercise 1

Questions 1–3

Complete the summary. Write **ONE WORD** for each answer.

Some parents don't like the Harry Potter books because they are 1 _____. This is strictly their opinion, however, and they are welcome to have their own 2 _____ values. But some trends have supported some of these fears in that there has been a dramatic increase in the number of real-life schools where children can study witchcraft. Nothing can be done, however, since 3 _____ is a thing of the past.

Exercise 2

Questions 1–5

Fill in the gaps in the summary below, using **NO MORE THAN THREE WORDS OR A NUMBER** for each gap.

Mary Goodman is an expert in crime that happens in 1 _____. She has worked in the field for 2 _____ years. Crimes most frequently happen in the 3 _____. The two main causes of hotel crime are that people do 4 _____ and do 5 _____.

Exercise 3

Questions 1–8

Complete the summary, using **NO MORE THAN THREE WORDS** for each space.

People want a 1 _____ water supply. Studies of water are 2 _____. The main uses of water are 3 _____ and 4 _____. The purest water is from rivers, creeks, and 5 _____. Rainwater would be the purest if there were no 6 _____. Pure 7 _____ safe, water is prone to 8 _____.

Exercise 4

Questions 1-5

Complete the following summary about the GPS device and how the scientists put it on the crocodile, using **NO MORE THAN THREE WORDS AND A NUMBER** for each space.

Crocodiles are caught at night. When the scientists find a suitable crocodile, they temporarily blind it with a spotlight. A noose is placed around its head. The crocodile is allowed to struggle for about 1 _____ so that it becomes tired. Then, it is taken onto land, where its jaws and 2 _____ are tied. The scientists don't use a sedative, because the crocodile might be 3 _____ while it is recovering from the sedative. The GPS device is attached to the scales behind the crocodile's head and the animal is freed. The GPS has enough power to send five 4 _____ for two years. It can also keep 5 _____ in its memory in case the crocodile ever goes out of range.

Exercise 5

Questions 1-5

Complete the summary of part of the listening passage, using five of the following words.

continue	damage	distinguish	level	make
recognise	represent	show	suffer	toxic

A person's hearing may 1 _____ to decline after stopping work in a noisy environment. Both noise and certain medicines and diseases may damage the organs of the ear. It is difficult to 2 _____ hearing loss caused by noise from that due to other causes. Workers experiencing noise and vibrations suffer greater hearing loss than those experiencing the same noise but not vibrations. Some chemicals are 3 _____ to the organs of hearing and balance. Workers who are exposed to such chemicals may 4 _____ from more hearing problems than those who experience the same amount of noise without the chemicals. Hearing loss is measured in decibels. Zero is used to 5 _____ the hearing threshold level of an average young adult with disease-free ears. The more positive the result, the greater the hearing loss.

VI. Short Answers

Exercise 1

Questions 1-10

Answer the questions below. Write **NO MORE THAN THREE WORDS** for each answer.

What **THREE** things happen in the first phase of culture shock?

gain an 1 _____ of new culture

prepare for the 2 _____

say 3 _____

What will wear off in the second stage?

4 _____

What emotion will you experience in the third phase?

5 _____

Which phase is most commonly known as "culture shock"?

6 _____

What **TWO** things will you begin to do in the fourth stage?

7 _____

8 _____

What **TWO** things should you do if you are overwhelmed with bewilderment?

9 _____

10 _____

Exercise 2

Questions 1-6

Answer the following questions, using **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

1. What time does the library open? _____

2. What time does the cafeteria close at weekends? _____

3. When does the sports centre open? _____

4. When can the outdoor athletics field be used? _____

5. When will Saturday's football trials probably end? _____

6. When will Lisa go to watch the trials? _____

Exercise 3

Questions 1–4

Answer the following questions, using **NO MORE THAN TWO WORDS AND / OR A NUMBER** for each answer.

1. How many people are Cindy and Bob planning the picnic for? _____
2. On which date will the picnic be held? _____
3. What is the total budget for food and drink per person? _____
4. Which food does Bob specifically say is unsuitable? _____

Exercise 4

Questions 1–5

Answer the following questions, using **NO MORE THAN THREE WORDS** for each answer.

1. Which day of the week is Wendy's wedding on? _____
2. Where is she getting married? _____
3. Which department does Simon Winters work in? _____
4. Where is Simon's restaurant? _____
5. What kinds of dishes do they have at Simon's? _____

Exercise 5

Questions 1–6

Answer the following questions, using **NO MORE THAN THREE WORDS AND / OR A NUMBER** for each answer.

1. When did the woman's friend visit Croatia? _____
2. What did she like there? _____
3. Which other person can use the card without charge? _____
4. When was Nada born? _____
5. How many local places accept the card? _____
6. How much is the discount at attractions in London? _____

Exercise 6**Questions 1-5**

Answer the following questions, using **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

1. How many London Underground lines are there? _____
2. In which two ways are the lines distinguished from each other? _____
3. Which zone is Heathrow Airport in? _____
4. On which forms of transport can a one-day Travel card be used? _____
5. How much cheaper is a typical journey using an Oyster card? _____

Exercise 7**Questions 1-5**

Answer the following questions, using **NO MORE THAN THREE WORDS** for each answer.

1. What should you go to different companies for? _____
2. Where can you find a list of insurance companies? _____
3. Which policies pay the full price of replacing possessions? _____
4. What medical conditions are not always covered by medical insurance? _____
5. What activity might be an exemption? _____

Exercise 8**Questions 1-5**

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

1. Who is the officer in the Student Office of the University International Office? _____
2. When is the Student Office open on weekdays? _____
3. Who is the psychologist in the Counselling Office? _____
4. What is the telephone number of the Counselling Office? _____
5. Why should international students ring in advance if they want to see the psychologist? _____

VII. Multiple Choice

Exercise 1

Questions 1-6

Circle **ONE** correct letter.

1. What kind of cellular phone does the speaker want?
 - A Sophisticated functions
 - B Basic functions
 - C Minimum functions
2. Why does the speaker want a phone that is not too big and not too small?
 - A It will be too heavy and he might lose it.
 - B It will be too light and unreliable.
 - C He might drop it and break it.
3. What is the best feature of the R55?
 - A It is lightweight.
 - B It is free.
 - C It can be used worldwide.
 - D It can be used in the car.
4. What is one advantage of the W55 phone?
 - A The battery will last longer.
 - B The size is smaller.
 - C The screen is larger.
5. What is the feature of the Rocket that younger users like the most?
 - A It is small in size.
 - B It is cheap.
 - C The songs change.
 - D The screen changes colors.
6. How much will the phones cost the speaker per month?
 - A \$40
 - B \$50
 - C \$60
 - D \$70

Exercise 2**Questions 1-5**

Circle **ONE** correct letter.

1. What should you do if you want to do gymnastics?
 - A Practice in the room
 - B Sign up for a class
 - C Call ahead and reserve the room
2. How many libraries are there in total?
 - A 3
 - B 4
 - C 5
 - D 6
3. How long can you keep the book at most?
 - A Two weeks
 - B Four weeks
 - C Six weeks
 - D Eight weeks
4. What must you do if you damage a book?
 - A Pay one dollar per week
 - B Pay for the value of the book
 - C Pay for the book, plus damages
5. How long can you use the computers at the library for?
 - A As long as you want
 - B At most one hour
 - C At most two hours
 - D At most three hours

Exercise 3

Questions 1-4

Circle **ONE** correct letter, A-C.

1. The respondent's job is
 - A student.
 - B teacher.
 - C other.
2. The respondent has a salary of
 - A 0-\$5,000.
 - B \$6,000-\$15,000.
 - C over \$15,000.
3. The respondent listens to the radio for
 - A relaxation.
 - B entertainment.
 - C information.
4. Every day the respondent listens to the radio for
 - A 30 minutes-1 hour.
 - B 1 hour-2 hours.
 - C more than 2 hours.

Questions 5-7

Circle **TWO** correct letters, A-E.

5. The respondent mainly listens to the radio
 - A in the early morning.
 - B around midday.
 - C in the late afternoon.
 - D in the early afternoon.
 - E at night.
6. On the new station, the respondent would like to see more
 - A educational programmes.
 - B music.
 - C local service programmes.
 - D travel programmes.
 - E health programmes.

7. The respondent would advise the new station to

- A spend more money on music.
- B train their broadcasters to a high standard.
- C ensure good sound quality.
- D broadcast interviews.
- E talk more to customers.

Questions 8–10

Circle **ONE** correct letter, A–C.

8. The respondent feels that adverts should occur every

- A 10 minutes.
- B 15 minutes.
- C 20 minutes.

9. The respondent would like to attend special promotions if

- A expenses are covered.
- B he is invited specially.
- C they are held locally.

10. The respondent would like to receive

- A no mail.
- B requested mail.
- C all mail.

Exercise 4

Questions 1 and 2

Circle **ONE** correct letter.

1. Why does Elizabeth encourage students to join the athletic programme?

- A It helps her stay in shape.
- B It has taught her about teamwork and friendship.
- C It has been a fun but painful experience.

2. How does Elizabeth have time for both gymnastics and academics?

- A She is very hard-working.
- B She studies very quickly.
- C She is very organized.
- D She is very intelligent.

Questions 3–5

Circle **THREE** correct letters, A–F.

What are Elizabeth's study habits?

- A Take classes that she is interested in
- B Take easier classes
- C Study for all her classes at once
- D Study for each class one at a time
- E Study away from distractions
- F Study with the television on

Question 6

Circle **ONE** correct letter, A–D.

Who helped to start Elizabeth's participation in gymnastics?

- A Herself
- B Her parents
- C Her sister
- D Her brother

Questions 7 and 8

Circle **TWO** correct letters, A–E.

Why does Elizabeth say that her first year of university was the best experience of her life?

- A She met her best friends.
- B She made the gymnastics team.
- C She met her boyfriend.
- D She learned to be independent.
- E She achieved high grades.

Questions 9 and 10

Circle **ONE** correct letter, A–C.

9. What was the effect of Elizabeth breaking her wrist?

- A She was unable to do her homework.
- B She was unable to participate in sports.
- C She was unable to write at all.

10. Why does Elizabeth say that breaking her wrist made her stronger as a person?
- A She learned to value the people close to her.
 - B She learned to value the use of her hand.
 - C She learned to value her participation in sports.

Exercise 5

Questions 1 and 2

Circle **ONE** correct letter, A-C.

1. What took Alan by surprise?
- A The amount of rain
 - B The main feature of the park
 - C Evidence of Aboriginal life
2. How did Alan feel about having to wait in the park because of rain?
- A He reluctantly accepted it.
 - B He was irritated by the rain.
 - C It made no difference to his enjoyment.

Questions 3-5

Circle **THREE** correct letters, A-F.

What does Alan say about those who helped him?

- A There were no other campers nearby.
- B They willingly helped in the search.
- C They kept our spirits up.
- D They provided some dry clothes.
- E The park ranger was unable to get through.
- F The helicopter piloted the search very well.

Questions 6 and 7

Circle **TWO** correct letters, A-E.

What does Alan say about the discoveries on the wall?

- A He took photos of them.
- B They could be clearly seen.
- C Some were large.
- D They were unique.
- E They proved to be ancient.

Exercise 6

Questions 1–4

Circle **FOUR** correct letters, A–G.

Which **FOUR** activities of the Sports Union are mentioned by the speaker?

- A Team sports
- B Social dancing
- C Indoor fitness centre
- D Outdoor exercise track
- E Regular newsletter
- F Providing drinks
- G Providing cheap tickets

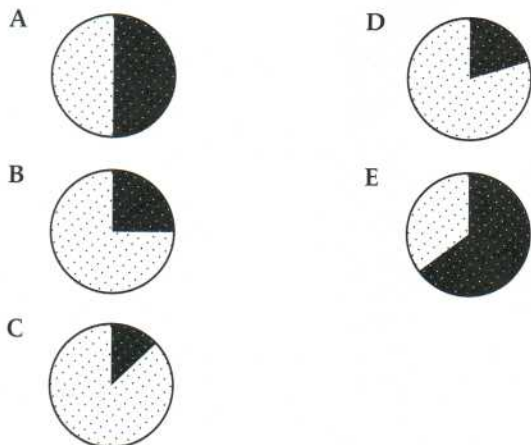
Exercise 7

Questions 1–5

Choose the correct letter(s) – A, B, C, D and/or E – according to what you hear in the listening passage. Note that more than one letter may be correct for a particular question.

1. When selecting a research topic, the professor recommends that the students select something
 - A interesting.
 - B easy.
 - C difficult.
 - D that will take a long time.
 - E that they can do well.
2. What kind of topic are the students recommended to choose?
 - A Controversial
 - B Old
 - C Topical
 - D Unique
 - E Any
3. How are the supervisors chosen?
 - A By the students
 - B By the professors
 - C By the department
 - D Randomly
 - E According to their interests

4. Which of the following pie charts illustrates (in black) the drop-out rate?



5. How can the students access reference materials?

- A Go to the library
- B Use the professor's office
- C Use the Internet
- D Visit the professor at home
- E Borrow from the professor

Exercise 8

Questions 1-5

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

1. To prevent attacks when arriving at a hotel by car, always use the
 - A main entrance.
 - B underground car park.
 - C car park.
 - D value service.

2. Effects of her works reduce the crime rate by _____ in New York.
 - A 30%
 - B 20%
 - C 13%
 - D 12%

3. Her company has also helped to enhance relations between _____ and tourist organisations.
- A hotels
 - B tourists
 - C insurance companies
 - D criminals
4. A new crime trend is
- A more criminals.
 - B more disturbances.
 - C night crime.
 - D violent crime.
5. This new crime trend is most visible in
- A poor areas.
 - B poor hotels.
 - C violent hotels.
 - D New York City.

VIII. True or False

Exercise 1

Questions 1-5

Listen to the conversation between the manager of the Student Dormitory Cafeteria and a student. Write T (True) if the information is correct, or F (False) if the information is incorrect and then write in the correct one.

DORMITORY CAFETERIA

Charges for Meals

Examples			
Breakfast	\$2.50	F	\$2.75
Lunch	\$3.75	T	
Dinner	\$4.50	1	_____
Weekday Plan	\$50	2	_____
Full Week Plan	\$68	3	_____

	Meal Times	
Breakfast	6:30–9:00 a.m.	4 _____
Lunch	11:30–1:30	
Dinner	5:30–8:00 p.m.	5 _____

Exercise 2

Questions 1–6

Write *T* or *F* in the appropriate columns. Write reasons in **NO MORE THAN TWO WORDS** for “False” answers.

Who will join Scott and Stephanie?

Question	Name	Will join	Will NOT join, going to ...
Example	Sigried	F	Berlin
1	Moritz	_____	_____
2	Ana	_____	_____
3	Gary	_____	_____
4	Raymond	_____	_____
5	Susanna	_____	_____
6	Mary	_____	_____

Exercise 3

Questions 1–6

Look at the information below. Write *T* if the information is correct, or write in the changes.

Examples

Invitation to a Dinner Party
At Bluejays

Dance
T

- On Saturday, May 25th at 10:30 p.m. _____
- The party will end at midnight. _____
- Door money will go to help children. _____
- The DJ is an American. _____
- By invitation only _____
- Alcohol will be served. _____

Exercise 4

Questions 1-4

Decide which **FOUR** of the following statements are true, according to the speaker. Write the appropriate letters in any order.

- A It is socially acceptable to drink a lot of alcohol.
- B People often arrange to meet in bars.
- C Drinking non-alcoholic drinks in bars is socially acceptable.
- D You can drink a little and still drive a car.
- E You can drink in public.
- F Doctors can give patients otherwise illegal drugs.
- G You must be over 18 to buy alcohol.
- H Many people use illegal drugs.

IX. Matching

Exercise 1

Questions 1-5

Write the appropriate letter, A-E, in each blank. Match each task or statement below to the appropriate key element of mediation.

The key elements of mediation

Impartial facilitator	A
Protecting integrity	B
Good faith	C
Parties present	D
Neutral venue	E

Example	Answer
Makes the process work	A

1. Don't abuse the process _____
2. Supportive of both parties _____
3. Often overlooked _____
4. Those who make decisions _____
5. No records kept _____

Exercise 2**Questions 1–4**

Write the appropriate letters, A–C, against Questions 1–4.

What are the locations of the following places in Ashbury?

- A In the main street
- B In the Anderson Centre
- C Just outside the central town area

Example	Answer
The swimming pool	C

1. The high-tech fitness centre _____
2. Squash courts _____
3. Basketball court _____
4. Indoor bowling alley _____

Exercise 3**Questions 1–5**

Write the appropriate letters, A–C, against Questions 1–5.

According to the speakers, for which dogs are the following kinds of training most useful?

- A Small dogs
- B Intelligent dogs
- C Large dogs

Example	Answer
Obedience training	A

1. Physical training _____
2. Search training _____
3. Attack training _____
4. Barking _____
5. Biting _____

Exercise 4

Questions 1–5

Use the letters A–F to indicate which person was responsible for each innovation.

- A Claude Niépce
- B Eadweard Muybridge
- C Émile Reynaud
- D Étienne-Jules Marey
- E Edison and Dickson
- F The Lumière brothers

1. The first photograph: _____
2. The first recording of movement: _____
3. The first projector: _____
4. The first film studio: _____
5. The first commercial film: _____

Exercise 5

Questions 1 and 2

Match the sounds with their correct meanings. Write the appropriate letters against Questions 1 and 2.

- A Continuous high-pitched hum
- B Repeated double ring
- C Repeated single note
- D Steady tone
- E Series of rapid pips

1. The ring tone: _____
2. The number is unknown: _____

Questions 3–5

Decide which number you would dial in each situation. Write the appropriate letters against Questions 3–5.

- | | | | |
|--------|-------|-------|-------|
| A 020 | C 999 | E 118 | G 155 |
| B 0161 | D 100 | F 00 | H 153 |

3. You want the person you are calling in the UK to pay for the call. _____
4. You want to find out a person's phone number in the UK. _____
5. You want to call a place where there are problems calling to. _____

Questions 6–8

Decide which mobile phone package(s) is/are being described. Write the appropriate letters against Questions 6–8. Note that more than one answer may be possible.

- A Pay-monthly B Pre-paid C Pay-as-you-go

6. You sign an agreement under this package. _____
7. This may be more expensive than paying monthly. _____
8. You buy credit when you choose. _____

X. Map Labelling

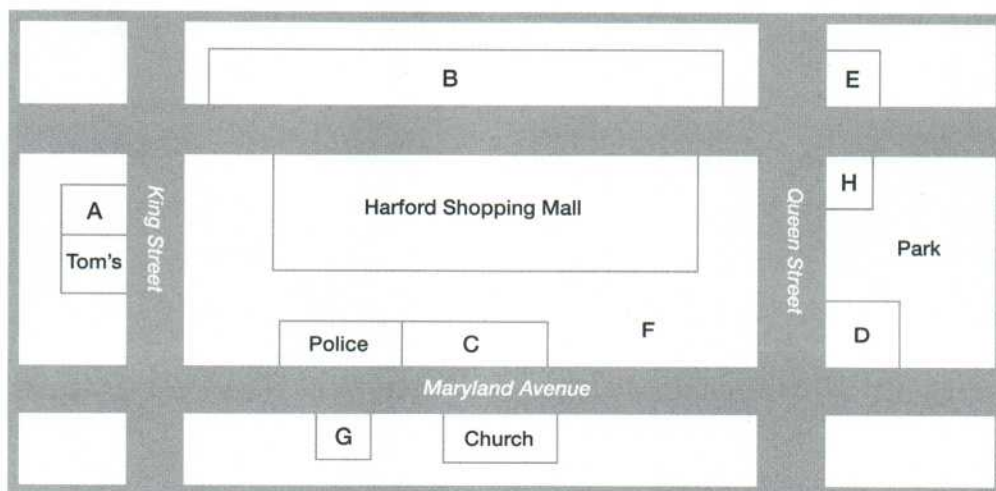
Exercise 1

Questions 1–3

Listen to the directions and match the places in Questions 1–3 to the appropriate letters, A–H, on the map.

Example: Ella's Deli	Answer: C
-----------------------------	------------------

1. Olive Garden _____
2. Maurice's _____
3. Town & Grill _____



Exercise 2

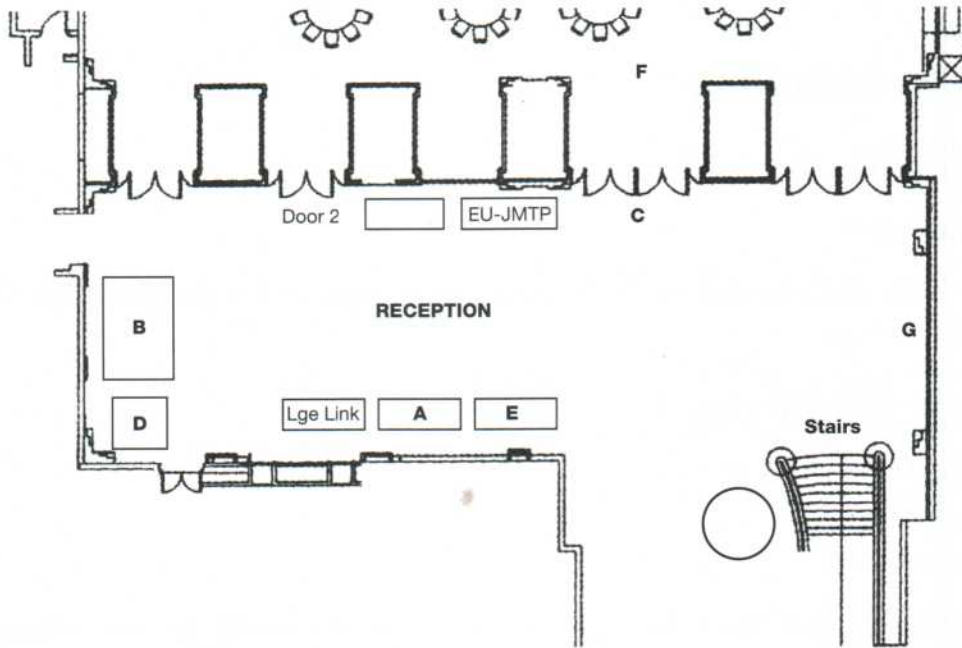
Questions 1-3

Listen to the directions and match the places in Questions 1-3 to the appropriate letters, A-G.

Example: Mural

Answer: G

1. Bayer table _____
2. Piano _____
3. Main doors _____



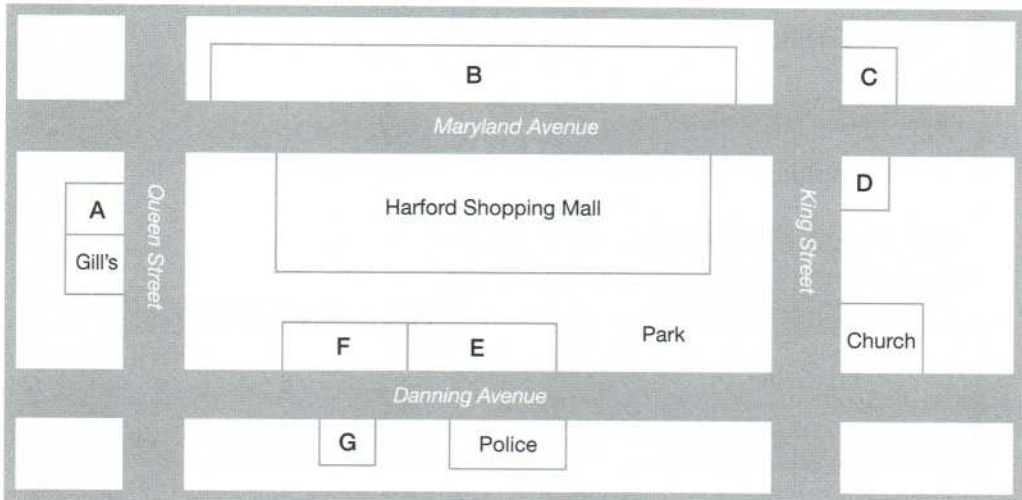
Exercise 3

Questions 1-3

Listen to the directions and match the places in Questions 1-3 to the appropriate letters, A-G, on the map.

Example	Answer
Vitale's	A

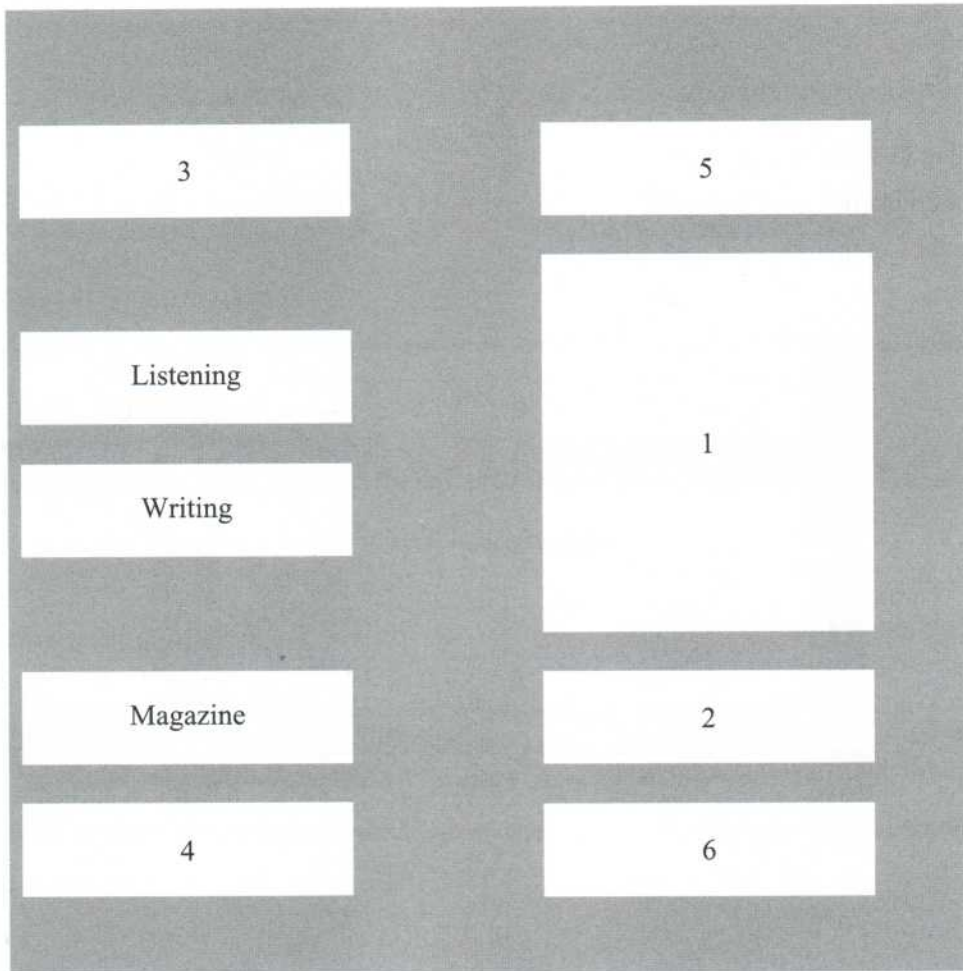
1. Olive Garden _____
2. Fuddruckers _____
3. Cattle Company _____



Exercise 4

Questions 1–6

Write down the correct label for each section of the library.



DOOR

1. _____

2. _____

3. _____

4. _____

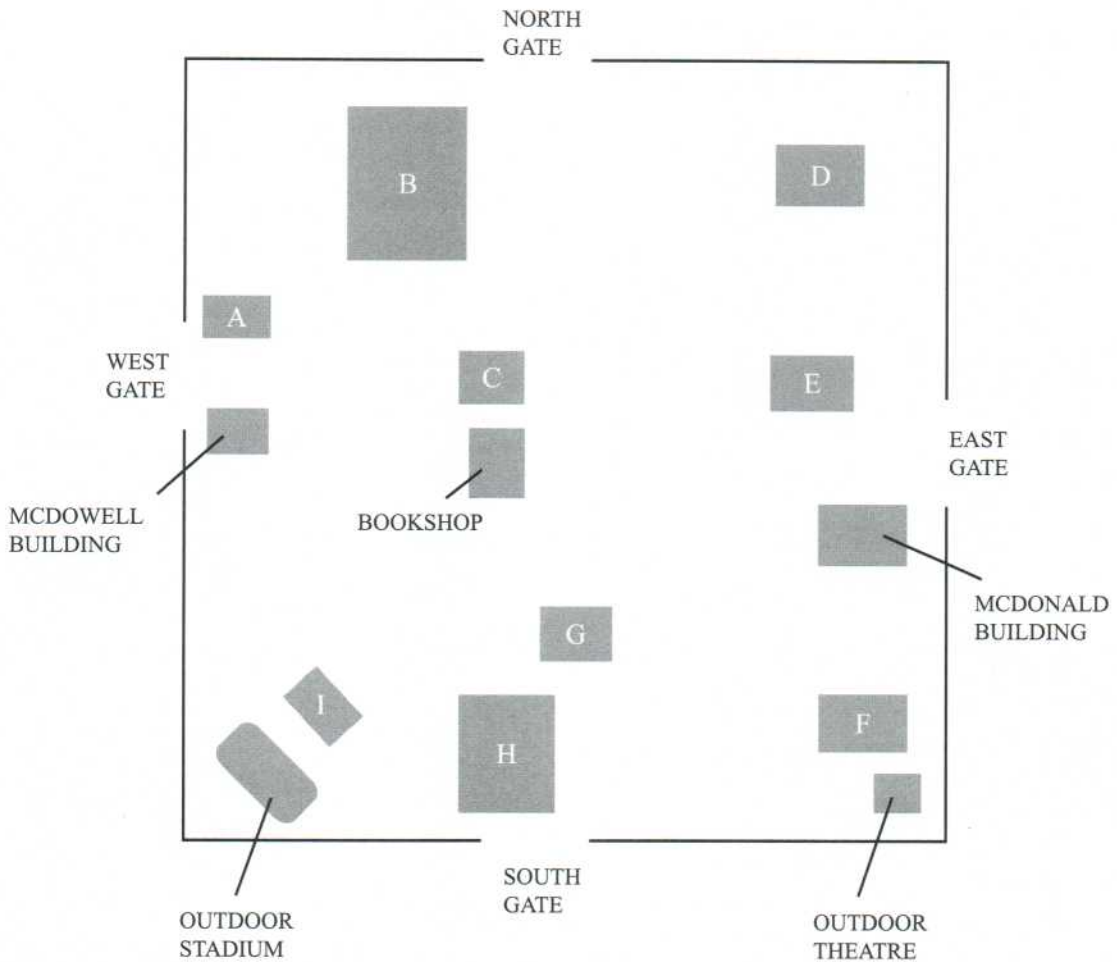
5. _____

6. _____

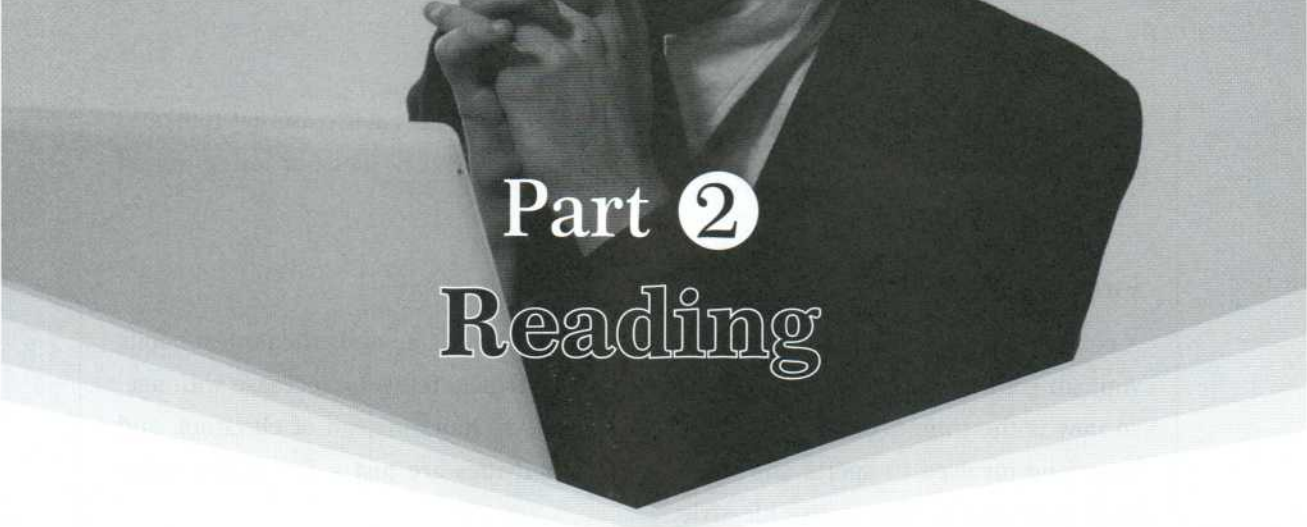
Exercise 5

Questions 1-4

Label the map with the following places.



1. The library _____
2. The sports centre _____
3. The Churchill Building _____
4. The cafeteria _____



Part 2

Reading

I. Multiple Choice

Exercise 1

General Nutritional Information

Good Nutrition – The Choice Is Yours

Making wise food choices early in life will help prevent health problems that can affect you later. It is reported that 8 of the 10 leading causes of death in America are directly related to what we eat and drink. Your eating habits, along with a smart exercise programme, are crucial elements on the path to a healthier body and self.

Fighting the Freshman 15

The Freshman 15 refers to the 15 pounds freshmen commonly gain in their first year. University students often experience substantial weight gain in their first year. Experts recommend limiting your fat intake to 30% of the total calories you consume per day. For a moderately active woman, you should consume approximately 2,000 calories and 65 grammes of fat each day. For a moderately active man, you should consume approximately 2,500 calories and 80 grammes of fat. If you want to lose weight, the equation is simple, eat less and exercise more. If you reduce your caloric intake by 500 calories per day, you will lose 1 pound per week. Alternatively, if you consume the same amount of calories, but increase your activity level to burn an additional 500 calories per day, you will also lose 1 pound per week. The easiest way to decrease the number of calories your body stores as fat is to not consume those calories in the first place, especially since it is much more difficult to burn calories once they are consumed. For

weight loss, it is recommended that you do not decrease your calorie and fat intake to any less than 1,200 calories and 40 grammes of fat. Starvation, diets, or losing weight too fast can be dangerous.

Fitness can be Fun!

A consistent pattern of daily physical activity and exercise is one of the healthiest habits you can get into. Studies have shown that physical activity tends to decrease with age, so now is the time to start. Walking to classes, taking stairs instead of elevators, and becoming involved in sports and other physical activities are just a few of the many ways to develop a more active life-style.

The time you spend on physical activity each day will also give your mind a much-needed break from its academic workout.

And besides, exercise makes you feel wonderful, provided that you do not overdo it. So start slow, set goals for yourself, and GET MOVING!

Vegetarianism – A Growing Trend

Vegetarianism is becoming increasingly popular among college students. It is estimated that 15% of the current college-age population in America is vegetarian. There are several different types of vegetarian diets, and each is chosen for a variety of reasons. Some people consider themselves vegetarian simply because they do not eat red meat. As far as nutritional recommendations for vegetarian diets are concerned, protein, iron, and calcium can become an issue for those who do not consume animal products. Guidelines for vegetarian diets include:

- Choose whole grains instead of refined
- Have a variety of legumes, fruits, and vegetables. Choose green leafy vegetables and good sources of vitamin C
- Select non-/low-fat dairy products
- Minimise fats, oils, and refined sugars

Eating Disorders

A healthy outlook about your body and appearance and how it relates to food and physical activity is very important for young adults. Self-destructive behaviours, which lead to eating disorders, such as eating a diet with too little fat or calories or embarking on a severe regime of physical activity, can have very harmful consequences to the health of your body and mind. Keep your mind and body in shape by treating them both with respect. A healthy self-image and realistic perception of yourself is one of the healthiest feats you can achieve.

Questions 1–6

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

Write your answers in boxes 1–6 on your answer sheet.

1. First-year students often
 - A gain weight.
 - B die because of food.
 - C have health problems.
 - D exercise a lot.

2. Vegetarianism is growing in popularity
 - A because it is economical.
 - B because red meat is bad for you.
 - C because it is healthier.
 - D No information is given.

3. One method not mentioned to lose weight is
 - A exercise more.
 - B don't eat too much.
 - C surgery.
 - D vegetarianism.

4. An eating disorder can be something as simple as
 - A eating too little fat.
 - B exercising too aggressively.
 - C taking in few calories.
 - D All of the above

5. How many grammes of fat per day should a normally active man eat?
 - A 500
 - B 80
 - C 2,500
 - D 65

6. What type of dairy products should vegetarians choose?
 - A Low-fat
 - B Fresh
 - C Refined
 - D Whole

Exercise 2

MYSTERY OF THE MEGALITHS

- A** Easter Island, also known as Rapa Nui, is a triangular-shaped island belonging to Chile. It is located in the South Pacific Ocean, about 3,700km west of the Chilean coast. The island is formed by three extinct volcanoes. Swept by strong trade winds, the area is warm throughout the year. Indigenous vegetation consists mainly of grasses. Potatoes, sugarcane, taro roots, tobacco, and tropical fruits are grown in the fertile soil. The prime source of fresh water is the rain that gathers in the crater lakes.
- B** The island was named by a Dutch explorer who landed there on Easter Day in 1722. At the time, several thousand Polynesians inhabited the island. However, disease and raids by slave traders reduced the number to fewer than 200 by the late 19th century. The Chilean government annexed the island in 1888. An area on the western coast is reserved by the government for the indigenous population; the remainder is used as grazing land for sheep and cattle. Some intermarriage has taken place between the Polynesians and the Chileans.
- C** Easter Island is of considerable archaeological importance. It is the richest site of the megaliths (giant stone monuments) of the Pacific island groups and the only source of evidence of a form of writing in Polynesia. Very little is known about the people who made the megaliths and carved the wooden tablets. One belief is that settlement of Easter Island took place about 18 centuries ago, although some scholars contend that the settlement occurred more recently. Archaeological and botanical evidence suggests that the island's original inhabitants were of South American origin. The ancestors of the present Polynesian population are thought to have traveled in canoes from the Marquesas Islands, massacred the inhabitants, and made the island their home. Many archaeologists believe that at the time of the invasion, the megaliths, including about 600 statues, were standing throughout the island and that many were destroyed by the Polynesians during a period of violence on Easter Island.
- D** Largest of the existing stone monuments are the great burial platforms, called ahus, which were used to support rows of statues. The ahus were situated on bluffs and in other positions commanding a view of the sea. Each ahu was constructed of neatly fitted stone blocks set without mortar. The burial platform usually supported 4 to 6 statues, although one ahu, known as Tongariki, carried 15 statues. Within many of the ahus, vaults house individual or group burials.

- E** About 100 statues still stand on the island; they vary in height from 3 to 12m (10 to 40ft). Carved from tuff, a soft volcanic rock, they consist of huge heads with elongated ears and noses. Material for the statues was quarried from the crater called Rano Raraku, where modern explorers found an immense unfinished statue, 21m (70ft) long. Many of the statues on the burial platforms bore cylindrical, brimmed crowns of red tuff; the largest crown weighs approximately 27 metric tons.
- F** Excavations have also disclosed hidden caves containing decayed remains of tablets and wooden images and numerous small wooden sculptures. The tablets are covered with finely carved and stylized figures, which seem to be a form of picture writing.

Questions 1–4

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

Write your answers in boxes 1–4 on your answer sheet.

- The primary source of fresh water on Easter Island comes from
 - natural underground springs.
 - Chile.
 - rain that gathers in the crater lakes.
 - tropical vegetation.
- The ancestors of the present-day Polynesian population
 - are thought to have built some of the megaliths.
 - are believed to have come from the Mariana Islands.
 - used some form of picture writing on wooden tablets.
 - may have destroyed many of the megaliths.
- The brimmed crowns found on the island
 - each weigh more than 27 metric tons.
 - were made from soft volcanic rock.
 - are the largest stone monuments on the island.
 - were only worn around the necks of statues on burial platforms.
- The giant stone burial platforms
 - typically supported fewer than 7 stone statues.
 - were only used for the burial of tribal chiefs.
 - contained numerous chambers where wooden tablets were found.
 - weighed as much as 27 metric tons.

ARABIAN NIGHTS

- A** Today, Baghdad brings to mind images of war and destruction. However, that wasn't always so. 1,200 years ago, Baghdad was one of the great wonders of the world, a grand city at which the entire world marvelled. A village of only a few thousand people in 700 AD, Baghdad grew rapidly during the later half of the 8th century, when it served as the capital of the Abbasid Empire. By the year 800, it had amassed a population of one million people and was the second largest city in the world.
- B** The Abbasids ruled the Middle East region from 750 to 1258, during which time there were 37 ruling caliphs (Islamic rulers). The Abbasids were descendents of al-Abbass, an uncle of the Prophet Muhammad, who founded Islam. After Muhammad's death in 632, several groups from his tribe competed for leadership over the Muslim empire. In 750, two of those groups, the Abbasids and the Alids, overthrew the Umayyad Empire, which stretched from Spain to India. Afterwards, the Alids tried to overthrow the Abbasids, but failed and ended up in northern Africa. The Abbasids then made Baghdad the empire's capital.
- C** Baghdad was built by the Abbasid caliph, al-Mansur, in 762 on the western bank of the Tigris River, opposite an old Iranian village also named Baghdad. The original city was round, with three concentric walls. The innermost wall enclosed the palace of the caliph, the second wall defined the army quarters, and the homes of the people occupied the outermost enclosure. The merchants' quarters, or bazaars, were located outside the city walls. Within the next half century, the city reached a peak of prosperity and influence under the caliph, Harun al-Rashid, whose reign was celebrated in the famous tales of the *Arabian Nights*.
- D** During the reign of the caliph, Harun al-Rashid (786 to 809), the Muslim empire stretched from Africa to present-day Iran. Baghdad was prosperous, and the empire had a high standard of living. The city housed wealthy merchants, learned scholars, singers, and musicians. The general prosperity of the age also produced an intellectual awakening. Harun's royal palace occupied one third of the city, with many annexes for the harem, servants, slaves, and court functionaries. Legend has it that Zubayda, Harun's chief wife, would not permit any plate or drinking vessel on her table that was not made of gold or silver, or studded with gemstones. She wore shoes of silver, sandalwood, and ebony, many of them bejewelled.

- E The decline of Baghdad began in 1258 when Hulagu, the grandson of the Mongol conqueror Genghis Khan, ransacked the city and overthrew the Abbasid dynasty. For the next seven centuries, Baghdad experienced a dark age. Repeated conquerors plundered and raided the city. In 1401, the Turkic conqueror, Tamerlane, sacked the city again. In 1508, Baghdad was brought under Persian control. In 1534, it was captured by the Ottoman Turks. The Persians recaptured the city in 1623, holding it until 1638, when it was again annexed by Turkey. By the 1700s, Baghdad had a population of only around 15,000 people. It had become a minor provincial city. For nearly three centuries, Baghdad was ruled by Turkish governors. In 1917, during World War I, the British captured what is now Iraq from Turkish control. Iraq later gained its independence in 1931, making Baghdad its capital city. Thereafter, Baghdad began a period of re-growth, fuelled by oil money.
- F The well-known tales of the *Arabian Nights* is a wonderful reminder of Baghdad's mystical past. This collection of about 200 stories is one of the most famous pieces of Arabic literature in the West. The collection, which was written in the early 1500s, is also called *The Thousand and One Nights*. It starts with the story of King Shahriyar, who learns that his wife has been unfaithful. He kills her and vows to marry a new woman every night and have her killed the next morning. After many women have died in this manner, Scheherazade, the beautiful daughter of one of the king's officials, insists that she marry the king. She asks her sister to go to the bedchamber on their wedding night in order to ask Scheherazade to tell a story. The story that Scheherazade tells is so enchanting that the king allows her to live another day so she can finish it. Day after day, he delays Scheherazade's execution so he can hear more of her stories. After a thousand and one nights, the king lets her live because he has fallen in love with her.

Questions 1-4

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

Write your answers in boxes 1-4 on your answer sheet.

- In the story of King Shahriyar, the king delays Scheherazade execution because
 - she agrees to marry him.
 - she is the daughter of one of his officials.
 - he wants her to finish the story she is telling him.
 - he fell in love with her at first sight.

2. According to the text, al-Abbass was

- A the caliph who built the city of Baghdad.
- B an uncle of the Prophet Muhammad.
- C the conqueror who ransacked Baghdad in 1258.
- D Harun al-Rashid's chief wife.

3. According to legend, Harun's chief wife

- A escaped execution by telling him an enchanting story.
- B was killed for being unfaithful.
- C became a ruling caliph of the Muslim empire.
- D allowed only gold, silver, or gem covered plates and drinking vessels on her table.

4. In 750, the Abbasids and the Alids

- A toppled the Umayyad Empire.
- B signed a peace treaty.
- C built the city of Baghdad.
- D wrote a collection of stories known as the *Arabian Nights*.

Exercise 4

The Causes of Poverty

Half the world – nearly three billion people – live on less than two dollars a day. The GDP (Gross Domestic Product) of the poorest 48 nations (i.e. a quarter of the world's countries) is less than the wealth of the world's three richest people combined. Nearly a billion people entered the 21st century unable to read a book or sign their names. Less than one per cent of what the world spends every year on weapons could put every child in school.

All over the world, the disparity between rich and poor, even in the wealthiest of nations, is rising sharply. Fewer people are becoming increasingly successful and wealthy while a disproportionately larger population is also becoming even poorer.

There are many issues involved when looking at global poverty and inequality. It is not simply enough (or correct) to say that the poor are poor due to their own (or their government's) bad governance and management. In fact, you could quite easily conclude that the poor countries are poor because the rich countries are rich and have the power to enforce unequal trade agreements that favor their interests more than the poorer nations.

The International Monetary Fund and World Bank prescribed structural adjustment policies mean that nations that are lent money get it on condition that they cut social expenditure (which is vital for economic growth and development) in order to repay the loans. Many are tied to opening up their economies and being primarily commodity exporters, which, for poorer nations leads to a spiraling race to the bottom as each nation must compete against others to provide lower standards, reduced wages, and cheaper resources to corporations and richer nations. This further increases poverty and dependency for most people.

People are hungry not because of lack of availability of food, or overpopulation, but because they are too poor to afford the food. Politics and economic conditions that have led to poverty and dependency around the world would not be alleviated if food production is further increased and provided to more people. Even non-emergency food aid, which seems a noble cause, is destructive, as it undersells local farmers and can ultimately affect the entire economy of a poor nation. If the poorer nations are not given the means to produce their own food, if they are not allowed to use the tools of production for themselves, then poverty and dependency will continue.

The United Nations is one of the largest bodies involved in development issues around the world. However, it has many political issues and problems to contend with. But, despite this, it is also performing some much-needed tasks around the world, through its many satellite organizations and entities, providing a means to realize the Declaration of Human Rights. Unfortunately though, it is not perfect and is negatively affected by the politics of powerful nations that wish to further their own interests. What does an ever-increasing number of non-governmental organizations (NGOs) mean? NGOs are non-profit organizations which fill the gap where governments will not or cannot function. In the past, however, some NGOs from the wealthy nations have received a bad reputation in some developing nations because of things like arrogance, imposition of their views, being a foreign policy arm or tool of the original country, and so on. Even in recent years, some of these criticisms still hold. However, recently some new and old NGOs alike have started to become more participatory and grassroots-oriented to help empower the people they are trying to help to support themselves. This is in general a positive turn. Yet, the fact that there are so many NGOs popping up everywhere perhaps points to failures of international systems of politics, economics, market rights.

While the world is globalizing and the mainstream media in the developed nations point out that the world economy is booming (or, in periods of downturns, that the current forms of development and economic policies are the only ways for people to prosper), there are an increasing number of poor people who are missing out on this apparent boom, while increasingly fewer people are becoming far more wealthy.

Questions 1–6

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

Write your answers in boxes 1–6 on your answer sheet.

1. The world's three richest people

- A have become rich since entering the 21st century.
- B live on less than two dollars a day.
- C are better off than nearly one billion people.
- D together have more wealth than the GDP of the poorest 48 nations.

2. The poor countries are poor because

- A the rich countries can enforce unequal trade agreements.
- B their governments are corrupt.
- C their governments are incompetent.
- D of unfavorable geographical factors.

3. Competition between poor nations

- A brings them more IMF and World Bank loans.
- B is vital for economic growth and development.
- C makes them primarily commodity exporters.
- D leads to increasing poverty and dependency.

4. The United Nations

- A channels its aid to poor countries through their governments.
- B is hampered by the politics of the rich countries.
- C furthers the interests of the rich countries.
- D is composed of satellite organizations and entities.

5. NGOs

- A are becoming more responsive to poor people's needs.
- B are foreign policy tools of powerful countries.
- C are essential to the anti-poverty effort.
- D strive to realize the Declaration of Human Rights.

6. The mainstream media in the developed nations

- A are paying attention to the increase in poverty.
- B are warning against economic downturns.
- C are complacent about the global economy.
- D ignore the role of non-governmental assistance.

Exercise 5**Section A**

Oil accounts for approximately 40% of the world's primary energy consumption. Coal contributes 23%. Natural gas provides 22%. Nuclear energy and hydroelectric facilities add about 7% each. Biomass, geothermal, solar and wind energy together kick in only 1%. Despite the low world oil prices that have prevailed since 1986 and the absence of any apparent sign of shortage, concern over disruption and depletion of non-renewable energy reserves has continued to be a major concern in industrialised countries. On-going issues include: How much longer can we heavily rely upon oil before we run out of it? What sources of energy can we rely on in the future and at what cost, financially and environmentally? Let us examine the current status of our main energy sources.

Section B

Experts predict that a permanent worldwide oil shortage will begin in the year 2010, after which date production from the world's oil fields will steadily decline. They also say that by the year 2040, all active and recoverable crude oil reserves will have been depleted. No doubt, there are alternative sources of petroleum. Some of these sources are hundreds of times more abundant than existing crude oil reserves, e.g., shale oil and tar sands. However, the high cost of recovering and converting these resources into usable petroleum products remains a major stumbling block to its commercial use. In the future, we may have no choice but to tap into these resources, but the cost may be higher than most people want to bear. With regard to the environment impact, the use of oil continues to result in disastrous ocean oil spills by oil transport tankers, contaminated ground water, and polluted air. In addition, burning this type of fuel releases stored carbon dioxide into the Earth's atmosphere, which is a major cause of global warming.

Section C

Experts say we have enough coal reserves to last another 200 years. Despite coal's relative cheapness and huge reserves, its growth in use has been limited by its detrimental effect on humans and the environment. Underground mining causes black lung disease in miners, sinking of land over mines, and drainage of acid into underground water supplies. Surface mining scars the land and renders it unproductive for planting. In addition, the burning of coal causes emission of sulfur dioxide particles, nitrogen oxide, and other impurities. Millions of people who depend on coal for indoor cooking and heating suffer bronchitis and respiratory illnesses, including lung cancer. In addition to severely polluting the air, coal burning causes highly acidic rainfall that is damaging to lakes and forests.

Section D

Nuclear power does not contribute to air pollution and greenhouse gas emissions. However, mining uranium ore is hazardous to human health. Moreover, splitting the atom to boil water is like using a chainsaw to cut butter. The process creates tons of waste, i.e., radioactive waste that remains highly lethal to all life forms for thousands of years. The safe storage and transport of nuclear fuel waste have proven to be a serious obstacle to the industry and add significantly to the financial, social, and environmental cost of producing electricity with atomic energy. Another stifling factor has been the technical engineering difficulties and unexpected equipment and system failures, such as the ones that caused the radioactive accidents at Chernobyl and Three Mile Island. The public's fear of the lethal radioactivity released in nuclear accidents is well founded. Health officials estimate that at least 4,365 people who took part in the Chernobyl cleanup have died. Other factors that have crushed the expected rapid growth of nuclear energy are increasing regulatory demands, construction cost overruns, court challenges, and resistance by well-organised antinuclear activists. Many countries are now abandoning their nuclear programmes, instead shifting to natural gas and renewable energy sources.

Section E

Natural gas is not as convenient, safe, or flexible as crude oil. It is also more expensive to recover, transport, and store. Existing gasoline engines, such as car engines, are not capable of using natural gas. Nevertheless, it is being widely touted by energy providers as an abundant, clean fuel for the 21st century. However, this resource, like other fossil fuels, is non-renewable. Experts estimate that the world's natural gas reserves will last only about 65 years. Thus, some say that it is not a viable solution to the long-term energy crisis. One of the greatest advantages of natural gas is that it contains less sulfur, and therefore burns far cleaner than oil and coal. However, it still emits greenhouse gases into the atmosphere.

Section F

Many people have come to recognise that increased energy efficiency could help the world energy balance in the short and middle term, and that productive conservation should be considered as no less an energy alternative than the energy sources that have been described. A number of obstacles stand in the way, however. One major roadblock is its highly fragmented and unglamorous character; it requires hundreds of millions of people to do mundane things such as turning off lights and keeping tires properly inflated. Another barrier has been the price. Low energy prices make it difficult to convince people to invest time in energy efficiency.

Questions 1–5

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

Write your answers in boxes 1–5 on your answer sheet.

1. According to the text, one of the greatest benefits of using natural gas is that
 - A it has been widely touted as the fuel of the 21st century.
 - B it burns cleaner than oil and coal.
 - C worldwide reserves will last us 65 years.
 - D it is more flexible and easier to transport than coal.
2. According to the text, energy conservation may be difficult for some people because
 - A low energy prices do not motivate energy efficiency.
 - B conserving energy is expensive and very time-consuming.
 - C many lack the knowledge of how to be energy-efficient.
 - D of all of the above reasons.
3. According to the text, “acidic rainfall” is caused by
 - A processing crude oil into petroleum-based products.
 - B mining coal above the ground.
 - C radioactive incidents like Chernobyl and Three Mile Island.
 - D coal burning.
4. According to the text, the production of nuclear energy
 - A accounts for about 3.5% of the world’s energy consumption.
 - B is cleaner than any other type of conventional energy source.
 - C has been held back by engineering difficulties and equipment and system failures.
 - D has caused 4,365 deaths worldwide.
5. With regard to shale oil and tar sands as a future energy source, the writer believes that
 - A it is a better source of energy than coal.
 - B it will not be viable due to the high cost of transport and storage.
 - C people might not be willing to bear the expense.
 - D it will produce cleaner burning fuels than crude oil.

Exercise 6

Koalas

The koala is a small bear-like, tree-dwelling, herbivorous marsupial which averages about 9kg in weight. Its fur is thick and usually ash grey with a tinge of brown in places. The koala gets its name from an ancient aboriginal word meaning “no drink” because it receives over 90% of its hydration from the eucalyptus leaves (also known as gum leaves) it eats, and only drinks when ill or times when there is not enough moisture in the leaves, i.e. during droughts, etc. The koala is the only mammal, other than the greater glider and ringtail possum, which can survive on a diet of eucalyptus leaves.



Koalas live in societies, just like humans, so they need to be able to come into contact with other koalas. It is because of this that they need to have areas of suitable eucalypt forest which are large enough to support a healthy koala population. Koalas are highly territorial and in stable breeding groups. Individual members of koala society maintain their own “home range” areas. A home range varies in size depending on the habitat quality of bush land. Habitat quality can be measured in terms of the density of food trees. “Home range trees” are not always apparent to the human eye, but koalas can tell whether a tree “belongs” to another koala or not. Within a socially stable group, the home ranges of individual koalas overlap with those of their neighbours. It is in the shared, overlapping trees that the majority of social interaction takes place. These are very important trees.

Since koalas are very fussy eaters and have strong preferences for different types of gum leaves, the most important factor making habitats suitable is the presence of tree species preferred by koalas (usually eucalypts, but also some non-eucalypts). Research has shown that socially stable koala populations occur only when there are favourite tree species present. Even if a selection of tree species known to be used by koalas occurs within an area, the koala population will not use it unless one or two favourite species are available. In Australia, there are over 600 types of eucalypts, but koalas will not eat a large proportion of these. Within a particular area, as few as one, and generally no more than two or three species of eucalypt will be regularly browsed while a variety of other species, including some non-eucalypts, appear to be browsed occasionally or used for just sitting or sleeping in.

Different species of eucalypts grow in different parts of Australia, so a koala in Victoria would have a very different diet from one in Queensland. Koalas like a change, too, and sometimes they will eat from other trees such as wattle or tea tree. Eucalyptus leaves are very fibrous and low in nutrition and to most animals are extremely poisonous. To cope with such a diet, nature has equipped koalas with specialised adaptations. A very slow metabolic rate allows koalas to retain food within their digestive system for a relatively long period of time, maximising the amount of energy able to be extracted. At the same time, this slow metabolic rate minimises energy requirements and they will sleep for up to 18 hours per day in order to conserve energy. Koalas' teeth are adapted to deal with the leaves. The sharp front incisors nip the leaves from the branches, and the molars (back teeth) are shaped to allow the koala to cut the leaves rather than just crush them. A gap between the incisors and the molars, a "diastema", allows the tongue to move the leaves around the mouth.

Koalas are well suited to life in the trees. They have an excellent sense of balance and their bodies are lean and muscular. Quite long, strong limbs support weight when climbing. The arms and legs are nearly equal in length, and the koala's climbing strength comes from the thigh muscle joining the shin much lower than in other animals. Its paws are especially adapted for gripping and climbing with pads on the palms and soles helping it to grip tree trunks and branches. Both front and hind paws have long sharp claws and each paw has five digits. On the front paw, two fingers are opposed to the other three, rather like a human's thumb, so they can be moved in opposition to the fingers. This allows the koala to grip more securely. On the hind paw, there is no claw on the big toe, and the second and third toes are fused together to form a "grooming claw".

The koala's nose is one of its most important features, and it has a very good sense of smell. This is necessary to differentiate between gum leaves and to detect whether the leaves are poisonous. The koala's digestive system is especially adapted to detoxify the poisonous chemicals in the leaves. The toxins are thought to be produced by the gum trees as a protection against leaf-eating insects. Trees which grow on less fertile soils seem to have more toxins than those growing on good soils. This could be one reason why koalas will eat only certain types of eucalypts, and why they will sometimes even avoid them when they are growing on certain soils.

Questions 1–4

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

Write your answers in boxes 1–4 on your answer sheet.

1. How many species of mammal can live on eucalyptus leaves?
 - A 0
 - B 1
 - C 2
 - D 3

2. What does the size of a koala's territory depend on?
 - A The number of trees it can eat from
 - B The size of the koala
 - C How much of its territory overlaps with others
 - D The size of the breeding group

3. Where do koalas tend to meet each other?
 - A In their home tree
 - B In trees that they share
 - C In their favourite trees
 - D In particular species of eucalypt trees

4. What does the diastema help with?
 - A Digestion of leaves
 - B Chewing leaves
 - C Biting leaves
 - D Cutting leaves

Exercise 7

Globalisation and Its Implications

It has been said that high expectations breed deep frustrations. Perhaps the truth of that saying is attested in recent assessments of the phenomenon called globalisation. The past decade was marked by enthusiasm and unrealistic hopes for the emergence of a global village in which the world's disparate and warring peoples would realise at last that they shared one small, vulnerable planet on which their destinies were linked. Instead, there has been a growing realisation that globalisation is not a cure for the world's ills. Globalisation has both advantages and disadvantages and it provides opportunities at the same time as dangers, because globalisation carries with it unanticipated, and often contradictory, consequences.



This process of globalisation is part of an ever more interdependent world where political, economic, social, and cultural relationships are not restricted to territorial boundaries or to states, and no state or entity is unaffected by activities outside its direct control. Developments in technology and communications, the creation of international organisations and transnational corporations and changes to international relations and international law have profoundly affected the context within which each person and community lives, as well as the role of the state.

That globalisation will affect for good or ill the lives of individuals throughout the world is a truism commonly accepted by scholars. David Rothkopf, a Columbia University Professor, writes that "it is the first time in history that virtually every individual at every level of society can sense the impact of international changes. They can see it and hear it in their media, taste it in their food, and sense it in the products they buy." He predicts that during the next decade nearly two billion workers from emerging markets will have to be absorbed into the global labour pool. "You are either someone who is threatened by this change or someone who will profit from it, but it is almost impossible to conceive of a significant group that will remain untouched by it."

Given the changes taking place in the world and their impact on the life of the individual, it is hard to explain why Americans have not been as attentive as they should to international and transnational developments. Research indicates that Americans lag behind residents of many Western nations in their awareness of key political

actors, institutions, and events in the world. In an interview, (now former) President Bill Clinton lamented that “I think I have not succeeded yet in convincing the core majority of the country that there is no longer an easy distinction between domestic policy and foreign policy.” Clinton then went on to warn his fellow citizens that sweeping transnational developments “argue for a vigorous, engaged America at this moment”.

There is no doubt that all nations, not just the United States, need a “vigorous and engaged” citizenry aware of the fading distinction between domestic and foreign policy. In this era of globalisation, the study of civics and government must include international and transnational dimensions. To restrict the study of civics and government to the domestic concerns of any single country is to fail to prepare students for the world in which they must live, work, and function as citizens.

It is beyond the scope of this paper to present a fully developed curriculum or a set of standards which would address a study of global affairs adequate to the needs of students today. However, I would like to draw attention to what Richard Stanley, President of the Stanley Foundation, calls “The Global Triad” of business, civil society, and government. Profound changes in relationships among this “global triad” are altering the equation of global influence. I would suggest that awareness of these realignments is essential to students’ understanding of what globalisation is and why it has meaning for them as individuals and as citizens.

Few would quarrel with the assertion that we are in the midst of unprecedented economic change and that change has profound implications for both political and education systems. The first major shift that can be identified is that knowledge has replaced the economist’s classic denomination of “land, labour, and capital” as the chief economic resource. As Lester Thurow puts it in his latest book, “The old foundations of success are gone. For all of human history, the source of success has been controlling natural resources – land, gold, oil. Suddenly the answer is knowledge.” And then to drive home his point, he adds, “The king of knowledge, Bill Gates, owns no land, no gold or oil, no industrial processes.”

Thurow’s book employs a central metaphor: the wealth pyramid. Whereas the Egyptian pyramids were built of stone, today’s wealth pyramid is built on knowledge. The need for improved education, therefore, is obvious. Not only must schools equip students with skills they will need in industries like microelectronics, computers, robotics, and biotechnology, they must also equip them with knowledge of the world’s cultures and political systems that they will need to navigate successfully in a global environment.

Questions 1–4

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

Write your answers in boxes 1–4 on your answer sheet.

1. Which of the following is suggested as a problem with globalisation in the opening paragraph?
 - A War
 - B Its results are unknown.
 - C People share a small world.
 - D It creates a global village.

2. According to David Rothkopf, who will feel the impact of globalisation?
 - A Few
 - B Almost everyone
 - C It depends on their place in society.
 - D Only significant groups in society

3. What is Bill Clinton's opinion of globalisation?
 - A America should learn the difference between domestic and foreign policy.
 - B He thinks that America should try to reduce its effects.
 - C He thinks that America should be involved in managing it.
 - D He thinks that America can do little about it.

4. Why does the author believe that students should learn about how other countries work?
 - A Because it's interesting
 - B To help with learning foreign languages
 - C To prepare them for the modern world
 - D To help them understand the wealth pyramid

Exercise 8

Linguistic Follies

- A** In recent years, Brussels has been a fine place to observe the irresistible rise of English as Europe's lingua franca. For native speakers of English who are lazy about learning languages (yes, they exist), Brussels has become an embarrassingly easy place to work or visit. English is increasingly audible and visible in this scruffily charming Belgian city, and frankly rampant in the concrete-and-glass European quarter. Now, however, signs of a backlash are building. This is not based on sentiment, but on chewy points of economic efficiency and political fairness. And in a neat coincidence, Brussels is again a good place to watch the backlash develop. Start in the European district, where to the sound of much grinding of French and German teeth, the expansion of the European Union has left English not just edging ahead of the two other working languages, but in a position of utter dominance. The union now boasts 27 members and 23 official languages, but the result has been the opposite of a new tower of Babel. Only grand meetings boast interpreters. At lower levels, it turns out, when you put officials from Berlin, Bratislava, Bucharest, and Budapest in the same room, English is by far the easiest option.
- B** Is this good for Europe? It feels efficient, but being a native English speaker also seems to many to confer an unfair advantage. It is far easier to argue a point in your mother tongue. It is also hard work for even the best non-native speakers to understand other non-native versions of English, whereas it is no great strain for the British or Irish to decipher the various accents. François Grin, a Swiss economist, argues that Britain enjoys hidden transfers from its neighbours worth billions of euros a year, thanks to the English language. He offers several reasons, starting with spending in Britain on language teaching in schools, which is proportionately lower than in France or Switzerland, say. To add insult to injury, Britain profits from teaching English to foreigners. "Elevating one language to a position of dominance is tantamount to giving a huge handout to the country or countries that use it as a native language," he insists.
- C** What about the Europe outside the bubble of EU politics? Surely the rise of English as a universal second language is good for business? Perhaps, but even here a backlash is starting, led by linguists with close ties to European institutions and governments. They argue that the rush to learn English can sometimes hurt business by making it harder to find any staff who are willing to master less glamorous European

languages. English is all very well for globe-spanning deals, suggests Hugo Baetens Beardsmore, a Belgian academic and adviser on language policy to the European Commission. But across much of the continent, firms do the bulk of their business with their neighbours. Dutch firms need delivery drivers who can speak German to customers, and vice versa. Belgium itself is a country divided between people who speak Dutch (Flemish) and French. A local plumber needs both to find the cheapest suppliers, or to land jobs in nearby France and the Netherlands.

- D** “English, in effect, blocks the learning of other languages,” claims Mr Baetens Beardsmore. Just as the global rise of English makes life easy for idle Britons or Americans, it breeds complacency among those with English as their second language. “People say, ‘well, I speak English and I have no need to learn another language.’” He cites research by the European Commission suggesting that this risk can be avoided if school pupils are taught English as a third tongue after something else. A huge government-financed survey of Brussels businesses reveals a dire shortage of candidates who can speak the right local languages (40% of firms have reported losing contracts because of a lack of languages). One result is a very odd labour market. By day, Brussels is more or less bilingual, hosting a third of a million Dutch- and French-speaking commuters from the prim suburbs, who fill the lion’s share of well-paid graduate jobs. Once night falls, Dutch speakers are in a small minority.
- E** Moreover, among permanent Brussels residents, unemployment hovers around 20%. Just a short journey away, in Dutch-speaking suburbs such as Zaventem (home to the airport), unemployment is 4–5% and employers complain of worsening labour shortages. Even within Brussels, thousands of job vacancies go unfilled every month because nine in ten job seekers cannot read and write in French and Dutch, prompting employers to bin their applications. Olivier Willcox of the Brussels Chamber of Commerce and Industry argues that too many Brussels natives are “allergic to learning Dutch”. The rise of Dutch is painful for some. French was once the language of the Belgian and Brussels elite, but the post-war period has seen Dutch-speaking Flanders (as the north of Belgium is known) boom. “Like it or not, the real economic power in Brussels is Flemish,” contends Mr Willcox.
- F** Hardline nationalist politicians in Flanders must take some blame because they have done a lot to make French speakers feel unwelcome. The head of the Brussels employment service, Eddy Courthéoux, also questions the sheer number of job advertisements that demand both Dutch and French, saying that for some “it is just a way of avoiding hiring a foreigner”: code for Moroccan, Turkish, or African immigrants. Perhaps Brussels should accept its fate as an international city, and switch to English,

like some European Singapore (although with waffles, frites, and dirty streets)? For all his problems finding jobs for monolingual locals, Mr Courthéoux looks appalled. "Living in a bilingual city is not a misfortune, it makes life rich and interesting," he argues. Some would call this pure sentiment, others might suggest that it reflects hard-nosed economics. But Brussels is actually a good place in which to hear the point and simply nod your head.

Questions 1–4

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

Write your answers in boxes 1–4 on your answer sheet.

1. The EU uses interpreters at
 - A select important meetings.
 - B most meetings.
 - C almost all meetings.
 - D few meetings.
2. Hugo Baetens Beardsmore believes that English is a suitable language
 - A when negotiating globally.
 - B when negotiating within Europe.
 - C for people in small countries like Belgium.
 - D for academic purposes.
3. Olivier Willcox believes that many French-speaking Belgians
 - A cannot learn Dutch.
 - B can learn Dutch easily.
 - C do not want to learn Dutch.
 - D are eager to learn Dutch.
4. Eddy Courthéoux believes that
 - A Brussels is a great place, even though it has dirty streets.
 - B people in Brussels have to learn both Dutch and French.
 - C some job advertisements requiring applicants to speak Dutch and French may be racially motivated.
 - D foreigners have difficulty reading some job advertisements.

Exercise 9

OUCH! YOU'VE GOT SOME NERVE!

Serious pain starts with the stimulation of one or more of the body's many special sensors, called nociceptors, in the skin or internal organs. These special sensors receive information about intense heat, extreme pressure, sharp pricks or cuts, or other events that can cause body damage. Two types of nerve fibres carry this information from the nociceptors to the spinal cord: A-delta fibres, which transmit information quickly and appear to be responsible for sudden and sharp feelings of pain; and C-type fibres, which transmit pain impulses more slowly and may be the cause of a nagging sense of pain.

At the spinal cord, messages from nociceptors may be modified by other spinal nerves that enhance or, more frequently, diminish the intensity of the pain. The pain impulse then travels to several parts of the brain. Some brain areas determine where the pain is and what is causing it, while other areas combine the sensory information with the total state of the body and produce the emotional sensation called pain. These same brain centres can activate long nerve fibres that descend to the place in the spinal cord where the pain signal originates and decrease the signal.

In the mid-1970s, researchers showed that many nerve fibres that hold back pain messages in the spinal cord release a neurotransmitter called enkephalin. Some areas of the brain that process pain messages produce a related chemical called endorphin. Although the exact roles of these two substances in pain perception are not yet clear, scientists hope that studies of these chemicals may eventually give rise to better types of pain treatment.

The complex nature of pain is illustrated by the stories of soldiers who are severely wounded and do not complain of pain, or of athletes who are injured but do not experience pain until the contest is over. In some cultures, an operation can be performed on the skull without an anaesthetic (anti-pain drug). On the other hand, scientists have recently shown that the expectation of pain can actually intensify the experience, perhaps by inducing anxiety. The emotional component of pain is also illustrated by the words frequently used to describe its nature, such as "vicious", "nauseating", and "nagging".

Acute or severe pain – such as that produced by physical injury, burns, or surgery – is most often treated with anti-pain drugs, which can range from simple ones, like aspirin, to more powerful drugs, like morphine. In the terminal stages of cancer, combinations of powerful painkilling drugs may be used, including mood-altering drugs, like tranquillisers

or anti-depressants. In some patients who have had surgery, pain is effectively relieved by a nerve block: the injection of an anaesthetic into the regional nerve centre through which the nerves from the surgery site pass. With certain types of back pain, surgery can correct the problem causing the pain.

Beginning about 1965, physicians came to appreciate the uniqueness of the condition called "chronic pain". In this syndrome (bodily condition), patients may complain of pain for years, without having any apparent or detectable injury or cause. Researchers suggest that chronic pain is a behaviour state, initiated by a real injury, in which the pain has lasted so long that it has itself become the disease. Of the many millions of Americans who suffer from chronic pain, one third have back pain and another third arthritis (swelling between the bone joints). Many of these patients are dependent on strong painkilling medicines, and they usually have fallen into a cycle of pain, depression, and inactivity.

A number of special clinics have been formed to treat people who suffer from chronic pain. Such clinics emphasise reduction of drug dosages, along with exercise, activity therapy, and mental relaxation techniques such as hypnosis and biofeedback. Some include psychological counselling, and many attempt to change learned pain behaviours by enlisting the patient's family. In other cases, patients are helped by an electronic nerve-stimulating device, called TENS, that can be used to send electricity into the nerves and up the spinal cord. Exactly how and why this device works is not known, but it may stimulate the brain to send pain-inhibiting impulses down the spine.

Questions 1-3

Choose **THREE** letters, A-G. Write your answers in boxes 1-3 on your answer sheet.

According to the text, which **THREE** of the following have been used to reduce the effects of pain in humans?

- A Enkephalin
- B Arthritis
- C Morphine
- D Skull surgery
- E Tranquillisers
- F Music
- G Biofeedback

II. True / False / Not Given (Yes / No / Not Given)

Exercise 1

Inconspicuous Consumption

Products and services that were once the preserve of a very wealthy few – from designer handbags to fast cars, bespoke tailoring and domestic servants – are increasingly becoming accessible, if not to everyone, then certainly to millions of people around the world. This may appall killjoy economists, but it is arguably even more upsetting to those super-rich folk who have long been able to afford luxury, and may in one crucial respect even regard it as a necessity. As Thorstein Veblen noted over a century ago in “The Theory of the Leisure Class” – the book in which he coined the phrase “conspicuous consumption” – spending lavishly on expensive but essentially wasteful goods and services is “evidence of wealth”. In the 21st century, “being a conspicuous consumer is getting harder and harder,” says James Lawson of Ledbury Research, a firm that advises luxury businesses on market trends. What does a billionaire have to do to get noticed nowadays?

Being a millionaire, for instance, is becoming commonplace. In 2004, there were 8.3 million households worldwide with assets of at least \$1 million, up by 7% on a year earlier, according to the latest annual survey by Merrill Lynch and Capgemini. The newly wealthy are often desperate to affirm their status by conspicuously consuming the favoured brands of the already rich. In developed countries this can be seen, in its extreme form, in the rise of “bling” – jewellery, diamonds, and other luxuries sported initially by rappers. The number of luxury buyers in the developed world is also being swelled by two other trends. First, consumers are increasingly adopting a “trading up, trading down” shopping strategy. Many traditional mid-market shoppers are abandoning middle-of-the-range products for a mix of lots of extremely cheap goods and a few genuine luxuries that they would once have thought out of their price league.

Alongside this “selective extravagance” is the growth of “fractional ownership”: time-shares in luxury goods and services formerly available only to those paying full price. Fractional ownership first got noticed when firms such as NetJets started selling access to private jets. It has since spread to luxury resorts, fast cars, and much more. In America, From Bags to Riches – “better bags, better value” – lets less-well-off people rent designer handbags. In Britain, Damon Hill, a former racing driver, has launched P1 International. A £2,500 (\$4,300) joining fee, plus annual membership of £13,750, buys around 50–70 driving days a year in cars ranging from a Range Rover Sport to a

Bentley or a Ferrari. As a result, “the price of entry for much of what traditionally was available to the top 0.001% is now far lower,” says Mr Lawson, who notes the sorry implications for a would-be conspicuous consumer: “How do I know if the guy who drives past me in a Ferrari owns it or is just renting it for the weekend?”

Demand for luxury is also soaring from emerging economies such as Russia, India, Brazil, and China. Antoine Colonna, an analyst at Merrill Lynch, estimates that last year, Chinese consumers already accounted for 11% of the worldwide revenues of luxury-goods firms, with most of their buying done outside mainland China. He forecasts that by 2014, they will have overtaken both American and Japanese consumers, becoming the world’s leading luxury shoppers, yielding 24% of global revenues. These emerging consumers have a big appetite for the top luxury brands – and the owners of those brands are increasingly keen to oblige. Russia is producing today’s most determinedly conspicuous consumers. Roman Abramovich, the best-known oligarch not in jail, has conspicuously set new standards in buying mansions, ski resorts, and soccer teams. For the already rich, strategies such as splashing out on ever-bigger houses, longer yachts or getting special treatment from luxury-goods firms do not contribute much marginal conspicuousness. Meanwhile, the list of new ways to get noticed by the masses is shrinking fast. Even space tourism – impressive in 2001, when Dennis Tito paid Russia \$20 million to visit the International Space Station – will soon be humdrum.

As it gets ever harder to consume conspicuously, are some traditional luxury consumers giving up trying? According to Virginia Postrel, author of “The Substance of Style”, conspicuous consumption is much more important when people are not far from being poor, as in today’s emerging economies. In developed countries, in particular, “status is always there, but the shift in the balance is towards enjoyment.” For instance, the first thing the newly super-rich tend to buy is a private plane. But that, she says, is “not so much about distinguishing themselves from the masses as not being stuck with them in a security line”. Yet rather than abandoning status anxiety, the way the rich seek to display status may simply be getting more complex. As inequality grows again in rich countries, some of the very rich worry about consumption that is so conspicuous to the masses that it provokes them to try to take their wealth away. Some car-industry experts blame weak sales of the latest luxury limousines on this fear.

As well as traditional conspicuous consumption and “self-treating”, Ledbury Research identifies two other motives that are driving buying by the rich: connoisseurship and being an “early adopter”. Both are arguably consumption that is conspicuous only to those you really want to impress. Connoisseurs are people whom their friends respect for their deep knowledge of, say, fine wine or handmade Swiss watches. Early adopters

are those who are first with a new technology. Silicon Valley millionaires currently impress their friends by buying an amphibian vehicle to avoid the commuter traffic on the Bay Bridge. Several millionaires have already paid \$50,000 to clone their pet cat.

In America, at least, says Marian Salzman, a leading trend-spotter, the focus of conspicuous consumption is increasingly on getting your children into the best schools and universities. Harvard may be today's ultimate luxury good. Getting into the right clubs is also as important a social statement as ever. America's young wealthy may currently be seen at the Core Club in New York: membership is by invitation only, with a joining fee of \$55,000 plus annual dues of \$12,000.

But perhaps the true symbol of exalted status in the era of mass luxury is conspicuous non-consumption. This is not just the growing tendency of the very rich to dress scruffily and drive beaten-up cars, as described by David Brooks in "Bobos in Paradise". It is showing that you have more money than you know how to spend. So, for example, philanthropy is increasingly fashionable, and multi-billion-dollar endowments such as the Bill and Melinda Gates Foundation are certainly conspicuous. However, since the new philanthropists are keen to demonstrate that their giving produces results, this does not quite meet Veblen's threshold of being a complete waste of money. So, the laurels surely go to those who are so wealthy that they are willing to buy adverts encouraging the state to tax them. Kudos, then, to those conspicuously non-consuming wealthy American opponents of recent efforts to abolish estate taxes: George Soros, Bill Gates senior (the father of the world's richest man), and Warren Buffett.

Questions 1–5

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

In boxes 1–5 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. Virginia Postrel believes that the newly rich buy private planes mainly to show how rich they are.
2. Sales of luxury limousines are falling because very rich people don't want to appear to be very rich.
3. Very rich people generally have little genuine knowledge of fine wines.
4. Membership of the Core Club is just on the basis of wealth.
5. Warren Buffett wants the government to make him pay higher taxes.

Exercise 2

Cleaning up

The current row over climate change sounds all too familiar. Germany, host of this year's G8 summit, is trying to get the world to agree on what to do when the Kyoto Protocol on curbing greenhouse gases runs out in 2012. America, which dislikes the tough targets that the Europeans want the world to sign up to, is proposing separate negotiations between the world's big emitters. Environmentalists accuse it of trying to sidetrack the issue. The line-up is much like the one that led to America's withdrawal from the Kyoto agreement in 2001.

Yet to conclude from this that nothing has changed would be wrong. Attitudes have shifted sharply over the past six years, most importantly among businesspeople. Until recently, business tended to take a dim view of the idea that the climate was changing. The notion implied that industry had damaged the planet, and should therefore pay for the consequences. Since companies couldn't see the damage they were supposed to have done, they preferred, by and large, to argue that it wasn't happening.

No longer. These days businesspeople are falling over each other to prove their greenness. That's partly because the politics of climate change have moved so fast in America. Five bills in Congress would introduce federal controls. Most of the serious presidential candidates for 2008 favour them. California now has binding targets to cut CO₂ emissions, and other states plan to follow. Many chief executives have come round to the view that federal controls would be better than a patchwork of state laws. And if federal regulations are coming, companies need to support them, in order to be involved in designing them. Hence the need to be seen to be green.

However, companies are not driven purely by fear of regulation. Cleaner energy means new technologies, and new money to be made. Businesspeople concerned to position themselves well for a carbon-constrained future must do more than get themselves photographed with Al Gore: they need to invest in technologies that will produce cleaner energy. There's scope for new investment. In 2003, the most recent year for which figures are available, America's power-generation business, arguably the world's biggest single polluter, spent a rather smaller proportion of its revenues on R&D than did America's pet-food business. But that's beginning to change, as our survey this week makes clear.

Global investment in renewable power-generation, biofuels, and low-carbon technologies rose from \$28 billion in 2004 to \$71 billion in 2006, according to New Energy Finance, a research company. The stock prices of clean-energy companies have been rocketing up. Silicon Valley's venture capitalists are piling into the business, convinced that they can design revolutionary technologies, bring down prices, and turf out incumbents in the energy business just as they did in the software business. Oil firms, carmakers, power generators, nervous of being outmanoeuvred, are jacking up their investments in renewables and biofuels.

As the likes of General Electric and BP put money into cleaner technologies, costs will fall. The price of a watt of solar photovoltaic capacity dropped from around \$20 in the 1970s to \$2.70 in 2004 (though a silicon shortage, caused by rocketing demand as a result of madly generous German subsidies, has pushed it up since). The price of wind power has fallen from \$2 per kilowatt hour in the 1970s to 5–8 cents now, compared with 2–4 cents for coal-fired power. More investment will bring prices down further; and, as the gap shrinks, so the costs of switching from dirty energy to the clean sort will fall.

Yet business's new enthusiasm for clean energy is a fragile green shoot in a dark landscape. Much could happen to crush it. A sustained fall in the oil price, for instance, would undermine investment in costlier, cleaner technologies. But the bigger risk is political. Businesses are investing in alternatives to fossil fuels because they assume that carbon emissions will be constrained in the future. If governments do not act to curb emissions, those investments will eventually wither.

The best way for governments to encourage investment in cleaner energy is to make the polluter pay by putting a price on CO₂ emissions. According to the Intergovernmental Panel on Climate Change (IPCC), the body set up under the auspices of the United Nations to establish a consensus on global warming, a price of somewhere between \$20 and \$50 per tonne of CO₂ by 2020–30 should start to stabilise CO₂ concentrations at around 550 parts per million (widely reckoned to be a safeish level) by the end of this century. A \$50 price tag would raise petrol prices in America by around 15% and electricity prices by around 35% – hardly draconian when set alongside recent fluctuations. The IPCC reckons that stabilising at 550ppm would knock around 0.1% off global economic growth annually.

A carbon price can be established either through a tax or through a cap-and-trade system, such as the one Europe adopted after signing up to Kyoto. A carbon tax

would be preferable, because companies would then be able to build a fixed price into their investment plans; but businesspeople and politicians are both strangely averse to the word “tax”. A cap-and-trade system can be made to work, but the price has to settle at a level that affects commercial decisions. Europe’s hasn’t: the price has been too volatile, and, for much of its existence, too low, to shift investment patterns much.

Europe has tightened its system up, and the carbon price has risen to a level which could start to make a difference. But Europe, by itself, will not save the planet. It is America that matters, not just because it is the world’s biggest polluter, but also because without its participation, the biggest polluters of the future – China and India – will not do anything. The best news in the fight against climate change is that business is starting to invest in clean energy seriously. But these investments will flourish only if governments are prepared to put a price on carbon. The costs of doing that are not huge. The costs of not doing so might be.

Questions 1–5

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

In boxes 1–5 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. America believes that Europe’s emissions targets are too tight.
2. In America, state laws have had little effect on the environment.
3. Al Gore works for a clean-energy company.
4. Traditional power and energy companies are not investing in green technologies.
5. The possibility of government action to reduce emissions has led to greater investment in green technologies.

Exercise 3

Displays to keep an eye on

- A** New displays are starting to appear in consumer devices, offering advantages over today's liquid-crystal screens. From tiny mobile phones to enormous flat-panel televisions, liquid-crystal displays (LCDs) are everywhere. The technology is cheap, even for large panels – witness the tumbling price of LCD televisions – and can brilliantly display text and graphics. LCDs have made notebook computers possible and have pushed aside the bulky computer monitors of a few years ago. They make it possible to show films on aeroplane seat-backs, play video games on the train, and see digital photos right away on the back of a camera.
- B** However, LCDs are not perfect. They can be power-hungry, tend to produce washed-out images in bright sunlight, and are often thick and inflexible. As a result, several other display technologies, each with benefits and drawbacks of their own, are starting to appear in consumer-electronics devices. Some of them could give the LCD a run for its money, at least in some areas, by offering crisper images, brighter colours, thinner screens, and lower power consumption.
- C** Electronic-paper displays, first developed in the 1970s, are finally making their way into a number of products. Appropriately enough, Sony and several other manufacturers are using the technology in portable “e-book” devices intended to replace books and newspapers. Colour LCDs are grids of tiny shutters, each of which decides how much light to let through from a “back-light” behind the screen. Electronic paper, conversely, relies on ambient light from the surroundings, just like ink on paper – so electronic-paper displays are sharp and easy to read in bright sunlight. Better still, once the screen has been set to display a page of text, no electrical power is needed to keep it there; power is consumed only when the screen is updated, which can extend the battery life of mobile devices.
- D** The technology is also easy on the eye, says Nico Verplancke of IBBT, a Flemish research institute. Last year, he oversaw a trial of electronic-paper technology carried out by De Tijd, a Belgian newspaper. The newspaper asked 200 readers to evaluate an electronic edition displayed on the iLiad, a

device made by iRex Technologies of Eindhoven, in the Netherlands. Their responses to the display were favourable. “The reading experience was pretty amazing,” says Mr Verplancke. “It was very close to reading normal paper.”

- E** Sony has developed a similar device called the Reader, which went on sale in America last autumn. Like the iLiad, it uses electronic-paper technology from E Ink, based in Cambridge, Massachusetts. E Ink’s technology has also been used in the Motofone, Motorola’s low-cost mobile phone for the developing world, a Seiko wristwatch, a weather station, and a flash-memory stick. And it will appear in a new mobile device with a five-inch (13cm) roll-up display that will be introduced in Italy later this year. The “Librofonino”, an e-book reader with a cellular connection for receiving information, was developed by Polymer Vision, based in the Netherlands, and will be sold by Telecom Italia.
- F** A second emerging technology is based on organic light-emitting diodes (OLEDs). Such displays, which are based on the electroluminescence of organic compounds, are said to be thinner and brighter than LCDs, and offer wider viewing angles. Since they emit light directly, OLED displays do not need a backlight. So far OLED displays have appeared mostly in small devices such as music players and as the secondary display on the outside of mobile phones. Sales of OLED displays in 2006 reached \$615m, says Vinita Jakhanwal of iSuppli, a market research firm. But the technology is improving and annual sales will grow to around \$3 billion in 2012, she predicts.
- G** The technology’s main drawback is that OLED displays only have a lifetime of around 20,000 hours, or a little over two years in continuous use, so they are not yet suitable for use in laptops or TVs. But those working on the technology are optimistic that this problem can be solved. “Every year, the R&D team is making strides,” says Dave Das of Samsung. The South Korean electronics giant is one of the biggest backers of OLED displays. The firm is already using the technology in some of its mobile phones and music players and introduced a prototype TV with a 40-inch OLED screen in 2005. Samsung is one of the biggest manufacturers of LCD TVs, but OLED technology could offer better brightness and contrast and faster response. “It’s better at displaying fast-moving images, for example a football game,” says Mr Das.
- H** Another emerging technology, called iMoD, is being developed by Qualcomm, an American firm that developed the CDMA technology that underpins modern mobile phones. The idea is to exploit microscopic mechanical structures

that reflect light in such a way that specific wavelengths interfere with each other to create vivid colours, like those of a butterfly's wings. (The name is derived from "interferometric modulator display".) Qualcomm says this approach can produce pure, bright colours using very little power. It has demonstrated the technology in prototype form and hopes to license it to handset makers. Marlene Bourne, an analyst who covers the field of "micro-electromechanical systems", says iMoD is an impressive technology. As with electronic paper and OLEDs, it is certainly worth keeping an eye on.

Questions 1–5

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

In boxes 1–5 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. LCDs tend to use a lot of energy.
2. Electronic paper was developed at the same time as LCDs.
3. Reader and iLiad both use technology from E Ink.
4. OLED technology has not yet been adapted for use with large screens.
5. iMoD was developed from studies of butterfly wings.

Exercise 4

New model police

William Bratton, the chief of the Los Angeles Police Department (LAPD), likes to say that “cops count”. They certainly seem to count when Mr Bratton is in charge of them. New York’s crime rate withered when he ran its police force in the mid-1990s, and Los Angeles has become more law-abiding ever since he arrived in 2002. Burglaries are down by a fifth, murders by a third, and serious assaults by more than half. The setting for innumerable hard-boiled detective novels and violent television dramas is now safer than Salt Lake City in Utah.

Yet Los Angeles’s good fortune is not replicated everywhere. Compared to ten years ago, when crime was in remission across America, the current diagnosis is complex and worrying. Figures released this week by the FBI show that, while property crimes continue to fall, the number of violent crimes has begun to drift upwards. In some places it has soared. Oakland, in northern California, had 145 murders last year – more than half again as many as in 2005. No fewer than 406 people died in Philadelphia, putting the murder rate back where it had been in the bad old days of the early 1990s.

The most consistent and striking trend of the past few years is a benign one. America’s three biggest cities are becoming safer. Robberies in Chicago, Los Angeles, and New York have tumbled in the past few years, defying the national trend. Indeed, the big cities are now holding down increases in overall crime rates. Between 2000 and 2006, for example, the number of murders in America went up by 7%. Were it not for Chicago, Los Angeles, and New York, all of which notched many fewer, the increase would have been 11%.

This is especially surprising given the big cities’ recent woes. Thanks to a cut in starting salaries and poaching by suburban forces, New York’s police department has lost more than 4,000 officers since 2000. Chicago and Los Angeles also have fewer cops than they did in the late 1990s – and the latter has more people. The LAPD labours under a court decree, imposed in 2001 following revelations of corruption and brutality, which forces it to spend precious time and money scrutinising itself.

The three police forces, though, look increasingly alike when it comes to methods of tackling crime. The new model was pioneered in New York. In the mid-1990s,

it began to map crimes, allocate officers accordingly (a strategy known as “putting cops on the dots”), and hold local commanders accountable for crime on their turf. Since 2002 it has flooded high-crime areas with newly qualified officers. The cops’ methods are sometimes crude – police stops in New York have increased fivefold in the past five years – but highly effective. Crime tends to go down by about a third in the flooded areas, which has a disproportionate impact on the overall tally.

In the past few years, Chicago and Los Angeles have adopted similar methods, although, having fewer officers, they are less extravagant with them. The Los Angeles police targeted just five hot spots last year. Both cities have put local commanders in charge of cutting crime on their patches and, like New York, they are moving beyond putting cops on the dots. They now try to anticipate where crimes will occur based on gang intelligence.

Wesley Skogan, a criminologist at Northwestern University, reckons such methods are the most likely cause of the continued drop in big-city crime. He has diligently tested most of the explanations proffered for Chicago’s falling crime rate and has been able to rubbish most of them. Locking lots of people up, for example, may well have helped cut crime a decade ago, but it can’t account for the trend of the past few years: the number of Chicagoans behind bars has declined since 1999. The police simply seem to be doing a better job of deterring lawlessness.

The big cities’ methods may sound obvious, yet they are surprisingly rare. Many police forces are not divided into neighbourhood units. Oakland’s struggling force, for example, is organised into three daily shifts, or “watches”, which makes it hard to hold anybody accountable for steadily rising crime in a district. Even when smaller police forces track emerging hot spots, they often fail to move quickly enough to cool them down.

There is, however, a limit to what even the best police forces can do. Outside New York, in particular, the thin blue line can be very thin indeed. Los Angeles, a city of 3.8 million people, tends to have about 500 officers on general patrol at any time. However shrewdly the cops are deployed, they might not have cut crime so dramatically if social trends had not also been moving in the right direction.

The most obvious change is that, thanks in part to high property prices, all three cities are shedding young people. Together they lost more than 200,000 15- to 24-year-olds between 2000 and 2005. That bodes ill for their creativity and future

competitiveness, but it is good news for the police. Young people are not just more likely to commit crimes. Thanks to their habit of walking around at night and their taste for portable electronic gizmos, they are also more likely to become its targets.

Another change is that poor Americans have been displaced by poor immigrants – who, as studies have repeatedly shown, are much better behaved than natives of similar means. This trend is symbolised by the disappearance of blacks. Roughly half of America's murder victims and about the same proportion of suspected murderers are black. In five years, America's three biggest cities lost almost a tenth of their black residents, while elsewhere in America their numbers held steady.

None of which detracts from the achievement of America's biggest police forces. After all, they managed to cut crime when several trends, from the growing availability of crack cocaine to the continued breakdown of poor families, were against them. It is nice to have some help, but cops do count.

Questions 1–5

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

In boxes 1–5 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. Mr Bratton looks like a police detective from an American TV show.
2. Philadelphia has the highest murder rate of any US city.
3. Chicago and Los Angeles have delegated responsibility for crime rates to local commanders.
4. According to Wesley Skogan, most of the explanations for reduced crime rates are incorrect.
5. Los Angeles only has about 500 police officers.

Exercise 5

WHY AM I ITCHING ALL OVER?

- A When Marcy prepared a peanut butter and jelly sandwich for her 1-year-old son Ben's lunch that morning, she did it because they were running late for day care and it was the quickest thing she could put together. However, shortly after Ben began eating his lunch, his child-care provider noticed he seemed to be trying to scratch an itch in his mouth. After he vomited and began wheezing, she sought medical treatment for Ben, who was later diagnosed with a food allergy to peanuts.
- B One out of three people either say that they have a food allergy or that they modify the family diet because a family member is suspected of having a food allergy. But only about three percent of children have clinically proven allergic reactions to foods. In adults, the prevalence of food allergy drops to one percent. What is a food allergy? A person first develops a food allergy when his body misinterprets an otherwise harmless substance in a food product as a harmful one. His body's immune system (which fights infection and disease) reacts by creating antibodies to attack the substance. In the first exposure, the person does not experience any symptoms. However, the next time the person encounters that particular food by touching, or eating it or inhaling its particles, it activates the antibodies. In turn, the antibodies cause the body cells to release a substance called histamine, a chemical that dilates blood vessels, promotes fluid secretions, and stimulates nerves that cause muscles to spasm. These reactions can affect the person's respiratory system, gastrointestinal tract, skin, or cardiovascular system.
- C Allergy symptoms could appear within a few minutes or up to 2 hours after coming into contact with the food. "Typically the first symptom is a rash; other symptoms involve itching, gastrointestinal symptoms, nausea, diarrhea, respiratory symptoms, and swelling," says Michael Young, MD, a pediatric allergist and immunologist and author of *The Peanut Allergy Answer Book*. A common skin symptom of a food allergy is hives, or raised red itchy bumps on the skin. Swelling of the face, throat, lips, and tongue may also occur, often within minutes of contact with the food. Respiratory symptoms such as wheezing and trouble breathing or gastrointestinal symptoms such as sudden abdominal pain and vomiting are also common reactions. When a

child has a serious allergic reaction with widespread effects on the body, this condition is known as anaphylaxis. A child with anaphylaxis, which can involve the heart, lungs, blood vessels, and other body systems, may feel dizzy or light-headed or even lose consciousness. Other indications that the food allergy reaction is serious include a rapid heart rate, difficulty breathing because of a swelling in the throat and airways, or a life-threatening drop in the blood pressure (which is also known as anaphylactic shock). Without rapid emergency medical treatment, children with anaphylaxis can die if they are unable to breathe.

- D** Who is susceptible to developing a food allergy? Doctors say that some factors may place a child at higher risk for developing food allergies. “The capacity to be an allergic person is inherited,” says Dr. Young. Many children with food allergies come from families whose members have a history of other allergies, although it is not known whether a child is allergic to a food until the first time she has a reaction to it. In addition, “some people believe that being exposed to highly allergenic [allergy-triggering] foods early in life increases the risk of allergy,” he says. There is nothing parents can do that will completely eliminate the possibility that their child will develop food allergies. However, breastfeeding (especially exclusive breastfeeding that is not supplemented with infant formula) can help infants who are especially prone to milk or soy allergies avoid allergic reactions. When an infant consumes only breast milk, she has a decreased exposure to foods that can cause allergies. Some doctors also recommend that allergy-prone babies not be fed solid foods until 6 months of age or later to avoid exposure to allergenic foods.
- E** Food allergies are more difficult to diagnose and treat than other types of allergies. It is often difficult to isolate the substance in the food that is causing the allergic reaction. Skin tests are unreliable, and blood tests can be inconclusive. When a particular food is suspect, the patient simply should not eat it. Regularly eating minute amounts of the allergy-causing food won’t cure the allergy. If the culprit food is unknown, the allergist may put the patient on a special diet that eliminates various foods. If symptoms decline, the allergist will reintroduce each of the foods one at a time to help identify which food is the offending allergen.
- F** Food allergy, which is an immune response, is often confused with food intolerance, which may cause similar symptoms of gastrointestinal discomfort. Food intolerance, however, has nothing to do with an immune response.

Rather, it is caused by other factors, such as the lack of digestive enzymes. For example, a person may lack an enzyme to digest the lactose in dairy products such as milk. Technically speaking, this person would be more properly deemed “lactase deficient” rather than “allergic to dairy products”.

Questions 1–4

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

In boxes 1–4 on your answer sheet, write

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

1. Anaphylaxis can be deadly.
2. Breast milk can also help build up a baby’s immunity to diseases.
3. Regularly eating minute amounts of the allergy-causing food might cure the allergy.
4. Lactase deficiency is a common cause of milk allergies.

Exercise 6

HOW CLEAN IS THE WATER?

Plants and animals require water that is moderately pure. They cannot survive if their water is loaded with toxic chemicals or harmful microorganisms. If severe, water pollution can kill large numbers of fish, birds, and other animals, in some cases killing all members of a species in an affected area. Fish and shellfish harvested from polluted waters may be unsafe to eat. People who ingest polluted water can become ill, and, with prolonged exposure, may develop cancers or bear children with birth defects. The major water pollutants can be classed into five categories, each of which presents its own set of hazards.

Petroleum products. Oil and chemicals derived from petroleum are used for fuel, lubrication, plastics manufacturing, and many other purposes. However, these petroleum products often find their way into the water by means of accidental spills from ships, tanker trucks, pipelines, and leaky underground storage tanks. An oil spill has its worst effects when it encounters a shoreline. Oil in coastal waters kills tide pool life and harms birds and marine mammals by causing feathers and fur to lose their natural waterproof quality, which causes the animals to drown or die of cold. Additionally, these animals can become sick or poisoned when they swallow the oil while preening (grooming their feathers or fur).

Pesticides and herbicides. Pesticides and herbicides are useful for killing unwanted insects and weeds, for instance on farms or in suburban yards. Some of these chemicals are biodegradable and quickly decay into harmless or less harmful forms, while others are non-biodegradable and remain dangerous for many years. When animals consume plants that have been treated with certain non-biodegradable chemicals, such as DDT, these chemicals are absorbed into the tissues or organs of the animals. When other animals feed on these contaminated animals, the chemicals are passed up the food chain. With each step up the food chain, the concentration of the pollutant increases. In one study, DDT levels in ospreys (a family of fish-eating birds) were found to be 10 to 50 times higher than in the fish that they ate, 600 times the level in the plankton that the fish ate, and 10 million times higher than in the water. Animals at the top of food chains may, as a result of these chemical concentrations, suffer cancers, reproductive problems, and death. Many drinking water supplies are contaminated with pesticides from widespread agricultural use. More than 14 million Americans drink water contaminated with pesticides, and the Environmental Protection Agency (EPA) estimates that

10 percent of wells contain pesticides. Nitrates, a pollutant often derived from fertilizer runoff, can cause methemoglobinemia in infants, a potentially lethal form of anemia that is also called “blue baby syndrome”.

Heavy metals. Heavy metals, such as copper, lead, mercury, and selenium, get into water from many sources, including industries, automobile exhaust, mines, and even natural soil. Like pesticides, heavy metals become more concentrated as animals feed on plants and are consumed in turn by other animals. When they reach high levels in the body, heavy metals can be immediately poisonous, or can result in long-term health problems similar to those caused by pesticides and herbicides. For example, cadmium in fertilizer derived from sewage sludge can be absorbed by crops. If these crops are eaten by humans in sufficient amounts, the metal can cause liver and kidney damage. Lead can get into water from lead pipes and solder in older water systems; children exposed to lead in water can suffer mental retardation.

Hazardous wastes. Hazardous wastes are chemical wastes that are toxic (poisonous), reactive (capable of producing explosive or toxic gases), corrosive (capable of corroding steel), or ignitable (flammable). If dumped, improperly treated or stored, hazardous wastes can pollute water supplies and cause a variety of illness, birth defects, and cancers. Even tiny amounts, over time, can lead to serious health problems. In 1969, the Cuyahoga River in Cleveland, Ohio, was so polluted with hazardous wastes that it caught fire and burned. PCBs, a class of chemicals once widely used in electrical equipment such as transformers, can get into the environment through oil spills and even a small amount can reach toxic levels as organisms eat one another.

Infectious organisms. A 1994 study by the Centers for Disease Control and Prevention (CDCP) estimated that about 900,000 people get sick annually in the United States because of organisms in their drinking water, and around 900 people die. Many disease-causing organisms that are present in small numbers in most natural waters are considered pollutants when found in drinking water. Such parasites as *Giardia lamblia* and *Cryptosporidium parvum* occasionally turn up in urban water supplies. These parasites can cause illness, especially in people who are very old or very young, and in people who are already suffering from other diseases. In 1993, an outbreak of *Cryptosporidium* in the water supply of Milwaukee, Wisconsin, sickened more than 400,000 people and killed more than 100.

Questions 1–5

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

In boxes 1–5 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. An oil spill causes the most damage when it hits a shoreline.
2. With each step up the food chain, the concentration of a pollutant slightly decreases.
3. Many drinking water supplies are contaminated with pesticides due to widespread agricultural use.
4. A substantial amount of water pollution is caused when tankers routinely and deliberately flush out their oil tanks with seawater.
5. *Giardia lamblia* and *Cryptosporidium parvum* frequently turn up in urban water supplies.

Exercise 7

FAMILY SOCIOLOGY

The basic family structures

The structure of the family and the needs that the family fulfills vary from society to society. The nuclear family – two adults and their children – is the main family unit in most Western societies. In others, especially in Asian societies, it is a subordinate part of an extended family unit, which also consists of grandparents and other relatives. A third type of family unit, which is becoming more prevalent, is the single-parent family, in which children live with an unmarried, divorced, or widowed mother or father.

History and evolution of the family unit

The family unit began primarily as an economic unit; men hunted, while women gathered and prepared food and tended children. Infanticide and expulsion of the infirm who could not work were common. Later, with the advent of Christianity, marriage and childbearing became central concerns in religious teaching. However, after the Reformation, which began in the 1500s, the purely religious nature of family ties was partly abandoned in favor of civil bonds. Today, most Western nations now recognize the family relationship as primarily a civil matter rather than a religious one.

The modern family

The modern family differs from earlier traditional forms, primarily in its functions, composition, and life cycle and in the roles of husbands and wives. Many of the functions that were once performed by or within the traditional family unit are now performed by or within community institutions, e.g., economic production (work), education, and recreation. In the modern family, members now work in different occupations and in locations away from the home. Education is provided by the state or by private groups. Organized recreational activities often take place outside the home. The family is still responsible for the socialization of children. Even in this capacity, however, the influence of peers and of the mass media has assumed a larger role.

Family composition in industrial societies has also changed dramatically. The average number of children born to a woman in the United States, for example, fell from 7.0 in 1800 to 2.0 by the early 1990s. Consequently, the number of years separating the births of the youngest and oldest children has declined. This has occurred in conjunction with increased longevity. In earlier times, marriage normally dissolved through the death of a spouse before the youngest child left home. Today husbands and wives potentially have about as many years together after the children leave home as before.

During the 20th century, extended family households declined in prevalence. This change is associated particularly with increased residential mobility and with diminished financial responsibility of children for aging parents, as pensions from jobs and government-sponsored benefits for retired people became more common.

By the 1970s, the prototypical nuclear family had yielded somewhat to modified structures including the one-parent family, the stepfamily, and the childless family. One-parent families in the past were usually the result of the death of a spouse. Now, however, most one-parent families are the result of divorce, although some are created when unmarried mothers bear children. In 1991, more than one out of four children lived with only one parent, usually the mother. Most one-parent families, however, eventually became two-parent families through remarriage.

A stepfamily is created by a new marriage of a single parent. It may consist of a parent and children and a childless spouse, a parent and children and a spouse whose children live elsewhere, or two joined one-parent families. In a stepfamily, problems in relations between non-biological parents and children may generate tension; the difficulties can be especially great in the marriage of single parents when the children of both parents live with them as siblings.

Childless families may be increasingly the result of deliberate choice and the availability of birth control. For many years, the proportion of couples that were childless declined steadily as venereal and other diseases that cause infertility were conquered. In the 1970s, however, the changes in the status of women reversed this trend. Couples often elect to have no children or to postpone having them until their careers are well established.

Since the 1960s, several variations on the family unit have emerged. More unmarried couples are living together, before or instead of marrying. Some elderly couples, most often widowed, are finding it more economically practical to cohabit without marrying.

World trends

All industrial nations are experiencing family trends similar to those found in the United States. The problem of unwed mothers – especially very young ones and those who are unable to support themselves – and their children is an international one, although improved methods of birth control and legalized abortion have slowed the trend somewhat. Divorce is increasing even where religious and legal impediments to it are strongest.

Unchecked population growth in developing nations threatens the family system. The number of surviving children in a family has rapidly increased as infectious diseases, famine, and other causes of child mortality have been reduced. Because families often cannot support so many children, the reduction in infant mortality has posed a challenge to the nuclear family and to the resources of developing nations.

Questions 1–7

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

In boxes 1–7 on your answer sheet, write

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

1. Due to changes in function, the modern family is weaker than earlier traditional forms.
2. Some elderly couples prefer living together without marriage because it is more practical.
3. Peer influence and mass media have assumed a larger role in the socialisation of children.
4. During the 20th century, extended family households became more common.
5. Presently, most Western countries view the family relationship as essentially a civil matter.
6. The family unit first began as a product of religious teaching.
7. Divorce is slowly decreasing, especially where religious and legal impediments are strongest.

Exercise 8

CHILDREN AT WORK

Children have been used as workers for thousands of years in countries around the world. The rise of child labor in the United States began in the late seventeenth and early eighteenth centuries. Industrialization was a strong force in increasing the number of working children. By 1900, more than two million U.S. children were at work. The 1900 census, which counted workers aged 10 to 15, found that 18.2 percent of the country's children between those ages were employed. Children worked in factories, mines, fields, and in the streets. They also picked cotton, shined shoes, sold newspapers, canned fish, made clothes, and wove fabric. Children worked to help support their families.

Working conditions were often horrendous. Children would work twelve hours a day, six days a week throughout the year. The hours were long, the pay was low, and the children were exhausted and hungry. Factory children were kept inside all day long. Children who worked the fields spent long, hot days in the sun or went barefoot in mud and rain. These young workers could not attend school and rarely knew how to read or write.

Children in the United States continued to work under deplorable conditions until well into the mid-twentieth century. In the early nineteenth century, reformers began working to raise awareness about the dangers of child labor and tried to establish laws regulating the practice. In 1904, the National Child Labor Committee was formed. In 1908, the Committee hired Lewis Hine as its staff photographer and sent him throughout the country to photograph and report on child labor. Documenting child labor in both photographs and words, his state-by-state and industry-by-industry surveys became one of the movement's most powerful tools. Often photographing the children looking directly into the camera, Hine brought them face to face with people throughout the country who would rather believe that such poverty and hardship did not exist.

The movement against child labor confronted its biggest obstacle when it lobbied for the creation of a federal child labor law that would prohibit the use of child labor nationwide. At the time, the federal government did not have clear authority to regulate child labor. Legal scholars believed that the U.S. Constitution left the matter of child labor to each State to regulate as it saw fit. Nevertheless, the movement

was able to generate strong public support for the federal regulation of child labor. It also succeeded in establishing a Children's Bureau within the United States government in 1912.

By 1916, the U.S. Congress had passed its first federal child labor law, which effectively prevented factories and mines from using children under the age of 14. However, the U.S. Supreme Court struck down the law and ruled that it was not within the federal government's authority to regulate child labor. In December of 1918, Congress tried again and passed a second child labor law. This time, it based the law on its powers of taxation rather than its powers of interstate commerce. However, the U.S. Supreme Court again struck down the law for the same reasons.

For the next twenty years, the U.S. Congress and the U.S. Supreme Court remained at odds over federal regulation of child labor. It wasn't until 1938 that federal protection of working children would be obtained through passage of the Fair Labor Standards Act. Like the first child labor bill, it prohibited the interstate commerce of products or services that were made using children under a certain age. It also established minimum standards and working conditions for the employment of children above a certain age. The law was again challenged in the U.S. Supreme Court. However, in 1941, the U.S. Supreme Court reversed its earlier ruling on the 1918 law and upheld the right of the federal government to use its interstate commerce powers to regulate child labor.

With the Fair Labor Standards Act and its amendments, the movement to end child labor in the United States accomplished most of what it initially set out to do. The worst abuses of child labor as it existed in the first few decades of the twentieth century are now history. Countless children and their children were saved from deadening exploitation in mines, mills, and factories. But new challenges have arisen both in the United States and abroad. Young people around the world continue to toil as child laborers. Internationally, two hundred fifty million children work to help support their families. Africa, Asia, Central America, and South America have the highest rates of child labor. There are also a significant number of children who are migrant farm workers and sweatshop workers in the United States.

Questions 1-7

Do the following statements reflect the situation as described by the writer in the passage?

In boxes 1-7 on your answer sheet, write

YES	if the statement reflects the situation as described by the writer
NO	if the statement contradicts the situation as described by the writer
NOT GIVEN	if it is impossible to know what the situation is from the passage

1. The rise of child labor in the United States began in the late 1700's and early 1800's.
2. By 1900, more than ten million U.S. children were at work.
3. Children who worked the fields spent long days in the sun or went barefoot in mud and rain.
4. Child laborers were allowed to attend night school where they learned reading and writing.
5. In the early 1900's, reformers began working to raise awareness about the dangers of child labor.
6. In 1908, the U.S. Congress hired Lewis Hine as its staff photographer.
7. Presently in America, nearly 28 percent of the children between 16 and 18 are employed.

III. Summary

Exercise 1

Controversy over Identity Chip

A Florida technology company, Applied Digital Solutions (ADS), is poised to ask the US government for permission to market a computer identity chip which can be embedded beneath a person's skin. This new implant technology could be good news for airports, nuclear power plants, and other high-security facilities, as it could replace ID cards, which are easy to counterfeit, and avoid the problem of negligence on the part of security guards. In addition, the computer chip, which is no bigger than a grain of rice, is extremely difficult to remove or fake.

Other uses of this technology include satellite tracking of an individual's every move to the storage of sensitive data such as medical records. As a result, the technology is attracting interest worldwide among people involved in tasks such as foiling kidnapping and providing paramedical services. Already, eight companies based in Latin America, where kidnappings are endemic, have asked ADS to develop programs for them. Also, a man who suffers from serious allergies is keen to be the first person to have one of the chips implanted in him. Jeff Jacobs of Florida said, "In case I had an allergy attack, medical personnel would be able to tell from the chip whom to contact, what medications I'm on, what I'm allergic to, what kind of operations I've had, and where there might be problems."

More than a decade ago, ADS bought a competing firm which had been making chips for implanting into animals. The chips helped owners find lost pets and also stored vaccination records. Chips for humans are not much different. The makers of the chip foresee it being used to help emergency workers diagnose a lost Alzheimer's disease patient or to access an unconscious patient's medical history.

The chip has no power supply; rather, it contains a millimeter-long magnetic coil that is activated when a scanning device is run across the skin above it. A tiny transmitter on the chip sends out the data. Without a scanner, the chip cannot be read. ADS plans to give scanners free to hospitals and ambulance companies, in the hope that they will become standard equipment.

However, several groups advocating personal privacy have expressed fears that the chips may be used to infringe on personal freedoms. A spokesman for the Electronic Frontier Foundation, one of such organizations, said, "The problem is that you always have to think about what the technology will be used for tomorrow. It's what we call function creep. At first, a device is used for applications we all agree are good. But then it is slowly used for more than what was originally intended. For instance, people who fall foul of the law and order authorities may be compelled to have the chips implanted in them in order to monitor their movements. This brings the individual helplessly into the power of the state."

ADS responds to this criticism by asserting that it will never provide the technology to anyone who intends to coerce people to have the chips implanted in them.

Adapted from an article by the Associated Press

Questions 1–6

Complete the summary below.

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

Write your answers in boxes 1–6 on your answer sheet.

ADS has developed a technique aimed at strengthening security systems using a _____ 1 _____ which would be embedded in the body. Two of the areas where the system could be very helpful are in efforts to combat _____ 2 _____ and provide _____ 3 _____. The technology was developed from a system used to trace _____ 4 _____. The data cannot be read without a _____ 5 _____, but ADS intends to supply such equipment free to certain users. A problem is that groups which champion personal privacy are alarmed about what they call _____ 6 _____.

Exercise 2

COASTLINE DANGER

- A** On July 17, 1998, an unexpected tsunami pounded the northern coastline of Papua New Guinea. In three massive waves, as high as 15 meters, it washed away entire villages, drowned over 2,500 people and left thousands homeless. Survivors of the Papua New Guinea disaster described the tsunami as a wall of water hurling toward shore, averaging 10 meters high and extending about 5 kilometers from front to back. The largest wave swept over the shore at speeds of up to 20 kilometers per hour for more than a minute, before draining away in preparation for the next.
- B** What are tsunamis? Tsunamis are enormous waves initiated by sudden seismic events. A tsunami is generated when a large mass of water is displaced suddenly, creating a swell that moves away from its origin. The effect is similar to the ripples that form when a pebble is dropped into a pond – but a thousand times larger. A tsunami wave can be 100 to 200 kilometers wide and long. It can reach speeds of 725 to 800 km/hour. It can travel thousands of kilometers across the ocean and maintain a barely noticeable height of less than a half meter. However, as the tsunami enters the shallow waters of a coastline, it bunches up into a monstrous wall of seawater that can reach heights of 30 meters and still be many kilometers in length.
- C** The impact of such large waves on a shoreline can be devastating. Buildings, bridges, and other structures may be destroyed. Extensive beach erosion commonly occurs. In addition, water may flood areas hundreds of meters inland. The amount of damage depends on the geometry of the coastline as well as the size of the tsunami. Because variations in the shape of coastal areas can focus or diffuse the energy in a wave, different parts of a coastline may experience very different degrees of damage from a given tsunami. The largest waves, hence the greatest amount of damage, are generally observed in embayments that funnel the waves into a narrow bay.
- D** Tsunamis are frequently caused by underwater earthquakes with a magnitude greater than 7 on the Richter scale. The most dangerous tsunamis are triggered by quakes with a shallow focus that produce extended vibrations and shift the seafloor vertically. Tsunamis are sometimes generated by other catastrophic events, such as underwater volcanic explosions. For example, the disastrous eruption of Krakatau that killed more than 30,000 people in 1883 produced waves that were 35 meters high and that traveled thousands of kilometers. Although scientists are not certain exactly how this eruption led to a tsunami, a recent study of seafloor deposits suggests that water displaced by immense ash flows was the cause. Underwater landslides have also been known to create tsunamis. For instance, the Hawaiian Islands have all experienced enormous landslides in the past, and coastal sediments record evidence of tsunamis that were generated from them.

- E** The exact trigger of the Papua New Guinea tsunami is not yet known, although an earthquake was certainly involved. Because the earthquake was relatively small, scientists were somewhat surprised by the disastrous results. One study of seismic data indicated that the earthquake was centered offshore and produced a 2-meter vertical displacement of the sea-floor; the conclusion was that this abrupt motion triggered the tsunami. Other evidence indicates that the tsunami was produced by a huge offshore landslide, itself triggered by the earthquake. Eyewitness accounts indicate that the first wave struck shore about 20 minutes after the main shock of the earthquake, too long for the tsunami to have originated from sub-sea faulting during the quake. A slump or landslide typically lags several minutes behind an earthquake and could explain the delay. Further support comes from a 70-second-long rumble recorded in the middle of the Pacific soon after the earthquake. This sound lasted too long to have come from a small aftershock and may have represented a seafloor slide.
- F** Unfortunately, tsunamis cannot be stopped or prevented. However, effective warning systems might save hundreds of lives. In the United States, the National Tsunami Hazard Mitigation Program has been developed to reduce the impacts of tsunamis along the U.S. Pacific Coast. One goal of this program is to improve the tsunami warning systems. Components of such systems include seismic sensors that warn of large earthquakes and oceanic sensors that detect tsunamis crossing the ocean. Destructive tsunamis need to be detected quickly so that warnings can be issued to allow orderly evacuation of coastal communities in the path of the waves. Of course, evacuation can only save lives if the tsunami is triggered far enough away to give advanced warning.

Questions 1–7

Complete the summary below.

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

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

A tsunami happens when enormous waves are triggered by _____ 1 _____, posing a _____ 2 _____ which floods away from its source. It may reach speeds of 725 to 800 km/hour. When such a large mass of water is pushing against a shoreline, _____ 3 _____ often takes place. Different parts of a coastline may experience various degrees of damage due to the variations in the shape of coastal areas. Actually, tsunamis are usually caused by _____ 4 _____ and _____ 5 _____. Unluckily, tsunamis cannot be stopped or prevented. In the United States, the National Tsunami Hazard Mitigation Program has been developed to underpin the _____ 6 _____. As a matter of fact, provided that a tsunami truly occurs, _____ 7 _____ is crucial to the rescue operations.

Exercise 3

Amae: Key to Understanding Japanese Culture?

Students of Japan have commonly accepted the claim that amae (indulgent dependency) is distinctive to the production and reproduction of Japanese culture. The assumption is that all Japanese social bonding is patterned after the primary mother-child experience. This implies that the lifelong closeness of schoolmates, for example, which is a marked feature of Japanese culture, can be traced back to the mother-child bond. The loyalty which the typical Japanese employee feels toward his or her employer, and the isolation he feels away from familiar surroundings, is also explained as the influence of amae.

An American mother best confirms her identity as a mother by teaching her child to cope with strange situations – an act that implies independence training. A Japanese mother, however, is expected to carry or hug her child, protecting it from confronting strange experiences, as connotated by the dependence inherent in amae. Many observers have noted the overprotective and overindulgent attitudes of Japanese mothers. The Japanese mother who supervises or monitors her child is rewarded with uniquely identity-confirming responses like clinging and serving behavior from the child, while such behavior is not predicted for mothers and children in the United States.

For close to a third of a century, students of Japan have commonly accepted the claim of Doi that amae is distinctive to the production and reproduction of Japanese culture, and is what makes Japanese child rearing peculiarly different from that of Americans. Doi defines amae as “indulgent dependency”, rooted in the mother-child bond. Vogel goes so far as to argue that “... I see amae (indulgence) as the universal basic instinct, more universal than Freud’s two instincts, sex and aggression.” According to Vogel, amae is experienced by the child as a “feeling of dependency or a desire to be loved”, while the mother vicariously experiences satisfaction and fulfillment through overindulgence and overprotectiveness of her child’s immaturity, leading to implied approval of immature behavior. A striking contrast between the American and Japanese mothers’ approaches to child rearing is marked by the latter’s almost complete refusal to punish a child. The assumption is that subsequent Japanese social

bonding – teacher-student, supervisor-subordinate, etc. – is patterned after the primary mother-child experience. This can be inferred from Vogel's observation that a large number of Japanese mothers blame themselves for not being loving or giving enough when their children are rebellious at school or misbehave in later life. Essentially, Japanese mothers report feelings of guilt if they are not all-giving to their children.

Doi asserts that European languages lack a word equivalent to *amae*. His argument is that the lack of an equivalent word implies lack of social recognition of and need for feelings of dependency and the desire to be loved in the West. The closest Western equivalents might be the classical Greek concepts of Eros, which assumes the child's immature need to be loved, versus Agape, deriving from the mother's need to give unqualified love (Tillich).

In contradistinction, Hess and Azuma suggest that the American preoccupation with independence prevents us from noticing the extent to which the need for "indulgent dependence" expressed by *amae* positively influences educational aspirations through American parent-child and teacher-pupil relationships. Doi would agree; he asserts that the psychic feeling from being emotionally close to another human being is not uniquely Japanese – only the rich semantic meaning of *amae* differentiates Japanese culture in his view.

Affect control theory (ACT) postulates that humans try to engage in identity-confirming events. A mother, in any culture, confirms her identity as a mother through culturally appropriate behavior. A Japanese mother, according to Doi's thesis, might optimally confirm herself as a mother through overindulging her child. An American mother, by the same token, would presumably confirm herself as a mother by engaging in acts that show up the individuality and independence of her child. ACT assumes that agreeable past experiences (e.g., the pleasant, identity-confirming feelings of having been overindulged as a child oneself) motivate humans to act in similar manners – as when a woman passes into the role of motherhood. In essence, cultural assumptions underlying the appropriateness or inappropriateness of any behavior derive from primal pleasant or unpleasant feelings attached through past experience.

From an article in the Electronic Journal of Sociology

Questions 1–9

Complete the summary below.

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

Write your answers in boxes 1–9 on your answer sheet.

Scholars claim that the key to understanding Japanese social relations is the concept of *amae*, which is translated as _____ 1 _____. In America, mothers employ the method of _____ 2 _____ to rear their children and do not expect to be rewarded with _____ 3 _____, as Japanese mothers do. While Doi says that *amae* is peculiar to Japanese culture, Vogel asserts that *amae* is a _____ 4 _____. According to him, a child's immaturity enables the mother to experience satisfaction, not directly but _____ 5 _____. Doi claims that because European languages lack a word equivalent to *amae*, Western cultures are deficient in _____ 6 _____ of dependency and the desire to be loved. But he also says that what distinguishes Japanese culture from European cultures in this respect is the _____ 7 _____ of *amae*. Behavior which is marked by attempts to confirm one's identity is explained by _____ 8 _____, which postulates that agreeable past experiences _____ 9 _____ people to reproduce the roles that produced them.

THE NIGHT SHIFT

A factory whistle blows and the workers leave their stations, punch the clock, and file out into the morning light. The graveyard shift is over. In a scene that is repeated across the country every day, these workers head home to face their nighttime, a nighttime that is at odds with the rest of society and the worker's own internal clock. Midnight shift work is an example of how the body's internal clock can be upset by external factors. Another common example is jet lag, the malaise associated with travel across time zones. In the case of jet lag, the effect is short-lived and the body readjusts relatively quickly. In the workplace, however, disturbances of the body clock can continue unabated. This provokes several questions: What is the body's internal clock, what is its purpose, and how does it work?

One of the most predictable features of life on Earth is exposure to the rhythmic environmental changes caused by the planet's movements. As described by one scientist, "... the rotation of the Earth on its polar axis gives rise to the dominant cycle of the day and night; the revolutions of the Earth around the Sun give rise to the unflinching procession of the seasons; and the more complicated movements of the Moon in relation to the Earth and the Sun give rise to the lunar month and to the tidal cycles." Given the pervasiveness of these rhythms, it is not surprising to find that most organisms show alterations in their bodily processes and their behavior in response to them. These cycles are called biological rhythms, and the internal biological mechanisms that control them are the body clock. Biological rhythms provide a temporal framework for an organism's behavioral and physiological functions. For example, many flowers open and close at certain times of day or night, and honeybees time their visits to plants to coincide with these cycles. Certain animals are active and search for food only at night (nocturnal), while some do so only during the day (diurnal). These are just a few examples of the diverse activities and functions guided by the body clock.

While biological rhythms have cycles ranging in length from minutes to months, those in synchrony with the 24-hour rotation of the Earth are probably the most extensively studied. These circadian rhythms are usually 20 to 28 hours long, and many physiological and psychological functions follow such a circadian cycle. The realization that these cycles were solely a consequence of environmental influences did not occur until 1729, when French astronomer Jacques d'Ortous de Mairan studied the actions

of a plant that normally opens its leaves during the day and closes them at night. De Mairan observed that even when kept in the dark, the plant opened and closed its leaves according to the day-night cycle. This indicated that the force driving the plant's rhythms was internally generated.

The first observations of circadian rhythms in humans were made in 1866, when William Ogle noted that fluctuations in body temperature varied in synchrony with day and night. It was not until more recent times that the endogenous nature of circadian rhythms in humans was characterized. To date, research has identified hundreds of biological variables in humans that exhibit a circadian rhythm. These functions are both physiological (e.g., body temperature, hormone production, sleep-wake cycles) and psychological (e.g., cognitive performance, memory).

Humans are diurnal, and for most of history they obeyed the body clock's mandate to be active during the day and sleep at night. However, as civilization evolved, the desire, ability, and need to contravene this pattern of activity grew. This trend was accelerated with the Industrial Revolution and the advent of readily available electric power. In the last few decades, other technological and economic forces, such as the need to operate costly equipment continuously, the requirement of some manufacturing processes for uninterrupted operation, and the increasing demand for 24-hour services, have contributed to the ever-growing number of occupations that operate around the clock. As a result, many persons in these occupations work nonstandard schedules that can put them out of synchrony with their body clocks.

It is estimated that one in five workers in the United States does not regularly work a standard daytime schedule. As a result, about 20 million workers are exposed to a wide range of schedules that differ in the duration of the work period, the hour of day, and the stability of the schedule. In addition to disrupting biological rhythms, shift work can cause other physiological factors, such as sleep deprivation and fatigue, to come into play. It can also affect the family and social life of workers, creating a situation in which their schedules do not coincide with those of the people around them. The cumulative effects of these factors can adversely affect the health and performance of workers and can jeopardize their safety and that of the public. However, the degree to which these effects occur, which workers are most susceptible, and the work conditions under which they occur have yet to be clearly delineated.

Questions 1–6

Complete the summary below.

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

Write your answers in boxes 1–6 on your answer sheet.

1 work is an example of how the body's internal clock can be upset by external factors. Another common example is jet lag. Most living things exhibit alterations in their bodily processes and behavior in response to rhythmic 2 changes caused by the planet's movements. These cycles are called biological rhythms, and the internal biological mechanisms that control them are called the 3 clock. To date, research has identified hundreds of biological variables in humans that exhibit a 4 rhythm. Humans are 5 and for most of history, they obeyed their body clock's mandate to be active during the day and to sleep at night. However, as civilization evolved, the desire, ability, and need to contravene this pattern of activity grew. Today, many people work nonstandard schedules that can put them out of 6 with their body clocks.

Exercise 5

NZ CORE VALUES UNDER THREAT

PART A

The core values that are vital to New Zealanders' sense of themselves and their attraction for outsiders are under threat from the values, technologies, and lifestyles of the global economy. Our own indigenous New Zealand experience is in danger of being swamped by a pre-packaged multinational culture. Our food is threatened by genetic engineering, pesticides, antibiotics, and growth hormones.

Ozone depletion from the aerosols and refrigerants we used 20 years ago is forcing today's children to keep away from what used to be health-giving sunshine and fresh air. Our vaunted "egalitarian society" is being destroyed by global economic competition, increasing the gap between the rich and the poor and sending New Zealand jobs overseas.

The rules of the global economy even threaten our national sovereignty. Our food standards, for instance, are dictated from abroad. And food labeling, environmental standards, and even the buying of local produce by government departments can be seen as being against the rules of the World Trade Organization – as barriers in the way of free trade.

The result is that we have created a dysfunctional society, in which social connection and cohesion are being undermined. Alongside this is a widespread disillusion and cynicism about the political process. Leadership demands courage and ethics, while ethics must be rooted in a sensitivity to human wholeness, potential, and capability.

PART B

Central to building wholesome ethics is education. Unsurprisingly, employers still value reliability, honesty, and loyalty more than paper qualifications. So, character formation should be to the fore in the school curriculum. Nobody is born with a perfectly formed character or set of skills. About two decades of nurture and learning are necessary. In the formation of the characters of young people, it is essential to stress responsibility to our fellow members of society, as well as to the environment we all live in.

We cannot restore the core values that most of us still cherish by the pursuit of material goods. Human relationships must be nurtured as well. Relationships are full of surprise, delight, and frustration. You have to work at them, and you get back from them in proportion to what you put in.

The most reliable glue ever discovered to keep the fabric of society together is the family. It is sound parenting that forms a solid foundation on which to build – or nowadays to rebuild – the core values which permit human beings to thrive rather than become disillusioned and broken.

The long-term answer to the problem of our fragmented society is to make sure that every child is securely attached to a home with preferably one parent of each gender and playmates by the age of three. Much scholarship shows that secure attachment to family and friends early in life is our best predictor of all good life outcomes, including mental health, relationships, educational success, and avoidance of crime. We must extend this early formation of a good parent-child relationship to our relationships with each other, and then to other nations, with future generations, and with nature and other species. Successful relationships are based on respect rather than dominance or subservience, and respect goes a long way to harmonizing race relations.

PART C

Because of the small size of New Zealand, we must be careful that we are not economically strangled by the large multinational corporations as other small countries have been, after they opened their doors too widely. We can survive and thrive in this new world order by taking advantage of our fertile land and highly educated people. With this endowment, we are capable of having one of the highest qualities of life in the world.

We can develop a draft vision that is tested and further developed with the participation of all the people. A set of benchmarks can be published, showing where we stand socially, economically, and environmentally. On the basis of these, we can plan improvements to our standard of living. Then a people-focused strategy can be created to bring together organizations and individuals to work toward the goals.

Questions 1–3

Based on your reading of Part C, complete the summary below.

Choose NO MORE THAN TWO WORDS from Part C for each answer.

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

Small countries which embrace globalization recklessly have sometimes been ____ 1 ____.
Its land and people are the ____ 2 ____ which can give New Zealand an advanced standard of living. Goals for improving the lives of New Zealanders can be planned based on ____ 3 ____.

Exercise 6

Welcoming the Third-Generation Mobile Phone

Telecom firms have introduced mobile phones with colour screens and in-built cameras at the world's biggest technology fair. They are betting that millions of consumers will replace their old mobile phones with the third generation with additional high-tech features, to give the industry a desperately needed boost. If Nokia can't do it, then no one can – that has been the opinion of many in the mobile telephone business looking desperately to the next stage in the evolution of the handset. While a number of companies at the giant CeBIT technology trade fair in Hanover have unveiled new devices, it is Nokia's latest handsets that everyone was waiting for. With more than seven out of ten people in some countries already carrying mobile phones, new models with new features are needed to invigorate the saturated market. And because Nokia currently sells one in every three handsets, it sets the pace.

As far as products are concerned, Nokia did not disappoint consumers. The Finnish company said it would start shipping later this year a long-awaited new handset with a colour screen. The Nokia 7210 phone will also support multimedia messaging (MMS, which works like the popular text-messaging, but includes pictures). The phone will also have an in-built stereo radio and the ability to work on five continents, provided the necessary networks are available.

While those specifications did not disappoint the 850,000 delegates who attended CeBIT, the industry's financial problems remain worrying. In 2001, the telecom industry was hit by a global slowdown. Faced with growing debts, mobile service operators cut back on investment – especially in Europe where firms have splashed out billions of dollars to obtain licences to operate a “third generation” of mobile phones with even more appealing features.

While Nokia said it would meet or beat its first-quarter profits target, it also said sales would be slightly below its previous forecast of a decline of 6-10%, largely because of a big drop in sales of network equipment. That gave some investors the jitters. Even Japan's NTT DoCoMo, which is launching its successful i-mode service in Europe this month, gave a warning on March 15th that it may have to decrease its estimate of the value of some of its overseas investments.

Worldwide, sales of mobile phones have fallen to just below 400m in 2001, representing the first-ever decline in the industry, according to Gartner Dataquest, a research group. This means 2001 sales were down by 3.2% on the previous year, which compares with a 60% average growth rate between 1996 and 2000. According to Gartner Dataquest, Nokia increased its market share from 30.6% in 2000 to 35% last year. America's Motorola was in second place with 14.8%. Germany's Siemens, Sweden's Ericsson, and South Korea's Samsung trailed behind.

The competition is growing harder, forcing some companies to join forces. Toshiba and Mitsubishi Electric announced that they would pool resources from April to develop third-generation phones. Ericsson, which has reported the largest loss ever recorded by a Swedish company, has merged its handset business with that of Sony, and is concentrating instead on the manufacture of network equipment. This partnership has revealed a range of new mobile phones, including some with colour screens and one with a built-in camera.

Like Nokia, Sony Ericsson, as the London-based joint venture is called, hopes that colour screens and digital pictures will persuade existing users to trade in their handsets for newer models. The new phones will allow users to take and receive pictures using updated software, and transmit them between similarly equipped handsets or to and from PCs as e-mail attachments.

Mobile operators are also hoping to sell more profitable services. On March 13th, Microsoft announced that it was joining forces with Deutsche Telekom to offer a service allowing corporate users to connect to their office networks with mobile phones and handheld devices. Microsoft wants to replicate the success it has had with its Windows operating system for PCs with something similar on mobile devices. But Nokia, and many of the other companies in the industry, is trying to keep the software giant at bay by offering their own "open" systems.

The really big leap forward will come with third-generation handsets. These will be able to provide high-speed access to networks, allowing images like video to be viewed on handsets. But much of the technology has been plagued with problems. Nokia gave a glimpse at CeBIT of its third-generation handset, which it said would be launched on September 26th.

One reason that telecom firms and handset manufacturers are so optimistic about the prospects for third-generation services is the wild success in Japan of i-mode. Although it is not a full third-generation service, i-mode already offers some multimedia services and Internet access, which has helped it to gain 30 million customers in Japan in three years. A Dutch operator, KPN Mobile, which is partly owned by NTT DoCoMo, is launching i-mode in Germany and hoping for at least half that number of customers there. Later, it

will introduce i-mode to the Dutch market, where the number of customers will, however, only be one tenth that of Germany. But the debts are piling up. KPN Mobile said on March 14th that it would make €13.7 billion (\$12.1 billion) less on its German investments. By the time full-fledged third-generation services start, many of Europe's mobile service operators will have gone bust or merged.

Questions 1–8

The paragraph below is a summary of the passage.

Complete the summary by choosing the appropriate words or phrases from the list below to fill the spaces numbered 1–8.

Write the corresponding letters (A–M) in boxes 1–8 on your answer sheet. There are more choices than spaces, so you will not need to use all of them.

At the world's biggest technology fair, the world's biggest telecom firms are introducing new models of mobile phones with more 1 to induce users to abandon their old handsets, and thereby provide a much-needed 2 for the industry. Nokia is leading the way, with a new phone which boasts a 3 and 4 . Beset by financial problems, telecom firms are 5 to produce and market third-generation phones. Meanwhile, mobile service operators are 6 . The industry is optimistic because of the success of Japan's 7 over the past three years. But there will be fewer 8 when the third generation of handsets makes its debut.

- A Gartner Dataquest
- B drop in sales
- C following suit
- D MMS
- E joining forces
- F start shipping
- G boost
- H mobile service operators
- I one in every three
- J CeBIT
- K high-tech features
- L colour screen
- M i-mode

Hypnosis: Medical Tool or Illusion?

- A** The image most people have of the mysterious art of hypnotism is of a stage trick. But hypnotists are much more likely nowadays to be scientists seeking ways to probe the subconscious mind, or find a new way to relieve pain. But is hypnosis a real phenomenon? If so, what is it useful for? Over the past few years, researchers have found that hypnotized individuals actively respond to suggestions even though they sometimes perceive the dramatic changes in thought and behavior they experience as happening "by themselves". During hypnosis, it is as though the brain temporarily suspends its attempts to authenticate incoming sensory information. Some people are more hypnotizable than others, although scientists still don't know why. To study any phenomenon properly, researchers must first have a way to measure it. In the case of hypnosis, that yardstick is the Stanford Hypnotic Susceptibility Scales. The Stanford scales, as they are often called, were devised in the late 1950s by Stanford University psychologists. One version of the Stanford scales consists of a series of 12 activities – such as holding one's arm outstretched or sniffing the contents of a bottle – that test the depth of the hypnotic state. In the first instance, individuals are told that they are holding a very heavy ball, and they are scored as "passing" that suggestion if their arm sags under the imagined weight. In the second case, subjects are told that they have no sense of smell, and then a vial of ammonia is waved under their nose. If they have no reaction, they are deemed very responsive to hypnosis; if they grimace and recoil, they are not.
- B** Researchers with very different theoretical perspectives now agree on several fundamental principles of hypnosis. The first is that a person's ability to respond to hypnosis is remarkably stable during adulthood. In addition, a person's responsiveness to hypnosis also remains fairly consistent regardless of the characteristics of the hypnotist: the practitioner's gender, age, and experience have little or no effect on a subject's ability to be hypnotized. Similarly, the success of hypnosis does not depend on whether a subject is highly motivated or especially willing. A very responsive subject will become hypnotized under a variety of experimental conditions and therapeutic settings, whereas a less susceptible person will not, despite his or her sincere efforts. (Negative attitudes and expectations can, however, interfere with hypnosis.)

- C Under hypnosis, subjects do not behave as passive automatons but instead are active problem solvers who incorporate their moral and cultural ideas into their behavior while remaining exquisitely responsive to the expectations expressed by the experimenter. Nevertheless, the subject does not experience hypnotically suggested behavior as something that is actively achieved. To the contrary, it is typically deemed as effortless – as something that just happens. People who have been hypnotized often say things like “My hand became heavy and moved down by itself” or “Suddenly I found myself feeling no pain.” Many researchers now believe that these types of disconnections are at the heart of hypnosis. In response to suggestion, subjects make movements without conscious intent, fail to detect exceedingly painful stimulation, or temporarily forget a familiar fact. Of course, these kinds of things also happen outside hypnosis – occasionally in day-to-day life and more dramatically in certain psychiatric and neurological disorders.
- D Scientists think that hypnosis may relieve pain by decreasing the activity of brain areas involved in the experience of suffering. Positron emission tomography (PET) scans of horizontal and vertical brain sections were taken while the hands of hypnotized volunteers were dunked into painfully hot water. The activity of the somatosensory cortex, which processes physical stimuli, did not differ whether a subject was given the hypnotic suggestion that the sensation would be painfully hot or that it would be minimally unpleasant. In contrast, a part of the brain known to be involved in the suffering aspect of pain, the anterior cingulate cortex, was much less active when subjects were told that the pain would be minimally unpleasant.
- E Perhaps nowhere has hypnosis engendered more controversy than over the issue of “recovered” memory. Cognitive science has established that people are fairly adept at discerning whether an event actually occurred or whether they only imagined it. But under some circumstances, we falter. We can come to believe (or can be led to believe) that something happened to us when, in fact, it did not. One of the key cues humans appear to use in making the distinction between reality and imagination is the experience of effort. Apparently, at the time of encoding a memory, a “tag” cues us as to the amount of effort we expended: if the event is tagged as having involved a good deal of mental effort on our part, we tend to interpret it as something we imagined. If it is tagged as having involved relatively little mental effort, we tend to interpret it as something that actually happened to us. Given that the calling card of hypnosis is precisely the feeling of effortlessness, we can see why hypnotized people can so easily mistake an imagined past event

for something that happened long ago. Hence, something that is merely imagined can become ingrained as an episode in our life story.

F So what are the medical benefits of hypnosis? A 1996 National Institutes of Health technology assessment panel judged hypnosis to be an effective intervention for alleviating pain from cancer and other chronic conditions. Voluminous clinical studies also indicate that hypnosis can reduce the acute pain experienced by patients undergoing burn-wound debridement, children enduring bone marrow aspirations, and women in labor. The pain-relieving effect of hypnosis is often substantial, and in a few cases, the degree of relief matches or exceeds that provided by morphine. Hypnosis can boost the effectiveness of psychotherapy for disorders such as obesity, insomnia, anxiety, and hypertension.

Questions 1–5

In the following summary of the reading passage, fill in the blanks with one word each from the list below.

Write your answers in boxes 1–5 on your answer sheet.

Hypnotism has traditionally been used as a form of 1. But recently scientists have begun to study this 2 seriously. They accept some basic rules of hypnosis and find that the 3 of a subject keeps coherent to hypnosis. They are becoming convinced that hypnotism can be used not only to relieve physical pain with the effectiveness, in some occasions, better than 4, but also to be an adjunct to 5.

- A subjects
- B entertainment
- C behavior
- D information
- E phenomenon
- F responsiveness
- G psychotherapy
- H suggestion
- I memory
- J morphine

Exercise 8

Sleepless in America

- A** America's adults are increasingly living unhealthy and sometimes antisocial lifestyles. Instead of working to live, they are living to work. They report spending more time working and less time sleeping and engaged in social and leisure activities than they did just five years ago. Most say they suffer from sleep problems and when they go to sleep, many sleep alone even if they are married.
- B** These are some of the findings of the 2001 Sleep in America poll, which looks at the relationship between Americans' lifestyles, sleep habits, and sleep problems. Sleep deprivation continues to be widespread in America. According to the poll, a majority of American adults (63%) does not get the recommended eight hours of sleep needed for good health. In fact, nearly one-third (31%) report sleeping less than seven hours each weeknight. The poll also shows that more than one-third of Americans say they get less sleep now than five years ago. Seven in ten (69%) say they experience frequent sleep problems and most say they would sleep more if they believed it would benefit their overall health and well-being.
- C** One positive finding was that many people don't want to give up any more sleep in spite of their busy lives. On the downside, however, far too many adults still sacrifice sleep, which is unhealthy and counterproductive to their lives. One reason for this is the increasingly fast-paced and competitive world in which they live is placing growing pressure on people to perform in their jobs and relationships. Poll coordinators say the greatest difficulty lies in educating Americans that a good night's sleep every night, and not just on weekends or holidays, is essential.
- D** Today Americans' lifestyles are considerably different compared to just five years ago. Now almost as many adults say they spend more time at work as say they spend less time sleeping (40% vs. 38%). More than one-third (38%) say they are working fifty hours or more a week. These people experience more insomnia than those who spend fewer hours working. Research has shown a direct relationship between hours worked and the negative impact it has on sleep, particularly those who work more than forty hours a week. A secondary effect of working long hours is the sleepiness people feel during the hours they are awake. Many adults say they spend less time involved in leisure and social activities and sleeping compared to five years ago. One-quarter of people polled (25%) say that if they needed to find more time in their lives, they would

probably give up leisure activities first. Others say they would give up time with family/friends (19%) while seventeen percent say they would give up sleep.

- E Children can be a detriment to a good night's sleep and be a catalyst for sleep-related problems. The poll shows that sleep problems occur more in households with children 18 years of age and younger. Married people with children average less sleep during the week than those without children (6.7 vs. 7.2 hours/night) and single people without children (7.1 hrs). Adults with children are more likely to report symptoms of insomnia than those without children (58% vs. 46%). They also experience more daytime sleepiness that interferes with daily activities a few days each month or more (50% vs. 32%). More than one in ten married adults with children (12%) reports often sleeping with a child and the majority of these adults (81%) reports a sleep problem.
- F Although seven in ten adults (69%) say they experience frequent sleep problems, they are most common among adults with children (76%), those who sleep with a child (81%), those with marital problems (77%), caregivers (76%), and people with certain medical conditions. Health problems play a significant role in the quantity and quality of adults' sleep. Those who report chronic medical conditions including diabetes, cancer, hypertension, heart disease, and/or arthritis are most likely to experience sleep problems such as insomnia (trouble falling asleep), and sleep disorders such as sleep apnea (pauses in breathing during sleep), and restless legs syndrome (frequent limb movements during sleep).

Questions 1–6

In the following summary of the reading passage, fill in the blanks with one word each from the list below.

Write your answers in boxes 1–6 on your answer sheet.

Recently, many Americans suffer from sleep problems. Those who work more than fifty hours a week undergo more 1. Working over forty hours a week has a 2 impact on sleep and leads to 3 during waking hours. Furthermore, some people often have to reduce 4 due to work pressure. Children can cause 5 problems and be a 6 to good sleep.

- | | | |
|----------------|----------------------|-----------------|
| A unhealthy | E sleepiness | I benefit |
| B insomnia | F positive | J sleep-related |
| C detriment | G leisure activities | |
| D satisfaction | H negative | |

IV. Headings

Exercise 1

Questions 1-7

The passage has seven paragraphs, A-G.

From the list of headings below, choose the most suitable heading for each paragraph.

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

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

List of Headings

- i Managing waste
- ii Packaging is not the worst waste generator
- iii Consumers demand better packaging
- iv Alarm bells ring over energy conservation
- v Factors leading to reduced packaging
- vi Certain packaging laws need to be changed
- vii INCPEN commissions studies
- viii How packaging type is decided
- ix Environmental pressures on the packaging industry
- x The role of INCPEN

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

Packaging and Sustainable Development

- A** In the 1970s, the packaging industry faced a number of challenges. The two oil crises of 1973 and 1978 produced a situation in which energy conservation became a top priority. At the same time, goods manufacturers and retailers were demanding ever lighter packaging that would cut the amount of resources used in manufacture and the energy used in transportation. Environmental groups were using packaging in their campaigns as a symbol of the “throwaway” society. By the affluent 1980s, the emphasis was shifting. What had been a serious energy problem had been replaced by what was seen as a solid waste disposal problem. People were less worried about the energy being used and more concerned about what happened to the waste. Environmental groups argued that packaging should be reduced to help solve the “waste problem”. Companies are also faced with the problem that consumers often say that they think packaging is a waste of resources.
- B** For economic reasons, companies design packaging to use just enough, and no more, material than is needed to ensure that goods survive the distribution chain and are delivered to consumers in good condition. In developing countries, up to 50% of food is wasted on the journey from farm to shop. In Western Europe, less than 3% goes to waste. Packaging is a significant fraction – between 20% and 25% by weight of municipal solid waste, which is largely household waste. What the consumer does not see is that household dustbin waste makes up less than 20% of the total solid waste from all sources sent to landfill in a typical European country. Landfill is dominated by industrial, demolition, and construction waste. Household packaging accounts for less than 5% by weight or volume.
- C** Rather than respond to these issues individually, companies in the packaging sector decided to set up a joint body known as the Industry Council for Packaging and the Environment (INCPEN) to carry out research into the environmental and social effects of packaging. INCPEN produced the first detailed estimates of the amount of packaging that enters the waste stream and its relationship to total waste generation. It has commissioned studies into the energy requirements of packaging production and packaging distribution systems, and it has carried out surveys of litter. INCPEN commissioned an independent study called “Packaging in a Market Economy”, which examined the functional, environmental, social, and economic considerations involved in packaging assessment, including case studies on the packaging for fish, computer monitors, liquid detergents, and luxury cosmetics. More recently, it has published a report on the environmental impact of packaging in the UK food supply system, investigating the resource requirements of food packaging against those of food production and distribution. The findings from this research have been used to promote

good packaging practice, and to inform legislators, consumers, and interest groups about the role of packaging.

- D** Choice of packaging type is made on the basis of a series of trade-offs between many factors, particularly between the amount of packaging and likely product wastage. Manufacturers of goods look for a balance between protecting their goods, protecting public health and the environment and providing what the consumer needs (easy opening packaging for the elderly, etc.). The latter factor and, as families get smaller and household sizes decline, the demand for smaller-sized portions means that the demand for packaging will grow rather than decline.
- E** At the same time, there are compensating developments that will tend towards reduced packaging. For example, many companies, especially in the retail sector, are increasingly designing all the packaging needed to protect goods (the packaging immediately containing the goods, the secondary or grouping packaging, and the packaging used to transport the grouped packs) as complete systems. This makes more effective use of resources. Consumers are increasingly willing to buy concentrated products in lightweight refill packs for dilution at home, and companies are increasingly informing consumers about the choices available to them, enabling them to make informed decisions about the products they buy and how to use them efficiently.
- F** The concentration on packaging as waste has led to two separate issues being confused: the need to design good packaging systems that get products from manufacture to consumption with the minimum necessary expenditure of resources, and the need to invest in modern solid waste management techniques so that we can reduce the environmental impact of all waste, not just packaging. This confusion has two unfortunate consequences: It gives the false impression that all one has to do to solve the waste problem is to remove packaging from waste, and it overemphasises one environmental consideration – waste – and distracts attention from designing resource-efficient packaging that can make the best use of all resources throughout the distribution chain.
- G** Today, INCPEN's major task is to develop effective working partnerships with government regulators, to ensure that policy on packaging aligns more closely with the major needs of sustainable development, rather than simply seeking to reduce the quantities of packaging materials used. Current restrictive laws on packaging need to be replaced with policies that enable companies to develop packaging systems that will help make more efficient use of resources in getting goods from point of production to consumption.

Adapted from an article in *The Times*

Exercise 2

Questions 1–5

The passage has eight paragraphs, A–H.

Choose the most suitable headings for paragraphs B, D, and F–H from the list of headings below.

Write the correct numbers, i–x, in boxes 1–5 on your answer sheet.

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

List of Headings

- i Present Criticisms of Testing
- ii What is Psychological Testing?
- iii Obtaining Information for Clinical Purposes
- iv Inkblots and Storytelling
- v The First Intelligence Test
- vi Employment Testing
- vii Expansion during WWII
- viii Current Accord on the Validity of Testing
- ix Utilisation in Academic Settings
- x Progress Sparked by WWI

1. Paragraph B _____
2. Paragraph D _____
3. Paragraph F _____
4. Paragraph G _____
5. Paragraph H _____

MEASURING HUMAN BEHAVIOUR

- A** Psychological testing is the measurement of some aspect of human behaviour by procedures consisting of carefully prescribed content, methods of administration, and interpretation. The test may address any aspect of intellectual or emotional functioning, including personality traits, attitudes, intelligence, or emotional concerns. Interpretation is based on a comparison of the individual's responses with those previously obtained to establish appropriate standards for the test scores. The usefulness of psychological tests depends on their accuracy in predicting behaviour. By providing information about the probability of a person's responses or performance, tests aid in making a variety of decisions.
- B** The primary drive behind the development of the major tests used today was the need for practical guidelines for solving social problems. The first useful intelligence test was prepared in 1905 by the French psychologists Alfred Binet and Theodore Simon. The two developed a 30-item scale to ensure that no child could be denied instruction in the Paris school system without formal examination. In 1916, the American psychologist Lewis Terman produced the first Stanford Revision of the Binet-Simon scale to provide comparison standards for Americans from age three to adulthood. The test was further revised in 1937 and 1960, and today the Stanford-Binet remains one of the most widely used intelligence tests.
- C** The need to classify soldiers during World War I resulted in the development of two group intelligence tests – Army Alpha and Army Beta. To help detect soldiers who might break down in combat, the American psychologist Robert Woodworth designed the Personal Data Sheet, a forerunner of the modern personality inventory. During the 1930s, controversies over the nature of intelligence led to the development of the Wechsler-Bellevue Intelligence Scale, which not only provided an index of general mental ability but also revealed patterns of intellectual strengths and weaknesses. The Wechsler tests now extend from the preschool through the adult age range and are at least as prominent as the Stanford-Binet.
- D** As interest in the newly emerging field of psychoanalysis grew in the 1930s, two important projective techniques introduced systematic ways to study unconscious motivation: the Rorschach or inkblot test – developed by the Swiss psychiatrist Hermann Rorschach – using a series of inkblots on cards, and a storytelling procedure called the Thematic Apperception Test – developed by the American psychologists Henry A. Murray and C. D. Morgan. Both of these tests are frequently included in contemporary personality assessment.

- E** In educational settings, intelligence and achievement tests are administered routinely to assess individual accomplishment and to improve instruction and curriculum planning. Elementary schools use kindergarten and first-grade screening procedures to determine readiness for reading and writing programmes. Screening tests also identify developmental, visual, and auditory problems for which the child may need special assistance. If the child's progress in school is unusually slow, or if he or she shows signs of a learning disability or behaviour disorder, testing may clarify whether the difficulty is neurologically or emotionally based. Many high schools administer interest inventories and aptitude tests to assist in the students' educational or vocational planning.
- F** In clinics or hospitals, psychological tests may be administered for purposes of diagnosis and treatment planning. Clinical tests can provide information about overall personality functioning and the need for psychotherapy; testing also may focus on some specific question, such as the presence or absence of organically based brain disorder. Clinical testing usually involves a battery of tests, interpreted as a whole, to describe intellectual and emotional states. Decisions about treatment do not depend exclusively on psychological test results but are based on the judgement of relevant staff members with whom the psychologist collaborates.
- G** Tests are also used in industrial and organisational settings, primarily for selection and classification. Selection procedures provide guidelines for accepting or rejecting candidates for jobs. Classification procedures, which are more complex, aim to specify the types of positions for which an individual seems best suited. Intelligence testing is usually supplemented by methods devised expressly to meet the needs of the organisation.
- H** The major psychological testing controversies stem from two interrelated issues: technical shortcomings in test design and ethical problems in interpretation and application of results. Some technical weaknesses exist in all tests. Because of this, it is crucial that results be viewed as only one kind of information about any individual. Most criticisms of testing arise from the overvaluation of and inappropriate reliance on test results in making major life decisions. These criticisms have been particularly relevant in the case of intelligence testing. Psychologists generally agree that using tests to bar youngsters from educational opportunities, without careful consideration of past and present resources or motivation, is unethical. Because tests tend to draw on those skills associated with white, middle-class functioning, they may discriminate against disadvantaged and minority groups. As long as unequal learning opportunities exist, they will continue to be reflected in test results. The American Psychological Association continues to work actively to monitor and refine ethical standards and public policy recommendations regarding the use of psychological testing.

Exercise 3**Questions 1–4**

The passage has seven paragraphs, **A–G**.

Choose the most suitable headings for paragraphs B–E from the list of headings below.

Write the correct numbers, i–ix, in boxes 1–4 on your answer sheet.

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

List of Headings

- i Newton's third law of motion
- ii A combustion chamber
- iii Bernoulli's principle
- iv A generation above
- v Mechanically simple but impractical
- vi A modern derivative
- vii Thrust and the reaction principle
- viii The theory behind the turbojet
- ix How a jet engine works

- 1. Paragraph B _____
- 2. Paragraph C _____
- 3. Paragraph D _____
- 4. Paragraph E _____

THE BASIC PRINCIPLES AND MECHANICS OF MODERN FLIGHT

- A** The third law of motion formulated by English physicist Isaac Newton states that every action produces an equal and opposite reaction. It is this principle of physics that causes an airplane to rise in the air and fly forward. Have you ever noticed that when an airplane is level, the front edges of its wings are higher than the rear ones? As the wings move through the air, the angle puts a downward push on the air flowing under them. The equal and opposite reaction pushes the airplane's wings upward. This upward force is known as *lift*. *Lift* is often explained using Bernoulli's principle, which states that, in some circumstances, a faster moving fluid (or gas) will create a lower pressure than a slower moving fluid. In fact, the air flowing across the top of an airplane wing is at a lower pressure than the air underneath. However, this is an effect of lift, not its cause.
- B** Newton's reaction principle is also the basis for *thrust*. *Thrust* is the force that moves an airplane forward through the air. In smaller airplanes, like ones that carry 4–6 passengers, a conventional gas-powered piston engine is used to turn a propeller which forces air rearward. In larger airplanes, a jet engine either turns a propeller through a gearbox, or uses its jet thrust to create a rearward force. This powerful rearward force is balanced with an equal reactive force that pushes the airplane forward.
- C** Nearly all commercial passenger airplanes use jet engines for propulsion. Modern versions of these engines are able to produce a relatively quiet, smooth, and fuel-efficient ride. Generally speaking, a jet engine works by sucking air into the front, compressing the air, and mixing it with fuel. When the mixture is ignited, it explodes rearward with great force, out through the exhaust nozzle at the back of the engine. A rocket engine operates on the same principle, except that, in order to operate in the airless vacuum of space, the rocket must carry along its own air for combustion.
- D** There are several different types of jet engines. The simplest is the ramjet. A ramjet has no moving parts and achieves compression of intake air by the forward speed of the air vehicle. It is mechanically simple, but vastly more aerodynamically complex than a modern turbine jet engine. How exactly does it work? Air entering the intake of the aircraft is slowed and compressed by aerodynamic diffusion created by the inlet and diffuser. The expansion of hot gases after fuel injection and combustion accelerates the exhaust air to a velocity higher than that at the inlet and creates positive push. Due in part to its simplicity, the ramjet engine is still used in certain

special military aircraft, like the SR-71 high-altitude surveillance aircraft. However, in commercial aviation, there are no practical uses for it. Its elegant simplicity is offset by the need to boost a ramjet to several hundred miles an hour before ram-air compression is sufficient to operate the engine.

- E** The development of the turbojet engine represented the greatest advance in commercial propulsion technology. It is based on the jet-propulsion system of the ramjet, but with the addition of a compressor section, a combustion chamber, a turbine to take some power out of the exhaust and power the compressor, and an exhaust nozzle. Air is drawn into the engine through the front intake. The compressor squeezes the air to many times normal atmospheric pressure and forces it into the combustor. Here, fuel is sprayed into the compressed air, which is ignited and burned continuously like a blowtorch. The burning gases expand rapidly rearward and pass through the turbine. The turbine extracts energy from the expanding gases to drive the compressor, which intakes more air. After leaving the turbine, the hot gases exit at the rear of the engine, giving the aircraft its forward push ... action, reaction! For additional thrust or power, an afterburner or augmentor can be added. An augmentor introduces additional fuel into the hot exhaust and burns it with a resultant increase of up to 50 percent in engine thrust by way of even higher velocity and more push.
- F** A modern derivative of the turbojet engine is the turbofan or fan-jet. It adds a large fan in front of the compressor section. This fan pulls an enormous amount of air into the engine case, only a relatively small fraction of which is sent through the core for combustion. The rest runs along the outside of the core case and inside the engine casing. This fan flow is mixed with the hot jet exhaust at the rear of the engine, where it cools and quiets the exhaust noise. In addition, this high-volume mass of air, accelerated rearward by the fan, produces a great deal of thrust by itself, even though it is never burned. This additional thrust of air, similar to the thrust produced by a propeller, adds propulsion and thereby reduces fuel consumption.
- G** Jet engines can also be used to turn propellers on smaller planes. These small jet engines are known as turboprops. As in a turbojet, hot gases flowing through the engine rotate a turbine wheel that drives the compressor. The gases then pass through a power turbine. This power turbine is coupled to a shaft, which drives the propeller through gear connections. As a power source for a propeller, a turbine engine is extremely efficient, and many smaller airliners in the 19- to 70-passenger-capacity range use turboprops. They are particularly efficient at lower altitudes and medium speeds up to about 640km/h (400mph).

Exercise 4

Questions 1–5

The passage has seven paragraphs, A–G.

Choose the most suitable headings for paragraphs B–F from the list of headings below.

Write the correct numbers, i–ix, in boxes 1–5 on your answer sheet.

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

List of Headings

- i Famous sayings by Abraham Lincoln and James Bryce
- ii Early recognition of the need for public opinion research
- iii Examining the source and opinion base of the poll
- iv What is “public opinion”?
- v The market for public opinion research
- vi Trends in public opinion research
- vii Pitfalls of public opinion surveys
- viii Examining the timing and content of the survey
- ix Surveys are inherently biased and statistically invalid

Example

Paragraph A

Answer

iv

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

WHAT YOU SHOULD KNOW ABOUT PUBLIC OPINION RESEARCH

- A** “Public opinion” means the expressed views of a group of people about issues of common interest or concern. The relevant public is most often considered to be the adult citizenry of a political unit such as a town or a nation. However, one may also speak of neighborhood public opinion, public opinion within various subgroups of a population, or even world public opinion.
- B** Political leaders early recognized the need for some means of knowing what people were thinking and saying. U.S. President Abraham Lincoln once said: “What I want to get done is what the people desire to have done, and the question for me is how to find that out exactly.” British historian James Bryce wrote in 1888: “The obvious weakness of government by public opinion is the difficulty of ascertaining it.” Efforts to accurately ascertain public opinion have long presented a challenge to politicians and public opinion researchers.
- C** By far the biggest users of public opinion research are business and industry. Many companies have their own research departments or combine the function with advertising or marketing. Their interest ranges from attempts to measure the effects of their advertising, to controlled tests of new products, or to efforts to understand and improve their public image. Newspapers, magazines, and broadcasters use surveys to ascertain the opinions as well as the size and characteristics of their audiences. Another group of survey users are private foundations, voluntary agencies, sociologists, and political scientists. Their interest is usually in broad social trends, in the determinants of social decisions, and in the structure and effects of the opinion process itself.
- D** Critics often argue that surveying methods are subject to bias because it all depends on how you ask the question. Furthermore, how does one know that people are telling the truth? No doubt, these are difficulties that must be addressed in the design of the survey. Clearly, the proliferation of surveys has brought with it problems of quality and standards. In a free market, anyone can sell survey services, and price competition usually ensures the adoption of bare minimum survey standards. Similarly, there are no legal barriers to the widespread release of spurious survey data based on poorly worded questions or biased samples. Becoming an informed consumer of public opinion research can help you assess the value and validity of the data you encounter.

- E The first questions you should ask when evaluating poll results are: “who conducted the poll?” and “who paid for it?” The biases of a poll’s sponsors can be reflected in its design – skewing results. Next, you should ask, “who was polled?” Public opinion research seeks to understand the opinion of an entire group by asking questions of a scientifically constructed sample of the group. Critical to understanding any poll data is knowing what group was sampled. Are the opinions reported those of all adults, all parents or just those with school-age children? To be statistically valid, the sample itself must be randomly selected and of adequate size. In general, the larger the size of the sample, the smaller the margin of error. The margin of error should be 5% or less.
- F You should also examine the wording of the questions and the timing of the survey. Were the questions worded in a bias or leading manner? Certain words or sentence structures could improperly suggest the pollster’s preferred answer. The poll results can also be affected by the order in which questions are asked and the order in which choices are presented. Did the survey solicit an opinion on a particular topic soon after the occurrence of a related event? An example would be conducting a survey on air safety a week after a major air disaster. The results might reveal more about the public’s emotional response to the disaster than about their long-term beliefs regarding the dangers of flying.
- G Good public opinion research can be invaluable to assessing the opinions and preferences of the public. Poor public opinion research can mislead users and severely reduce the public’s confidence in the survey process. Anyone who plans to rely on poll results – businessmen, advocates, journalists, consumers, or members of the general public, for instance – needs to be able to tell the difference to help them determine how much weight any given poll research should be given.

Exercise 5

Questions 1-5

The passage has seven paragraphs, A-G.

Choose the correct headings for the following paragraphs, A-E, from the list of headings below.

Write the correct numbers, i-x, in boxes 1-5 on your answer sheet.

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

List of Headings

- i Politics as usual
- ii A residential incarnation
- iii An advocate lost
- iv An investors' goldmine
- v Preserving community
- vi Hubs of activity
- vii The place-to-be
- viii The reason for reestablishing Bryant Park
- ix Taking it to the airwaves
- x The vulnerable situation

1. Paragraph A _____
2. Paragraph B _____
3. Paragraph C _____
4. Paragraph D _____
5. Paragraph E _____

With Greenspace for All: Rincon Criollo vs. Bryant Park?

by *Laura Hansen and Steve Zeitlin*

- A** There are no gazebos, and no cappuccinos are served at the Rincon Criollo casita and community garden in the South Bronx. But on any given day, while midtown crowds lunch, stroll, or listen to music on the “great lawn” of Bryant Park, the members of Rincon Criollo, their friends, and anyone who happens to perform and teach bomba and plena music, play dominoes, or tend their communal vegetable garden. Both the casita and Bryant Park embody public life and the sense of community that well-planned spaces inspire; but while the city considers the midtown park a jewel in its crown, the casita is a thorn in its side, which the Giuliani administration is taking steps to painfully remove.
- B** The rebirth of Bryant Park is widely, and rightfully, celebrated as a key feature of New York City’s renaissance. Yet nearly a decade before the comeback of Bryant Park – from a derelict park to a safe, clean urban oasis, scores of abandoned lots in New York’s low-income neighborhoods were being transformed into smaller, but no less significant, sanctuaries. The same entrepreneurial spirit that reclaimed the park is manifest in the more than 700 community gardens built on vacant lots throughout the five boroughs of New York. The pioneering vision, planning, and hard labor that have turned languishing public properties into vibrant social and cultural centers also deserve credit for improving the city’s quality of life. In the early 1980s when Andrew Heiskell, former chief executive officer of Time Inc., set out to resuscitate the New York Public Library, he realized that to save the library, he must save Bryant Park. Heiskell’s plan, and the park’s ultimate success, was based, in part, on the principles of urban-planning visionary Jane Jacobs, whose “eyes on the street” theory gave credence to the notion that social activity and interaction, not just policing, make public spaces safe and attractive.
- C** Before Rincon Criollo was created, its site also needed to be saved; the lot was filled with abandoned cars and garbage, another victim of the widespread disinvestment and rampant arson in the South Bronx in the late 1960s. In the 1970s, José Manuel “Chema” Soto and some friends cleared enough space for some folding chairs. They cleared the lot, planted a small garden, and built a casita, or “little house” reminiscent of the wood farmhouses scattered through

the Puerto Rican countryside. The neighborhood flocked to the site. Today, this is one of the oldest community gardens and casitas in the South Bronx, serving close to 300 members. Its community significance has been recognized far beyond its immediate neighborhood. Rincon Criollo has been featured in exhibits at the Smithsonian Institution, the Bronx Museum of the Arts, and in a forthcoming exhibit at El Museo del Barrio. It is the subject of documentary films, cultural studies, and citywide festivals of Puerto Rican musical traditions. Rincon Criollo is also a testament to Jacobs' "eyes on the street". It is a haven for neighborhood children and senior citizens and a deterrent to street crime (cars belonging to the local police precinct are regularly parked next door, with the tacit understanding that they will be monitored by the nearly always-crowded casita).

D In midtown such a transformation would be legitimized by law and lionized as a great success story of the public-private partnership known as the Business Improvement District (BID). In neighborhoods like the South Bronx, East Harlem, Coney Island, and the Lower East Side, the transformation is viewed by the city as only a stopgap measure. Unlike the BIDs, the gardens' influence on community stabilization is given little credence, and their very existence is precarious. Funded through property owners' self-assessed taxes and monitored by the city through a renewable contract, a BID supplements an area's city services such as sanitation, security, and maintenance, and it frequently provides social services and public programming as well. As another kind of public-private partnership, a community garden or casita functions in much the same way. The city "supplies" the land in the form of unused lots; the residents supply the time and labor to cultivate the land, to render it an asset for the neighborhood. The members of Rincon Criollo spend their own money on improvements, repairs, plantings, performances, and community events. Unlike the BIDs however, their cultural center is continually vulnerable to the real estate market and most recently, to changes in city policy directly affecting these sites.

E Since 1978, most community gardens are recognized through the city's GreenThumb program, which has provided renewable land leases, technical assistance to gardeners, and a process by which some gardens can apply for permanent status as parkland. In recent months, jurisdiction of all community gardens included has been assigned to the Housing Preservation and Development Department (HPD), which now controls approval of new gardens and renewal of existing leases. GreenThumb continues to provide technical assistance,

but its role as a city-sanctioned advocate for the gardens has been substantially diminished. Under this policy change, HPD is no longer obligated to work with either GreenThumb or the Parks Department in the eviction process. HPD is required to notify community boards of its plans, but given that community gardens are not included on city maps, notification to the gardens is slow or does not happen at all. In May of 1998, Rincon Criollo's last GreenThumb lease expired. The site is slated for development: there will be no renewal, only a 30-day notice of eviction from HPD.

F GreenThumb needs to be strengthened, not diminished. As folklorist and New York University professor Barbara Kirshenblatt-Gimblett notes, "Now that you can put a card in a slot and do your banking without ever meeting a teller, now that you eat fast food without ever meeting a waitress, now more than ever we need to protect the shoemaker, the barbershop, the casita, places that hold together the fabric of community." Urban dwellers, she notes, "live in a city which they did not build and over which they have little control". At a time of diminishing government and philanthropic support, the city needs to support residents' efforts to take control of their own environment and provide for their own cultural expression.

G The business community and the city administration argue that Bryant Park is the epicenter of the city, that Times Square and Midtown are the center of the universe, the crossroads of the world. People feel the same way about Rincon Criollo at 158th Street and Brook Avenue. Long-time member Micky Sierra points out: "When Juan Gutierrez (National Heritage Award winner) wanted to play bomba and plena music, he came here; when the Bronx Museum and the Smithsonian wanted to create an exhibit on casitas, they came here." When hundreds of people in the Bronx want to celebrate Mother's Day and Father's Day, they come here. On a daily basis, Rincon's pull is equally strong. Member Norma Cruz explains: "When I get out of work each day, I have to think, should I go home, or should I come here. Usually, I come here."

Exercise 6

Questions 1–5

The passage has six paragraphs, A–F.

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

Write the correct numbers, i–ix, in boxes 1–5 on your answer sheet.

Paragraph D has been done for you as an example.

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

List of Headings

- i The psychology of volunteer vacationers
- ii Paying to work
- iii Benefits for volunteers
- iv Helping poor countries
- v Environmental tourism
- vi Vacations to learn
- vii The cost of volunteering
- viii The attraction of non-profit bodies
- ix Holidays with a difference

Example

Paragraph D

Answer

iv

1. Paragraph A _____
2. Paragraph B _____
3. Paragraph C _____
4. Paragraph E _____
5. Paragraph F _____

Volunteer Vacationers

- A** A growing number of Americans are using their holiday time not to laze on the beach or to frequent casinos but to restore old railways, snorkel for science and band rare birds. They are a group of individuals known as “volunteer vacationers”, and many of them are professional people. “We’ve seen a huge increase in interest from professionals as well as others who want short-term meaningful vacations,” said Christine Victorino of the International Volunteer Programs Association. Her group was formed to organize the non-profit bodies which arrange working vacations.
- B** And these organizations want money as well as time: volunteers’ contributions typically top US\$1,500 for one week, and the airfare is extra. Altruism doesn’t come cheap, but these vacations are partially tax-deductible, provided the volunteers put in five eight-hour days.
- C** “If someone had told me a few years ago that I’d pay to pick weeds on a tropical island, I would have told them they were crazy,” said Leonard Stone, a retired dentist from Chicago. Yet Stone and his wife each paid to go on a week-long Oceanic Society expedition to Midway Island in the Pacific Ocean. They worked on a tiny island helping ornithologists look after albatross nesting areas and counting chicks. Like most sites where volunteers work, the conditions were spartan; the volunteers lived in an army barracks dating from World War II. But Stone, who is an enthusiastic bird-watcher, found it a worthwhile experience. He thoroughly enjoyed his daily access to the rare birds, and the lectures and films about wildlife arranged by the Society.
- D** Some volunteers are motivated by a desire to lend a helping hand to the developing world. In the 16 years it’s been in business, Global Volunteers has sent thousands of people all over the world on projects ranging from constructing a children’s home in India to looking after orphans in Romania. Like other such organizations, Global Volunteers has trimmed the longer trips to accommodate professionals’ busy schedules, and added less strenuous options for retirees, who now make up one-third of its clients. Steve Rosenthal of Cross-Cultural Solutions places vacationers on 21-day projects. Volunteers help women in India start small businesses or teach English to children in Ghana.

- E** Rosenthal said that the number of students, professionals, and retirees signing up for his trips has consistently doubled over the past five years. Many people agree that this seems to indicate a rising tide of disillusionment among Americans with their materialistic way of life. Once he explains that most of program fee funds community-based organizations in the host countries, the volunteers are quite happy to pay for a working holiday. "I'd rather be paying my vacation money to a non-profit company which is helping poor people than to a hotel corporation," said Ron Cooke, who is a veteran volunteer vacationer. He and his wife have counted birds in Costa Rica and trapped ocelots in Mexico. Cooke's last trip was an eight-day vacation helping the environmental group Earthwatch in the Caribbean. "We spent part of each day snorkeling and counting shellfish." They also interviewed fishermen and made a survey of seashells, while camping on a Dominican Republic beach.
- F** Not all the vacationers consider the vacations work; some of the programs are designed for hobbyists, or for people who want to learn a new skill. For example, each summer railway enthusiasts join in the ongoing restoration of a historic narrow-gauge railway in the southwest US. A special group of volunteer vacationers work on organic farms. In return, they learn about organic farming and get to eat a lot of healthy food.

Exercise 7

Questions 1-5

The passage has eight paragraphs, A-H.

Choose the most suitable headings for paragraphs C-G from the list of headings below.

Write the correct numbers, i-x, in boxes 1-5 on your answer sheet.

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

List of Headings

- i Bigger than a mail truck
- ii How the fuel cell works
- iii A multitude of uses
- iv How to operate a hydrogen car
- v An infinite supply
- vi In a word, it's clean.
- vii Dogru's nutty idea
- viii What's under the hood?
- ix A finite supply
- x Fuel cell renovation

Example	Answer
Paragraph B	vi

1. Paragraph C _____
2. Paragraph D _____
3. Paragraph E _____
4. Paragraph F _____
5. Paragraph G _____

THE FUEL OF THE FUTURE

- A** In 1874, French writer Jules Verne published a science fiction novel named *The Mysterious Island*. In the story, a character predicts that a certain fuel will one day “furnish an inexhaustible source of heat and light”. Although over a century has passed, Verne’s prediction may yet come true. Experts say that hydrogen could be the fuel of the future. In fact, hydrogen is poised to take off as the main energy source of this century, powering everything from cell phones to cars.
- B** Why is hydrogen fuel such a great idea? In a word, it is clean. At present, the industrialised countries of the world depend on fossil fuels (natural gas, oil, coal) for almost 90 per cent of their energy. When fossil fuels are used, they produce an overwhelming amount of air pollutants and carbon dioxide, the gas that most scientists blame for global warming. Conversely, hydrogen discharges no pollutants or carbon dioxide when it is used. It is almost as clean as using a battery.
- C** Moreover, unlike fossil fuels that are limited and are being rapidly used up, hydrogen is very common. As a matter of fact, it is the most abundant element in the known universe. Nine out of every ten atoms are hydrogen. It will never run out. Scientists won’t need to drill through the earth’s crust to find sources of hydrogen. In fact, it may be as easy as finding water.
- D** Already, some prototype hydrogen-powered cars and buses are humming along American roads. Lift the hoods on those vehicles and you won’t find noisy, greasy internal combustion engines – ones that burn gasoline to generate power. The “engines” of hydrogen-powered vehicles are fuel cells. Fuel cells do not burn anything and they don’t have any moving parts. They are electrochemical devices that generate electricity from chemical reactions. “Fat, dumb, and happy” is how one technician described the fuel cells he services.
- E** The type of fuel cell that runs today’s prototype hydrogen-powered vehicles is called a proton exchange membrane (PEM) cell. Inside a PEM cell, hydrogen molecules from a storage tank flow toward a thin membrane that looks like a piece of plastic. The hydrogen protons pass through the membrane and combine with oxygen atoms on the other side. That combination forms water, the cell’s only waste product. Meanwhile, the electrons, which cannot pass through the membrane, flow along the outside of the cell, forming an electric current. That current powers the electric motor that runs the vehicle. A leading type of PEM fuel cell, developed by Ballard Power Systems, is twice as efficient as a typical gasoline-powered internal combustion engine.

- F** Auto giants such as General Motors, Ford, and Daimler-Chrysler have invested heavily in fuel cell technology. However, before fuel cells rule the road, they may make inroads elsewhere. Fuel cells may first take the place of household batteries. Like fuel cells, batteries are electrochemical devices. Unlike fuel cells, batteries run down and require recharging. Fuel cells pump out energy as long as fuel is supplied. Fuel cells could make furnaces and generators obsolete in homes, office buildings, hotels, and airport terminals. Already, several hundred buildings around the world rely on fuel cells, some as large as mail trucks, for their electricity. Because they are still in the testing stage, fuel cells are expensive. One fuel cell costs about the same as 100 car engines. However, once the problem of price is licked, says one energy analyst, fuel cells “will take over the world”.
- G** If hydrogen fuel cells do become the fuel of the future, it could make Murat Dogru nuts about nuts. Dogru, a scientist who lives in England, sees hazelnuts as a fuel source for the 21st century. Fuel cell makers are listening closely to people like Dogru as they try to crack the problem of supplying the world with all the hydrogen it will need to run its fuel cells. When burned, hazelnut shells give off lots of hydrogen. So does methanol, a liquid fuel that can be derived from coal, wood, petroleum, or even household garbage. Natural gas, which consists mainly of methane, also releases lots of hydrogen and very little pollution when burned.
- H** In the world of tomorrow, hazelnuts, methanol, or natural gas could be burned at a central plant, which would then deliver the resulting hydrogen gas by pipeline to consumers. Or fuel cells could be fitted with small devices, called reformers, that refine hydrogen from a small tank of natural gas or methanol, right on the spot. Hydrogen can also be processed by electrolysis – the passing of an electric current through water to split it into two gases, hydrogen and oxygen. Some engineers have suggested harvesting electricity for electrolysis from clean sources, such as solar and wind farms. An even cleaner source of hydrogen could be hydroelectric dams, which bring together a continuous supply of water and electricity. Instead of making electricity, dams of the future could provide tons and tons of hydrogen.

Exercise 8

Questions 1-5

The passage has seven paragraphs, A-G.

Choose the correct headings for paragraphs A-E from the list of headings below.

Write the correct numbers, i-x, in boxes 1-5 on your answer sheet.

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

List of Headings

- i Riding the wave of public approval
- ii The appeal for returning the floodplain
- iii The original function of a floodplain
- iv The need for engineering
- v Conflicting views
- vi The real consequences
- vii The insufficient alteration
- viii Building for buildings' sake
- ix Engineering for people
- x The proper mandate

1. Paragraph A _____
2. Paragraph B _____
3. Paragraph C _____
4. Paragraph D _____
5. Paragraph E _____

Flood Control: Structural Solution or Problem?

- A** If the destruction of wetlands and forests can unintentionally increase river flooding, what about intentional construction in rivers and floodplains? In the United States, as in many other countries, floodplains have been a focus of development. Simply, people like to live near rivers – for farming, water, transportation, and, once, waste disposal. The U.S. Army Corps of Engineers has consequently built a wide range of navigation and flood-control structures in many major American rivers. These include dams, channels, and levees. Dams create lakes for irrigation, navigation, and flood control. Channels (straightening a meandering river) allow ships and barges to haul bulk commodities like oil and grain. Levees (dikes built parallel to the flow) restrain the river, helping form deep navigation channels and offering a semblance of protection to land in the floodplain.
- B** Throughout the 20th century, the Corps built and maintained an extensive system of locks, dams, and levees on the Mississippi and Missouri Rivers, which drain most of the United States, east of the Rockies. To farmers, barge companies, and real estate interests, levees are critical for taming the rivers. But to environmentalists, they are artificial restraints that promote reckless development and farming in the floodplain. Certainly, some major rivers have been sundered from their floodplains. The Lower Missouri River, for example, occupies only about 10 percent of the floodplain.
- C** The natural role of a floodplain is to carry excess water during periods of heavy runoff, but when the floodplain is walled off behind levees, the artificially narrow river must rise higher to compensate. “For the same discharge rate, rivers rise higher than they used to,” says David Galat, a notable environmentalist. “It doesn’t take a rocket scientist to figure that one out.” And while levees do protect farms and towns during minor floods, the flood of 1993 demonstrated that giant floods will still reclaim the floodplain, no matter how high the levees.
- D** The logical move, says Galat, is to get out of the line of fire – to move away from rivers that refuse to be tamed. That’s been done, to some extent: After the 1993 flood, several towns were relocated above the Mississippi and Missouri River floodplains. But Galat observes that development is continuing in the floodplain. “There was a lot of fanfare about moving towns, but in the big scale, it was just

fanfare. There's been little fundamental change in floodplain management." Malls and homes are being built smack in the floodplain, he observes, behind restored levees. Eventually, these levees will break again, he predicts, if the water does not simply rise above them.

- E** Galat is one of many river scientists who favor putting the floodplain back to work as natural damper on flood heights and source of wildlife habitat. Since the 1993 flood, he says, 50,000 acres of floodplain in Missouri alone have been returned to the floodplain by opening levees in areas like the Big National Muddy Fish and Wildlife Refuge. Like wetlands and forests, however, there are limits to how much levee removal can help. No matter how much he favors returning the floodplain, Galat insists this would not affect gigantic floods like the '93 on the Mississippi-Missouri system – so many levees broke that the rivers occupied essentially their entire historical floodplains – and still produced a whopper of a flood. In other words, even if some levees were removed, the rivers would likely run over the remainder during epic floods.
- F** Rather than worrying about floods like the 1993 edition, which only come every 100 years or so, Galat says it's more sensible to examine what the effects of "messing with the river" are on the floods that occur every couple of years or so. The height of these floods, he says, is profoundly increased by building levees, wetland loss, deforestation, stream channelization, and changes in land use in the watershed.
- G** Galat insists that channelization and building "was not sensible", but rather reflected "the human attitude that technology will solve all your problems. The flood situation is part of the arrogance of humanity and technology" that we can live above nature. With river alterations and development in floodplains, he says, "the bottom line is that you will pay sooner or later" in the next flood. The costly and futile struggle against floods reflects a mistaken assumption, Galat concludes. "A flood is not a disturbance of a river. The absence of a flood is a disturbance of a river."

V. Matching

Exercise 1

THE EXQUISITE BALANCE

In a 1987 lecture entitled *The Burden of Skepticism*, astronomer Carl Sagan succinctly summarized the delicate compromise between tradition and change: "It seems to me that what is called for is an exquisite balance between two conflicting needs: the most skeptical scrutiny of all hypotheses that are served up to us and at the same time a great openness to new ideas ... If you are only skeptical, then no new ideas make it through to you ... On the other hand, if you are open to the point of gullibility and have not an ounce of skeptical sense in you, then you cannot distinguish the useful ideas from the worthless ones."

Why, we might inquire, do some people prefer orthodoxy while others favor heresy? Is there a personality trait for preferring tradition and another for change? This is an important question because the answer helps to explain why in the history of science some scientists chose to support radical new ideas while others opposed them. In 1990, David W. Swift published *SETI Pioneers: Scientists Talk about Their Search for Extraterrestrial Intelligence*, in which he identified an overabundance of firstborn children, including Sagan.

It is significant that Sagan was an enthusiastic supporter of the idea that there are other intelligent beings in the universe besides man. However, at the same time he consistently opposed the idea of UFOs (unidentified flying objects), which many reputable scientists believed in. But is the number of firstborns among people who accept new ideas enthusiastically a statistically significant overabundance? Swift, a sociologist at the University of Hawaii, did not compute this, but University of California at Berkeley psychologist Frank J. Sulloway and the author did. Eight is the expected number of firstborns based on the number of siblings the SETI pioneers had, but 12 is the observed number. This difference is statistically significant at the 95 percent level of confidence.

So what? In Sulloway's book *Born to Rebel*, he presents a summary of 196 controlled birth-order findings classified according to the Five-Factor Model of Personality:

- **Conscientiousness.** Firstborns are more responsible, achievement-oriented, organized, and planful.
- **Agreeableness.** Laterborns are more easygoing, cooperative, and popular.
- **Openness to Experience.** Firstborns are more conforming, traditional, and closely identified with parents.
- **Extroversion.** Firstborns are more extroverted, assertive, and likely to exhibit leadership.
- **Neuroticism.** Firstborns are more jealous, anxious, neurotic, fearful, and likely to group together under stress.

To evaluate Sagan's personality, Sulloway requested a number of his friends to rate him on a standardized personality inventory of 40 descriptive adjectives using a nine-step scale between them, based on the five-factor model. For example, the author judged whether Carl Sagan was someone who was either hard-working or lackadaisical, tough-minded or tender-minded, rebellious or conforming, etc. The following results are in percentile rankings relative to Sulloway's database of more than 7,276 subjects. Most consistent with his firstborn status was Sagan's exceptionally high ranking – 88th percentile – on conscientiousness (ambitiousness, dutifulness) and his strikingly low ranking of the 13th percentile on agreeableness (tender-mindedness, modesty). This is the opposite of what we would expect from laterborns. But his openness to experience (preference for novelty) was nearly off the scale at the 97th percentile. Why? First, birth order is not the only influence on openness and can be affected by cultural influences surrounding a person as he or she grows up – Sagan was raised in a socially liberal Jewish family, and he was mentored by such scientific revolutionaries as Joshua Lederberg and H. J. Muller. Second, openness also includes an “intellectual” component, and firstborns tend to excel at intellectual pursuits, as reflected by their higher IQ scores and a tendency to win more Nobel Prizes in science. Here is the key to understanding the exquisite balance between tradition and change: Sagan's high degree of openness led him to be a SETI pioneer, but his high degree of intellectual conscientiousness made him skeptical of UFOs. Considering the example of Sagan, we can glean a valuable lesson on how science operates effectively in discriminating sense from nonsense, and it is science that helps us understand how and why this should be so.

Adapted from an article in *Scientific American* by Michael Shermer

Questions 1–8

Using the information in the passage, identify each characteristic described below.

In boxes 1–8 on your answer sheet, write

- FB if the statement refers to firstborns
- LB if the statement refers to laterborns
- CS if the statement refers to Carl Sagan
- CI if the statement refers to cultural influences
- FS if the statement refers to Frank J. Sulloway

Note: Each indicator may be used more than once.

Example	Answer
His lecture dealt with tradition and change.	CS

1. Swift discovered many of them among the SETI pioneers.
2. They are more ambitious than their siblings.
3. They are more sociable than their siblings.
4. He used the Five-Factor Model of Personality.
5. His personality was analyzed.
6. Birth order is not the only influence on openness.
7. They are less conscientious and more agreeable.
8. His eagerness to experience new things was extremely high.

Exercise 2

NEW PLAN FOR AFRICAN REVIVAL

- A** African leaders have been working to make their Millennium Action Plan (MAP) for African recovery more attractive to investors and providers of financial support from outside the continent. The plan is the brainchild of Thabo Mbeki, president of South Africa, who wanted a way of bringing to life his vision of an "African Renaissance".
- B** The mood of the UN millennium summit last year suggested that the world might be ready to help. Later, Tony Blair let it be known that he wanted a plan for Africa to feature in his second term as Britain's prime minister, but that he also wanted the initiative for this plan to come from Africa, and that he would then respond.
- C** This is what is happening. Mr. Mbeki will, with the help of Mr. Blair, present the plan to the G8 summit in Genoa later this year. The plan's central thesis is that Africa's development depends on its full involvement in the global economy, and that this requires a mixture of reform in Africa and assistance from other countries. The most important reforms are: establishing peace, and more democratic government; respecting human rights; investing in people by giving them better health care and education; diversifying economies, and encouraging trade both within Africa and with the outside world; combatting disease and boosting new technologies.
- D** In return for the promised reforms, the plan asks the developed world for more debt relief, the removal of trade barriers, and the ending of its farm subsidies. Aid is low on the agenda, being mentioned only in the last few pages. However, some African leaders, represented by Mr. Robert Mugabe of Zimbabwe, strongly believe that it is their right to claim more aid from the developed world in compensation for past exploitation.
- E** But in Africa, as in other parts of the Third World, any programme that does not address the question of debt repayment is doomed to failure. In many countries in Africa, governments are collecting billions of dollars from their people and giving the sums to Western governments and banks in loan repayments. Little is left for health care and education even when there is an emergency such as the one of AIDS. Last year, African countries paid \$15 billion in foreign debt. But the debt keeps on growing. It is now estimated to stand between \$315 billion and \$375 billion.
- F** According to the World Bank report titled "African Development Indicators", the African people face problems in all aspects of life. One is poverty. About 300 million people, almost nearly half of the continent's population survives on less than 65 cents a day. The

average GNP is \$492, but in 24 countries it is less than \$350. Ethiopia's GNP is below \$100; the Democratic Republic of Congo, less than \$110; Burundi, less than \$120; and Sierra Leone, less than \$130. Most of the poor people are constantly moving to urban areas and swelling the population in town and city slums. Another is health care. This is one of the areas where the IMF and World Bank policies have had a huge impact. Governments have been forced to slash health care funding, and the result is shown by the increased infant mortality rates. Countries that had made some progress in reducing infant mortality rates in the 1960s and 1970s are now faced with increased mortality rates. Mortality rate in Africa is 10% but on average about 151 of every 1,000 children die before the age of 5. Very small improvement has been made on this. Developing countries have mortality rates ranging from 6 to 8. On top of this, the AIDS epidemic is having a disastrous effect on life expectancy. The third problem is poor education. Illiteracy levels remain at 41%, on average. For women the number is at 49%. In some countries, the progress made in the 1960s and 1970s is being reversed, because the high cost of education is cutting the school enrolment levels and as well as increasing dropout rates.

G Zambia, host to the upcoming Organisation of African Unity (OAU) summit, has called for "concerted action" to deal with these problems. "The challenges that our founding fathers sought to address 38 years ago remain alive and relevant in today's world," Zambian Vice-President Enoch Kavindele told the OAU's council of ministers. Part of this "concerted action" is a move to integrate the OAU into a more comprehensive body to be called the African Union (AU). The AU, modelled loosely on the European Union, is the idea of Libyan leader Muammar Gaddafi. It will consist of an executive, a central bank, a monetary fund, a parliament, and a court of justice. In another move, Mbeki is pushing for the merger of the MAP with the Omega Plan. The latter, spearheaded by Senegalese President Abdoulaye Wade, has set goals and defined financial means to narrow infrastructural gaps. The merger plan will be presented to the upcoming OAU summit.

Questions 1–4

Which of the ideas below are associated with the following people?

In boxes 1–4 on your answer sheet, write

M if the idea is associated with Robert Mugabe

T if the idea is associated with Thabo Mbeki

G if the idea is associated with Muammar Gaddafi

1. A proposal to attract more investment in Africa
2. The developed world owes compensation to Africa.
3. Africa should copy the European Union.
4. "African Renaissance"

Exercise 3

- A** "Shoot anything that moves," the rebel soldiers whispered amongst themselves. As strange as it may seem, these men were not talking about shooting enemy soldiers. Rather, they were getting ready to launch a military attack against a peaceful herd of wild animals living deep in the African bushlands. It is hard to believe, isn't it? Unfortunately, in Central Africa, these kinds of large-scale attacks against wild animals are occurring increasingly often and the results are always devastating.
- B** In many instances, the animals are massacred in a merciless manner that leaves them no means of escape or defense. For example, one night in the Congo, a gang of soldiers crept into a remote wildlife preserve. Armed with machine guns, the soldiers sprayed bullets up and down the river, killing an entire herd of hippos. In another recent incident, huge convoys of soldiers poured into the Congo Basin from across the border to illegally hunt for animals no longer found in their country. To flush out their prey, the soldiers set fire to the bush and then shot the animals as they ran for safety. According to one witness to the carnage, the scene was horrible. Elephants had been shot with anti-tank guns and entire elephant families were slaughtered. The soldiers had skinned and cut up the animals, and had left the remains of lions, leopards, cheetahs, chimpanzees, and buffaloes to rot in the forest.
- C** Why would anyone do such a thing? The answer is simple – *bush meat*. Bush meat is the meat from wild animals, and it has become a big business in Africa. "The bush meat trade has exploded into a huge industry," says a member of an animal conservation group. According to their estimates, about 3.4 million tons of bush meat came out of the Congo Basin last year. People in the Congo Basin have lived on bush meat for thousands of years, but local hunting never had an impact on the animal's numbers. However, today the animals are being hunted faster than they can reproduce. They are being killed in large numbers for hard cash, and it is an all-out slaughter.
- D** The Congo Basin is the world's second largest rainforest and over-hunting is threatening to drive many of its animals into extinction. Big and slow, the African great apes are the most threatened species. Primarily because of hunting, there are only about 600 mountain gorillas left living in the Congo Basin. The number of western lowland gorillas has dropped to about 110,000; chimpanzees are down to about 110,000; pygmy chimpanzees, which scientists say are the animals most closely related to humans, have been reduced to between 10,000 and 25,000. Experts say that chimpanzees as well as gorillas could disappear from the Central African forests within the next 10 to 20 years.

- E** Some experts believe that Africa's booming logging industry is the primary cause of this unfortunate phenomenon. Loggers build roads into remote regions of the forests, giving poachers an easy route to regions that were once inaccessible. Loggers also have access to guns and vehicles. Many of them hunt for their own bush meat and help other hunters transport their slaughtered animals to city markets. A hunting trip that might have taken days to complete before the arrival of logging now takes only a few hours.
- F** In addition, there are many contributing causes. Africa's rapidly growing population is generating a rising demand for bush meat. The growth of Central African cities has created a huge urban market for hunters. As people move from the forests to cities, they take with them their taste for wild meat. Most of the poor countries in the region do not raise animals for food, and bush meat remains a primary source of protein. Several ongoing civil wars in the region add to the problem because they have made modern weapons so widely available. It is much easier to kill a large group of animals with an automatic weapon than with a rifle or a bow and arrow. There is also a growing international market for bush meat as more and more Africans immigrate to other countries. According to inside sources, several tons of bush meat enter Europe through London's Heathrow Airport each day.
- G** The bush meat crisis may also be responsible for the spread of disease in Africa. Most scientists agree that HIV (the virus that causes AIDS) emerged when *simian immunodeficiency viruses* (SIVs) spread to people in western Africa. Scientists suspect that most of the world's 50 million cases of HIV first spread to humans from contact with the blood of chimpanzees with SIVs. The manner in which these animals are slaughtered and handled creates numerous opportunities for SIV and other deadly viruses to multiply and to spread to the human population.
- H** There are already laws banning poaching in Central Africa, but few countries are able to enforce them. Poverty, war, and AIDS plague much of Africa and command what little resources the governments have. Some experts believe that it is up to wealthier nations to help out. Many U.S. organizations are doing just that. New York's Bronx Zoo, for example, has a fund to help train wardens to patrol and protect the forest from poachers. The U.S. government is also pitching in. At a recent environmental summit in South Africa, U.S. Secretary of State Colin Powell pledged more than \$50 million to help preserve African wildlife. It is a complicated problem with no easy solution, but something needs to be done before it is too late.

Questions 1-5

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

Which paragraph contains the following information?

Write the correct letters, A-H, in boxes 1-5 on your answer sheet.

1. Why hunters can reach remote regions
2. Factors contributing to the rise in wild animal slaughter
3. The threat of extinction caused by over-hunting
4. The possible connection to disease
5. The motive behind the all-out slaughter

Sweden Plans to Be World's First Oil-Free Economy

- A Sweden is to take the biggest energy step of any advanced western economy by trying to wean itself off oil completely within fifteen years – without building a new generation of nuclear power stations. The attempt by the country of nine million people to become the world's first practically oil-free economy is being planned by a committee of industrialists, academics, farmers, carmakers, civil servants, and others, who will report to parliament in several months. The intention, the Swedish government said yesterday, is to replace all fossil fuels with renewables before climate change destroys economies and growing oil scarcity leads to huge new price rises. “Our dependency on oil should be broken by 2020,” said Mona Sahlin, minister of sustainable development. “There shall always be better alternatives to oil, which means no house should need oil for heating, and no driver should need to turn solely to gasoline.”
- B According to the energy committee of the Royal Swedish Academy of Sciences, there is growing concern that global oil supplies are peaking and will shortly dwindle, and that a global economic recession could result from high oil prices. Ms Sahlin has described oil dependency as one of the greatest problems facing the world. “A Sweden free of fossil fuels would give us enormous advantages, not least by reducing the impact from fluctuations in oil prices,” she said. “The price of oil has tripled since 1996.” A government official said: “We want to be both mentally and technically prepared for a world without oil. The plan is a response to global climate change, rising petroleum prices, and warnings by some experts that the world may soon be running out of oil.”
- C Sweden, which was badly hit by the oil price rises in the 1970s, now gets almost all its electricity from nuclear and hydroelectric power, and relies on fossil fuels mainly for transport. Almost all its heating has been converted in the past decade to schemes which distribute steam or hot water generated by geothermal energy or waste heat. A 1980 referendum decided that nuclear power should be phased out, but this has still not been finalised. The decision to abandon oil puts Sweden at the top of the world green league table. Iceland hopes by 2050 to power all its cars and boats with hydrogen made from electricity drawn from renewable

resources, and Brazil intends to power 80% of its transport fleet with ethanol derived mainly from sugar cane within five years.

- D Last week, George Bush surprised analysts by saying that the US was addicted to oil and should greatly reduce imports from the Middle East. The US now plans a large increase in nuclear power. The British government, which is committed to generating 10% of its electricity from renewable sources by 2012, last month launched an energy review which has a specific remit to consider a large increase in nuclear power. But a report by accountants Ernst & Young yesterday said that the UK was falling behind in its attempt to meet its renewables target. "The UK has Europe's best wind, wave, and tidal resources, yet it continues to miss out on its economic potential," said Jonathan Johns, head of renewable energy at Ernst & Young.
- E Energy ministry officials in Sweden said they expected the oil committee to recommend further development of biofuels derived from its massive forests, and by expanding other renewable energies such as wind and wave power. Sweden has a head start over most countries. In 2003, 26% of all the energy consumed came from renewable sources – the EU average is 6%. Only 32% of the energy came from oil – down from 77% in 1970. The Swedish government is working with carmakers Saab and Volvo to develop cars and lorries that burn ethanol and other biofuels. Last year, the Swedish energy agency said it planned to get the public sector to move out of oil. Its health and library services are being given grants to convert from oil use and homeowners are being encouraged with green taxes. The paper and pulp industries use bark to produce energy, and sawmills burn wood chips and sawdust to generate power.

Questions 1–4

The passage has five paragraphs, A–E.

Which paragraph contains the following information?

Write the correct letters, A–E, in boxes 1–4 on your answer sheet.

1. The rate at which the price of oil has risen
2. Sweden has many trees that it can use as a fuel source.
3. Swedish people voted to stop using nuclear power.
4. The UK is not meeting its target for use of energy from renewable sources.

The Struggle Against Superbugs

- A** Rarely does a bacterium become the fuel for a national election campaign. *Staphylococcus aureus*, though, won just such a dubious distinction earlier this year when a drug-resistant form known as MRSA became a byword for the filthy state of British hospitals. As ever, the truth is more prosaic than election hype. MRSA is a global problem, as indeed is the rise of other drug-resistant "superbugs". Science is struggling to cope. There are too few new antibiotics in the pipeline and hopes were dashed this week that a vaccine against *S. aureus* might be developed soon.
- B** Three billion years of evolution have turned *S. aureus* into a pretty mean bacterium. Although it is found on human skin, its preferred habitat is up the nose. When it gets inside the body, it can manifest itself as anything from harmless pimples to life-threatening diseases, such as endocarditis (inflammation of the heart tissue) and septicaemia. The overuse of antibiotics in the past fifty years means that *S. aureus* is now resistant to treatment. In America alone, every year 2 million people acquire bacterial infections while in hospital and 90,000 of them die as a result, according to the Centres for Disease Control and Prevention in Atlanta. The methicillin-resistant strain of *S. aureus*, MRSA, is of particular concern. Infections are a growing global problem.
- C** First spotted in 1961, MRSA is now endemic in many hospitals. In many Asian countries, 70–80% of the strains isolated from diseased tissue have the MRSA form of *S. aureus*. In America, the figure is around 40%. In Britain, the percentage of death certificates mentioning it as a factor contributing to death has shown a staggering rise since 1993. The disease is also hyper-endemic in Italy, Turkey, and Argentina. In a study published earlier this year, among 500 otherwise healthy children attending a hospital outpatient clinic in Nashville, 9.2% had MRSA up their noses. The same study three years earlier had put this figure at 0.8%.
- D** According to the *Lancet*, countries that have more or less ignored MRSA, such as China, South Korea, and Japan, have some of the highest rates of incidence. Meanwhile, those with a low prevalence of MRSA, such as Finland, Denmark, and the Netherlands, have high levels of surveillance and strictly enforced contact precautions. The bug's spread can be greatly reduced by scrupulous hygiene. Hospitals in the Netherlands isolate patients with MRSA and screen everyone

who comes into contact with them. Once a patient has become ill with MRSA, there are only a few expensive antibiotics left that can treat it. Strains resistant to these are already emerging. It is a war between man and a bacterium, and the outcome is by no means certain.

- E** Many people believe that the main stumbling block is a lack of new antibiotics. Fewer and fewer antibiotics are being discovered. Richard Wise, who chairs the committee on antimicrobial resistance for the Department of Health in Britain, is one of many who are concerned. Of those few new drugs that have emerged, he says, most are not sufficiently novel to combat resistance to old drugs. Antibiotics are not big earners for the pharmaceutical companies. Drugs for chronic conditions are far more profitable because they keep working and remain saleable, unlike antibiotics. In December this year, the British Department of Health will bring industry and academia together to try to address some of these problems in Europe. It won't be easy. Most drug companies have cut back on their efforts. An American study last year found that out of 506 drugs in development, only five were new antibiotics.
- F** Others think that vaccines might be the answer. As antibiotics attack bacteria directly, this leads to an evolutionary pressure on the bacteria to evade this. Vaccines stimulate the body to mount its own, far more deft, defences. According to Alison Holmes, director of infection control and prevention at Hammersmith Hospital in London, because vaccines reduce infection in the first place, they cut the volume of antibiotics used to treat the infection and thus would slow down the emergence of new superbugs.
- G** Two companies are working on a vaccine that, in theory, would work against *S. aureus*. Such a vaccine could be used in one of several ways. It might be given to people who were about to undergo an invasive procedure or operation, such as cardiac surgery, which would reduce the risk of complications and need for antibiotics. Or if the vaccine were long lasting, it might be given to people who were at a continuing risk from *S. aureus* infection, such as those undergoing kidney dialysis. Vaccine Research International (VRI), a small private company based in Birmingham, is about to end the first phase of a clinical trial of a vaccine aimed at Staphylococcal infections. It hopes the drug, based on a whole but inactivated organism, might be used to address the problem of infections in joint-replacement patients. The results are due in January next year.

H Nabi Biopharmaceuticals, based in Rockville, Maryland, is further ahead with its trials. Until this week, Nabi had hoped to launch its vaccine, initially for dialysis patients, in Europe in 2006, subject to a final confirmatory clinical trial. Unfortunately, on November 1st, Nabi was forced to halt work when it failed to confirm an earlier confirmatory clinical trial that showed it protected these patients. This is not necessarily the end of the road. The problem may be a glitch in production, or the difficulties of immunising dialysis patients whose underlying conditions mean they often have weakened immune systems. Nabi says it pushed ahead with the vaccine for this group first because the clinical need was so great. Other groups of patients may be able to produce a better immune response to the vaccine.

I The Nabi vaccine is only a portion of the actual bacterium attached to a carrier protein that stimulates the immune system. Judith Davies, a spokesperson for Vaccine Research International, argues that the history of vaccines shows that more broad-ranging and longer lasting immunity tends to come from vaccines based on complete organisms, such as the one developed by her company. Nabi disagrees, but even if the halting of its trials is later attributed to a trivial problem, it will take several years to get to this stage again. It remains to be seen whether a vaccine against MRSA can be developed. Vaccinating against bacterial pathogens, rather than treating them with antibiotics, is a promising route forward. If they can be made to work, prevention would be, as ever, better than cure.

Questions 1–4

The passage has nine paragraphs, A–I.

Which paragraph does each of the following headings best fit?

Write the correct letters, A–I, in boxes 1–4 on your answer sheet.

1. Less antibiotic development
2. The evolution of *S. aureus*
3. Global problem
4. How vaccines might work better

Exercise 6

The Genuine Article

- A** Many business books assume that potential leaders are a blank canvas onto which must be hurled a particular set of habits and characteristics in order to form the perfect chief executive of the future. Others assume that to become a better boss executives need do no more than ape other corporate high-flyers or draw inspiration from leaders in other walks of life. In this vein, for example, there are the Jack Welch model and the Richard Branson model.
- B** Military commanders are a favourite – military metaphors still abound in the corporate world – and Napoleon and Alexander feature frequently. Alexander’s record on globalisation, however, is the more appealing in the current business climate. Failure to make it in Moscow and being offshored on St Helena are not to be found on the CVs of potential business leaders of today.
- C** Rob Goffee and Gareth Jones, two British academics, eschew the notion that effective bosses can be constructed piecemeal. Their implicit message is that bosses are born, or at least made before they delve into books on management. Rather than suggesting that high-quality leaders can be constructed from what they dismiss as an “amalgam of traits”, they stress that there are “no universal leadership characteristics”. The talent that the pair thinks most vital is “authenticity”.
- D** After 25 years spent observing well-regarded chief executives and good managers further down the ladder, the authors conclude that those who are true to characteristics they already possess make the best bosses. Their message to the aspiring high-flyer is “be yourself”, have a lot of self-knowledge and be comfortable with who you are. Identikit executives hiding behind the latest management fad, ambitious role players, time-servers, and office politicians may manage to creep to the top. However, Messrs Jones and Goffee insist that those they seek to lead will soon find them out. Authenticity cannot be faked, they say, and a little eccentricity won’t hurt either. The authors approvingly cite Mr Branson’s casual style and endearing difference from the norm that his followers appreciate.
- E** Displaying other differences, foibles, or even shortcomings, they say, adds to the authenticity, and they give examples of the kinds of differences that bosses should exude. When CEO of Unilever, Niall FitzGerald, gave free vent to his Irishness; Franz

Humer's passion was on display for all to see at Roche; and the BBC revelled in Greg Dyke's "blokeishness". The authors do concede that there are techniques which can improve leadership. Some characteristics work better than others, so play these up. However, they warn against phoney sincerity, and (perhaps surprisingly) they advocate displays of weakness. Mr Dyke had a notoriously bad temper; Alain Levy of PolyGram could be blunt and emotional. Appear human and your leadership will seem more attractive.

- F** The authors go on to make some fairly obvious points that the truly authentic and self-aware could probably work out for themselves: be conscious of how well you read situations (and try to get better); conform (but not too much); get close to your underlings (but not too close); and communicate authentically too. Are you better on e-mail or face to face? They cite Mr Welch's use of experiences from his boyhood in his communiqués as a way of conveying authenticity. They suggest trying a little humour – which is surely not a good idea if you are not authentically funny.
- G** It is a shame that the British authors offer many more examples from Europe than they do from America. The reader is left wondering whether revealing eccentricities in a land where conformity is more highly prized (and weaknesses where capitalism is reddest in tooth and claw) would meet with less success. Wal-Mart, Microsoft, and other hugely successful American companies have been led by rather unexceptional people with little sense of humour.
- H** Readers looking for detailed and specific advice on being a good manager may feel that the authors' message is a little too vague. Managers who are unpleasant by nature may also want to try another approach. That said, "be yourself" is doubtless good advice for anyone yearning to lead hundreds and thousands of employees. Or indeed anyone merely wishing to lead a happy life.

Questions 1–4

The passage has eight paragraphs, **A–H**.

Which paragraph contains the following information?

*Write the correct letters, **A–H**, in boxes 1–4 on your answer sheet.*

1. People who try to be good managers simply by following the latest book's advice will be seen as they really are by those they manage.
2. A brief comparison of overall European and American business styles
3. Ideas that conventional books suggest to those who wish to be business leaders
4. How childhood experiences can help business leaders

Exercise 7

The Prize: \$10 Million

- A** They are an elite club of billionaires, movie producers, dotcom wiz kids and the occasional astronaut and between them they hope to change the face of scientific research. With money and influence, the 20-strong team – among them the producer of the Blues Brothers and Naked Gun movies, the co-founder of Google, a former White House aide and the Vietnam veteran-turned-billionaire genetics entrepreneur, Craig Venter, are to launch a series of multimillion dollar prizes to accelerate scientific breakthroughs that otherwise might be decades away.
- B** Together, they make up the X-Prize Foundation, an organisation set up by Peter Diamandis of Space Adventures, the company that arranged for Dennis Tito to fly to the International Space Station in 2001 and so become the world's first space tourist. The foundation (motto: "Creating radical breakthroughs for the benefit of humanity") plans to launch three prizes of at least \$10 million this year to crack some of the toughest problems facing genetics, nanotechnology, and the car industry. "Our goal is to build ourselves into a world-class prize institute and focus on using those prizes to attack some of the grand challenges of our time," Dr Diamandis said. "By setting up prizes with a big enough purse, you can reach across space and time and problems will get solved."
- C** The move follows the foundation's huge success with the Ansari X-Prize, which promised \$10 million for the first commercial manned spacecraft to reach suborbital space twice within two weeks. Named after Anousheh Ansari, a dotcom multimillionaire and one of only two women on the foundation's board, the prize attracted 26 teams which spent more than \$100 million trying to win. The prize was triggered by what Dr Diamandis calls his "absolute frustration at the glacial pace of progress" and was won in 2004 by Burt Rutan, an American aeronautics expert, with his rocket-plane SpaceShipOne. The competition forced US officials to draw up regulations for commercial spaceflight and paved the way for Richard Branson to add space tourism to his portfolio with the launch of Virgin Galactic, a spaceflight venture that will use a rocket designed by Mr Rutan.
- D** Now, the foundation is looking to repeat its success in other areas of science. Dr Diamandis is cagey about the finer details of future prizes, but one will offer \$10 million for the first company to sequence the genetic code of 100 people in a matter of weeks. The prize is intended to force private industry to find ways of making full genome sequencing cheap enough for everyone to afford. It will be no cakewalk: a full genome sequence now takes around six months to read and costs \$20 million. "The value of having the human genome doesn't really occur until you have it for tens or hundreds of thousands of people, so the prize will make

that happen," Dr Diamandis said. "To say this gene correlates with adult-onset diabetes, that this gene reacts badly with that drug, you need a huge statistical database."

E A second prize is aimed at kicking America's self-proclaimed addiction to oil, by spurring research into greener vehicles. "This is a hot button that can effect our reliance on energy from around the world and our production of pollution, which are major problems from a national security standpoint and an environmental standpoint," Dr Diamandis said. "We're still using the internal combustion engine after 100 years, and getting 20 miles per gallon for the past 40 years. It's ripe for a major prize to break things open." The foundation is also planning prizes in nanotechnology and education and is considering a second space prize, which could see the first commercial team to put a person into orbital spaceflight win \$50 million to \$100 million. "We're always looking for where things have become stuck, where there are bureaucratic, technology, government, or industrial problems stopping things evolving." According to Dr Diamandis, in the future such prizes will shape research by focusing minds on a particular problem and ensuring the goalposts do not change with political whims. Soon, he believes \$100 million and even \$1 billion prizes will be put up by organisations keen to draw on the mass intelligence of the world's experts.

F The money for the prizes comes from donations from wealthy individuals and sponsorship, and entry is usually open to all. "In general, we want these open to the most brilliant minds on the planet," Dr Diamandis said. "A lot of the value is not just the cash; it's the heroism that goes along with winning the competition. It's what drives people to work around the clock and take risk to levels required for breakthroughs." The X-Prize Foundation has inspired others to follow suit, notably NASA, which believes its money might be better spent setting up a prize fund than running parallel research projects in-house. This month it released details of six \$5 million "challenges" to solve technical hurdles standing in the way of typically NASAish projects, namely how to build extraterrestrial fuel depots, human lunar all-terrain vehicles, low-cost space pressure suits, lunar night power sources, micro re-entry vehicles, and "station-keeping solar sails".

Questions 1-4

The passage has six paragraphs, A-F.

Which paragraph contains the following information?

Write the correct letters, A-F, in boxes 1-4 on your answer sheet.

1. The reason that having the genetic codes of many people would be advantageous
2. Who can enter the competitions
3. The number of women on the board of directors of the X-Prize Foundation
4. The backgrounds of the people who make up the X-Prize Foundation

Exercise 8

THE SMITHSONIAN INSTITUTE

The Smithsonian was established in 1846 by the U.S. Congress under the terms of a gift by British scientist James Smithson. Today, it is the largest museum complex in the world. It comprises 16 museums, a National Zoo, and several prominent research centres, most of which are located near its headquarters in Washington, D.C. The institution's collections number more than 140 million items, from masterpieces of modern sculpture and the world's oldest fossil to the original compass used by the "Lewis and Clark expedition" to the American West. A hallmark of the Smithsonian is its accessibility. Every museum is open to the public free of charge, generally every day of the year except December 25. The research centres offer frequent public exhibitions and educational programmes. The Smithsonian's principal museums and research centres are briefly described below.

The National Air and Space Museum presents a comprehensive survey of the evolution of aviation and space flight. Two dozen galleries trace themes and events in aviation and space history. The large and diverse collection of aircraft, spacecraft, and artefacts includes the Flyer, designed by the Wright brothers; the Spirit of St. Louis, used by Charles Lindbergh to make the first flight across the Atlantic Ocean; and the command module of Apollo 11, the first space mission to land on the moon.

The National Museum of American History is devoted to providing an understanding of the United States and its many peoples through extensive collections, exhibitions, and public programmes. Highlights of the collection include the original Star-Spangled Banner (the battle flag from the War of 1812 that inspired American lawyer and poet Francis Scott Key to compose the words of the United States' national anthem); the compass explorer William Clark used on his expedition to the American West with Meriwether Lewis from 1804 to 1806; and the oldest operable locomotive, the John Bull, built in 1841.

The National Museum of Natural History is one of the world's leading centres for research and learning about the natural world and humans' place in it. Its collections, which number more than 120 million specimens, are the foundation for research, exhibitions, and education. Highlights include the 45.5-carat Hope Diamond, the largest deep blue diamond in the world; millions of fossilised plants, animals, and geologic specimens; and one of the most complete Allosaurus dinosaur skeletons displayed in a museum.

The Smithsonian Astrophysical Observatory was founded in 1890. As the era of space exploration began, the observatory was at the forefront of space science research, gaining a prominent reputation for its worldwide satellite-tracking network. In 1973 the joint Harvard-Smithsonian Centre for Astrophysics was created. The organisation has been a pioneer in developing instruments and methods for astronomical research. Its facilities and equipment include ground-based telescopes in Arizona and Massachusetts, a highly advanced radio telescope in Cambridge, and many instruments aboard spacecraft and balloons.

The Smithsonian Environmental Research Centre conducts long-term ecological studies that contribute to the protection and management of natural resources. Interdisciplinary studies at the centre investigate the effects of human activities on natural systems. Biology is the primary focus, but scientists also use geography, geology, hydrology, chemistry, physics, and other disciplines to find answers to environmental questions. Studies are conducted over 25 years to identify patterns and draw conclusions about causes of environmental phenomena.

At the Smithsonian Tropical Research Institute (STRI), staff scientists and visiting researchers from around the world study the organisms, ecosystems, and peoples of the world's tropics in the institute's laboratories and research stations. As one of the world's leading centres for tropical research, STRI has programmes exploring animal behaviour, plant ecology, forest canopy biology, paleoecology (the study of ancient or prehistoric organisms in their environment), archaeology, evolution, genetics, marine ecology, anthropology, and conservation science. Research by the institute's staff and visiting scientists has increased understanding of how tropical plants respond to increased carbon dioxide in the atmosphere. By studying how tropical organisms communicate, scientists know more about the tropical forest canopy's effect on global biological diversity. Smithsonian scientists use a specially designed tower crane system to reach the forest canopy. The crane was developed by STRI and is the only system of its kind in the tropics.

Questions 1–6

Some of the exhibits and instruments of the Smithsonian Institute are listed below (**Questions 1–6**).

The writer gives these items as examples of what can be found at the Smithsonian's various museums and research centres.

Match each exhibit or instrument with the name of the museum or research centre with which it is associated in the passage.

Write the appropriate letters in boxes 1–6 on your answer sheet.

NB You may use any museum or research centre name more than once.

Museums and Research Centres

AS	National Air and Space Museum
AH	National Museum of American History
NH	National Museum of Natural History
AO	Smithsonian Astrophysical Observatory
TR	Smithsonian Tropical Research Institute

Example

Explorer William Clark's compass

Answer

AH

1. The original Star-Spangled Banner
2. A highly advanced radio telescope
3. The oldest operable locomotive
4. The command module of Apollo 11
5. A specially designed tower crane system
6. The Spirit of St. Louis

VI. Short Answers

Exercise 1

The East Coast Greenway

Walkers, cyclists, and other trail advocates have joined forces around an audacious project, a 2,600-mile traffic-free path linking East Coast cities from Maine to Florida. Launched only 10 years ago, this vision for an urban alternative to the highly popular Appalachian Trail is quickly becoming a reality. The East Coast Greenway will be the nation's first long-distance, city-to-city, multi-modal transportation corridor for cyclists, hikers, and other non-motorised users. Our goal is to connect existing and planned trails that are locally owned and managed to form a continuous, safe, green route – easily identified by the public through signage, maps, users' guides, and common services.

The route will be at least 80 per cent off-road, using waterfront esplanades, park paths, abandoned railroads, canal towpaths, and parkway corridors. It will serve cyclists, hikers, skaters, equestrians, people in wheelchairs, and other non-motorised users. We are presently working hard to develop the entire trail from Maine to Florida.

Our route will be an urban alternative to the Appalachian Trail, located not only in the shadows of skyscrapers and within suburban greenspace, but also in surprisingly rural areas that still exist between our East Coast cities. It will enable residents to travel short distances from their homes to local points of interest, and tourists to travel for a few days or even weeks to visit the rich store of history and culture within the East Coast region. While seeking the most direct feasible route between cities, we also value a route offering an interesting, varied experience. It will link with a host of other greenways and trails being developed within the region, forming a true greenway network functioning much like the interstate highway system.

Questions 1–5

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

Write your answers in boxes 1–5 on your answer sheet.

1. What is the Greenway in relation to the Appalachian Trail?
2. How long ago did this plan begin?
3. Who will be able to know that the Greenway is present because of signs, maps, and guides?
4. How much of the route will be off-road?
5. What will the greenway network resemble?

Exercise 2

Infants Have Keen Memory for Learning Words

Be careful what you say; little ears might be listening. And remembering. Experimental psychologists have found that infants seem to remember relatively complex words, even when they only hear those words in tape-recorded stories without the benefit of any other stimuli. Audio-



taped children's stories containing words like "peccaries" and "python" were played to eight-month-old infants once a day for ten days; two weeks later, thirty-six words that occurred most frequently in the stories were played back to the babies in list form. Perhaps the most remarkable finding was that the babies recognised the words, even though they sounded different in list form than they did in the stories. Peter Jusczyk, a professor in the Department of Psychology at the Johns Hopkins University who worked on the experiments, noted that when people just read a list, we actually pronounce words a little bit differently. In other words, the words have a very different acoustic form than they have in the stories. However, the experiments indicated that the infants remembered the words they had heard in the stories, suggesting that babies memorise words that occur frequently in speech, an important prerequisite for learning language. The findings will be detailed in a paper to be published in the journal *Science*.

Although much work has been conducted to investigate how children learn the meanings of words, there has been little research aimed at learning how infants focus on the sounds of words, said Jusczyk, who co-authored the paper with Elizabeth A. Hohne, a psychologist at AT&T Labs. The scientists recorded women narrating three different children's stories, each lasting about ten minutes. Then researchers visited the homes of fifteen infants, playing the stories to them every day for ten days. In the end, the eight-month-old babies had heard each story ten times. The psychologists identified the thirty-six content words – usually nouns – that occurred most frequently in the stories. Then they arranged those words in lists of twelve words each. Two weeks after the final visit to the infants' homes, the babies were brought to Jusczyk's lab at Johns Hopkins. One at a time, they were placed inside a special testing booth, where they listened to the lists containing the words that occurred most frequently in the stories. Then they listened to lists of other, similar-sounding words that did not occur in the stories. A light flashed above the speaker through which the tape recording was played. When the infants looked at the light, the word lists began and continued to play as long as the infants looked toward the light.

Babies who stopped listening to the words looked away from the light, telling the researchers how long the infants had listened to specific lists of words. What they found was that the babies listened longer to the lists of words from the stories, significantly longer.

Previous research using the technique has shown that infants tend to listen longer to words that are more familiar to them. The researchers, however, wanted to make sure that the infants were not listening longer to the story words simply because they found them more interesting, so they brought a new group of infants to the lab who had never heard the stories on tape. When those infants heard the lists of the story words and the non-story words, they showed no preference and actually listened slightly longer to the non-story words. Jusczyk says that this demonstrated that the experience the babies had had at home listening to the stories had an impact on what they really remembered. He noted that the infants learned the words even though they never had any personal contact with the women who narrated the stories. As Jusczyk adds, imagine what happens when you actually have the baby in your arms, and you are reading the story and you are turning the pages of the book. You would expect that babies would be even more inclined to store some of that information. The babies who had never heard the stories listened an average of about six seconds to the story words and slightly more than that for the non-story words. The infants who had heard the stories listened an average of less than six seconds to the non-story words but nearly seven seconds to the story words. Jusczyk says that a second doesn't sound like a lot of time, but notes that it is consistent.

Ultimately, scientists are trying to learn how young children are able to learn and master the complexities of language, a difficult task for the adult brain and the most powerful computers. At about eighteen months, a child's vocabulary and grasp of language suddenly expand, and scientists don't know why. One possible explanation is that children may begin storing the sounds and meanings of words while they are infants, and suddenly they are able to connect the words with meanings. Learning words requires storing both sounds and meanings. This study shows that infants sometimes store the sounds of words, even when they have not yet learned the meanings.

Questions 1–4

Answer the questions, using **NO MORE THAN THREE WORDS** from the passage for each answer.

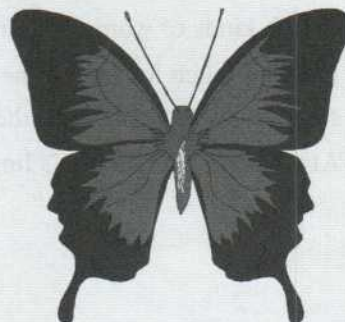
Write your answers in boxes 1–4 on your answer sheet.

1. Apart from listening, what might very young children be doing with the words parents use?
2. Which kinds of words appeared most in the children's stories?
3. For how much longer did the very young children who had heard the stories focus on the story words as opposed to the non-story ones?
4. At what age do children's linguistic abilities begin to increase a lot?

Exercise 3

The Evolution of Butterfly Vision

During the spring and summer months, many people enjoy gazing at brightly coloured flowers and the butterflies that frequent them, but few of us stop to consider: what do the butterflies see? A few evolutionary biologists have pondered that question, and through research have uncovered a possible – and if it exists, surprising – link between the evolution of colour vision in butterflies and in humans.



One of those researchers is Adriana Briscoe, an assistant professor in the Department of Ecology and Evolutionary Biology at the University of California, Irvine. Briscoe's lab is one of a few worldwide studying the evolution of red-green colour vision in butterflies and their closest relatives, moths and skippers. Research suggests that a gene duplication event, similar to the one that produced colour vision in primates – humans, chimpanzees, and gorillas – may have occurred in butterflies.

The visual system of butterflies is just one of many areas that scientists may explore in molecular evolution and evolutionary physiology. Briscoe believes that evolutionary biology is an important – and growing – discipline that will continue to offer a range of career opportunities. She says that the field is going to expand because of the usefulness of evolutionary theory for all areas of biology. The biomedical sciences will become increasingly reliant on a group of well-educated people who can deal with genome sequence analysis and, for example, make predictions about the evolution of diseases, such as avian flu.

After reading about work that Jeremy Nathans and others had done on primates in the 1980s, Briscoe, with the assistance of another scientist, Lewontin, and co-advisor Naomi Pierce, developed a dissertation focus. Briscoe explained that colour vision requires the presence of at least two colour receptors, with different sensitivities to light. The proteins expressed by these receptors are different opsins. They form the visual pigments that are found in the eyes of organisms. Nathans and others demonstrated that humans, chimpanzees, and gorillas evolved red-green colour vision via an opsin gene duplication event, so Briscoe wanted to know if butterflies evolved red-green colour vision through a similar genetic mechanism.

Briscoe was the first person to clone six opsin genes from the Eastern Tiger Swallowtail – a butterfly from the papilionid family – work she did during her Ph.D. research. As a post-

doctorate student at the University of Arizona, she continued the work by examining the pattern of opsins in swallowtail eyes using molecular biology techniques. Briscoe's research confirmed that the red sensitive opsin of swallowtail butterflies had evolved from a duplication of a green sensitive opsin ancestor, and that this gene duplication event had occurred after the divergence of the lines leading to papilionid and nymphalid butterfly families. This suggested to her that butterflies lacking this duplicate opsin gene may be red-green colour blind. Since then, Guillermo Zaccardi, a visiting graduate student to Briscoe's UC-Irvine lab, has used behavioural studies that Briscoe says prove the hypothesis. The work has not yet been published.

Briscoe is also investigating how many times opsin gene duplications have occurred in butterflies and when they happened. For instance, a recent paper from her lab and the lab of Steven Reppert at the University of Massachusetts Medical School, Worcester, published in *Neuron*, showed that the monarch butterfly has a novel pattern of ultraviolet opsin expression in the polarisation-sensitive dorsal rim area of the eye. Briscoe's future work will explore whether this same pattern of opsin expression is found in butterflies that have evolved additional opsin genes.

Other work from Briscoe's lab has shown a link between butterfly vision and wing colour. Briscoe says that the same genes that are responsible for generating wing colours are very likely those that produce the highly variable filtering pigments of the eyes, which directly affect the part of the spectrum to which the butterfly may perceive colour. In other words, two closely related species of butterfly may exhibit different wing colours and see colour differently. One group may see colour in the red-green spectrum whereas the other may discriminate colour in the blue-ultraviolet spectrum. These differences may subtly bias these insects to only take nectar from the flowers they can see, decreasing the competition for one kind of plant. One of Briscoe's graduate students is investigating this hypothesis in field studies.

Charles Darwin and others studied the pattern of wing colour in butterflies to help them understand evolution. Briscoe continues the tradition by using technology Darwin could only imagine. By studying the evolution of the sensory system in butterflies, Briscoe has shown how gene duplication produces colour sensitivities that have an impact on an animal's ability to interact with its environment. As a result of that work, we can no longer assume what one butterfly is able to see in a garden is the same as what another butterfly is able to see.

Questions 1–4

*Answer the following questions, using **NO MORE THAN THREE WORDS** from the passage for each answer.*

Write your answers in boxes 1–4 on your answer sheet.

1. What is Briscoe investigating the frequency of?
2. Which other part of a butterfly could indicate the colours it sees?
3. What exactly do butterflies feed on?
4. Why have scientists like Darwin and Briscoe studied butterflies?

VII. Flow Chart / Diagram / Table Completion

Exercise 1

THE FUEL OF THE FUTURE

- A In 1874, French writer Jules Verne published a science fiction novel named *The Mysterious Island*. In the story, a character predicts that a certain fuel will one day “furnish an inexhaustible source of heat and light”. Although over a century has passed, Verne’s prediction may yet come true. Experts say that hydrogen could be the fuel of the future. In fact, hydrogen is poised to take off as the main energy source of this century, powering everything from cell phones to cars.
- B Why is hydrogen fuel such a great idea? In a word, it is clean. At present, the industrialised countries of the world depend on fossil fuels (natural gas, oil, coal) for almost 90 per cent of their energy. When fossil fuels are used, they produce an overwhelming amount of air pollutants and carbon dioxide, the gas that most scientists blame for global warming. Conversely, hydrogen discharges no pollutants or carbon dioxide when it is used. It is almost as clean as using a battery.
- C Moreover, unlike fossil fuels that are limited and are being rapidly used up, hydrogen is very common. As a matter of fact, it is the most abundant element in the known universe. Nine out of every ten atoms are hydrogen. It will never run out. Scientists won’t need to drill through the earth’s crust to find sources of hydrogen. In fact, it may be as easy as finding water.
- D Already, some prototype hydrogen-powered cars and buses are humming along American roads. Lift the hoods on those vehicles and you won’t find noisy, greasy internal combustion engines – ones that burn gasoline to generate power. The “engines” of hydrogen-powered vehicles are fuel cells. Fuel cells do not burn anything and they don’t have any moving parts. They are electrochemical devices that generate electricity from chemical reactions. “Fat, dumb, and happy” is how one technician described the fuel cells he services.
- E The type of fuel cell that runs today’s prototype hydrogen-powered vehicles is called a proton exchange membrane (PEM) cell. Inside a PEM cell, hydrogen molecules from a storage tank flow toward a thin membrane that looks like a piece of plastic. The hydrogen protons pass through the membrane and combine with

oxygen atoms on the other side. That combination forms water, the cell's only waste product. Meanwhile, the electrons, which cannot pass through the membrane, flow along the outside of the cell, forming an electric current. That current powers the electric motor that runs the vehicle. A leading type of PEM fuel cell, developed by Ballard Power Systems, is twice as efficient as a typical gasoline-powered internal combustion engine.

- F** Auto giants such as General Motors, Ford, and Daimler-Chrysler have invested heavily in fuel cell technology. However, before fuel cells rule the road, they may make inroads elsewhere. Fuel cells may first take the place of household batteries. Like fuel cells, batteries are electrochemical devices. Unlike fuel cells, batteries run down and require recharging. Fuel cells pump out energy as long as fuel is supplied. Fuel cells could make furnaces and generators obsolete in homes, office buildings, hotels, and airport terminals. Already, several hundred buildings around the world rely on fuel cells, some as large as mail trucks, for their electricity. Because they are still in the testing stage, fuel cells are expensive. One fuel cell costs about the same as 100 car engines. However, once the problem of price is licked, says one energy analyst, fuel cells "will take over the world".
- G** If hydrogen fuel cells do become the fuel of the future, it could make Murat Dogru nuts about nuts. Dogru, a scientist who lives in England, sees hazelnuts as a fuel source for the 21st century. Fuel cell makers are listening closely to people like Dogru as they try to crack the problem of supplying the world with all the hydrogen it will need to run its fuel cells. When burned, hazelnut shells give off lots of hydrogen. So does methanol, a liquid fuel that can be derived from coal, wood, petroleum, or even household garbage. Natural gas, which consists mainly of methane, also releases lots of hydrogen and very little pollution when burned.
- H** In the world of tomorrow, hazelnuts, methanol, or natural gas could be burned at a central plant, which would then deliver the resulting hydrogen gas by pipeline to consumers. Or fuel cells could be fitted with small devices, called reformers, that refine hydrogen from a small tank of natural gas or methanol, right on the spot. Hydrogen can also be processed by electrolysis – the passing of an electric current through water to split it into two gases, hydrogen and oxygen. Some engineers have suggested harvesting electricity for electrolysis from clean sources, such as solar and wind farms. An even cleaner source of hydrogen could be hydroelectric dams, which bring together a continuous supply of water and electricity. Instead of making electricity, dams of the future could provide tons and tons of hydrogen.

Questions 1–6

Complete the flow chart below to describe how a PEM cell converts hydrogen to energy that can run a vehicle.

Choose **ONLY ONE OR TWO WORDS** from the passage for each answer.

Write your answers in boxes 1–6 on your answer sheet.

A storage tank will send hydrogen molecules toward a thin _____ 1 _____ that resembles a piece of plastic.

↓

The hydrogen _____ 2 _____ pass through the membrane

↓

and merge with _____ 3 _____ on the other side.

↓

That mixture forms _____ 4 _____, the cell's only by-product.

↓

Simultaneously, the _____ 5 _____, which cannot traverse the membrane,

↓

flow along the outside of the cell, creating an _____ 6 _____.

↓

That current powers the electric motor that runs the vehicle.

Exercise 2

Strawberries, along with many other soft fruits, suffer from gray mold, a troublesome rotting disease. Although the fungus mainly damages the fruit, infections actually start in the flowers. One effective treatment is to spray those flowers with another fungus called *Trichoderma*. This organism eliminates the gray mold in the flowers before the fruit berries form, but causes no harm to the fruit itself.

A group of scientists at Cornell University has worked out a way to use bees to disperse beneficial microorganisms such as *Trichoderma* to strawberry flowers. The system works by putting spores of *Trichoderma* into a specially designed tray, which is then fixed to the entrance to a beehive. The bees pick up the *Trichoderma* spores on their legs as they walk out of the hive, and deposit them on the flowers they visit as they search for pollen and nectar.

However, the system does have a couple of drawbacks. Bees will only fly about in good weather. So if your fruit blooms on a rainy day, it will not be visited by the bees.

Adapted from an article in *The Economist*

Questions 1–4

Complete the diagram below.

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

Write your answers in boxes 1–4 on your answer sheet.

Bees collect fungus from the tray on their legs.



_____ 1 _____ are deposited on flowers.



_____ 2 _____ is eliminated from flowers.



_____ 3 _____ is preserved from harm.

The above diagram does not apply in the case of _____ 4 _____.

Exercise 3

SHOULD I BE AFRAID OF THIS SPIDER?

Many people are deathly afraid of handling a spider because they fear it may be poisonous. Although almost all spiders are capable of producing venom, very few species produce harmful bites, and even fewer cause death. Compared to other venomous creatures, spiders rank low on the fatality scale. During a typical year in the U.S., twelve deaths were caused by bees, ten by wasps, fourteen by snakes, and only six by spiders. Learning a little about the spiders that are dangerous might help overcome a spider phobia.

In the U.S., there are three kinds of spiders which are considered dangerous. They are the Black Widow, the Brown Recluse, and the Aggressive House spider. The Black Widow is a small to medium-sized spider, easily recognised by its glossy coal-black colour and the reddish hourglass marking on the underside of its globe-shaped abdomen. In the northern species, the hourglass may appear incomplete or split into two triangles. The female's body is about half an inch in length, and with her slender legs extended, about an inch and a half. She has eight relatively large eyes arranged in two rows of four. The web she constructs is irregular, tangled, and crisscrossed. Invariably, she builds it outside the house in protected places, like under large rocks or logs, or in holes of dirt embankments, barns, outhouses, and other outbuildings.

The Widow spider gets its name from the fact that the female frequently eats her male partner after mating, thus making herself a "widow". Despite its reputation, Black Widows are very timid and are not known to aggressively bite humans unless they are guarding an egg mass or are cornered and pressed. However, the bite of a Widow contains a neurotoxin that interferes with muscle control. The bite causes a lot of pain in the abdomen and limbs and it can result in breathing difficulties and paralysis. In the rare event that death occurs, it is usually by suffocation.

The Brown Recluse is a small spider with two unique characteristics. The first is a dark fiddle- or violin-shaped marking on its thorax (the part to which the legs are attached). The second is its six eyes arranged in three pairs that form a semicircle (most spiders have eight eyes). Its slim light brown to yellow body measures about three eighths of an inch long, and with its slender legs extended, it measures more than an inch. It doesn't always spin a web, but when it does, the web is irregular in shape and can usually be found under logs, stones, or piles of lumber. It is not uncommon for a Recluse to live inside a house in the dark corners of a trunk, among piles of stored clothing, or inside a garage or basement storage area.

The Brown Recluse is a shy spider and searches for its insect prey primarily at night. People typically are bitten accidentally while putting on clothes in which the spider is hiding or by rolling onto them while in bed. The physical bite of the Brown Recluse is fairly painless with maybe only a slight stinging sensation being felt. People often do not know when the actual bite occurred. The symptoms from the venom appear about six to eight hours after the bite. The first symptom is a pimple-sized swelling at the bite site. About 12–24 hours after being bitten one may feel malaise, chills, fever, and nausea. The bite usually produces a necrotic (death of tissue) condition followed by deep scarring, which often requires skin grafts. The poison also destroys red blood cells and may cause death by liver and/or kidney failure.

The Aggressive House spider, nicknamed the “Hobo spider”, is a medium-sized, long-legged, swift running member of the funnel web spider family. The brown abdomen has a distinctive yellowish chevron pattern. The legs are a uniform brown without the darker brown bands that other nonpoisonous funnel web spiders have. Adult Hobo spiders are approximately a half to five eighths of an inch in size. The male spider has pedipalps between the front legs, which are swollen and are often referred to as “boxing gloves”. These spiders build funnel-shaped webs in corners of homes as well as on stairs. In the yard, the webs are usually attached to anything that remains stationary near the ground level. Its web is non-sticky by spider standards and serves more as a trip web. Thus, the Hobo spider must pounce upon its prey to capture it before it can get away. This may explain its aggressive nature.

Experts call it the Aggressive House spider because it bites with little provocation when cornered or threatened. Fortunately, the bite is relatively painless, and often times the victim does not even realise that he has been bitten. 50% are “dry” bites that do not inject venom. If venom is injected, an immediate redness will develop around the bite; later, it will blister in the centre. Within 24 to 36 hours, the blister breaks open, leaving an open, oozing ulceration. This ulceration ‘scabs’ over within three weeks from the initial bite, leaving a permanent scar. In addition to the tissue damage, other symptoms such as headaches, nausea, sweating, and joint pain may be experienced after the bite. In extreme cases, skin graft, amputation, and the possibility of bone marrow failure may occur.

On the positive side, the Widow, the Recluse, and the Aggressive House spider can be helpful creatures. They consume enormous numbers of harmful insects. The Widow, in particular, eats troublesome flies and mosquitoes (which carry diseases), locusts and grasshoppers (which destroy grain crops), and beetles and caterpillars (which defoliate plants and trees). Keeping debris and woodpiles away from living quarters will aid in limiting their food sources and thus decrease the chances of having contact with them.

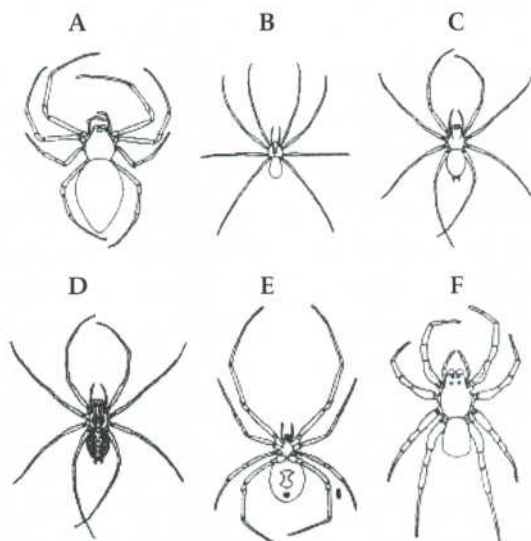
Questions 1-3

Look at the drawings of the different spiders below, A-F.

In Questions 1-3, match the name of each spider with one of the drawings.

Write the appropriate letters, A-F, in boxes 1-3 on your answer sheet.

- 1. The Hobo _____
- 2. The Brown Recluse _____
- 3. The female Black Widow _____



Questions 4-8

Complete the table below.

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

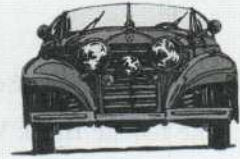
Write your answers in boxes 4-8 on your answer sheet.

Species	Number of Eyes	Body-only Length	Body Colour	Usual Behaviour	Shape of Web
Brown Recluse	4 _____	3/8in.	brown to yellow	shy	irregular
Black Widow	eight	5 _____	6 _____	timid	irregular, tangled, crisscrossed
Hobo	eight	1/2-5/8in.	brown	7 _____	8 _____

Exercise 4

Early Cars

Several Italians recorded designs for wind-driven vehicles. The first was Guido da Vigevano in 1335. It was a type of windmill driving gears and thus driving wheels. Vaturio designed a similar vehicle which was also never built. Later Leonardo da Vinci designed a clockwork-driven tricycle with steering.



A Catholic priest named Father Ferdinand Verbiest was said to have built a steam-powered vehicle for the Chinese Emperor Chien Lung in about 1678. There is no information about the vehicle, only the event. Since Thomas Newcomen didn't build the first steam engine until 1712 we can guess that this was possibly a model vehicle powered by a spinning wheel with jets on the edge. Newcomen's engine had a cylinder and a piston and was the first of this kind, and it used steam to form a vacuum and pull on a rod to lift water. It was an enormous thing and was strictly stationary. The steam was not under pressure. It used the same vacuum principle that Thomas Savery had patented to lift water directly with the vacuum, which would have limited his pump to less than 32 feet of lift. Newcomen's lift would have only been limited by the length of the rod and the strength of the valve at the bottom. Somehow Newcomen was not able to separate his invention from that of Savery and had to pay for Savery's rights. In 1765 James Watt developed the first pressurized steam engine which proved to be much more efficient and compact than the Newcomen engine.

The first vehicle to move under its own power for which there is a record was designed by Nicholas Joseph Cugnot and constructed by M. Brezin in 1769. A replica of this vehicle is on display at the Conservatoire des Arts et Metiers, in Paris. The Smithsonian Museum in Washington D.C. also has a large scale model. A second unit was built in 1770 which weighed 8,000 pounds and had a top speed of 2 miles per hour and on the cobblestone streets of Paris this was probably as fast as anyone wanted to go. The first model, on its first drive around Paris, hit and knocked down a stone wall. It also had a tendency to tip over frontwards unless it was counterweighted with a cannon in the rear. The purpose of the vehicle was to haul cannons around town. The early steam-powered vehicles were so heavy that they were only practical on a perfectly flat surface as strong as iron. Hence, a road made out of iron rails became the norm for the next hundred and twenty five years. The vehicles got bigger and heavier and more powerful and as such they were eventually capable of pulling a train of many cars filled with freight and

passengers. Many attempts were being made in England by the 1830's to develop a practical vehicle that didn't need rails. A series of accidents and propaganda from the established railroads caused a flurry of restrictive legislation to be passed and the development of the automobile bypassed England. Several commercial vehicles were built but they were more like trains without tracks.

The development of the internal combustion engine had to wait until a fuel was available to combust internally. Gunpowder was tried but didn't work out. Gunpowder carburettors are still hard to find. The first engines used coal gas generated by heating coal in a pressure vessel or boiler. A Frenchman named Etienne Lenoir patented the first practical gas engine in Paris in 1860 and drove a car based on the design from Paris to Joinville in 1862. His one-half horsepower engine was big and heavy and turned 100rpm. Lenoir died broke in 1900.

Lenoir had a separate mechanism to compress the gas before combustion. In 1862, Alphonse Beau de Rochas figured out how to compress the gas in the same cylinder in which it was to burn, which is the way we still do it. This process of bringing the gas into the cylinder, compressing it, combusting the compressed mixture, then exhausting it is known as the Otto cycle, or four cycle, engine. Lenoir claimed to have run the car on benzine and his drawings show an electric spark ignition. If so, then his vehicle was the first to run on petroleum-based fuel, or petrol, or what Americans call gas, short for gasoline.

Siegfried Marcus, of Mecklenburg, built a car in 1868 and showed one at the Vienna Exhibition of 1873. His later car called the Strassenwagen (Street Wagon) had about 3/4 horsepower at 500rpm. It ran on crude wooden wheels with iron rims and stopped by pressing wooden blocks against the iron rims. One of the four cars which Marcus built is in the Vienna Technical Museum and can still be driven under its own power. In 1876, Nikolaus Otto patented the Otto cycle engine – de Rochas had neglected to do so, and this later became the basis for Daimler and Benz breaking the Otto patent by claiming prior art from de Rochas.

Questions 1–4

Complete the notes in the table below.

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

Write your answers in boxes 1–4 on your answer sheet.

Vehicle	Notes
First steam-powered vehicles	too _____ 1 _____ for normal roads
Cugnot and Brezin's car	crashed into _____ 2 _____
Lenoir's car	started by using _____ 3 _____
Strassenwagen	had _____ 4 _____ brakes

VIII. Sentence Completion

Exercise 1

Sweden Plans to Be World's First Oil-Free Economy

- A** Sweden is to take the biggest energy step of any advanced western economy by trying to wean itself off oil completely within fifteen years – without building a new generation of nuclear power stations. The attempt by the country of nine million people to become the world's first practically oil-free economy is being planned by a committee of industrialists, academics, farmers, carmakers, civil servants, and others, who will report to parliament in several months. The intention, the Swedish government said yesterday, is to replace all fossil fuels with renewables before climate change destroys economies and growing oil scarcity leads to huge new price rises. "Our dependency on oil should be broken by 2020," said Mona Sahlin, minister of sustainable development. "There shall always be better alternatives to oil, which means no house should need oil for heating, and no driver should need to turn solely to gasoline."
- B** According to the energy committee of the Royal Swedish Academy of Sciences, there is growing concern that global oil supplies are peaking and will shortly dwindle, and that a global economic recession could result from high oil prices. Ms Sahlin has described

oil dependency as one of the greatest problems facing the world. "A Sweden free of fossil fuels would give us enormous advantages, not least by reducing the impact from fluctuations in oil prices," she said. "The price of oil has tripled since 1996." A government official said: "We want to be both mentally and technically prepared for a world without oil. The plan is a response to global climate change, rising petroleum prices and warnings by some experts that the world may soon be running out of oil."

- C Sweden, which was badly hit by the oil price rises in the 1970s, now gets almost all its electricity from nuclear and hydroelectric power, and relies on fossil fuels mainly for transport. Almost all its heating has been converted in the past decade to schemes which distribute steam or hot water generated by geothermal energy or waste heat. A 1980 referendum decided that nuclear power should be phased out, but this has still not been finalised. The decision to abandon oil puts Sweden at the top of the world green league table. Iceland hopes by 2050 to power all its cars and boats with hydrogen made from electricity drawn from renewable resources, and Brazil intends to power 80% of its transport fleet with ethanol derived mainly from sugar cane within five years.
- D Last week, George Bush surprised analysts by saying that the US was addicted to oil and should greatly reduce imports from the Middle East. The US now plans a large increase in nuclear power. The British government, which is committed to generating 10% of its electricity from renewable sources by 2012, last month launched an energy review which has a specific remit to consider a large increase in nuclear power. But a report by accountants Ernst & Young yesterday said that the UK was falling behind in its attempt to meet its renewables target. "The UK has Europe's best wind, wave, and tidal resources, yet it continues to miss out on its economic potential," said Jonathan Johns, head of renewable energy at Ernst & Young.
- E Energy ministry officials in Sweden said they expected the oil committee to recommend further development of biofuels derived from its massive forests, and by expanding other renewable energies such as wind and wave power. Sweden has a head start over most countries. In 2003, 26% of all the energy consumed came from renewable sources – the EU average is 6%. Only 32% of the energy came from oil – down from 77% in 1970. The Swedish government is working with carmakers Saab and Volvo to develop cars and lorries that burn ethanol and other biofuels. Last year the Swedish energy agency said it planned to get the public sector to move out of oil. Its health and library services are being given grants to convert from oil use and homeowners are being encouraged with green taxes. The paper and pulp industries use bark to produce energy, and sawmills burn wood chips and sawdust to generate power.

Questions 1–4

Complete the following sentences, using **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 1–4 on your answer sheet.

1. The Swedish government wants to stop using oil because of high oil prices and _____ change.
2. Geothermal energy is used to produce hot water and _____.
3. The US and the UK plan to use more _____ in the future.
4. The Swedish government is using _____ to persuade ordinary people to use alternative sources of energy.

Exercise 2

Microbubbles: A new technique to treat disease involves the careful injection of tiny, drug-coated bubbles in the bloodstream.

A Thilo Hoelscher, a neurologist at the University of California, San Diego, is a man with a plan. His plan is to deal with strokes by blowing bubbles at them. The bubbles in question would be small enough to inject into blood vessels leading to the affected part of the brain. When they got to the blood clot that caused the stroke, they would be jiggled into action by the application of ultrasound. The result would be myriads of tiny jackhammers chipping away at the clot before it had a chance to cause too much permanent damage.

B What makes this approach particularly interesting is that Dr Hoelscher wants to start treating stroke patients as soon as they are heaved into an ambulance, rather than waiting until they arrive in the emergency room. He plans to start a feasibility study before the end of the year in which some of San Diego's ambulances will be equipped with portable ultrasonic transducers. Andrei Alexandrov, a pioneer in therapeutic-ultrasound research who now directs the stroke centre at the University of Alabama, is pursuing a similar approach. He is designing an easy-to-use ultrasound helmet that an emergency-room nurse can attach before administering a vial of microbubbles. Both schemes are examples of a new idea in medicine, which is to use tiny bubbles of gas not merely to highlight organs during ultrasonic scanning, as has been done for several years, but also as a form

of treatment. With clinical trials now getting under way, experts think it will take around five years for these new therapies to reach patients.

- C Microbubbles are not just any old bubbles. They contain a chemically stable gas, such as perfluoropropane, instead of air. This gas is encapsulated in a fatty shell rather like a very small balloon. Even the largest microbubbles being tested for medical use are only five microns across, less than the diameter of a red blood cell. More advanced bubbles are only a few hundred nanometres across and can move easily through the lining of a blood vessel. They may also, crucially, be able to cross the blood-brain barrier, a tightly sealed layer of cells that protects the brain from dangerous chemicals, including many drugs. If you put such a drug in the surface layer of a microbubble, you might be able to smuggle it into the brain.
- D Having got into the brain (or anywhere else), a well-designed microbubble should also be able to find a particular target. That is because the fatty layer can include molecules such as antibodies, which link up with proteins found on the surfaces of only one type of cell. A bubble with such an antibody in it would thus stick only to that type of cell. This sort of approach is being tested by Mark Borden and Paul Dayton, who work at another of the University of California's campuses, in Davis. They have demonstrated in rats that bubbles with an appropriate outer layer can be equipped with molecules that stick specifically to diseased cells. These molecules are initially hidden under a polymer layer to prevent the immune system from destroying the bubbles. When the bubble arrives at its target, however, it is blasted with ultrasound in a way that exposes the molecule and makes the bubble stick.
- E The two researchers can also use sound waves to steer bubbles towards a target, as if those bubbles were surfing a wave in the sea. Moreover, they can slow the bubbles down when they arrive where they are wanted. Once the bubbles have stuck good and fast to their targets, turning up the ultrasound still further will burst them so that they release their payloads precisely where they can do most good. The result is smaller, better-aimed doses of drugs, which should mean fewer side-effects. In principle, such payloads could be small-molecule drugs such as those used for cancer chemotherapy. They could be therapeutic proteins such as antibodies and certain hormones. They could be radioactive isotopes designed for highly local radiotherapy. They could even be pieces of DNA intended as gene therapy.

F Such work, of course, is not confined to the academy. ImaRx Therapeutics of Tucson, Arizona, has just begun a trial of its own bubble-based stroke therapy, which it is branding as SonoLysis. The bubbles are being tested in conjunction with an established clot-buster called tPA. Meanwhile, two other American firms, Nanotrope and Targeson, are working on ways of making customised bubbles to order, the latter by forcing an emulsion of water and oil combined with whatever therapeutic agent is desired through a narrow plastic nozzle at high speed.

G Bubble therapy is not yet reliable. Safe doses of sound waves, the best size for the bubbles and the amount of drug each should carry have all to be worked out. At least one trial, run by Michael Daffertshofer of the University of Mannheim, in Germany, had to be stopped because the researchers discovered that the ultrasound was causing brain haemorrhages. Yet if safe combinations of bubbles and ultrasound can be found, blowing bubbles at diseases could be a clever way to tackle problems where they arise, rather than subjecting the whole of a patient's body to treatments it does not need.

Questions 1–4

Complete the following sentences, using **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 1–4 on your answer sheet.

1. Microbubbles should help stroke patients by dealing with _____.
2. San Diego's ambulances will be equipped with portable ultrasonic transducers as part of a _____.
3. Borden and Dayton have experimented on _____.
4. Borden and Dayton use _____ to aim microbubbles at particular targets.

Exercise 3

Ant Behaviour

There are about 8,000 species of ants. They live all over the world, although they generally prefer warmer climates, and range in size from 2mm to 25mm. Ants live eight to ten weeks, passing through a four-stage life cycle – egg, larva, pupa, and adult. The workers are sterile females and do the labour of the nest; the larger ones (the soldiers) defend the colony. At certain times of the year, many species produce winged males and queens. These fly into the air where they mate (with the male dying soon afterwards). The fertilised queen then establishes a new nest and spends the rest of her life laying eggs. The social behaviour of ants is among the most complex in the insect world. They communicate by touch and smell, constantly touching each other to pass on their nest odour. There are also some fairly aggressive tendencies exhibited by many ants. For example, ants have the ability to take over the nest of other ant species, via a “parasitic queen”, and “enslave” the inhabitants. The queen will attack and kill the queen of the other species, and then cover herself with the odour of the other queen so she will be accepted by the colony residents. This is done by touching parts of her body to all the open wounds of the dead queen. She then lays her eggs, which are cared for by the colony ants. As the parasitic eggs hatch and the new queen’s ants become more abundant, they capture the larvae of the original colony and use them as slaves when they hatch. These “hostages” grow up and must take care of the upkeep of the nest and its invaders.

In recent years, scientists have been paying great attention to the way in which a colony of ants can solve complex problems; in particular, how it finds the shortest route to a food source. Each insect in a colony seems to have its own agenda, and yet the group as a whole appears to be highly organised. This organisation is not achieved under supervision, but through interaction among individuals. Ants form and maintain a line to their food source by laying a trail of pheromone, i.e. a chemical to which other members of the same species are very sensitive. They deposit a certain amount of pheromone while walking, and each ant prefers to follow a direction rich in pheromone. This enables the ant colony to quickly find the shortest route. The first ants to return should normally be those on the shortest route, so this will be the first to be doubly marked by pheromone (once in each direction). Thus other ants will be more attracted to this route than to longer ones not yet doubly marked, which means it will become even more strongly marked with pheromone. Soon, therefore, nearly all the ants will choose this route. But what if the ants happened to return from a longer route first, marking it most strongly? Computer

simulations show that this problem is solved if the pheromone decays or evaporates. This makes it harder to maintain stable pheromone trails on longer routes.

All ants have amazing design features. They have two sets of jaws – the outer pair is used for carrying objects and for digging, while the inner pair is used for chewing. Some ants can lift food items (be they leaves, grains, or other insects) that are up to seven times as heavy as themselves. All ants play an important role in the economy of a fallen world. They control the population numbers of many other species. Ants can eat animals (vertebrates as well as other invertebrates like themselves), plants, and even the seeds of many plants, as well as eating and thus recycling dead organic material. Most ant species live in soil, but some, like carpenter ants, live in wood (although they don't actually eat the timber). Ants are proficient hunters and are relentless in their search for a nest, food, or even slaves. They are able to mount a coordinated raid on an enemy colony and are quick to defend their nests against intruders.

Some ants have what is described as mutually beneficial, or “symbiotic”, relationships with other insects, and even, in some cases, with fungi. One of the best examples of this mutualism occurs with aphids. These insects produce a sweet, sticky substance known as honeydew, to which ants are highly attracted as a food source. The way this relationship works can be seen in the Cornfield Ant and the Corn Root and Strawberry Aphids. Apparently, to ensure they remain well supplied in honeydew, Cornfield Ants will foster these aphids, ward off any of their enemies, and protect their eggs in winter. In the case of the Corn Root Aphid, Cornfield Ants will collect aphid eggs in the autumn, protect them in their nests over winter, then in spring, carry the young to smartweed and grass roots, where they obtain nourishment. These young nymphs grow to become wingless females, called stem mothers, that can produce live young without mating. These stem mothers raise two or three generations on the host plant, after which the ants return to carry the aphids to young corn roots where the aphids breed another 10–20 generations.

Questions 1–5

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

Write your answers in boxes 1–5 on your answer sheet.

1. Ants use different _____ for working and eating.
2. Ants keep the _____ of other species down.
3. _____ do not eat wood.
4. Cornfield Ants and Corn Root Aphids have a _____ relationship.
5. Stem mothers reproduce even though they do not engage in _____.

Part 3

Writing

I. Writing Task 1

1. Data Questions

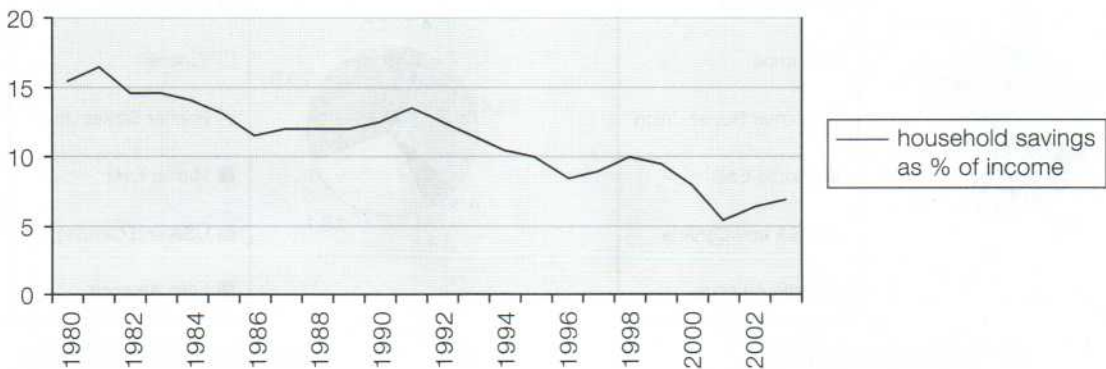
a) Line chart

1 You should spend about 20 minutes on this task.

The chart shows household savings as a percentage of income for people living in Hong Kong.

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

Write at least 150 words.

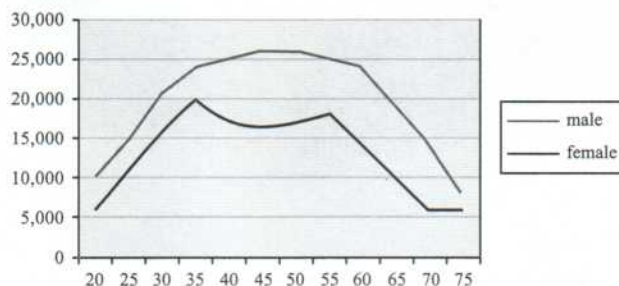


2 You should spend about 20 minutes on this task.

The line graph shows the average annual income (in Australian dollars) of males and females by age in Australia in 2001.

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

Write at least 150 words.



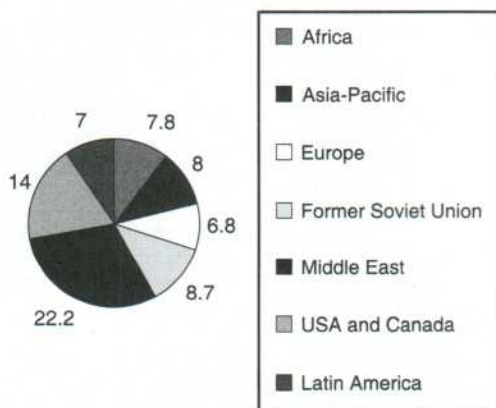
b) Pie chart

1 You should spend about 20 minutes on this task.

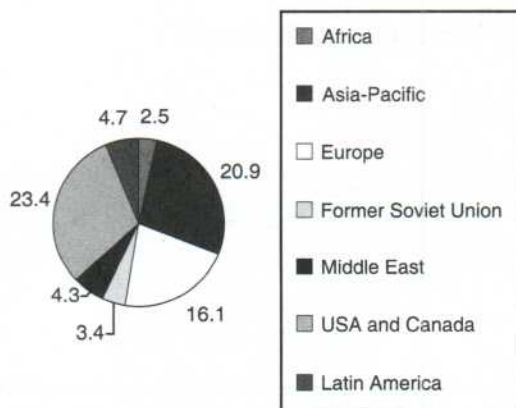
The pie charts show the amount of oil production and consumption measured in million barrels per day (MB/D) in seven regions in the year 2001.

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

Write at least 150 words.



oil production (MB/D)



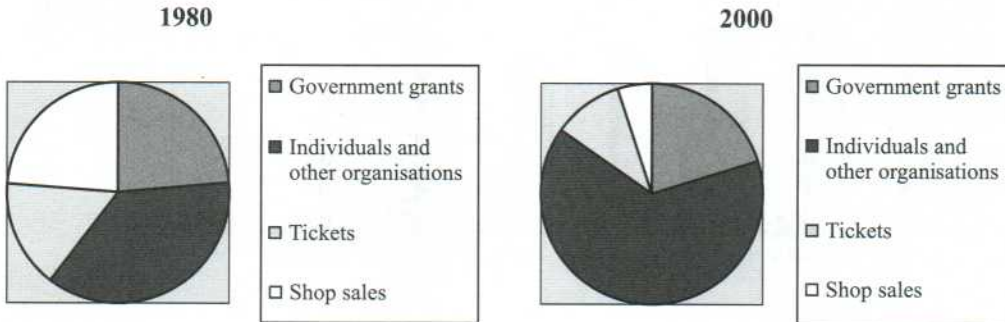
oil consumption (MB/D)

2 You should spend about 20 minutes on this task.

The two pie charts show the sources of income for The History Heritage Trust, a non-profit organisation, in the years 1980 and 2000.

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

Write at least 150 words.



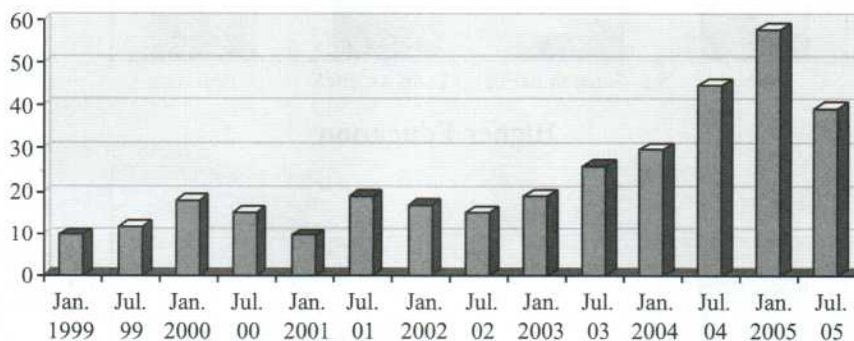
c) Bar chart

1 You should spend about 20 minutes on this task.

The chart shows the average price (in US dollars) of a share in an American company on the New York stock exchange in January and July for the years 1999 to 2005.

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

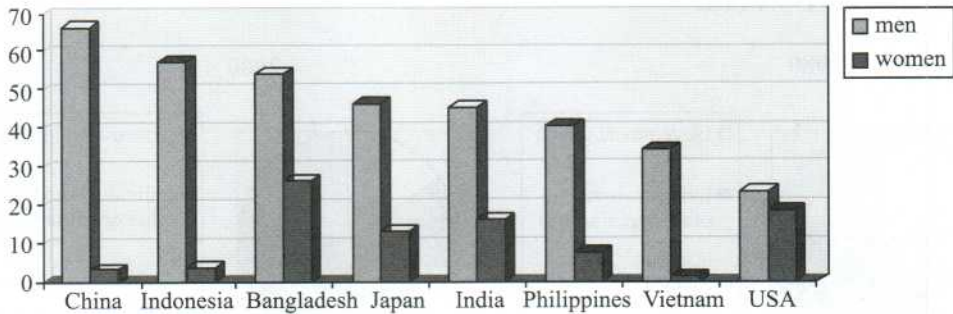
Write at least 150 words.



② You should spend about 20 minutes on this task.

The bar chart shows the percentage of people who smoked in eight countries in 2005. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



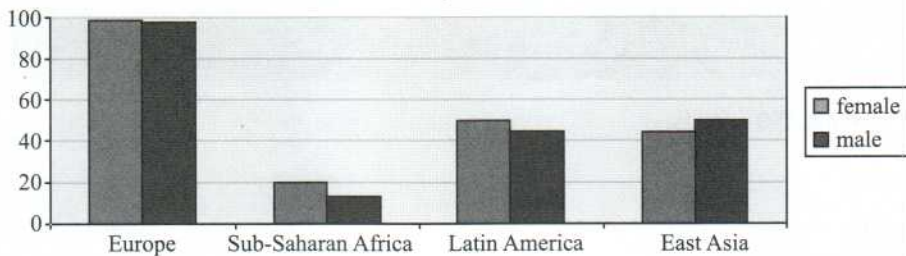
③ You should spend about 20 minutes on this task.

The two bar charts show the percentages of males and females in secondary and higher education in four different regions of the world.

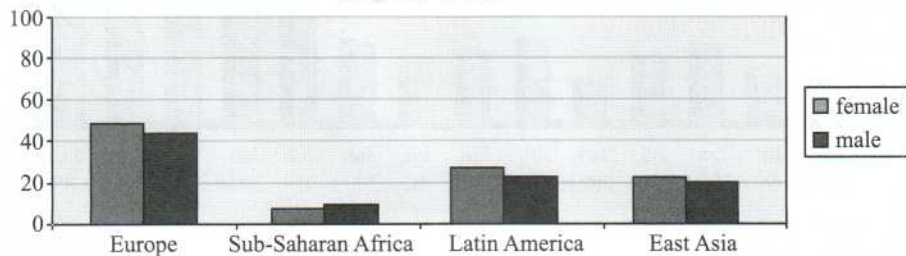
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Secondary Education



Higher Education



d) Table

1 You should spend about 20 minutes on this task.

The table shows the number of days off an average employee has per year in four different countries.

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

Write at least 150 words.

Country	Public holidays	Annual leave	Total days off
USA	10	12	22
Japan	13	11	24
Italy	9	31	40
UK	8	27	35

2 You should spend about 20 minutes on this task.

The table shows household spending on various items as a percentage of the total in a Chinese city in 1990 and 2005.

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

Write at least 150 words.

ITEM	1990	2005
Food	56	43
Clothing	11	6
Household appliances	7	7
Medical services	1	6
Transport and communications	2	9
Recreation, education and culture	12	15
Accommodation	5	8
Others	6	6
TOTAL	100	100

e) Complex charts

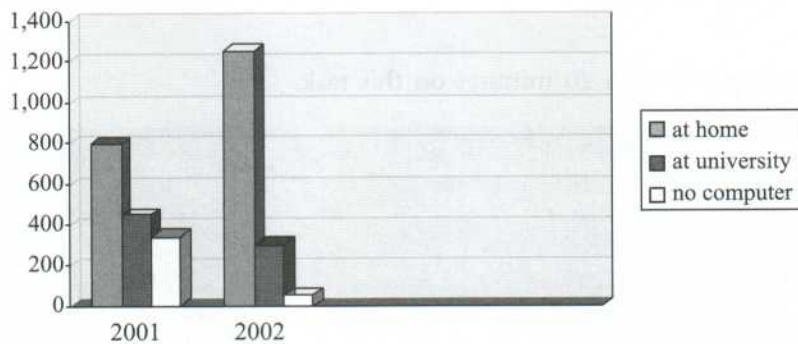
1 You should spend about 20 minutes on this task.

The table and the bar chart below show the survey data of how and where 1,600 Australian students used computers.

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

Write at least 150 words.

Year	Total number of students surveyed	Students using online facilities	Students submitting work online
2001	1,600	1,038 (65%)	320 (20%)
2002	1,600	1,538 (96%)	1,568 (98%)



The main location where students used computers

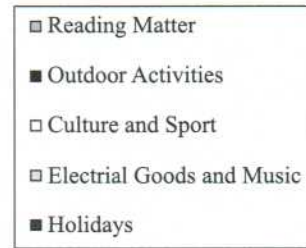
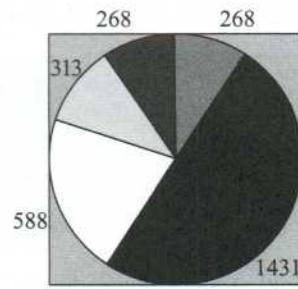
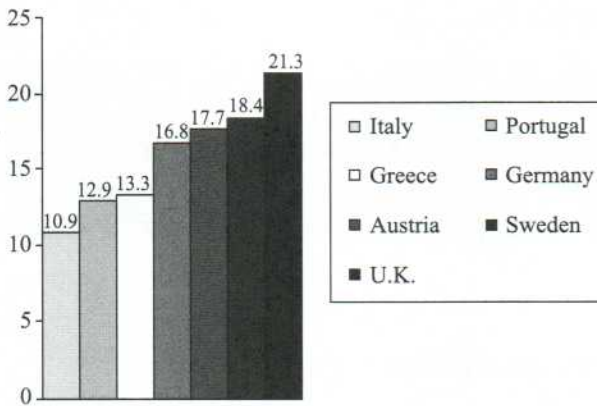
2 You should spend about 20 minutes on this task.

The bar chart on the next page shows spending on leisure activities as a percentage of total household spending in seven European countries.

The pie chart on the next page shows the average annual expenditure (in pounds) on recreational activities per household in the U.K.

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

Write at least 150 words.



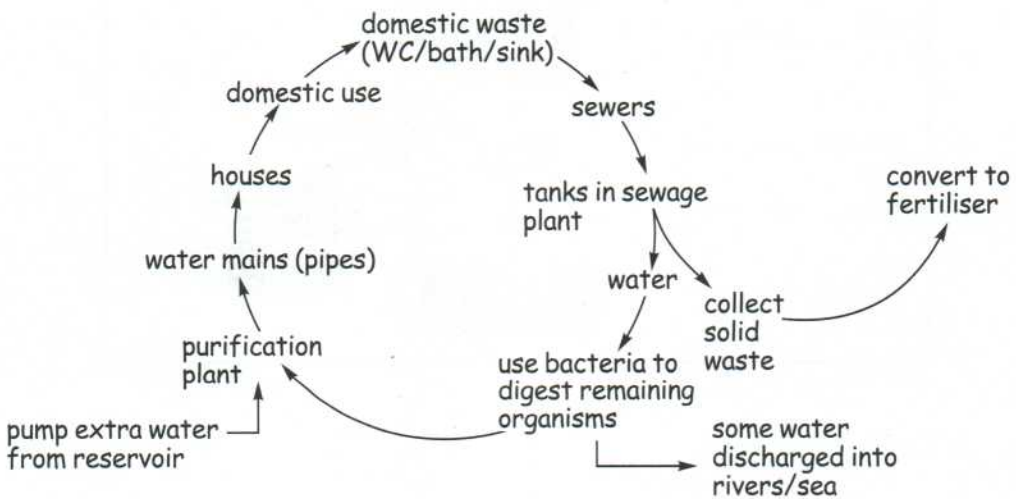
2. Diagram/Flow Chart

1 You should spend about 20 minutes on this task.

The diagram below shows the process of making dirty water clean and usable again.

Summarise the information by selecting and reporting the main features.

Write at least 150 words.

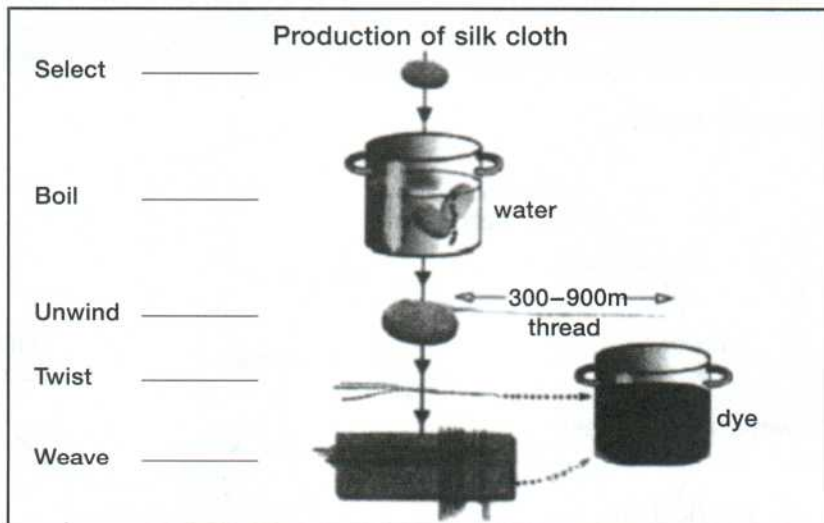
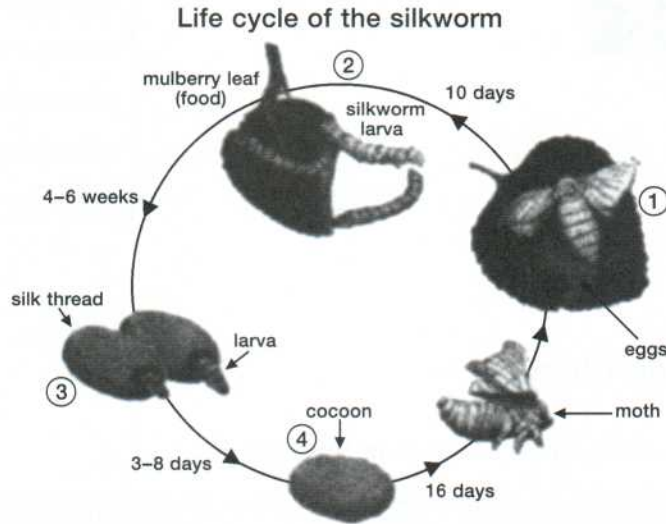


2 You should spend about 20 minutes on this task.

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

Summarise the information by selecting and reporting the main features.

Write at least 150 words.



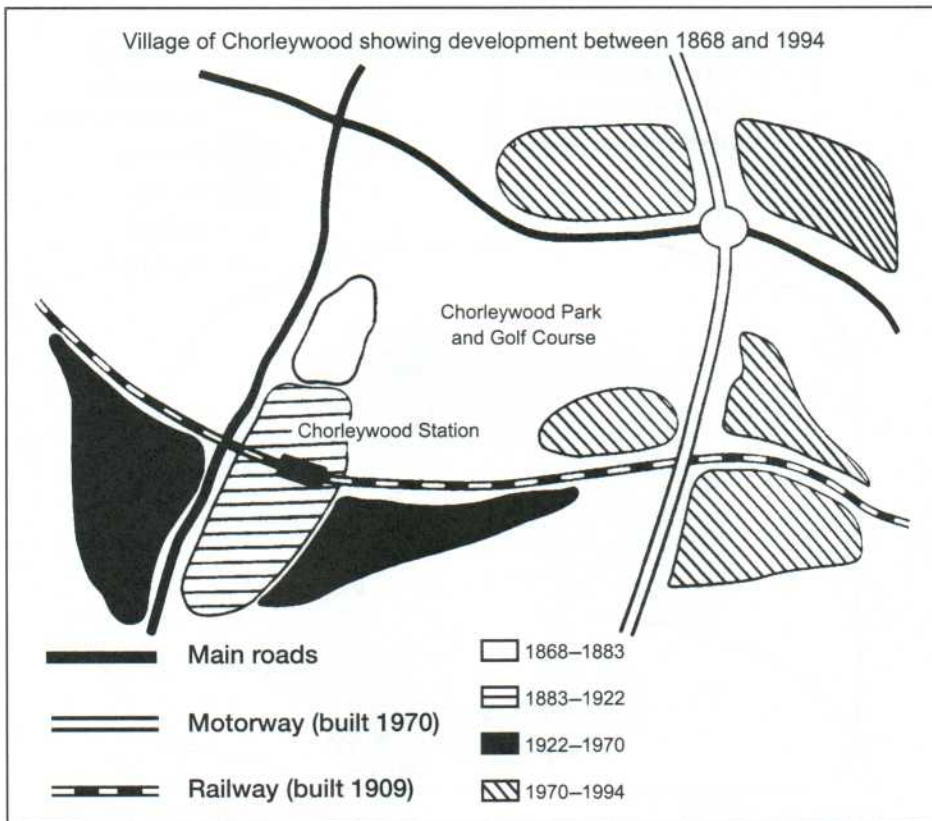
3. Map

1 You should spend about 20 minutes on this task.

The map below shows the development of the village of Chorleywood from 1868 to 1994.

Summarise the information by selecting and reporting the main features.

Write at least 150 words.

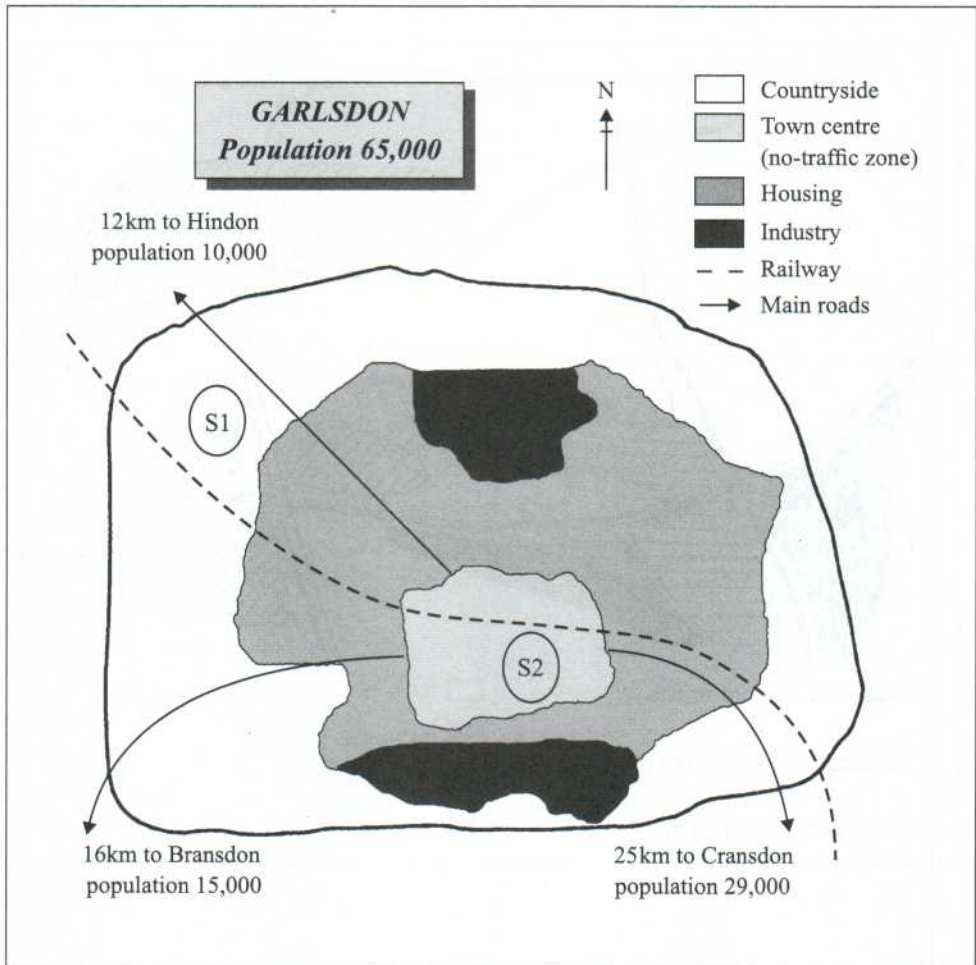


2 You should spend about 20 minutes on this task.

Below is the map of the town of Garlsdon. A new supermarket (S) is planned for the town. The map shows two possible sites for the supermarket.

Summarise the information by selecting and reporting the main features.

Write at least 150 words.



II. Writing Task 2

1. One-statement Questions

- ① You should spend about 40 minutes on this task.

Write about the following topic:

Some people think that the disadvantages of using computers outweigh their advantages.

To what extent do you agree or disagree?

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

Write at least 250 words.

- ② You should spend about 40 minutes on this task.

Write about the following topic:

Some people think that the drawbacks of watching television outweigh any benefits it provides.

To what extent do you agree or disagree?

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

Write at least 250 words.

- ③ You should spend about 40 minutes on this task.

Write about the following topic:

Some people think that young adults should undertake unpaid work to help people in the community.

Do you think that this has more drawbacks than benefits?

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

Write at least 250 words.

.....

④ You should spend about 40 minutes on this task.

Write about the following topic:

The government should control the amount of violence in films and on television in order to decrease the number of violent crimes in society.

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

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

Write at least 250 words.

.....

⑤ You should spend about 40 minutes on this task.

Write about the following topic:

Modern buildings are appearing in large numbers. Some people believe that we should build our buildings in traditional styles.

To what extent do you agree or disagree?

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

Write at least 250 words.

- 6 You should spend about 40 minutes on this task.

Write about the following topic:

Children brought up in families with less money are better prepared for life than those from wealthy families.

To what extent do you agree or disagree?

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

Write at least 250 words.

- 7 You should spend about 40 minutes on this task.

Write about the following topic:

Advertising encourages consumers to buy in quantity rather than promoting quality.

To what extent do you agree or disagree?

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

Write at least 250 words.

- 8 You should spend about 40 minutes on this task.

Write about the following topic:

In order to learn a language well, we should learn about the country as well as the culture and lifestyle of the people who speak it.

To what extent do you agree or disagree?

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

Write at least 250 words.

2. Two-statement Questions

- ① You should spend about 40 minutes on this task.

Write about the following topic:

Some people believe that a single language should be adopted globally to facilitate international communication and understanding. Others say that this would lead to a loss of culture and identity.

Discuss both points of view and give your own opinion.

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

Write at least 250 words.

- ② You should spend about 40 minutes on this task.

Write about the following topic:

Some people believe that the lives of people from their children's generation will be better than their own. Others believe that their lives will be worse.

Discuss both viewpoints and give your own opinion.

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

Write at least 250 words.

- ③ You should spend about 40 minutes on this task.

Write about the following topic:

Some people argue that using animals in scientific experiments is cruel and unnecessary, whilst others insist that such experiments are necessary and have many advantages.

Discuss both viewpoints and give your own opinion.

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

Write at least 250 words.

- ④ You should spend about 40 minutes on this task.

Write about the following topic:

Some people think that the purpose of museums should be to attract and entertain young people. Others believe that the purpose of a museum is to educate, not entertain.

Discuss both viewpoints and give your own opinion.

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

Write at least 250 words.

- ⑤ You should spend about 40 minutes on this task.

Write about the following topic:

Some people think that students should take subjects as decided by the government. Other people think that students should be allowed to take the subjects they prefer.

Discuss both points of view and give your own opinion.

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

Write at least 250 words.

- ⑥ You should spend about 40 minutes on this task.

Write about the following topic:

Nowadays, some people like to give help directly to communities that need it, whilst others prefer to give money to national or international organisations. Discuss both ways of providing help and give your opinion of which is better.

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

Write at least 250 words.

3. Advantage-Disadvantage Questions

- ① You should spend about 40 minutes on this task.

Write about the following topic:

Shopping is becoming more and more popular as a leisure activity. Discuss the effects of this on individuals and society.

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

Write at least 250 words.

- ② You should spend about 40 minutes on this task.

Write about the following topic:

People now perform many tasks such as shopping and banking, even business transactions, without meeting people face to face. What effects could this development have on individuals and on society?

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

Write at least 250 words.

- 3 You should spend about 40 minutes on this task.

Write about the following topic:

Increasing global trade has led to the use of many items, including everyday items, produced in other countries which must be transported long distances.

To what extent do the advantages of this outweigh the disadvantages?

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

Write at least 250 words.

4. Cause-Effect / Solution Questions

- 1 You should spend about 40 minutes on this task.

Write about the following topic:

Recent figures suggest that the number of crimes committed by young people in major cities throughout the world is on the increase.

Discuss the possible reasons for this increase and suggest possible solutions.

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

Write at least 250 words.

2 You should spend about 40 minutes on this task.

Write about the following topic:

Very few women hold key positions in politics and business. How could society help more women achieve such positions?

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

Write at least 250 words.

3 You should spend about 40 minutes on this task.

Write about the following topic:

In some modern societies, it has been observed that the elderly are not duly respected.

Discuss the reasons for this and the effects that it can have on society.

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

Write at least 250 words.

4 You should spend about 40 minutes on this task.

Write about the following topic:

Several schools have severe problems with student behaviour.

What are the causes of this problem and what can be done to solve it?

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

Write at least 250 words.

5. Complex Questions

- ① You should spend about 40 minutes on this task.

Write about the following topic:

People receive a lot of information from news reports presented by journalists. However, some people claim that we cannot believe the news that we are presented with.

What is your opinion on the issue?

In addition, what qualities do you think journalists should have?

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

Write at least 250 words.

- ② You should spend about 40 minutes on this task.

Write about the following topic:

Some workers retire at the age of 50, while others work until they are 65. At the same time, we see some politicians enjoying power well into their eighties.

Until what age do you think people should be encouraged to remain in paid employment?

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

Write at least 250 words.



Part 4

Speaking

I. Stage One

1. Animals

1. Do you like animals?
2. Do you have a pet?
3. What kinds of animals do people keep as pets where you live?
4. Are wild animals protected in your region/country?
5. Do you often visit zoos or wildlife parks?
6. Are animals important in farming in your country?

2. Birthdays

1. Do you prefer to be with your family or with friends on your birthday?
2. What do children generally do on their birthdays in your country?
3. Are birthdays important where you live?
4. What is the most important age or birthday which is celebrated in your country?
5. Do people in your family celebrate birthdays in different ways?

3. Computers

1. How often do you use a computer?
2. Which websites do you often visit on the Internet?
3. In what ways do people use computers in your country?

4. Crime

1. Is crime a problem in your city/region/country?
2. Which kind of crime do you think is the biggest problem in your region?
3. Have you ever witnessed a crime?
4. What do you do to protect yourself and your home from thieves?
5. Do you often read newspaper articles about crime?

5. Cultural Events and Entertainment

1. Do you often go to cultural events?
2. Tell me a little about the last time you went to a cultural event.
3. What kinds of cultural events do people like to go to in your city?
4. Is it expensive to go to such events?
5. Have you ever participated in a cultural event or exhibition?

6. Family

1. How big is your family?
2. Can you tell me something about your family members?
3. What kinds of work do members of your family do?
4. How much time do you manage to spend with family and relatives?
5. What sorts of things do you like to do together?
6. Do you get on well with your family?

7. Films/Movies

IELTS tends to use British English, so you will probably hear the word “film” rather than “movie”, but you should know both words.

1. How often do you watch films?
2. What types of films do you like best?
3. What types of films did you like when you were a child?
4. Do you prefer to watch films alone or with someone else?
5. How often do you go to the cinema?
6. Do you prefer to watch films at the cinema or on DVDs at home?
7. How much time do you spend watching films?

8. Food and Cooking

1. What kinds of food are popular in your country?
2. What is your favourite food or meal?

3. Is it usual for the whole family to eat together in your country?
4. Do you think it's important for families to eat together?
5. Who cooks the food in your home?

9. Friends

1. How often do you spend time with your friends in your free time?
2. Do you prefer to hang out with your friends at home or going out?
3. What do you and your friends usually do when you're together?
4. What do people in your country mostly talk about when they are together?

10. Fruits/Vegetables

1. Do you like/often eat fruit? How often do you have a fruit? Why?
2. Why do people usually like to take fruits/vegetables?
3. What nutrients can be obtained from the vegetables/fruits?

11. Garden and Gardening

1. Do you have a garden in your house? Is it normal in your country that people have their own garden in their house?
2. What do you think people like to plant in their garden, blooms, trees, or vegetables?
3. Did you ever plant any blooms?

12. Health and Fitness

1. Do you try to keep fit?
2. Have you ever been a member of a fitness club?
3. Do you often visit a doctor for a check-up?
4. Do you have to pay to visit a doctor in your country?

13. Hobbies and Interests

1. What do you do in your free time?
2. Did you have other hobbies/interests when you were younger?
3. What does your husband/wife/mother/father do in his/her free time?
4. Are these activities popular in your country?
5. If you had more free time, what would you do?

14. Household Chores

1. Do you think it is necessary for a child to help in household chores? Why?
2. What kind of household chores did you do when you were a child?
3. Are there any changes in your household chores now?

15. Language

1. Do many foreigners speak your native language?
2. How long have you been studying English?
3. Do you think your native language is easier than English?
4. What other languages can you speak?

16. Meals

1. Which meal do you prefer – breakfast, lunch, or dinner?
2. What do you usually eat for lunch?
3. Do you prefer to eat three full meals a day or do you prefer to eat many snacks throughout the day?
4. Which meal of the day do you think is the most important?

17. Music

1. Do you like music?
2. How important is music to you?
3. When do you listen to music?
4. Do you play any musical instruments?

18. Names

1. Is your given name/family name a common one in your country?
2. Do you like your name?
3. Does your name mean anything or have a special significance?
4. Have you ever wanted to change your name?
5. In your culture, do women change their names when they get married?
6. Is it common to use special names for friends and family in your country?
7. Who generally chooses a baby's name in your country?

19. Parks and Public Gardens

1. Are there many parks or public gardens where you live?
2. Do you ever go to any of these places?

3. How often do you go to any of these places?
4. What do you like to do when you go to a park or public garden?

20. Photography

1. Do you like photography?
2. How often do you take photographs?
3. What do you prefer to take pictures of?
4. Do you like having your photo taken?

21. Reading

1. Do you like reading?
2. What do you normally read, a magazine or a newspaper?
3. Did you read more when you were younger?

22. Sports

1. What sports are popular in your country?
2. Which is the most popular sport where you live?
3. Which sports do you watch?
4. Have you ever played any sports?
5. Are there any sports you would like to try?
6. How often do you play sports?
7. Did you play sports when you were younger?
8. How important is it to do sport regularly?
9. Do you think children should learn to do sport in school?

23. Television (TV)

1. How often do you watch TV?
2. What kind of programmes do you watch?
3. Is watching TV a popular thing to do in your country?
4. Do you often talk about TV programmes with friends?
5. Do you think that you watch too much TV?

24. Time at Secondary School

1. What was your favourite subject at secondary school?
2. How many subjects do secondary school students usually have to study?
3. Do many secondary school students go on to university?
4. Do students have to wear uniforms at school in your country?

25. Travel

1. Do you enjoy travelling?
2. Which foreign countries/other cities in your country have you visited?
3. Do you like to travel alone or with someone else?
4. When did you last go on a trip?
5. Do you ever read books, magazines, or newspapers about travel?
6. Do you think it's good for young people to go travelling?
7. What do you think people can learn from travelling?

26. Weekends

1. How do you usually spend your weekends?
2. Which is your favourite weekend day?
3. Which is your favourite part of the weekend?
4. Do you think your weekends are long enough?
5. How important do you think it is to have free time at the weekends?

27. Your Home

1. What kind of place do you live in – a house, a flat, or a dormitory?
2. Who do you live with?
3. Do you like living there?
4. What do you like about the rooms in your home?
5. How long have you lived there?

28. Your Home Town

1. Where did you grow up?
2. How long have you lived there? (How long did you live there?)
3. Do you still live there? (Does your family still live there?)
4. Tell me about the town or city you come from.
5. What kind of place is your home town?
6. What's the best thing about your home town?
7. What's the most interesting part of your home town?
8. Is/Was your home town a good place for young people?
9. Has your home town changed in recent years/since you were a child?

29. Your Studies

1. What subject are you studying?
2. Do many people from your country choose this subject?
3. Why did you choose this subject?
4. How long have you been studying this subject?
5. Which part of your studies do you find the most interesting?
6. What is the most difficult part of your studies?
7. Why did you choose this college/school/university?

30. Your Work

1. What kind of work do you do?
2. What work do you do in your job?
3. How long have you been doing this work/job?
4. Why did you choose this kind of work?
5. Is your job popular in your country?
6. Is it hard to get your position?
7. Where do you work?
8. How do you feel about your job?
9. What is the most interesting thing about your job?

II. Stage Two

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

Tell me about a city you have visited.

You should say

where the city is and when you went there

what people can see and do in that city

why that city is special

and explain why your visit to that city was memorable.

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

Tell me about a famous person whom you particularly admire.

You should say

who the person is/was and why he/she is/was famous

why you particularly admire him/her

how he/she contributes/contributed to society

and say what questions you would ask this person if you met him/her.

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

Tell me about a book you have read.

You should say

which book it was and when you read it

what feelings you had whilst reading it

if you have read other books by the same author

and how it influenced you, if at all.

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

Tell me about a gift you received.

You should say

what the gift was

whether you think it was expensive

who gave it to you

and explain what your reaction was when you got it.

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

Tell me about a modern building that you have seen or visited.

You should say

- what the building is
 - how often you go there
 - what most people think about it
- and explain why you like it or dislike it.

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

Tell me about a subject you enjoyed studying at secondary school.

You should say

- what the subject was and why you liked it
 - how the teachers taught this subject
 - how important it has been, or will be, in your life
- and say if you are good at this subject.

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

Tell me about a teacher you have had.

You should say

- who the teacher is/was and what subject(s) he/she teaches/taught
 - what the teacher is/was like
 - how he/she teaches/taught
- and say whether other people had a similar opinion of this teacher.

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

Tell me about a TV programme that you watch regularly.

You should say

- what the programme is and when it is shown
 - what kind of people watch this programme
 - how it is set out and who presents it
- and say how you feel when you watch this programme.

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

Tell me about a wild animal.

You should say

- what the animal is and where it lives
 - what the animal looks like and how it behaves
 - how this animal is special
- and explain why you chose to talk about this animal.

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

Tell me about a healthy activity that you do.

You should say

- what activity it is
 - where you go to do it
 - who else is going with you
- and explain why you chose this activity.

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

Tell me about a piece of advanced equipment in your home.

You should say

what it is

how you got it

how often you use it

and explain why you think it's helpful.

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

Tell me about a TV programme that you watched and didn't enjoy.

You should say

what TV programme it was

when you watched it

why you didn't enjoy it

and say what sort of TV programmes people normally watch.

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

Tell me about a greeting card you have received that was very special to you.

You should say

who gave it to you

on what occasion

what the message was

and explain why it was special.

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

Tell me about a conversation you had on the phone that was important to you.

You should say

where you had the conversation

whom you talked to

what you talked about

and explain why it was important.

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

Describe something that you would like to succeed in doing in the near future.

You should say

what it is

how difficult you think it will be to achieve it

what you should do to achieve it

and explain why you want to succeed in doing this.

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

Describe an important traditional event in your country.

You should say

what this event is

when it happens

who participates in this event

and explain how you feel about this event.

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

Tell me about a child you are related to or who lives near you.

You should say

who the child is and how old he/she is
what he/she likes (and doesn't like) doing
how much time you spend with this child
and say whether you generally like spending time with children and why.

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

Tell me about something you did as part of a team.

You should say

what you did and who you did it with
when and where you did it
whether this team activity is common in your city/country
and say whether you generally like doing things as part of a team.

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

Describe a restaurant that you have either been to or heard about.

You should say

what kind of restaurant it is
what special dishes are served there
where it is located
and explain why this restaurant is special.

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

Tell me about something you own which is useful or important to you.

You should say

- what the thing is and how you got it
- why it is useful or important to you
- if it is also important or useful to others

and say how your life would be harder without this thing.

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

Tell me about a job that you never had, but would like to have.

You should say

- what the job is and why you want to do it
- if it requires any special skills or abilities
- how it would change your personal life

and explain how you might get this job in the future.

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

Tell me about a strange or unusual place you have visited or heard about.

You should say

- where the place is and why it is unusual
- if the people there are also unusual or special
- what you can see and do there

and explain how you feel about this place.

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

Describe an organisation (such as a company, a factory, a government organisation or a student organisation at school).

You should say

- what this organisation is
 - how you know about this organisation
 - what this organisation does
- and explain how you feel about it.

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

Describe a show or performance (for example, a dance or singing performance).

You should say

- what kind of performance it was
 - when and where you saw it
 - whom you saw it with
 - how it was performed
- and explain how you felt about this performance.

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

Describe a trip that didn't go as you had (originally) planned.

You should say

- where you were travelling to
 - who was travelling with you
 - what didn't happen according to plan
 - how your travel plans were changed
- and explain how this change affected your enjoyment of this trip.

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

Describe a science lesson that you had in school or university.

You should say

- when you attended this lesson
- where you attended this lesson
- what you learned

and explain how you learned it.

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

Describe a small shop that you often go to.

You should say

- where it is
- what it sells
- what it looks like

and explain why you often go there.

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

Describe a place which is not polluted.

You should say

- where this place is
- what is special about this place

and say what you think about pollution.

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

Describe a good law in your country.

You should say

- what the law is
- how you first learned about this law
- who benefits from this law

and explain why you think this is a good law.

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

Describe a restaurant you like.

You should say

- where the restaurant is and what it is called
- what the restaurant looks like
- what facilities the restaurant has

and say whether you often go to that restaurant.

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

Describe a teenager you know.

You should say

- who the person is
- when you met the teenager
- what the personality of this teenager is
- what the teenager's attitude towards older people is

and compare the teenagers nowadays in Vietnam and in the past.

III. Stage Three

1. Advanced Devices

1. In your country, do elderly people use advanced devices?
2. Is using advanced devices difficult for the elderly?
3. Do you think people have advanced devices without a real need for them?

2. Animal Experiments

1. Why are animals sometimes used in scientific experiments?
2. How do people in your country feel about using animals in this way?
3. Do you think animal testing will continue in the future?

3. Art

1. Are traditional art forms performed very much in Vietnam?
2. Do you think people generally prefer to go to a concert or to listen to recordings of music?
3. Should parents encourage their children to take the music and/or dance lessons?

4. Books

1. What kind of books do people in your country like to read?
2. Do you think that people's tastes in books change as they get older?
3. Do men and women like to read the same types of books?
4. What do you think are the qualities of a good book?
5. If you wrote a book, what kind of book would it be?

5. Cities and Countryside

1. Compare and contrast life in cities and the countryside in your country.
2. Do you think that people in the cities and in the countryside have different personalities?
3. When you are older, do you think you would prefer to live in a city or in the countryside?
4. How do you think city life will change in the future?

6. Conversation

1. Which do you prefer, a face-to-face or a phone conversation?
2. What would be the barriers in a phone conversation?
3. Could there be problems in a face-to-face conversation?

4. Do you think people who don't know each other could have a functional talk? Give examples.
5. Would they also talk about personal details?

7. Dining

1. Do you often go out for dinner?
2. Do you think people like to go out to have coffee in Vietnam?
3. Do you think people care about healthy food now?

8. Famous People

1. Do famous people have special responsibilities to society?
2. Some famous people are very rich. Is this fair?
3. What kinds of people are famous or admired in your country?
4. Should the private lives of famous people be made public?
5. Do you think that monuments to famous people are a waste of money?

9. Healthy Lifestyle

1. Is there any role for school in shaping the healthy lifestyle of a child?
2. What is the role of the government in promoting the health of the citizens?
3. Did old generation have the same healthy lifestyle in your country?

10. Law

1. Why is law so important in modern society?
2. What is the difference between a police officer and a lawyer?
3. Do you think the law is fair?

11. Learning at School

1. What are the aims of education in your country?
2. Should school be compulsory for all students up to the age of 18?
3. Which subjects should all students study at school?
4. Compare the subjects that younger students and older students study.
5. How might the range of subjects taught at schools change in the future?
6. In what ways should schools reflect the changing needs of the world today?
7. Do you think that schools should make their facilities available to the general public outside school hours?
8. What do you think will be the main functions of schools in the future?

12. Leisure and Party

1. What leisure activities do young people like to do nowadays?
2. Do you like to go to parties? What kind of parties do you like to attend?
3. What are the different opinions between young and old people towards holding a party?

13. Music

1. What kind of music do you often listen to?
2. When do you think people in your country listen to music?
3. What role does music play in Vietnamese culture?
4. Should children learn to play a musical instrument?

14. Old and New Buildings

1. Compare modern buildings and old ones in your country/where you live.
2. Do you prefer the appearance of old or modern buildings?
3. What are the advantages of living in old/modern buildings?
4. Should historic buildings be preserved?
5. What can the government do to protect historic buildings?

15. Present Giving

1. On what occasions do people give presents in your country?
2. What kinds of presents do people usually give?
3. Compare the kinds of presents that are given to children now and were given when you were a child.
4. What kinds of presents may become popular in the future?
5. What do you think is the best way to give a present to someone?

16. Science

1. In general, what is the role of science in society today?
2. Do you think new scientific knowledge should be shared among all humanity/nations?
3. Do you think it's suitable to start teaching science to every young child?

17. Sending Cards

1. What is the importance of sending cards to others?
2. Do people prefer sending e-mails or greeting cards? Which is better?
3. How has the practice of posting cards to others changed recently in your country?

18. Shopping

1. Are there any changes in the way people shop today and in the past?
2. What are the advantages and disadvantages of online shopping?
3. What type of shops do you usually go?

19. Success

1. In your country, how is success defined or measured?
2. What goals do most people in your country have in life?
3. How can people reach these goals?
4. Is there a lot of competition with others trying to achieve the same goals?
5. What kinds of people are most likely to be successful?

20. Teachers

1. What are the main differences between a good teacher and a bad teacher?
2. Do you think that students learn better when their teachers are strict?
3. What effects can a bad teacher have on his/her students?
4. Why do some people choose to become teachers?
5. Do you think that being a teacher is a good job?
6. What is difficult about being a teacher?
7. Why might teaching sometimes be an unpopular job?
8. What do people generally think of teachers in your country?
9. How could suitable people be attracted to the teaching profession?

21. The Effects and Roles of Television

1. What effects can TV have on a child's life?
2. How useful can TV be in education?
3. What effect can TV have on children's reading habits?
4. Do you think that TV programmes have become more violent?
5. What effects can TV violence have on people and on society?
6. How can showing TV programmes from other countries affect local cultures?
7. How important are locally produced TV programmes?
8. Do you think that TV plays an important role in the globalisation process?

22. Traditions

1. Are people in your country very traditional?
2. What clothes do people traditionally wear in your country when celebrating traditional events and what food do they traditionally eat at these events?
3. Compare traditional events and celebrations in your country with modern events and celebrations.
4. What traditions in your country are disappearing or are in danger of disappearing?
5. What is the value of maintaining traditions?

23. Trip

1. In general, how do people plan a trip?
2. For an international trip, what do you need to take with you?
3. In general, why do you think most people like travelling?

24. Watching TV

1. Do you watch TV a lot?
2. How many hours a day do you watch TV for?
3. Do you think TV programmes influence people?
4. What should the government do to improve the quality of TV programmes?

25. Wild Animals

1. How do people in your country feel about wild animals?
2. Why could some wild animals become extinct?
3. How can governments and individuals protect wild animals?
4. Should extinction be dealt with nationally or globally?

26. Work

1. What are the advantages and disadvantages of working for a big company, compared with the small company?
2. Why do some people prefer to work in small companies?
3. What factors influence young people when they are deciding on their future jobs and careers?

Audio Scripts

I. Form Filling

Exercise 1

Mr. Bill: Now, before we can admit you into the birthing ward, we have to first get you to fill out this registration form.

Michelle: But my baby's coming and the contraction's getting worse.

Mr. Bill: The baby's not coming this instant, dearie, and this takes just a moment. So your name is Mrs. Roberts (Q1) – R-O-B-E-R-T-S, right?

Michelle: Yes, Michelle Roberts on 85 North Hillcrest (Q2&3) Drive.

Mr. Bill: H-I-L-L-C-R-E-S-T. Correct?

Michelle: Yes.

Mr. Bill: And what is your postcode?

Michelle: Well, I just moved there. I think it's 32K 156 (Q4).

Mr. Bill: Now you seem to have an accent. Where are you from?

Michelle: I'm from the Netherlands. So I'm Dutch (Q5).

Mr. Bill: Thanks. Now for arrival time. Today is the 12th. You should be here for six nights and seven days, so you should be checking out on the 18th (Q6). There, that's everything. You can go to your birthing room now.

Michelle: Thanks.

Exercise 2

Club: Good morning. Blackwood Members Club. Can I help you?

Man: Yes. I would like to order a set of commemorative golf clubs, please. Can you deliver it to my home?

Club: Yes, certainly. Just let me get the order form here and I'll take down your information. Can I have your name, please?

Man: Bill Dutton (Q1). That's capital D-U-T-T-O-N.

Club: Dutton, Bill. And your membership number?

Man: That's H844-9192 (Q2).

Club: H844.

Man: 9192.

Club: Thank you. Now where would you like the golf clubs delivered?

Man: 89 Mulberry Lane, Carpingtown.

Club: And could I get your e-mail and phone numbers, please?

Man: My e-mail address is bdupton@uswest.net (Q3).

Club: b-d-u-t-t-o-n @ u-s-w-e-s-t dot n-e-t?

Man: That's correct. My office number is 415 662-4755 and you can reach me at home at 415 624-9898 (Q4).

Club: 415 624-9898. Thank you.

Exercise 3

Policeman 1: Can I help you, Miss?

Ann: Yes, I hope you can. I left my purse on the bus this morning with my passport in it.

Policeman 1: Okay, let me get some more details down here and I'll see if we can help. What's your full name?

Ann: Ann Marie McMurphy (Q1). That's capital M-C and another capital M-U-R-P-H-Y.

Policeman 1: And your street address?

Ann: 202-C Glendale Road, Gleavendale (Q2&3).

Policeman 1: How do you spell Gleavendale?

Ann: G-L-E-A-V-E-N-D-A-L-E.

Policeman 1: And you say you lost your passport. Do you have a photocopy of it, or do you know your number?

Ann: Yes, I have a photocopy. Here it is. My number is RF33136744 (Q4).

Policeman 1: And about what time did you leave your purse on the bus?

Ann: I caught the 7:45 bus, but I got off between 8:15 and 8:30 (Q5&6). I have to be at work by 8:30 every morning, and my head was already in the office thinking of things I would have to do when I just got off and forgot my purse!

Policeman 1: Okay. Well, it happens to all of us at least once. Do you remember the number of the bus you were on?

Ann: Yes, it was the 808 (Q7). Usually I take the 804, but today I was coming from a friend's house and it was more convenient to ride the 808.

Policeman 1: Thanks. Have you called the Greyhound Bus Company yet to report this? (Q8)

Ann: Yes, I did that right away. But they also said I should fill out a Police Report with you in case someone turned it in with the police.

Policeman 1: Yep, that's the smart thing to do. Was there anything else of value in the purse?

Ann: Nothing other than the contracts I was working on for work (Q9). But it would be nice to get those back as well.

Policeman 1: No money?

Ann: No, I keep that in my pocket.

Policeman 2: Hey, Joe. Did I hear you taking info on a lost purse?

Policeman 1: Yeah. Why do you ask?

Policeman 2: Well, you won't believe this, but someone just turned in a lost purse with a passport in it that was left on the 808 bus this morning.

Policeman 1: Well, Ann, it looks like you're in luck today!

Exercise 4

Student (male): Good afternoon. I'd like to get a discount card for visiting museums in the area.

Woman: Certainly. They cost \$10 and are valid for one year.

Student: I heard there's a discount for students.

Woman: Yes, there is. If you have a valid student ID card, they cost \$5.

Student: There you are.

Woman: Thank you. I'll just make a note of your name. Drazan Horvatic. And you're studying at Newtown University. What course are you studying?

Student: Physics (Q1).

Woman: Can I take a note of your address here in Newtown, please?

Student: Of course. It's 43a Webster Street (Q2).

Woman: W-E-B-S-T-E-R. Do you know the postcode?

Student: NT9 3EC (Q3).

Woman: Thank you. And your date of birth? Oh, wait a minute – it's here on your student ID card. 30th June (Q4) 1984. What nationality are you?

Student: I'm from Croatia.

Woman: Oh, really? A friend of mine went there on holiday last year. She said that the coast was beautiful.

Student: Yes, it is. The tourist industry is developing very quickly in my country. It brings in a lot of much-needed foreign currency. The only problem is that property prices are rising fast too, since many foreigners are buying holiday homes there.

Woman: Yes. I can see that would be a problem for the local people. Oh, I forgot to ask – do you want this card just for your own use or do you want another person to be able to use it too?

Student: I'm not sure I understand.

Woman: Well, you can give us the name of another person and then that person can use the discount card too. However, that person has to be a relative.

Student: Oh, I see! Is there an additional charge for that?

Woman: Not at the moment. It's a special offer.

Student: Well, my sister is going to visit later this year and she likes going to museums, so ...

Woman: OK. Let's put her name down. Just remember that whoever uses the card has to show some form of identification when they use it. You can use your student card and your sister could use her passport or something.

Student: OK.

Woman: I just need your sister's name and date of birth. I'll put her address down as the same as yours.

- Student: Right. Her name is Nada and her date of birth is 29th February 1988.
- Woman: Really? How unusual!
- Student: Yes, she's kind of special. Oh, by the way, do you have a list of places where I can use this card?
- Woman: Yes, here you are. You can see that it can be used at a total of 18 local attractions and also at 6 museums in London, so be sure to take it with you if you go there on a visit. As you can see, the discounts for local attractions vary from 30% to 50%. The discounts for the places in London are only 10%.
- Student: OK. Thank you very much.
- Woman: Right. Just give me a few minutes to make your card.

Exercise 5

S.: Student

A.O.: Accommodation Officer

- S.: Good morning. I'm here about finding some accommodation.
- A.O.: Well, you're in the right place. Come on in and take a seat. Have you already registered with us?
- S.: No, I haven't. I've never needed your services before.
- A.O.: OK. I'll just ask you some questions and fill in this form on the computer. First, I'll need your name.
- S.: It's Jatinder Bhatt (Q1). B-H-A-double T.
- A.O.: Thanks. And your date of birth?
- S.: 31st March 1972 (Q2).
- A.O.: What are you studying?
- S.: I'm studying nursing (Q3). I've been here for two years (Q4) already and I'll be starting my third year in September.
- A.O.: What kind of accommodation is it you are looking for?
- S.: Well, I've lived in university accommodation since I arrived, but the university policy is that now I must find my own. I thought a bedsit (Q5) of some kind might be suitable.
- A.O.: We've got plenty of suitable bedsits available. I'd like to ask you about some of your personal interests and preferences. We like to put together students who have similar hobbies and so on.

- S.: I see. Well, I'm a big fan of going to the theatre (Q6). Aside from that and my studies, I don't have any particular interests.
- A.O.: Do you have any particular dietary habits? Many students who live together often like to cook together, you see.
- S.: Yes. Because of my religious beliefs, I don't eat red meat (Q7). I'm fine with chicken and fish though.
- A.O.: And dairy products?
- S.: I can eat and drink those.
- A.O.: Now, what kind of students do you want to live with? Many students like to live with people who they are studying with. It helps with doing assignments. Others prefer to live with people doing other courses so that they don't end up talking about studies all the time when they are at home.
- S.: I really don't mind what they are studying, but I would like to be with people who are mature students (Q8), like myself.
- A.O.: Yes, of course. It's my experience that students over 24 often have that preference. Let's talk about the location of the accommodation. Most people like to be fairly close to the university campus.
- S.: Actually, I'm fed up of being in town. I'd like somewhere out of town (Q9), if possible.
- A.O.: That won't be a problem at all. I know of several good properties that fit that requirement and you'll be pleased to hear that they are cheaper too.
- S.: Yes. I thought they might be. Actually, I'm from a village originally and I'm getting fed up of the noise.
- A.O.: I understand. I'm from a village myself. I'll be sure to check that there is a good bus link from the accommodation to the university campus.
- S.: Thank you very much.
- A.O.: Right. We're almost done. Do you have any other preferences or requirements?
- S.: Let me think.
- A.O.: If you think of any later, you can e-mail me or drop in and tell me.
- S.: Actually, there is one thing. I'd prefer it if the accommodation had a shared social area (Q10).
- A.O.: Oh, that won't be a problem. Almost all the properties have that. I'll write it down anyway.
- S.: Thank you very much.
- A.O.: Right. I'll just print out the form and give you a copy to check.

Exercise 6

C.S.E.: Customer Service Employee

C.S.E.: Good morning. How may I help you?

Customer: Good morning. I'm afraid I have to make a complaint about the service I received at one of your branches.

C.S.E.: Right. I'm sorry to hear that. Could I take a few details from you first of all?

Customer: Of course.

C.S.E.: First, I'll need your name.

Customer: Sophia (Q1) Jones.

C.S.E.: Is that spelt S-O-P-H-I-A?

Customer: Yes, it is.

C.S.E.: And your address?

Customer: It's Red House (Q2), 21 Coventry Road, Sheldon, Birmingham (Q3).

C.S.E.: And can I just take down your phone number?

Customer: 793225 (Q4).

C.S.E.: Thank you. Now, could you tell me about your problem?

Customer: Yes. I took three films to be developed at one of your branches and they got lost. When I went to collect the films, they said that I had made a mistake. I showed them my receipt, but that made no difference.

C.S.E.: I see. Did the films have 24 photographs per film?

Customer: No, 36 (Q5). And the photographs were of a wedding (Q6), so you can understand why I'm particularly concerned.

C.S.E.: Of course. I'd like to get a few more details from you and then I can try to trace the films. First of all, which branch did you take them to?

Customer: New Street (Q7).

C.S.E.: Do you remember the date?

Customer: I don't but I have the receipt here.

C.S.E.: That's great. The date will be on there.

Customer: 20th April (Q8).

C.S.E.: Could you give me the receipt number as well? That should make it easier to trace your films.

Customer: I can't see it. Oh, here it is. T596Z (Q9).

C.S.E.: Thank you. What I'm going to do is this. First, I'll get in touch with the branch and ask them to search for the missing films. If necessary, I'll ask other branches to check as well.

Customer: Thank you very much.

C.S.E.: I'll also try to find out why the branch didn't assist you with finding your films. Finally, by way of apology, I'll send you five films (Q10) from us for free.

Customer: That's very kind of you, but I really hope that you can find the original films for me.

C.S.E.: If we don't, you will receive a refund on any money you have paid, of course.

Exercise 7

Employer: Hello. Knight's restaurant. Can I help you?

Job Seeker: Yes, I'm calling about your ad in the jobs section of the newspaper – the Evening Post.

Employer: Yes, we are looking for several people to fill positions. Which one are you interested in?

Job Seeker: The job involving answering the telephone (Q1) at the restaurant.

Employer: Oh, right. That's good. Everyone else has been interested in working as waitstaff.

Job Seeker: Good for me! Where is your restaurant by the way?

Employer: Our restaurant is on Hillsdonne (Q2) Road. Do you know it?

Job Seeker: I'm afraid I don't. How do you spell the name of the road?

Employer: H-I-L-L-S-D-O-N-N-E.

Job Seeker: Thanks. Is it a full-time position or a part-time one?

Employer: Initially, we're looking for someone part-time and we pay £4.45 (Q3) per hour.

Job Seeker: That's fine. I'm available for interview tomorrow, if that suits you.

Employer: Tomorrow? The 22nd October (Q4)? OK. Let me tell you a little more about the job first. We're looking for someone who has a clear voice (Q5) and is able to think quickly (Q6).

Job Seeker: I think I fulfil those requirements.

- Employer:** You certainly fulfil the first. We're expecting, or rather hoping for, a lot of calls, so we need someone who can arrange reservations efficiently and suggest slightly earlier or later time if necessary.
- Job Seeker:** I see.
- Employer:** We also need someone who can work weekends and evenings, obviously. We don't pay extra for that, but we do pay extra for employees who work national holidays (Q7).
- Job Seeker:** That's fine. Can I ask how much extra?
- Employer:** 50%. Actually, that's a legal requirement rather than our policy.
- Job Seeker:** Working on those days makes no difference to me. I heard that some restaurants provide transport for employees?
- Employer:** Yes. We have decided to provide transport for employees to get home at night if they are working after 11 p.m. (Q8).
- Job Seeker:** That's useful.
- Employer:** Otherwise, there's a bus stop opposite our restaurant. It's next to the library (Q9). The buses are regular and operate during the day and in the evenings.
- Job Seeker:** Oh, I think I know where your restaurant is now. You must be near David's Bakery.
- Employer:** That's right. He's next door but one.
- Job Seeker:** OK. What time could we meet tomorrow?
- Employer:** How about 10 in the morning?
- Job Seeker:** That's great. Is there anything I should bring with me?
- Employer:** A copy of your CV, and if you have any references, that would be great. My name is Mrs. Manuja (Q10), M-A-N-U-J-A.

Exercise 8

- A:** Hello, Accommodation Office.
- B:** Oh, hello. Is that University Accommodation Office?
- A:** Yes, that's right. How can I help you?
- B:** Oh, I'm calling to ... I'd like to rent a house, and I hope you can help me.
- A:** No problem. May I have your student number, please?
- B:** 0345814 (Q1).

- A: And your name?
- B: Peter Gilmore (Q2). G-I-L-M-O-R-E, Gilmore.
- A: Yes, Mr. Gilmore. What sort of thing were you looking for?
- B: Three-bedroomed house with a garden.
- A: Well ... Mr. Gilmore, I'm afraid there's a little problem. As you know, our clients are mainly university students, so most of the cases we've dealt with are bed-sit or single bedroom.
- B: Well ...
- A: Don't worry. I will try my best to help you. Let me check ... Oh, you're lucky. We do have several houses as you described, but they're mainly in ... in the south suburbs.
- B: Oh well ... I don't think that's a problem. I can do with that.
- A: Right ... yes. What sort of price were you thinking of?
- B: Well ... could you give me some idea?
- A: Certainly. It really ranges from 350 pounds (Q3) to ... Well, it depends.
- B: Only 350 pounds?
- A: Yes, to about 600 pounds (Q4) depending on the areas, decorations, furniture, and things like that.
- B: And the garden?
- A: Yes, the garden (Q5). That obviously pushes up the price.
- B: Right ... well, as I said, we'd want a garden. I think about 450 pounds a month would be our limit.
- A: OK. Well ... would you like to have a look at a couple of properties, sir?
- B: Yes, that'd be great.
- A: Looking at our files ... I think there are three that might suit you.
- B: Hang on. I'll just get a pen. Right.
- A: OK. Well, we've got one on Lakeside Road which is 415 pounds (Q6) per month.
- B: Right.
- A: And the second house is in North Woods Road.
- B: Right. And how much is that one?
- A: That's 460 pounds.
- B: Are the bills included?
- A: Well, the first one includes the water bill (Q7), and the second includes the telephone rental.

B: Um, that's not too bad then. So ...

A: So, when would you be available to see them?

B: Well, I have an exam on campus this week on Wednesday. After that, Wednesday afternoon, is that OK?

A: I'm sorry we don't have any availability for Wednesday. How about Thursday (Q8) morning?

B: OK. That's fine. Would 10:00 be OK?

A: Yes, fine. Ten a.m. it is. Just come to the Accommodation Office.

B: OK. Oh, by the way, need I bring anything ... say ... my passport with me?

A: Yes, you should show us your student card and your passport.

B: No problem.

A: And the most important thing, a letter (Q9) from your bank.

B: Yes, that's OK.

A: Great, and once you decided to take the house, we would need you to give a week's (Q10) notice of moving in.

B: Right ... a week's notice. And do you require a deposit?

A: Yes, we do. That's one month's rent (Q11).

B: OK. One month. Is that all?

A: No, sorry, one more ... you have to pay for the contract.

B: Oh yes, I've forgotten about that. How much is that?

A: Half month's rent.

B: OK. Then, thank you for your help. See you then.

A: Goodbye.

II. Table Completion

Exercise 1

Salesman: How can I help you, sir?

Bob: Hi, I am interested in renting an apartment in your building. Can you show me around inside?

Salesman: Sure, my pleasure. Do you know what kind of apartment you are looking for?

Bob: I'm thinking of something for my best friend and I. The apartment doesn't have to be too big, just something comfortable for the two of us. I am looking for a kitchen, two bedrooms, and a bathroom. Just something simple.

Salesman: OK, well, let me show you what we have to offer. We divide our apartments into 3 categories. There are standard apartments, upgraded standard apartments, and luxury apartments. Please follow me ... This apartment just went up for rent yesterday. The old tenants moved into a larger one. This apartment is what I call the standard apartment. It's small, but has everything you need. The kitchen comes with a refrigerator, an oven, and a stove. There is one bathroom with a shower, but no bathtub. The rooms are a good size, and both have their own closets. The living room has enough space for a couch. We will provide a television for you. These apartments are very popular with students, because they are affordable and practical. Right now, we are renting these out for only \$1,000 a month (Q1).

Bob: I think this is a little bit on the small side. There is no space for a dining table or even for an extra desk. We will both need room to study. If there are guests over, we hope to be able to have a dining table big enough for at least 4 people. Do you have anything slightly larger? Maybe just an apartment with a bigger living room.

Salesman: Well, let us take a look. Right now we also have an opening for a luxury apartment. This apartment is larger. It has 3 bedrooms, and all 3 are larger than the last one, and there are 2 bathrooms, and all have bathtubs (Q2&3). The kitchen is also larger and comes with an additional dishwasher and freezer. The living space has plenty of space for a dining room.

Bob: How much is the rent on these apartments?

Salesman: These are more expensive, usually in the \$2,500 range. Don't forget that there is an additional bedroom, so you could find another roommate to lower the cost.

Bob: Hmm, I think that is a little bit on the expensive side. We don't really have the time to find another roommate, so it is probably better to stick with the 2-bedroom places. Is there anything between these two?

Salesman: Come with me ... I can show you this apartment right now, but there are people living in it. There are no more of these kinds of apartments available at this moment, but if you decide that you like it, I can put you on the waiting list, and as soon as we have openings, you will be contacted.

Bob: Sure, let's take a look.

Salesman: This is the upgraded standard apartment. As you can see, it is larger than the other 2-bedroom apartment. There are 2 bedrooms and 2 bathrooms, one in each room (Q4). The living room comes with a television, but no furniture. The kitchen is around the same size as the other smaller apartment. The basic difference is the additional bathroom and larger living room. These rent for around 1,400 dollars (Q5).

Exercise 2

Counsellor: Hi, I am your counsellor for this year. Today, we will visit the facilities available to you on our campus. As students, you should take advantage of everything you have available to you.

How many of you like sports? Well, I hope most of you do, because our school has great sports facilities. We have an indoor gym with state-of-the-art equipment. First, I want to tell you about our basketball facilities. There are 2 basketball courts (Q1), both are full court and open for student use. We offer basketball leagues that all students are invited to join, just sign up with a team. Usually there are games on the courts, but during league time, only the teams are allowed to use the courts. The basketball courts are open 24 hours a day. If you want a job, you can be a referee at the games (Q2).

Next, I want to tell you about the tennis facilities. We have 5 tennis courts available for student use (Q3). The tennis courts are open every day 8 a.m. until 10 in the evening (Q4). You should call ahead to reserve a court, because they are very popular and can often be booked weeks in advance. There are rackets and balls available for rent at the front desk of the courts.

There is an Olympic-size swimming pool that is open for students and the general public. There are also showers and locker rooms available. The swimming pool is open every day 9 a.m. until 7 in the evening. There are openings for the position of lifeguards (Q5), so if you are looking for a job in the sun, this might be good for you.

Exercise 3

John: Hey, Mary. How's school going? Haven't seen you in awhile. What have you been up to?

Mary: John! Good to see you again! I've been really busy the last couple of weeks. I'm applying to study abroad next year.

John: Really? So am I! I think it will be a great experience to be able to study in another country. What country do you want to go to? At first I wanted to study in Africa, but my parents really don't want me to go there because they think it will be dangerous. So now I'm thinking about going to Spain, Italy, or Japan (Q1).

Mary: Actually, I think Africa would be a fascinating place. I would want to go there to visit. Maybe not to study, but definitely I would want to go visit. For next year, I want to go to either China or Germany to study (Q2), but my parents can't afford any European countries, so maybe ...

John: Why China or Germany?

Mary: Well, I want to go to China because I think it's a really interesting country with a long history. Plus, it has been changing so much, and I think it is a great time to be there. I really want to improve my Chinese also, and I've been taking Mandarin courses the last two semesters (Q4). I would want to go to Germany because my mother is German and I want to learn more about my cultural background. How about you? Why the countries you chose?

John: Well, I want to go to a Spanish speaking country. I took Spanish in high school (Q3), so I figure if I go to a Spanish speaking country, I'll be better off knowing some of the language already. But I have already been to Mexico many times, and South American countries don't have classes for my major, except for Brazil, but they mostly speak Portuguese there. I would want to go to Italy because I want to do a study about ancient Roman civilisation. It has always been a dream of mine to go and see Pompeii and the volcanic ruins. Plus, my family has Italian roots (Q5), and I love Italian food. I want to go to Japan mainly because my girlfriend was born in Japan and always tells me all these fascinating stories about Japanese history and culture. I am a big fan of sumo wrestling also, so I've always wanted to see a sumo match in person. I really love sushi and almost all Japanese food. Recently, I have started to watch some Japanese baseball too! But of course, these are all secondary reasons. My main reason is of course my girlfriend and understanding her culture. I don't speak any Japanese though, so that is my major drawback. I think it is much better to go to a country if you can speak the language.

Mary: That's great. When do you have to decide by? I have to finish all my applications this week! I'm really stressed trying to finish everything, on top of all my schoolwork.

John: I'm almost done with my applications. I just have to finish the Italy application. I think my last choice is Italy, so I'm doing that one last. How long do you want to go for? I think I'm only going to go abroad for one semester, or else I won't be able to graduate on time. I have many classes left until I can finish my degree, and I'm not sure if I will be able to take them studying out of the country. I think I might be able to study in Spain because my Spanish is fluent, but definitely not in Italy or Japan, unless they have classes offered in English.

Mary: I want to go for a year. I've heard that it's better to go for a year, because you get a fuller experience and get a better grasp on the language. But I understand that most people can't finish their degree in time. It was hard trying to decide which country I would rather go to, but I think my first choice is to go to China. I know Germany will be great also. Either way, I will be thrilled to have the opportunity to study there. What's your first choice?

John: I really don't have one. Actually, I think I am like you. Just being able to study in another country will be great. Either Japan or Spain will be awesome. Italy will be awesome too, but I've been there a bunch of times, so I think I prefer to go somewhere else.

Mary: Sounds exciting. Well, I have to go to class now. It was great talking to you again. See you around next time?

John: Yeah sure. See you around. Hope that everything goes well!

Exercise 4

Lecturer: Welcome to your new home for the upcoming year. These dorm rooms are among the best in the nation and are the newest ones at this school. So I hope you will all learn to appreciate them and take good care of all the facilities here. I am Gina, and I will be residential advisor in this building for the year. Today, I am going to tell you about some of the programmes and facilities that are available to you. I will also be telling you the rules that everyone is expected to abide by. I will be asking you to give me your full attention for the next few minutes.

I will first tell you about the facilities that are available to you. The dining facility is located on the 1st floor of the building. It is open 7 days a week, from 7 a.m. to midnight

(Q1). All the food offered to students is freshly made every day, and my own opinion is that the food is actually quite good. Feel free to come and grab a banana for breakfast or sit down with a group of friends for dinner. Although your meals are served buffet style, please do not waste food. All students are expected to clean their own tables after meals.

In the basement of this building, there's a gym and recreational hall (Q2). The gym has workout equipment such as treadmills and weight sets. In the recreational hall, there are ping-pong tables (Q3) and a pool table for student use. You must sign in when using this equipment, and you will be held responsible for any damages or losses. The gym and recreational hall are open daily from 10 a.m. to 10 p.m.

There is a kitchen located on the 2nd floor of this building (Q4). Your dorm key will open this door. Inside there is a refrigerator (Q6), a microwave, an oven, and a stove. This room is open 24 hours a day (Q5), 7 days a week. If you decide to cook a meal, please be considerate to all the students and clean up after yourself. You can use some food in here, but please do not make a mess. Some students do end up having their food eaten from the fridge, so be careful, don't leave anything that looks like it tastes really good! Do not leave pots and pans lying around in the kitchen. Please store these in your room.

There are many programmes being sponsored by our building this year. One of the most popular is our Saturday morning outings. In the past years, these trips have included going fishing, hiking, cycling, ice-skating, and even going to the beach. There will be a listing of schedule events coming out soon. The university sponsors these trips so transportation will be provided. However, there are usually some costs associated, though they are usually minimal.

Our building also has a volleyball team. All students who live in this building are welcome to join. Last year, we won first place in the dorm league. Please sign up at the front desk if you are interested as soon as possible, as there are only 20 spaces available, based on a first come, first served rule.

The last things I want to talk about are the rules of our building. I know rules can be boring, but they are necessary to ensure the welfare of everyone living here. First, noise levels must be kept to a minimum after 11 p.m. Many students have early classes, so for those of you that have the luxury of sleeping in till 10, please don't stay up late making lots of noise. Secondly, all visitors must sign in at the front door. Even if you have friends that are regular visitors, they must still always sign in. This rule is to prevent theft and robbery from occurring. Thirdly, alcohol and drugs are not permitted in this dorm in any place or at any time. Lastly, just be safe, and have a great time. University is the greatest time of your life, so make the most of it. Thank you all for your attention.

Exercise 5

Lecturer: Good morning, and welcome to the Department of Psychology's information day for new and intending students. I'm the Head of the Department and today we plan to give you a clear idea of the main courses we offer, their entry requirements, duration, and the types of jobs you might obtain after gaining these qualifications. During the course of the day, I hope you will take the opportunity to talk to staff and attend information sessions for particular courses that may interest you. Some of these courses are open to school leavers, but some have particular entry requirements, so it is important to note these.

Firstly, the Certificate in Psychology is offered as a six-month course for those wanting a general introduction to the subject for personal or work-related purposes. There are no specific entry requirements.

At undergraduate diploma level, we provide a one-year Diploma in Psychology course (Q1) designed for those already in employment whose work and previous training is not in psychology. There are no particular entry requirements (Q2), and students in this course usually take it to help them progress in their careers.

For a major in psychology, we offer a three-year degree course called a Bachelor of Arts (Q3), after which, students can go on to take other courses if they want to specialise in psychology. The only requirement for this course is the usual undergraduate admission to university.

Now ... for the more specialised courses in psychology, we offer a master's degree to be taken over 18 months. This can be by research or coursework, but entry to this programme is only through first gaining a degree in psychology. That means you must have a degree majoring in psychology (Q4).

And lastly, for those wanting clinical qualifications at post-graduate level, we offer a Diploma in Clinical Psychology over a 12-month period, usually called Clinical Psychology Diploma, for short (Q5). The minimum entry requirement for this programme is an appropriate honours degree.

Exercise 6

Presenter: Good morning, everyone. I'd like Dr. Smith to introduce to us the University International Office.

Dr. Smith: Good morning. Welcome to this introduction session about the University International Office. The office was set up in 1990 when increasingly more international students came to our university, and it aims to provide new overseas students with a service that they can use whether during the application process, at pre-departure and arrival, or during their time at the university. Now let me give you some examples to illustrate the type of help we can provide. First of all, we can offer information on financial matters; for instance, if you feel that you could not have enough grants to cover your college expenses, we are able to provide you some part-time jobs (Q1). Every year, lots of international students come here for part-time job information. Secondly, we can help you with your academic (Q2) issues. As an international student, you may feel some kind of difference between your home school and this university. For instance, you may wish to know how to use the library (Q3), or you may want to know more about the teachers' teaching habits here. In a word, you may come across all kinds of questions. Then we would provide you with counselling information for you to adapt to the new academic environment. Another example I'll give is concerning the psychological (Q4) issues. Some international students may feel culture shock at the early stage of their arrival. They may feel lonely and homesick, or frustrated – all kinds of mental problems may arise. So we have a professional psychologist to provide counselling. The last area we can help with is what we generally call the social area. Yes, you can have a lot of social life here: parties at the weekends (Q5) or on holidays, special clubs to meet with your interests, etc.

Exercise 7

- Customer:** Good morning. I've heard that you offer walking tours of the city.
- Tour Guide:** Yes, we do. We have four walks. Did you have any particular one in mind?
- Customer:** Not really. Actually, I don't know anything about your tours. Could you ...?
- Tour Guide:** Of course. Here's our leaflet. Let me take you through it. Our main walk is a comprehensive one of the city centre, lasting a whole afternoon. It is quite long, but takes you to all the main sights and a few lesser-known ones. As you can see, we take in the castle, the cathedral, the historic houses along the riverside, and the city gate. Halfway through, we stop at the oldest pub in the city – the Cat and Dog – for refreshments.
- Customer:** That looks very interesting. I see you have a walk that just takes in the castle.
- Tour Guide:** Yes, it spends more time examining the castle and its history. The first tour I mentioned visits the castle briefly, but this one includes visits to all the exhibits there and a longer walk along the castle wall.
- Customer:** I heard something about ... Ah, yes – there it is. The Ghost Walk in the evening.
- Tour Guide:** Ah, yes. This is a very popular tour. You'll need to book ahead for this one. The tour starts here at 8 p.m. every evening except Mondays and finishes here at about ... well, about two hours later.
- Customer:** Which places are visited on the walk?
- Tour Guide:** Well, again, we take people to the castle and to the cathedral, but we don't go inside. At the cathedral, we see a few tombs and tell people some pretty grisly stories.
- Customer:** Is the walk suitable for children?
- Tour Guide:** Not really. Actually, all four of our walks are really for adults or at least older children.
- Customer:** And the fourth walk is ...
- Tour Guide:** Well, it follows the life and times of Robert Jones, the famous Victorian writer, who was born here and lived here most of his life. We take people to see where he was born, educated, and lived. This tour is popular with people interested in Victorian architecture as much as with people interested in literature.

- Customer:** I see. Now, prices ... they're not listed here in the brochure.
- Tour Guide:** Prices depend on the season and the number of people you make a booking for.
- Customer:** We'd be interested in taking a tour sometime next week – midweek – and we are a small group of 6 people.
- Tour Guide:** OK. There's a small discount for groups of 5 to 10 people. The full price for the City Sights tour is £10 per person. The Castle tour is £7. The Ghost Walk is also £7 and the Robert Jones Walk is £8. The discount is 5% of the total fee.
- Customer:** Thank you. And what time do the tours start? You said the Ghost Walk starts at 8 p.m.?
- Tour Guide:** Yes, the City Sights one starts at 1 p.m. and finishes at 6 p.m. (Q1). The Castle tour starts at 9 a.m. and finishes at midday (Q2). The Robert Jones Walk starts at 2 p.m. and finishes at 5 p.m.
- Customer:** The Ghost Walk is not on Mondays. How about the other walks?
- Tour Guide:** The same. Our office is open on Mondays for booking walks, but there are no tours that day (Q3).
- Customer:** I see. Thank you very much. I see you have a website.
- Tour Guide:** Yes – www.walknewtown.com (Q4) – “walknewtown” is written as one word. It has up-to-date information and you can also see the exact routes we take and the timings.
- Customer:** Sorry?
- Tour Guide:** The timings – how long we spend at each location.
- Customer:** Oh, I see. Thank you.

Exercise 8

Lecturer: Today, we're going to look at recycling programmes. The confusion over what we can and cannot recycle continues to confound consumers. Let's look at plastics first, as they are especially troublesome, since different types of plastic require different processing to be reformulated and reused as raw material. Some municipalities accept all types of plastic for recycling, while others only accept jugs, containers, and bottles with certain numbers stamped on their bottoms.

The symbol code we're familiar with – a single digit ranging from 1 to 7 and surrounded by a triangle of arrows – was designed by the Society of the Plastics Industry, or SPI, in 1988 to allow consumers and recyclers to differentiate types of plastics while providing a uniform coding system for manufacturers. The numbers, which many countries now require to be moulded or imprinted on all – or at least most – containers that can accept the half-inch minimum-size symbol, identify the type of plastic. The symbols also help recyclers do their jobs more effectively.

The easiest and most common plastics to recycle are made of polyethylene terephthalate, or PETE, and are assigned the number 1. Examples include soda and water bottles, medicine containers, and many other common consumer product containers. Once it has been processed by a recycling facility, PETE can become fibre fill for winter coats, sleeping bags, and life jackets. It can also be used to make bean bags, rope, car bumpers, tennis ball felt, combs (Q1), cassette tapes, sails for boats, furniture and, of course, other plastic bottles.

Number 2 is reserved for high-density polyethylene plastics. These include heavier containers that hold laundry detergents and bleaches as well as milk, shampoo, and motor oil. Plastic labelled with the number 2 is often recycled into toys (Q2), piping, plastic lumber, and rope. Like plastic designated number 1, it is widely accepted at recycling centres.

Plastics that are less commonly recycled include polyvinyl chloride, commonly used in plastic pipes (Q3), shower curtains, medical tubing, vinyl dashboards, and even some baby bottle nipples. These get the number 3. Like number 4, which include wrapping films, grocery and sandwich bags (Q5), and other containers made of low-density polyethylene, and 5, which are polypropylene containers used in Tupperware, among other products, few municipal recycling centres will accept it due to its very low rate of recyclability (Q4).

Another useful plastic to recycle is number 6, which is used in polystyrene, or Styrofoam, items such as coffee cups, disposable cutlery (Q7), meat trays, packing “peanuts”, and insulation (Q8). It is widely accepted (Q6) because it can be reprocessed into many items, including cassette tapes and rigid foam insulation.

Last but far from least, the hardest plastics to recycle are items crafted from various combinations of the aforementioned plastics or from unique plastic formulations not commonly used. Usually imprinted with a number 7 or nothing at all, these plastics are the most difficult to recycle and, as such, are seldom collected or recycled. More ambitious consumers should feel free to return such items to the product manufacturers to avoid contributing to the local waste stream, and instead put the burden on the makers to recycle or dispose of the items properly.

III. Sentence Completion

Exercise 1

The Cinématographe used flexible film cut into 35mm (Q1) wide strips and used an intermittent mechanism modelled on the sewing machine. The camera shot films at sixteen frames per second rather than the forty-six which Edison used (Q2). This became the standard film rate for nearly 25 years. Thanks to these innovations, the Lumière brothers could produce films more cheaply than Edison. The first film shot with the Cinématographe camera was *Workers leaving the Lumière factory at Lyon*. The film was shot and shown in March. In that very same month of 1895, British inventors R.W. Paul and Birt Acres produced a functional camera which was based partly on Marey's 1888 camera. In just half a year, they shot 13 films for use with Edison and Dickson's Kinetoscope. Also in 1895, the Latham brothers succeeded in creating a camera and a projector and, in May, they opened a small theatre. It received little attention as the image projected was very dim (Q3). The Lathams did, however, contribute greatly to motion picture history. Their projectors employed a system which looped the film making it less susceptible to breaks and tears. The Latham Loop as it was later called is still in use in modern motion picture projectors. Early in 1896, Herman Casler and W.K.L. Dickson, Edison's former partner, had developed a camera, but had decided to concentrate on producing a projection system. The camera and projector they produced were unusual as they used 70mm film which gave very clear images (Q4). In January 1896, Birt Acres presented a selection of his films to the Royal Photographic Society – these included the famous *Rough Sea at Dover* and soon projected films were shown there regularly (Q5). That year, the Lumière brothers sent a representative from their company to London and started a successful run of Cinématographe films.

Exercise 2

F.S.: Female Student

Pr: Professor

M.S.: Male Student

F.S.: Once we've chosen a topic, what is the most important thing we should do?

Pr: I would say that the key thing is good initial research (Q1). Once you have a solid base, you can add to it, adapt it, or even take parts out if they are not relevant to your central theme. Peter, you're looking thoughtful.

- M.S.: I was wondering why so many students drop out.
- Pr: It's hard to say, because the reasons students give may not necessarily be the real ones. I'd say that a lot of the time it's a lack of confidence (Q2), rather than academic inability or other pressures. It's hard to say though. Perhaps help from friends (Q3) – not academic so much as emotional – might have prevented these students dropping out.
- F.S.: Any other advice at this stage, Professor?
- Pr: Work hard. Don't overdo it though (Q4). Leave yourself some time to relax. We get many Asian students at this university who try to do too much. They end up getting confused and are too embarrassed to ask for help. Then they do the worst possible thing and just copy other people's work.
- F.S.: We'll bear that in mind. When shall we arrange our next tutorial for?
- Pr: Do you want to come along together or separately?
- M.S.: What do you think, Kate?
- F.S.: I'm happy to come together.
- M.S.: OK. How about in two weeks' time?
- F.S.: Wednesday 30th? I'm afraid I'm not free.
- M.S.: Thursday 31st? (Q5)
- F.S.: That's fine with me. Professor?
- Pr: Yes, but only in the afternoon. Why don't we meet right after lunch, at one o'clock?

Exercise 3

- Student: That's true. Uh ... what should I do after that?
- Tutor: You should then write your speech out. In this way, you can have a firm idea (Q1) of what you will say. It really doesn't mean that the speech you will give must be exactly the same, but at least I can read it over to make some corrections if you want.
- Student: Wow, really? That would be great. I really appreciate it.

Tutor: Once you write it out, the next step is to practise giving the speech. At first, you can practise in front of the mirror (Q2) so that you can see your expressions and your presentation. Don't present your speech in a memorising (Q3) way, without normal voice inflection and pauses. Use the note cards. While giving the speech, always remember to make eye contact (Q4) with the audience. Some gestures (Q5) may be better, because it will help you to relax and add energy to your speech. At last, you can practise giving your speech to some friends and ask them to give you suggestions.

Student: That's a great idea.

Tutor: So when is the English Speech Contest due?

Student: Well, the speech topic is due on May 25th, while the Speech Contest will be held on May 30th.

Tutor: Well, if you need help, you can come to my office in my office hour before 20th of May. After that date, you can contact me by e-mail, for I will attend a conference in France (Q6). Remember my office hour is 10 a.m. to 4 p.m. on weekdays.

Student: OK, Professor Green. Thanks so much.

Tutor: You are welcome.

Exercise 4

Presenter: Welcome to this latest lecture on living in London. Today, we're going to look at transport and I'd like to start with the London Underground system – also called “the Tube” because of the shape of the tunnels. First, you need to learn your lines. There are 12 different lines, each with its own name, for example, the Piccadilly line, the Circle line. Each line is a different colour on the map of the underground system. You can find the map in the ticket hall at each underground station, and usually on the platforms as well. Sections of the map are also displayed in the carriages of the underground trains. Before you begin, it helps to know which line you are starting on and on which line your destination can be found. If they are on different lines, look at the map to see where the two lines cross, and note the name of the station where they meet – that is where you have to change trains. If the two lines do not cross, keep looking until you find a third line that crosses both of the other two. Then you will need to change trains twice.

You can buy a ticket from one of the automatic machines or from the ticket office. Either way, you need to know the name of the station you are going to. You also need to know whether you want a “single” ticket, which is valid just to get you to your destination, or a “return”, which gets you there and back again. Fares are based on a zone system: the more zones you travel through, the more expensive your fare is. There are six zones, with zone 1 covering central London and zone 6 covering the outskirts of the system, including, for example, Heathrow Airport. Most of the underground maps show which stations are in which zones. A single ticket for travel through all six zones currently costs £4. Depending on how far you are travelling and how many journeys you need to make, it may be cheaper to buy a one-day Travel card, which gives you unlimited travel on all London Underground and bus services the day you buy it. A one-day Travel card covering all six zones currently costs £8. You can also buy an Oyster card. This is the best option if you are going to be in London for a long time. You get a discount on all tickets – usually about 10% – and you don’t have to queue to buy tickets. Just buy credit for your card and then use it as directed when you enter and leave underground stations at the start and finish of your journeys.

At underground stations, you must pass through an automatic gate. Put your ticket into the slot to the right of the gate (Q1). When the gate opens, pass through. As you pass through, your ticket will pop up from another slot on the top. Pull your ticket out and take it with you; you need it at the end of your journey. This is the same procedure for Travel cards. With Oyster cards, you hold your card over the card reader at special automatic gates. If you have baggage with you, you can go through a special, larger gate where you can pass through more easily (Q2). Show your ticket to an attendant and ask him or her to let you through this gate.

Most stations have long escalators leading to and from the trains (Q3). Try to stand to the right-hand side, leaving space for people to walk past you on the left. When changing trains, get off at the station where the line you are on crosses the line you need. Follow the signs for the line you need and the direction you want to go in (Q4). When you leave the system, you must pass through an automatic gate again to leave the station. Put your ticket in the slot as before. If you bought a return ticket or a Travel card, your ticket will pop up for you to collect again so that you can use it later. If you bought a single ticket, or if you are on the return trip of your return ticket, your ticket will stay in the machine.

To find out more about the London Underground, check the official website: www.thetube.com. This site also has the map and information in numerous foreign languages (Q5). Now, let’s move on to ...

Exercise 5

- Customer:** Good morning. I've heard that you offer walking tours of the city.
- Tour Guide:** Yes, we do. We have four walks. Did you have any particular one in mind?
- Customer:** Not really. Actually, I don't know anything about your tours. Could you ...?
- Tour Guide:** Of course. Here's our leaflet. Let me take you through it. Our main walk is a comprehensive one of the city centre, lasting a whole afternoon. It is quite long, but takes you to all the main sights and a few lesser-known ones. As you can see, we take in the castle, the cathedral, the historic houses along the riverside, and the city gate. Halfway through, we stop at the oldest pub in the city – the Cat and Dog – for refreshments (Q1).
- Customer:** That looks very interesting. I see you have a walk that just takes in the castle.
- Tour Guide:** Yes, it spends more time examining the castle and its history. The first tour I mentioned visits the castle briefly, but this one includes visits to all the exhibits (Q2) there and a longer walk along the castle wall.
- Customer:** I heard something about ... Ah, yes – there it is. The Ghost Walk in the evening.
- Tour Guide:** Ah, yes. This is a very popular tour. You'll need to book ahead for this one (Q3). The tour starts here at 8 p.m. every evening except Mondays and finishes here at about ... well, about two hours later.
- Customer:** Which places are visited on the walk?
- Tour Guide:** Well, again, we take people to the castle and to the cathedral (Q4), but we don't go inside. At the cathedral, we see a few tombs and tell people some pretty grisly stories.
- Customer:** Is the walk suitable for children?
- Tour Guide:** Not really. Actually, all four of our walks are really for adults or at least older children (Q5).
- Customer:** And the fourth walk is ...
- Tour Guide:** Well, it follows the life and times (Q6) of Robert Jones, the famous Victorian writer, who was born here and lived here most of his life. We take people to see where he was born, educated, and lived. This tour is popular

with people interested in Victorian architecture as much as with people interested in literature.

Customer: I see. Now, prices ... they're not listed here in the brochure.

Tour Guide: Prices depend on the season and the number of people you make a booking for.

Customer: We'd be interested in taking a tour sometime next week – midweek – and we are a small group of 6 people.

Tour Guide: OK. There's a small discount for groups of 5 to 10 people. The full price for the City Sights tour is £10 per person. The Castle tour is £7. The Ghost Walk is also £7 and the Robert Jones Walk is £8. The discount is 5% of the total fee.

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Tour Guide: Yes – www.walknewtown.com – “walknewtown” is written as one word. It has up-to-date information and you can also see the exact routes we take and the timings.

Customer: Sorry?

Tour Guide: The timings – how long we spend at each location.

Customer: Oh, I see. Thank you.

Exercise 6

Ken: Hello, Amy. Are you going to Wendy's wedding next month?

Amy: Yes, Ken, I am. It's sure to be a good one!

Ken: Which day is it again? I can't remember.

Amy: 16th, isn't it?

Ken: It can't be the 16th. My wedding anniversary's the 16th.

Amy: Then it must be the 15th.

Ken: Ah, that's right. A Saturday. It's at St. John's Church, isn't it?

Amy: Yes. The reception's at Simon's.

Ken: What? Simon Winters from accounting?

Amy: No! The restaurant – Simon's. You know, on Museum Road.

Ken: Oh, sorry. Got a bit confused there! I've never been to Simon's.

Amy: Nor me. It's a new place. It's supposed to be very good and Wendy's future husband, Matthew, knows the owner, so I reckon the food will be really nice.

Ken: Great. What kind of restaurant is it?

Amy: It doesn't really focus on food from any particular place, but I suppose you'd say ... well, they do some French dishes, Italian, and some typical British dishes too.

Ken: Sounds like they have something for everyone.

Amy: Well, I guess that's the idea. More variety, more customers. I mean, there aren't many restaurants around here anyway.

Ken: True. So, this Matthew she's marrying. Do you know him well? I met him at the Christmas party briefly. He seemed like a great bloke.

Amy: He's very nice. He teaches golf (Q1). He's really helped me with my game.

Ken: So, he must work at that new course on the outskirts of town then. I heard it's very nice there.

Amy: Yeah, it's great. You don't play, do you?

Ken: No. Never. How old is he? He didn't look very old.

Amy: He's actually a couple of years younger than Wendy. She's 28, right? Yeah, he must be 26 (Q2).

Ken: So what kind of present do you think they'd appreciate? I know it's usual to get a small household item. Any ideas?

Amy: Actually, they've produced one of those books where the items are pictured and you sign your name beside the picture to show which gift you're going to get.

Ken: Those things are a great idea! My sister had one when she got married. The great thing is that you get exactly the brand that you want.

Amy: Yeah, and you don't risk getting two of the same thing.

Ken: Absolutely. You don't need two irons or two sets of cutlery. How about the stag night?

Amy: I've got Matthew's phone number, so I'll give him a call and find out. Or I'll ask him when I go to the club next time.

Ken: I know the guy who runs the Black Diamond (Q3). They have a function room we could use. I might be able to get it for free, but more likely I'll just get a discount.

Amy: I'll let Matthew know. There are not many decent venues for a stag night here, are there?

Ken: No, there aren't. Well, have a word with him and let me know the date and the number of people (Q4) he expects and I'll have a chat with my friend.

Amy: OK. By the way, are you doing anything special for your anniversary?

Ken: Well, I was thinking of taking my wife to Tipford. There's a very nice restaurant there – a Chinese one. My wife loves Chinese food, but there's no restaurant here. I thought she'd like it.

Amy: That's a great idea. When you go, don't forget to stop at the church. The interior is beautifully decorated (Q5).

Ken: Thanks. My wife likes old buildings and architecture. She'll like that.

Exercise 7

Jeff (male): Hi, Aref! Hi, Marta!

Marta (female): Hi, Jeff!

Aref (male): Hi, Jeff! Thanks for agreeing to help us with this university application form.

Jeff: No problem. It's the UCAS form, is it? Well, I brought mine along as well as an example. Let's have a look at the first page. ... Ah, here, you need to write in your addresses in your home countries.

Marta: Here? Where it says “home address”?

Jeff: That’s right.

Marta: But we don’t want them to send things to that address.

Jeff: They won’t. See. It says they will send things to your residential address, which is in the UK.

Marta: Oh, I see!

Aref: And here we need to write the name of our school, don’t we?

Jeff: Yes, and any other secondary schools you’ve attended. Don’t forget to write “FT” in the box there on the right.

Aref: “FT” means “full-time”, I suppose?

Jeff: Yes, it does. Put the most recent school you’ve attended at the top.

Marta: Here it says we should enter our ethnic origin, but only if we are UK applicants.

Jeff: Well, you are living in the UK. Put it in anyway. It won’t matter. They only use it for statistical purposes.

Aref: Should we put the subjects we’ve taken for A level in this area – 7A?

Jeff: No. That’s for exams you’ve already taken and got the results for. Here, underneath, in part 7B, you can see the space for exams that you’ve taken but don’t have the results for, or are going to take.

Marta: And do we need to write the name of our school there too? That’s where we will take the exams.

Jeff: That’s right. Don’t forget to put the address too.

Aref: Do you know the postcode for our school, Jeff?

Jeff: Yes, it’s PL3 6LY. Now, how about page 3?

Marta: I did some part-time work. Should I put that in the employment section?

Jeff: Yes. I did some part-time work too. Write “PT” in the final box – for “part-time”.

Marta: OK. And for “nature of work” I’ll put “shop assistant” (Q1).

Jeff: OK. Now we’ve come to part 10 – Personal Statement. Did you write out a rough draft (Q2) for me to look at, as I suggested?

Marta: Yes, here’s mine.

Aref: And here’s mine.

Jeff: OK. Let me just have a quick look. ... I'll just correct the grammatical mistakes. There aren't many. ... Be careful with your spelling, Marta. ... Aref, I wouldn't include this sentence about wanting your parents to be proud of you. A personal statement should be more practical (Q3), rather than an emotional appeal.

Aref: I see. It's a bit different in my culture. OK, I'll take your advice.

Jeff: I think that you both need to say why you're interested in those particular courses at those particular universities.

Marta: Well, I like some of the elective courses (Q4) on offer in years two and three. That's how I chose those particular universities. How about you, Aref?

Aref: Well, I considered that, but many of the law courses at university are very similar, so I also considered the geographical location of the universities.

Jeff: OK. Add those reasons. Have you both signed at the bottom of page 3? ... Yes, oh, Marta, you forgot to add the date. Now, on page 4, you need to have a teacher write a reference for you.

Aref: I'm going to ask Mr. Martin, since he's my form teacher.

Marta: I'm going to ask Mrs. Robinson, because she's my art teacher.

Jeff: Good. It's best to have your form teacher do it or ask the teacher who teaches the subject you want to study. They are most likely to have an idea of your abilities (Q5).

Aref: Should I leave it to the teacher to fill in the details about the school at the top of the reference page?

Jeff: Yes. Some of that information isn't known to us students anyway.

Marta: Well, thanks for your help, Jeff. Are you going to ...

IV. Outline Completion

Exercise 1

Interviewer: An event occurred in 1996, over a period of 3 days that attracted considerable attention at the time and led to a new find in Mungo National Park, which is the focal point of the Willandra Lakes World Heritage Area in New South Wales, Australia. I talked to Alan Moore, the organiser of this trip, about his experience. Alan, what was the purpose of your trip?

Alan: Well, as you know, I love the outback and lead tours of people wanting to go into more remote parts of the country. However, I thought it was time for me too to have a holiday (Q1), so I packed up my family and we went to Mungo National Park.

Interviewer: Why did you choose this location?

Alan: It holds a record of Aboriginal life stretching back over 40,000 years (Q2), and of course, I wanted my young kids to be amazed by the main feature of the park – the remarkable “Walls of China” (Q3), as they’re called, where wind and water erosion have exposed this long history.

Interviewer: I see. What was the weather like?

Alan: It was unusual for that time of year. The rain was just one continual down-pour after another. We were always soaked to the skin, so we decided to cut our holiday short and only stayed three days in the end. However, it was eventful. The obvious problem was to get back to the nearest town, a small place called Buronga. But the dirt roads out there are always impassable after rain, so we settled down for a long, wet wait in the park. We didn’t really mind, because the scenery was so interesting. However, the kids wandered away without our noticing, and eventually we realised they must be lost, so we used our two-way radio to contact the park rangers and the police, and a helicopter was sent. Luckily, the kids were found within a few hours, but they’d made an important discovery.

Exercise 2

Presenter: Good afternoon. I’m glad you all found your way here. Now, I’d like Dr. Wallace to introduce us to the Arboretum.

Dr. Wallace: Good afternoon. Although at first glance the Arboretum may look like a park, it is a research and teaching facility (Q1) that also provides a place for people to develop a positive relationship with nature (Q2).

When the University of Wisconsin–Madison purchased the land, mostly during the 1930's (Q3), much of it bore little resemblance to its pre-settlement state. Instead, it had been turned into cultivated fields and pastures that had fallen into disuse (Q4). The university's Arboretum committee decided, early on, to try to bring back the plants and animals that had lived on the land before its development (Q5).

Though they may not have anticipated it at the time, the committee's foresight resulted in the Arboretum's ongoing status as a pioneer in the restoration and management of ecological communities. In focusing on the re-establishment of historic landscapes, particularly those that predated large-scale human settlement, they introduced a whole new concept in ecology: ecological restoration (Q6) – the process of returning an ecosystem or piece of landscape to a previous, usually more "natural", condition (Q7).

Madison was a fast-growing city in the 1920's. Fortunately, some leading citizens recognized the need to preserve open space for Madison's residents. Most of the Arboretum's current holdings came from purchases these civic leaders made during the Great Depression (Q8). In addition to inexpensive land, the Depression brought a ready supply of hands to work it. Between 1935 and 1941, crews from the Civilian Conservation Corps were stationed at the Arboretum and provided most of the labor needed (Q9) to begin establishing ecological communities within the Arboretum.

Efforts to restore or create historic ecological communities have continued over the years, with the result that the Arboretum's collection of restored ecosystem is not only the oldest but also the most extensive such collection. In addition to these native plant and animal communities, the Arboretum, like most arboreta, has traditional collections of labeled plants arranged in garden-like displays. These horticultural collections, featuring trees and shrubs of the world (Q10), are the state's largest woody plant collections.

Exercise 3

Counsellor: Now Bill, what's your main concern?

Bill: Well, what really gets me down at present is that the exams are coming up and I don't feel confident.

Counsellor: I know you've spent a lot of time preparing, so let's look at the actual exam itself. No matter how much preparation you do, it doesn't really count if you don't plan how you will time yourself to ensure you get to answer all the questions. Usually there will be some guide on the exam paper that will tell you the relative importance of each question ... it's contribution to your total mark (Q1).

Bill: I see. So, if I feel organised at the start, I can be more confident.

Counsellor: Exactly. So once you've worked out an overall plan, and this can be done quickly, you need to make sure you know what each question is asking you to do (Q2). As a marker, I know what answers I expect to a question. Then you need to address the question (Q3), not just write down what you know and hope the marker will appreciate the hard study you've done.

Bill: Yes. That's important. I can see that markers are looking at the questions, not trying to guess what we know.

Counsellor: Yes. And the third point to keep in mind is that even if you know the topic well, you should leave time to go back and check your work for content (Q4). There may be an important point you have missed, or not explained as much as you wanted to. And, at the same time, you can look for errors (Q5), including any obvious ones in grammar.

Bill: OK, thanks. It's really simple in many ways, isn't it?

Exercise 4

Presenter: Good morning. Today, we'd like to talk with Mr. Shumacher of Kaiser Farms. Mr. Shumacher, what is in ginseng that makes it so special?

Mr. Shumacher: Thanks, the key elements in ginseng are the active ingredients known as ginsenosides (Example). All true ginseng products on the market contain a certain percentage of ginsenosides and a number of factors determine how much.

The age of Wisconsin ginseng when harvested plays a major role in determining the natural level of ginsenosides. Tests have shown that the older the plant, the higher the ginsenoside content (Q1). Five-year-old Wisconsin ginseng plants have had ginsenoside levels as high as 20%. As a family operation, one of our strategies in producing the highest quality product available is to only harvest four- and five-year-old roots (Q2&3). The majority of Wisconsin ginseng harvested is three years old (Q4). The reason for this is that the expenses to care for and the possibility of disease increase as the plants become older (Q5). By limiting the amount of ginseng that we plant each year, we are able to provide the necessary attention and care to produce the highest quality four- and five-year-old roots.

Exercise 5

Insomnia is a sleep disorder. We all have trouble sleeping from time to time. That's not really insomnia. Insomnia is when you are regularly not getting enough sleep or perhaps not getting a satisfying sleep. If either of those situations applies to you, then you could have insomnia. However, don't go running to your doctor for medication just yet. Insomnia is often a lifestyle disease and pills from a doctor will not help unless you deal with the underlying causes of your insomnia by changing your lifestyle. For example, some people suffer from insomnia before something stressful like exams or a job interview (Q1). They cease to suffer from insomnia after the event. Insomnia can be caused by domestic (Q2) factors, such as lighting, noise and lack of privacy. It can also be caused by occupational factors, such as working irregular hours – a particular problem for transport and health workers, overworking – usually 70 plus hours a week, too much travelling (Q3), or simply high stress at work.

Insomnia is more likely to occur as we get older and symptoms include not being able to fall asleep, waking regularly during the night and not being able to get back to sleep, waking up early and not feeling refreshed after a night's sleep. Insomnia can also cause problems during the day, such as feeling tired and lethargic, wanting to sleep, difficulty concentrating, and irritability. We all need different amounts of sleep so it is not the length of sleep that determines insomnia, but the quality of sleep. Primary insomnia means that the sleep problem is not directly linked to any other health problem. Secondary insomnia means that the sleep problem is caused by another condition such as depression, arthritis, stress, pain, worry, a serious illness, or medication. Acute insomnia is a short-term problem whereas a longer-term problem is known as chronic insomnia and is usually diagnosed when a person cannot sleep at least three times a week for a month or longer.

As you are aware, doctors may prescribe some painkillers (Q4), or sleeping pills (Q5), particularly in cases of illness or physical discomfort, but for chronic insomnia, the underlying condition that is causing the problem needs to be treated. As I said before, this usually involves a change in lifestyle. Relaxation techniques have been proven to be extremely useful to people suffering from insomnia. It is important to relax (Q6) before going to bed. Some relaxation techniques and alternative therapies such as Tai Chi, meditation, and massage may also be beneficial in getting a good night's sleep. Another thing that insomniacs should do is pay particular attention to what they eat and drink – and when. Don't eat a heavy meal late in the evening. Avoid alcohol and stimulants like cola and coffee before going to bed. Have herbal tea or fruit juice (Q7) instead. One of my favourite suggestions is to drink a cup of camomile tea with a little honey in it before bedtime. Delicious!

Although exercise is obviously good for your health, don't exercise just before bedtime. Exercise tends to stimulate the mind and the body. At the beginning of the talk, I mentioned light and noise. Make sure your bedroom is dark and quiet. Also make sure that it is at the right temperature for you – not too hot or cold. Go to sleep at the same time each night and get up at the same time each morning, with no naps during the day (Q8). Follow a relaxing routine as much as possible and wind down before sleep by, for example, reading a book or listening to music. Take a warm bath (Q9) after exercise or before bedtime, adding a few drops of lavender essential oil. It sounds luxurious – and it is! Finally, a word to all you smokers out there – reduce the frequency with which you light up (Q10) – particularly in the evening.

Exercise 6

Cindy: So, Bob, how many people have said that they're coming on the company picnic?

Bob: Well, Cindy, we've got 35 definite and another 10 probable.

Cindy: Shall we say 50?

Bob: I think so. And we've fixed the date for ...?

Cindy: 26th. The last Sunday in August.

Bob: Great! I hope the weather is good.

Cindy: Should be. Now, we have to decide where to order the food from and what kind of things we want.

Bob: Right. What's our budget?

Cindy: We decided to go for £10 a head for food and £5 a head for drinks.

Bob: OK. I got some pamphlets from caterers. What do you think?

Cindy: The most important thing is to make sure that there's a variety of food. We don't want people complaining that they don't like anything.

Bob: We also don't want food that could deteriorate in the sun – ice cream, that kind of thing.

Cindy: You've seen these pamphlets. What do you think?

Bob: Well, I thought Paris Kitchen looked good. The price almost exactly meets our budget and they seem to have a good variety.

Cindy: I don't know. A friend of mine used them for her company and wasn't impressed.

Bob: Really? What exactly didn't she like?

Cindy: Well, the food ... she said the food was good, but not quite the variety they'd expected. The drinks included some wine, which was apparently not very good (Q1).

Bob: Oh. Well, perhaps we need to consider this one ... er ... Company Caterers.

Cindy: Looks a bit pricey. Mind you, I've heard that they are very good.

Bob: Let me check the price. ... Yes ... £12 a head for food. That's more than our budget. Do you think we could get a discount?

Cindy: Let's see if it says anything in the pamphlet. ... Yes, they do offer a discount for groups of more than 30. ... 10% ... (Q2) Does that help us?

Bob: 10% off £12 ... It's still more than we budgeted for.

Cindy: Hey, look at this one. Celebrations.

Bob: It's a new company. I asked a few people about them, but no one has any ideas.

Cindy: Well, let's see. £9 a head for food and £5 a head for drinks. That's fine. What kind of food do they have? It says here that they just provide cold meals for picnics (Q3). Well, that's OK. ... And they include vegetarian dishes (Q4). ... We do have some vegetarians to take into consideration.

Bob: Well, it looks good to me. The only problem is their lack of experience. I mean, it's a bit of a risk, isn't it?

Cindy: Yes. If the food is no good, we'll look incompetent.

Bob: Ah, look here. It says that we can visit their premises and try some of the dishes they offer.

Cindy: You mean we might get a free lunch? Shall we call them and arrange to go and see them?

Bob: OK. Which day? How about tomorrow?

Cindy: No. We've got that meeting. The day after tomorrow. Thursday.

Bob: Good. Time?

Cindy: 11?

Bob: Good. Right, what's their phone number? 2865 3479. We also need to ask them whether they can deliver straight to the picnic site, don't we?

Cindy: Yes. I don't think that'll be a problem, though. I mean, it's on the outskirts of the city, but it's not too far away. Does the price include delivery?

Bob: It doesn't say, but the other companies include it, so they should. If they don't, our budget still allows us to pay a small fee.

Exercise 7

Presenter: Good afternoon, everybody. My name is Sally Miller and I'm here to offer you some advice on legal matters whilst you are studying at this university. Happily, most international students complete their courses without running into any serious legal problems, but if you do find yourself involved in a legal dispute of any kind, ask for help. There are two options. First, contact the students' union or welfare officer. Even if they cannot help you directly, they should be able to advise you where to go for help. The second possibility is to contact the Citizens Advice Bureau in your area. You can find them in the local telephone directory. They will be able to recommend a solicitor if you need one (Q1) and tell you if there is a local law centre providing free legal advice. They will also be able to tell you whether you can claim legal aid to help pay for any court and legal fees (Q2).

Let me give you some basic information about the police. The police have the power to stop and search anyone who appears to be behaving in a suspicious manner. If you are arrested for any reason, even if you know it to be a wrong reason, remember a few very important things. One, don't be aggressive. Two, do not try to bribe the police officer. Three, if you are arrested by plain-clothes police officers, ask to see some form of identification (Q3). Four, give your true name and address if the officer asks you to. Lying to the police is a criminal offence. Five, do not sign any statement until you have received advice from a solicitor (Q4). There is always a solicitor on duty at every police station. Six, you will be entitled to make one telephone call. If you use this call to telephone a friend, urge your friend to contact someone from your university or from the students' union and get advice about what you should do next.

If you find yourself in trouble with the police, it is very important to get professional advice. Contact any of the following: your university welfare officer, the students' union at your university, your local Citizens Advice Bureau, a local law centre. If you are found guilty of an offence, it could seriously damage your position as an international student, so be sure to ask for help as early in the process as possible.

Remember: obey the local laws! The laws here may not be quite the same as in your own country. Here are a few examples of actions that are illegal here. It is against the law to: possess offensive weapons (Q5), e.g. knives, guns, chemical sprays used for personal defence – even women are not allowed to carry sprays or other deterrents to protect themselves against possible assault – except for rape alarms; possess or supply hard or soft drugs (Q6); disturb the peace – this is called “disorderly conduct”. This means that you can be arrested for being too noisy or rowdy.

A few words about drinking. In this country, it is perfectly acceptable for adults to drink alcohol in moderate amounts. For many people, drinking is an established part of their social life – “going out for a drink” is how they relax or spend time with friends. If you go to a party or visit people at home in the evening, your host will probably offer you a drink. Often a lot of university social life can revolve around drinking, especially for undergraduates. Do not be surprised if people arrange to meet in a bar or if events are held in a pub. But you are not obliged to drink alcohol if you do not want to – even if you are in a pub or at a party where everyone else is drinking. You can always ask for a non-alcoholic drink instead. And if you feel uncomfortable going to places that serve alcohol, explain this to your friends – there are lots of other places where you can meet. If you do choose to drink, remember that you should never drive a motor vehicle after drinking alcohol – it is dangerous and the police can impose serious penalties on you. Also remember that being drunk in public is not acceptable either, and the police can arrest you for it.

Drugs and alcohol can cause serious problems. Let me repeat that in this country, it is illegal to use drugs, except under medical supervision. But if you do use illegal drugs and you develop a problem, there are organisations you can contact. Contact your students' union or your student counsellor. Anyone over 18 years old can legally buy and consume alcoholic drinks in this country, but if you think you might be drinking too much, get help and advice from your student counsellor or your doctor. Again, there are special organisations that can help you with drug and alcohol problems. Contact them.

V. Summary Completion

Exercise 1

Mary: So what is the big deal? Why don't some parents like the Harry Potter books?

Kaye: Well, they feel that witchcraft, casting spells, and learning magic is from the Devil and therefore evil (Q1).

Mary: But Harry is a good wizard.

Kaye: But he's still a wizard! Parents who have strong values, particularly religious values (Q2), do not want their children reading about other children doing things that they consider evil. And the books have influenced children. It is reported all around the world that kids are checking out books on witchcraft, making spells, potions, curses, etc. And there are even real schools sprouting up where children can go to learn about witchcraft! It is exactly these trends that many parents are afraid of.

Mary: Oh, I see. So religious parents think that these books are putting forth a religion or world view that is contrary to theirs! But what can they do?

Kaye: Nothing other than keeping their own children from reading the books, watching the movies, and buying the merchandise. It's hard to do. But any attempt to ban the books would fail dismally. Freedom of choice has taken the place of the censorship that so often occurred throughout history (Q3).

Exercise 2

Good morning. My name is Mary Goodman and I'm here to talk about hotel security. I've been running my own private hotel (Q1) security company for the past five and a half (Q2) years in New York. When travelling on business or pleasure, it may become necessary to stay overnight in a hotel or motel. Your hotel room becomes your home for the night. It is important to give some thought about security planning. The cost of the hotel room is not always the best predictor of how safe the room will be. There are a few security rules that should apply to any hotel room you rent. Remember, your room (Q3) is the most likely place for a crime to take place, rather than the more public areas of the hotel.

Upper floors are safer from crime, but worse for fire rescue. Emergency rescue is best below the fifth floor. I compromise by picking a modern fire-safe hotel and always request a room on an upper floor to reduce crime exposure. In a high-rise building, rooms above the fifth floor are usually safer from crime than those below because of lesser accessibility and ease of escape. Also, rooms not adjacent to fire stairs are safer from room invaders because they use them for escape. Criminals do not want to be trapped on an upper floor inside a high-rise hotel. By design, high-rise buildings usually have fewer ground level access points and are easier for the hotel staff to monitor who passes through the lobby after hours.

However, door security is the most important thing to remember when staying at a hotel. The majority of hotel crime occurs because of one of two reasons. First, people do not lock doors (Q4) when they go out. This is the simplest mistake to avoid. The second reason is that people do not check identities (Q5) before opening their room doors. The room door should have a peephole so you can view who is at the door before opening. Do not open your door to someone who knocks unannounced. Some criminals will pretend to be a bellman, room service, maintenance, or even hotel security to get into your room. Call the front desk to confirm their status and only open the door if you requested the service. Door chains or swing bars are unreliable security devices. Teach your children not to open the door of any hotel room without knowing the person on the other side and without your permission.

Exercise 3

Good morning. My name is Jack Clements and I'm here to talk to you about water. Now, what people want most of all with regard to water is a water supply that is both safe and reliable (Q1). In this country, reliability is generally not a problem, but safety is an ongoing issue which many people are concerned about. In this country, studies of water are scarce (Q2). If you are worried about drinking water contaminants, what should you know? Well, the first thing to realise is that drinking water, including bottled water, may reasonably be expected to contain at least small amounts of some contaminants. As long as they occur below set standards, they don't pose a significant threat to health. For more information about a specific contaminant, see our fact sheets on drinking water contaminants.

Let me just take a minute to show you how people use water. This chart shows household water use. As you can see, drinking only consumes a small proportion of water in households. The two biggest uses are washing and waste disposal (Q3&4). Washing includes personal hygiene, clothes, and general household cleaning. Amongst these three, clothes use the most, thanks to modern washing machines, which consume far more water than would be consumed by hand washing. So, my first piece of advice to people who want to reduce their water consumption is to reduce amount of times they use a washing machine. The waste disposal category refers almost entirely to toilets. Most toilets now have "short" and "long" flush options. If you don't have such a toilet now, I'd recommend this as another effective way of reducing the amount of water you use in your household.

Drinking water can come from either ground water sources via wells or from surface water sources such as rivers. Nationally, 80% of water systems use a ground water source, but 66% of people are served by a water system that uses surface water. This is because large metropolitan areas tend to rely on surface water, whereas small and rural areas tend to rely on ground water. In addition, 10–20% of people have their own private well for drinking water. To find the source of your drinking water, check your annual water quality report or call your water supplier. You might be surprised to hear that the purest water comes from rivers, creeks, and lakes (Q5). In theory, rainwater should be, but it is contaminated by pollution as it falls through the atmosphere (Q6). Bottled water is not necessarily safer than your tap water. Bottled water and tap water are both safe to drink if they meet national standards. Some bottled water is treated more than tap water, while some is treated less or not treated at all. Bottled water costs much more than tap water. However, it is valuable in emergency situations, such as floods and earthquakes, and high-quality bottled water may be a desirable option for people with weakened immune systems. Consumers who choose to purchase bottled water should carefully read

its label to understand what they are buying, whether it is a better taste, or a certain method of treatment. Pure or (Q7) safe, bottled or not, water is something that is easy to be contaminated (Q8), naturally, intentionally, or accidentally.

Exercise 4

Catching the crocodile to fit the cylinder too is a risky operation. It is done at night from a boat. We drift quietly among the crocodiles, and the one selected according to size is blinded with a strong spotlight. Using a long pole, a steel-cable noose is slipped over its head. The crocodile dives down, tightening the noose around its head and dislodging the cable from the pole. We let it struggle for about five minutes (Q1) to tire sufficiently for us to drag it onto the shore. The first priority is to get its head under control and to tie its jaws shut. We also tie the feet (Q2). It takes at least four people to do the job. The important thing is not to get head-butted or hit by its tail, especially when it is pulled from the water. We don't use a tranquilizer. We don't want to risk the crocodile getting attacked (Q3) by others while recovering from sedation. Four holes are drilled into the bony scales behind the head and surgical steel wire is used to attach the cylinder. It takes about ten minutes to complete the operation and for the crocodile to be set free again. The GPS operates from a battery which will give five readings a day (Q4) for two years. To save power, it only switches on when sending and receiving information at set times. The unit also has an on-board logger that can store 2,000 position readings (Q5). Therefore, no readings are lost while the crocodile is out of range.

Exercise 5

I'm often asked how much aging affects hearing. The answer is that hearing sensitivity declines as people become older. This medical condition is called presbycusis. Again, just like noise-induced hearing loss, everyone is not affected equally. Age-related hearing loss adds to noise-induced hearing loss. Hearing ability may continue (Q1) to worsen even after a person stops work in a noisy environment.

Aside from aging, what are some other causes of hearing loss? Noise affects the hearing organs – the cochlea – in the inner ear. That is why noise-induced hearing loss is a sensory-neural type of hearing loss. Certain medications and diseases may also cause damage to the inner ear resulting in hearing loss as well. Generally, it is not possible to distinguish (Q2) sensory-neural hearing loss caused by exposure to noise from sensory-neural hearing loss due to other causes. Medical judgement, in such cases, is based

on the noise exposure history. Workers in noisy environments who are also exposed to vibration – for example from a jackhammer – experience greater hearing loss than those exposed to the same level of noise but not to vibration. Some chemicals are toxic (Q3). In other words, they are toxic to the organs of hearing and balance or the nerves that go to these organs. This means that noise-exposed workers who are also exposed to toxic chemicals such as toluene, carbon disulfide may suffer (Q4) from more hearing impairment than those who have the same amount of noise exposure without any exposure to toxic chemicals.

Finally, I'd like to talk about how hearing loss is measured. Hearing loss is measured as threshold shift in decibel units using an audiometer. The zero decibel threshold shift reading of the audiometer represents (Q5) the average hearing threshold level of an average young adult with disease-free ears. The PTS (permanent threshold shift), as measured by audiometry, is the decibel level of sounds of different frequencies that are just barely audible to that individual. A positive threshold shift represents hearing loss and a negative threshold shift means better than average hearing when compared with the standard.

VI. Short Answers

Exercise 1

Sarah: Hi. Congratulations on finishing orientation for our study abroad programme. Before you all head off to your respective countries, however, I want to first share with you a little bit about dealing with culture shock.

Recent studies in intercultural experience have shown that there are distinct phases of adjustment, which virtually everyone who lives abroad goes through. You won't be the exception.

The first phase of culture shock includes gaining an awareness of the host culture (Q1), preparing for the journey (Q2), and farewell activities (Q3). You're all experiencing this right now.

The second phase begins when you arrive in your new country and ends when the excitement of the early experiences wears off (Q4). When you first get there, you will be overwhelmed. Initial impressions convey a sense of the monumentality of the experience. You'll love it!

During the third phase, you will start taking a more active role in your setting. This will produce frustration (Q5), because there will be some difficulty in coping with even the most elementary aspects of everyday life. I remember not being able to find a toilet one day because I forgot the word for bathroom! Anyhow, your focus will shift during this phase to the differences between your new host culture and your home culture. This can be troubling. And these sometimes-insignificant difficulties can be blown into major catastrophes. That's why this stage is most often referred to as "culture shock" (Q6).

But relax, when this stage is over, you will slip into the gradual adjustment stage. You may not even be aware that this is happening. You will just begin to orient yourself and to interpret subtle cultural clues (Q7&8). The culture will become familiar to you. And you'll start to feel at home.

The next phase will be your discovery that you have the ability to function in two cultures with full confidence. You may even feel completely integrated into your new host culture. In this phase, you will also start to have a sense of a shared fate concerning events abroad.

The last stage is the re-entry phase, when you return home. This can be for some the most painful phase of all. You will be excited about sharing your experiences, but you will realise that you have changed and won't be able to explain how or why. One set of values has already been instilled in you, another you will have acquired in your host country. Both may seem equally valid.

It is important that you realise that all of these phases are a natural part of adapting to a new culture. Expect "peaks and valleys" during your stay and feel free to discuss your feelings with the resident director. These culture shock phases tend to occur even with relatively short stays abroad. During your stay, if you feel a wave of bewilderment wash over you, remember this little talk and look back at your notes (Q9&10).

One very typical reaction against culture shock is the tendency to hang out with other Americans. Remember, you are coming to a foreign country to get to know her people, language, and culture better. If you avoid contacts with the foreign language, you cheat yourself and lengthen the process of adaptation.

Exercise 2

- Simon: Hi, Lisa! How are you? You look a little puzzled.
- Lisa: Hi, Simon! I am. You're familiar with the campus, aren't you? I can't figure out where anything is.
- Simon: Well, let me give you a hand, then. Which places do you need to know?
- Lisa: First, I need to know where the library is. I haven't registered yet.
- Simon: Alright. You know where the north gate is, don't you?
- Lisa: Yes. It's up that way – about 200 metres.
- Simon: Sorry, Lisa. I'm afraid it's in that direction and it's about 500 metres away.
- Lisa: Well, that begins to explain why I can't find anything! So, the south gate ...
- Simon: North. Then it's a little towards the west gate. You can't miss it, because it's really big and has a large sign on it.
- Lisa: OK. I'll take your word for it. The second place I need to find is the sports centre.
- Simon: That's in the south-west part of the campus. It's easy to see because there's the outdoor athletics stadium nearby.
- Lisa: OK. Next, I need to know where Churchill Building is. That's where I have my lectures tomorrow.
- Simon: That's back by the library. You know the building – the McDonald Building – where our department is?
- Lisa: Yes, that's right by the east gate, isn't it?
- Simon: Right. Well, the Churchill Building is opposite, well, almost opposite that.
- Lisa: Not that small building directly opposite?
- Simon: No, the larger one beside it.
- Lisa: Got it. OK. Last one. Where's the cafeteria? I know it's next to the bookshop.
- Simon: And can you see the bookshop?
- Lisa: Well, ... hang on ... It's right there – here in the centre of the campus!
- Simon: A great central location, if you ask me!
- Lisa: What time is the library open?
- Simon: It's open from 8 a.m. (Q1) until 10 p.m.
- Lisa: And the cafeteria?
- Simon: 8 a.m. until 7 p.m. (Q2).
- Lisa: Is that every day? Someone said that it isn't open so long at the weekends.

Simon: No, it's every day.

Lisa: And the sports centre?

Simon: Now, if I remember rightly, that opens at 7 a.m. (Q3) and closes at 9 p.m., but the outdoor athletics field can only be used during daylight hours (Q4) since there's no floodlighting.

Lisa: You play sports, don't you, Simon?

Simon: I do. I've signed up for the football team trials this coming weekend and I was on the athletics team at school.

Lisa: When are the trials? I don't play football, but I enjoy watching.

Simon: They're on Saturday, starting at 10 a.m. The organisers said that we should expect to be there until mid-afternoon, probably until around three (Q5).

Lisa: Well, I've got things to do in the morning, but I'll come along after lunch (Q6). I hope you survive until then!

Simon: So do I! I think that in the morning, they'll be aiming to sort out the people with ability from the no-hopers. Then, in the afternoon, they'll be sorting out who's the best.

Lisa: OK. Well, good luck with that. I'll see if Leslie wants to come along.

Simon: OK. See you Saturday.

Exercise 3

Cindy: So, Bob, how many people have said that they're coming on the company picnic?

Bob: Well, Cindy, we've got 35 definite and another 10 probable.

Cindy: Shall we say 50? (Q1)

Bob: I think so (Q1). And we've fixed the date for ...?

Cindy: 26th. The last Sunday in August (Q2).

Bob: Great! I hope the weather is good.

Cindy: Should be. Now, we have to decide where to order the food from and what kind of things we want.

Bob: Right. What's our budget?

Cindy: We decided to go for £10 a head for food and £5 a head for drinks (Q3).

Bob: OK. I got some pamphlets from caterers. What do you think?

Cindy: The most important thing is to make sure that there's a variety of food. We don't want people complaining that they don't like anything.

Bob: We also don't want food that could deteriorate in the sun – ice cream, that kind of thing (Q4).

Cindy: You've seen these pamphlets. What do you think?

Bob: Well, I thought Paris Kitchen looked good. The price almost exactly meets our budget and they seem to have a good variety.

Cindy: I don't know. A friend of mine used them for her company and wasn't impressed.

Bob: Really? What exactly didn't she like?

Cindy: Well, the food ... she said the food was good, but not quite the variety they'd expected. The drinks included some wine, which was apparently not very good.

Bob: Oh. Well, perhaps we need to consider this one ... er ... Company Caterers.

Cindy: Looks a bit pricey. Mind you, I've heard that they are very good.

Bob: Let me check the price. ... Yes ... £12 a head for food. That's more than our budget. Do you think we could get a discount?

Cindy: Let's see if it says anything in the pamphlet. ... Yes, they do offer a discount for groups of more than 30. ... 10% ... Does that help us?

Bob: 10% off £12 ... It's still more than we budgeted for.

Cindy: Hey, look at this one. Celebrations.

Bob: It's a new company. I asked a few people about them, but no one has any ideas.

Cindy: Well, let's see. £9 a head for food and £5 a head for drinks. That's fine. What kind of food do they have? It says here that they just provide cold meals for picnics. Well, that's OK. ... And they include vegetarian dishes. ... We do have some vegetarians to take into consideration.

Bob: Well, it looks good to me. The only problem is their lack of experience. I mean, it's a bit of a risk, isn't it?

Cindy: Yes. If the food is no good, we'll look incompetent.

Bob: Ah, look here. It says that we can visit their premises and try some of the dishes they offer.

Cindy: You mean we might get a free lunch? Shall we call them and arrange to go and see them?

Bob: OK. Which day? How about tomorrow?

Cindy: No. We've got that meeting. The day after tomorrow. Thursday.

Bob: Good. Time?

Cindy: 11?

Bob: Good. Right, what's their phone number? 2865 3479. We also need to ask them whether they can deliver straight to the picnic site, don't we?

Cindy: Yes. I don't think that'll be a problem, though. I mean, it's on the outskirts of the city, but it's not too far away. Does the price include delivery?

Bob: It doesn't say, but the other companies include it, so they should. If they don't, our budget still allows us to pay a small fee.

Exercise 4

Ken: Hello, Amy. Are you going to Wendy's wedding next month?

Amy: Yes, Ken, I am. It's sure to be a good one!

Ken: Which day is it again? I can't remember.

Amy: 16th, isn't it?

Ken: It can't be the 16th. My wedding anniversary's the 16th.

Amy: Then it must be the 15th.

Ken: Ah, that's right. A Saturday (Q1). It's at St. John's Church, isn't it? (Q2)

Amy: Yes (Q2). The reception's at Simon's.

Ken: What? Simon Winters from accounting? (Q3)

Amy: No! The restaurant – Simon's. You know, on Museum Road (Q4).

Ken: Oh, sorry. Got a bit confused there! I've never been to Simon's.

Amy: Nor me. It's a new place. It's supposed to be very good and Wendy's future husband, Matthew, knows the owner, so I reckon the food will be really nice.

Ken: Great. What kind of restaurant is it?

Amy: It doesn't really focus on food from any particular place, but I suppose you'd say ... well, they do some French dishes, Italian, and some typical British dishes too (Q5).

Ken: Sounds like they have something for everyone.

Amy: Well, I guess that's the idea. More variety, more customers. I mean, there aren't many restaurants around here anyway.

Ken: True. So, this Matthew she's marrying. Do you know him well? I met him at the Christmas party briefly. He seemed like a great bloke.

Amy: He's very nice. He teaches golf. He's really helped me with my game.

Ken: So, he must work at that new course on the outskirts of town then. I heard it's very nice there.

Amy: Yeah, it's great. You don't play, do you?

Ken: No. Never. How old is he? He didn't look very old.

Amy: He's actually a couple of years younger than Wendy. She's 28, right? Yeah, he must be 26.

Ken: So what kind of present do you think they'd appreciate? I know it's usual to get a small household item. Any ideas?

Amy: Actually, they've produced one of those books where the items are pictured and you sign your name beside the picture to show which gift you're going to get.

Ken: Those things are a great idea! My sister had one when she got married. The great thing is that you get exactly the brand that you want.

Amy: Yeah, and you don't risk getting two of the same thing.

Ken: Absolutely. You don't need two irons or two sets of cutlery. How about the stag night?

Amy: I've got Matthew's phone number, so I'll give him a call and find out. Or I'll ask him when I go to the club next time.

Ken: I know the guy who runs the Black Diamond. They have a function room we could use. I might be able to get it for free, but more likely I'll just get a discount.

Amy: I'll let Matthew know. There are not many decent venues for a stag night here, are there?

Ken: No, there aren't. Well, have a word with him and let me know the date and the number of people he expects and I'll have a chat with my friend.

Amy: OK. By the way, are you doing anything special for your anniversary?

Ken: Well, I was thinking of taking my wife to Tipford. There's a very nice restaurant there – a Chinese one. My wife loves Chinese food, but there's no restaurant here. I thought she'd like it.

Amy: That's a great idea. When you go, don't forget to stop at the church. The interior is beautifully decorated.

Ken: Thanks. My wife likes old buildings and architecture. She'll like that.

Exercise 5

Student (male): Good afternoon. I'd like to get a discount card for visiting museums in the area.

Woman: Certainly. They cost \$10 and are valid for one year.

Student: I heard there's a discount for students.

Woman: Yes, there is. If you have a valid student ID card, they cost \$5.

Student: There you are.

Woman: Thank you. I'll just make a note of your name. Drazan Horvatic. And you're studying at Newtown University. What course are you studying?

Student: Physics.

Woman: Can I take a note of your address here in Newtown, please?

Student: Of course. It's 43a Webster Street.

Woman: W-E-B-S-T-E-R. Do you know the postcode?

Student: NT9 3EC.

Woman: Thank you. And your date of birth? Oh, wait a minute – it's here on your student ID card. 30th June 1984. What nationality are you?

Student: I'm from Croatia.

Woman: Oh, really? A friend of mine went there on holiday last year (Q1). She said that the coast was beautiful (Q2).

Student: Yes, it is. The tourist industry is developing very quickly in my country. It brings in a lot of much-needed foreign currency. The only problem is that property prices are rising fast too, since many foreigners are buying holiday homes there.

Woman: Yes. I can see that would be a problem for the local people. Oh, I forgot to ask – do you want this card just for your own use or do you want another person to be able to use it too?

Student: I'm not sure I understand.

Woman: Well, you can give us the name of another person and then that person can use the discount card too. However, that person has to be a relative (Q3).

Student: Oh, I see! Is there an additional charge for that?

Woman: Not at the moment. It's a special offer.

Student: Well, my sister is going to visit later this year and she likes going to museums, so ...

Woman: OK. Let's put her name down. Just remember that whoever uses the card has to show some form of identification when they use it. You can use your student card and your sister could use her passport or something.

Student: OK.

Woman: I just need your sister's name and date of birth. I'll put her address down as the same as yours.

Student: Right. Her name is Nada and her date of birth is 29th February 1988 (Q4).

Woman: Really? How unusual!

Student: Yes, she's kind of special. Oh, by the way, do you have a list of places where I can use this card?

Woman: Yes, here you are. You can see that it can be used at a total of 18 (Q5) local attractions and also at 6 museums in London, so be sure to take it with you if you go there on a visit. As you can see, the discounts for local attractions vary from 30% to 50%. The discounts for the places in London are only 10% (Q6).

Student: OK. Thank you very much.

Woman: Right. Just give me a few minutes to make your card.

Exercise 6

Presenter: Welcome to this latest lecture on living in London. Today, we're going to look at transport and I'd like to start with the London Underground system – also called “the Tube” because of the shape of the tunnels. First, you need to learn your lines. There are 12 different lines (Q1), each with its own name (Q2), for example, the Piccadilly line, the Circle line. Each line is a different colour on the map of the underground system (Q2). You can find the map in the ticket hall at each underground station, and usually on the platforms as well. Sections of the map are also displayed in the carriages of the underground trains. Before you begin, it helps to know which line you are starting on and on which line your destination can be found. If they are on different lines, look at the map to see where the two lines cross, and note the name of the station where they meet – that is where you have to change trains. If the two lines do not cross, keep looking until you find a third line that crosses both of the other two. Then you will need to change trains twice.

You can buy a ticket from one of the automatic machines or from the ticket office. Either way, you need to know the name of the station you are going to. You also need to know whether you want a “single” ticket, which is valid just to get you to your

destination, or a “return”, which gets you there and back again. Fares are based on a zone system: the more zones you travel through, the more expensive your fare is. There are six zones, with zone 1 covering central London and zone 6 covering the outskirts of the system, including, for example, Heathrow Airport (Q3). Most of the underground maps show which stations are in which zones. A single ticket for travel through all six zones currently costs £4. Depending on how far you are travelling and how many journeys you need to make, it may be cheaper to buy a one-day Travel card, which gives you unlimited travel on all London Underground and bus services (Q4) the day you buy it. A one-day Travel card covering all six zones currently costs £8. You can also buy an Oyster card. This is the best option if you are going to be in London for a long time. You get a discount on all tickets – usually about 10% (Q5) – and you don’t have to queue to buy tickets. Just buy credit for your card and then use it as directed when you enter and leave underground stations at the start and finish of your journeys.

At underground stations, you must pass through an automatic gate. Put your ticket into the slot to the right of the gate. When the gate opens, pass through. As you pass through, your ticket will pop up from another slot on the top. Pull your ticket out and take it with you; you need it at the end of your journey. This is the same procedure for Travel cards. With Oyster cards, you hold your card over the card reader at special automatic gates. If you have baggage with you, you can go through a special, larger gate where you can pass through more easily. Show your ticket to an attendant and ask him or her to let you through this gate.

Most stations have long escalators leading to and from the trains. Try to stand to the right-hand side, leaving space for people to walk past you on the left. When changing trains, get off at the station where the line you are on crosses the line you need. Follow the signs for the line you need and the direction you want to go in. When you leave the system, you must pass through an automatic gate again to leave the station. Put your ticket in the slot as before. If you bought a return ticket or a Travel card, your ticket will pop up for you to collect again so that you can use it later. If you bought a single ticket, or if you are on the return trip of your return ticket, your ticket will stay in the machine.

To find out more about the London Underground, check the official website: www.thetube.com. This site also has the map and information in numerous foreign languages. Now, let’s move on to ...

Exercise 7

Presenter: Welcome everyone. My name is Derek Palmer and I'm here to give you some tips about managing your money. It is worth making a little effort to keep your financial affairs in good shape. Keep your money under control, and you can concentrate on the real business of studying and living here. Here are two basic tips for managing your finances.

First, make full use of banking facilities. Once you have opened a bank account, you can ask the bank's financial advisers to help you decide how to manage your money. You can use your bank account to pay your regular bills such as electricity, gas, and telephone by direct debit or by standing order on a regular basis. The financial advisers can help you to organise a budget account to pay regular bills or help you to deal with any periods when you might need an overdraft facility. If you have a financial sponsor, make sure you find out from them exactly when the money will become available to you and how much there will be. You can also use cheques to pay for goods and services. With banking becoming organised more and more on an international basis, you may also find that you can use the cash card you have in your own country to draw money from your home account while you are here. Cards carrying signs such as Cirrus or Maestro may have this facility. Ask your home bank about this before you leave to ensure that you bring the right cards with you.

Second, deal with financial problems promptly. Monitor your account in the UK carefully and make sure you do not overdraw – or if you have arranged an overdraft, make sure you do not go over the amount you agreed with the bank. If you do run into any money problems, take the initiative and sort them out quickly – do not risk going into debt or falling behind with your rent. Problems may arise, for example, if there is a sudden change in the political situation in your country, if there are unexpected delays in transferring your money, or if your personal circumstances change – for example, your accommodation arrangements, your marital status. In these situations, do not be tempted to borrow money. Instead, get advice from a reliable source. Start by meeting with the student counsellor at your college or university. He or she can tell you what to do about paying your tuition fees and whether there are any college funds or charitable trusts that might be able to help you. If you are building up debts on credit cards or rent arrears, debt counselling may be available at your institution. If the problems are caused by political situations or changes in foreign exchange, ask your embassy for advice.

Let's turn to insurance. During your stay, there are three types of insurance that you might need. The first is personal property insurance – to cover your possessions against damage or theft. If possible, try to arrange this in your own country before you come to

the UK. The second is medical insurance – to cover your medical bills. You may prefer to arrange this in advance. The third is motor insurance. You must have this if you want to drive a car or ride a motorcycle here.

For each type, there are many different insurance policies available, so look around until you find one that meets your needs (Q1) – including your budget. You will find a range of insurance companies listed in your local telephone directory (Q2), and your bank or building society may also be able to offer you an insurance policy. Many insurance companies have special policies for students. Ask the welfare adviser at your college or university for advice. Make sure that you understand all the conditions before you agree to a policy.

When you are considering a particular policy, ask yourself some questions. What will be paid out to me when I make a claim? Some personal property insurance policies, for example, only pay you the second-hand value of your lost possessions. “New-for-old” policies will pay you the full cost of replacing the item (Q3), but they tend to be more expensive. Are there any conditions attached to the policy? Some medical insurance policies will not cover you for pre-existing medical conditions (Q4) – that is, conditions you already have when you take out the policy. Some personal property policies may not cover your possessions if they are taken away from the place where they are normally kept – for example, if you take your CD player to a friend’s house. Are there any exceptions to the policy? For example, a medical insurance policy may not cover you if you play a dangerous sport (Q5). Now, let’s look at ...

Exercise 8

Presenter: Er, Dr. Smith, could you tell us where the University International Office is and who international students should pay a visit to if they need help?

Dr. Smith: That is a good question. The University International Office is located at the 45 Stone Road, next to the building of College of Physics. Generally speaking, you will see our officer Tracy Jones (Q1), that’s J-O-N-E-S. Tracy is a full-time employee in the Student Office of the University International Office. She is responsible for most of the work there. The Student Office is open from 9 a.m. to 6 p.m. (Q2) on weekdays and from 10 a.m. to 5 p.m. on the weekends. If you want to ring the Student Office, the number is 5688-7475. On the other hand, if you want to go to the psychologist, you’ll have to visit Sophia Green (Q3) in the Counselling Office. Sophia is a professional psychologist, yet she doesn’t work there every day. Her office time is between 10 a.m. and 4 p.m.

on Monday, Wednesday, and Friday. Her office number is 5688-7479 (Q4). Before your visit, you'll have to call her at her office to make an appointment (Q5). Whether you wish to visit the Student Office or the Counselling Office, make sure to ring in advance so that you can save your waiting time. Well, enough from me. Any questions?

VII. Multiple Choice

Exercise 1

- A: Excuse me, can you give me some information about purchasing a cellular phone?
- B: Of course, my pleasure. We carry all sorts of phones, from the most basic phones to very sophisticated web-enabled phones. I will do my best to help you find a phone that suits your needs.
- A: Thanks. I'm looking for two cellular phones, one for me and one for my son. I think I won't need anything too sophisticated, just your basic phone functions (Q1). But maybe my son will like something with more functions.
- B: Sure, well, let's take a look ... So you have no preferences at all? What about size? Or colour? How about the brand?
- A: Well, I don't really care what brand the cell phone is. But I guess I don't want anything that is too big or too small. I want a phone that can fit nicely in my hand and in my pocket. If it is too big it might be too heavy, and if it is too small I might lose it (Q2). Colour I don't really care about either. Well, I don't want a pink phone.
- B: Hah, OK ... So let's look for something suitable for a working person ... How about this one? This one is the R55. It is black, not too big, not too small, all the usual functions. The best feature of the R55 is that it can be used worldwide, even in Europe or Asia (Q3).
- A: It looks good. How much does it cost?
- B: It is only a \$100. If you sign up for a calling plan, then we will give you a \$50 discount on the phone.
- A: How old is this model though? I don't want anything that is too old.
- B: This model was introduced to the market about 3 years ago, so it is a bit older, but be assured, it will still work fine.

- A: Well, I think I still want something not as old. How about from last year? Any good phones from around that time?
- B: Yes, there are some ... How about this one? It's the new model of the phone you just looked at, called the W55. Most of the features are the same. There are some new features on the W55 though. The battery will last up to 2 days longer (Q4), and the overall weight of the phone is lighter.
- A: How much is this one?
- B: This is selling for \$150. If you purchase it along with a phone plan, then it will only be \$100.
- A: OK, I think I will take this one. Now, I need to pick up a phone for my son. I think he will want something more trendy, so how about a new model for him. Nothing too extravagant or expensive, though.
- B: This right here is the newest offering from the leading company in the cellular phone business. The phone is called the Rocket. It is well suited for teenage users. Among the ten friendly features are 10 songs to choose from, a free messaging system that allows friends to send text to each other, and voice recognition dialling. The thing most younger users like about the Rocket is that it has a screen that changes colours (Q5). All this for only \$100 with a purchase of a one-year phone plan.
- A: Sounds like something my son will like. Can I sign us both up at once?
- B: Yes, of course, both of you can share one plan. You will pay only \$50 a month for both of you to share a plan (Q6).
- A: That's it? Only \$50 a month?
- B: Yes, that is all.

Exercise 2

There are also 2 weight rooms and a gymnastics room. The weight rooms have all the standard equipment available. Please check with the gym to see the open hours, because they vary from time to time. The gymnastics room is usually not open for individual users because there are almost always classes held in the room. However, if you are interested, you may sign up for gymnastics classes (Q1). Plus if you like martial arts and boxing, we offer classes for everyone, from beginners to advanced students. Please check the schedule for availability. There is everything available from Chinese wushu to Brazilian wrestling.

I will talk for a brief moment about our library system. Our campus has 3 libraries available to undergraduate students, 1 additional graduate library, and 1 faculty library (Q2). The libraries are open daily until midnight, except for during testing periods, when the libraries will be open 24 hours. Please look on a map to see where the libraries are located. All students with a valid ID can check out books, with a maximum of 10 books at a time. Books can be checked out for a 2-week period, and then renewed for a 1-month maximum (Q3). After that, there is a \$1 fine per week that the book is overdue. I will repeat that ... There is a hefty \$1 fine per week! So it is a good idea to return books on time. If you lose a book, then you will have to repay the library for it, plus a fine. If you damage a book, most likely you will have to repay the value of the book (Q4). So please, enjoy the library facilities, but take care of the school's belongings. The library is also equipped with 200 computers for student use. They are all Internet ready and available for use. You must sign up at the library for 1-hour time slots. You may sign up for up to 3 consecutive slots at a time (Q5). No one can use the computers without first signing in at the library.

That is it for now. Thank you for your attention.

Exercise 3

- A: Excuse me, I'm conducting a campus survey. Would you have time to answer a few questions?
- B: What's it all about?
- A: We're doing some market research for a new campus radio station starting in the next few months.
- B: That's OK. Sounds good.
- A: Great. I'll just work through this form with you, and if we could start with some personal background information?
- B: Sure.
- A: Right, if I could have your age, please?
- B: 26.
- A: OK. Good. And are you a student, teacher, or in another job?
- B: Well, I'm a tutor, but I'm also a postgraduate student, so I don't know what you might call me.
- A: What do you think?

- B: OK, well, I'm more of a teacher really (Q1).
- A: Fine. And would you mind if I asked about your salary? Or I could leave it blank.
- B: No, that's OK. It's \$20,000 a year (Q2).
- A: Thanks. Right ... now about your current listening habits ... what would you say is your main reason for listening to radio?
- B: Well, I'm usually busy during the day at work, so I usually only listen to the radio at night. It helps me relax and unwind (Q3), even if I'm studying.
- A: Good. And how many hours a day, on average, do you listen to the radio?
- B: Well ... not a lot really ... I'd say, just over an hour all told (Q4).
- A: So, what are the two main times of the day that you listen to the radio?
- B: Well, for a little while around breakfast time, and then it tends to be later – after dinner, when I've finished any serious work I need to do (Q5).
- A: And what sort of radio programmes do you like?
- B: I like the news, but I also like classical music ... it helps me to relax.
- A: Fine. And turning to the new campus station ... which type of programmes would you prefer?
- B: I think the existing radio stations cater for my need for news, so I'd like to see programmes about local information ... you know, providing a service to the campus community (Q6). And in the same vein, perhaps more for academic viewers (Q6) ... you know, some lectures or relevant programmes.
- A: Ah, I see. And if you had to give the new directors some specific advice when they set up the station, what would you tell them?
- B: I think I'd advise them to be careful about the quality of the broadcasts ... you know, the sound system (Q7). There are a lot of radio stations, and people can change their loyalty quickly if it doesn't meet their needs. I think they should do more of these kinds of interview too, you know, talking with existing and potential customers (Q7).
- A: Oh, I'm pleased you think it's useful!
- B: Certainly ... yeah.
- A: Good. Now this station will not be fully funded by the university, so how often do you think it is tolerable to have adverts?
- B: I think ... well ... out of that list, I'd say every quarter of an hour (Q8). Of course, that's providing they don't last for ten minutes each time!

A: Oh, quite. And ... are you interested in attending any of the special promotions for the new station?

B: Yes, I'd be happy to, as long as they're held on the campus or nearby (Q9).

A: OK, I'll note that down. And finally, may we put you on our mailing list?

B: Well, I'd prefer not ... except for the information about the promotions you just mentioned (Q10).

A: OK. Can I have your name and address?

B: Of course ... I have a card I can give you.

A: Oh, great ... and thanks a lot for your time, and we look forward to seeing you.

B: Yeah, sure. Um, thanks.

Exercise 4

Interviewer: Welcome to orientation week. Today I am here with the captain of our school's women's gymnastics team. Her name is Elizabeth Rain and she is a 4th year student. I hope you can all see her as an example of a responsible student and athlete, a role model for everyone. Hi, Elizabeth, thank you for stopping by our orientation week.

Elizabeth: Thank you for having me. Welcome to our university, everyone! If there are any of you thinking about joining our school's athletic programme, I would strongly encourage you to do it. Being a part of the gymnastics team has been one of my best experiences during my time at this school. It has taught me so much about teamwork and friendship and has even taught me how to improve my academics by prioritising my time (Q1).

Interviewer: I have some questions that I am sure the students will want to know the answers as well. First of all, how did you find the time to do well in classes as well as train for gymnastics?

Elizabeth: Prioritising is the key. You must be very organised (Q2). Every day I wake up and I know what I must do for the day. I plan things in order of importance. For example, if today I have a competition for gymnastics in the afternoon, then I know I have to finish my homework and studying in the morning. In other words, keeping an organised schedule of your priorities is very important.

Interviewer: Can you explain to the students a little bit about your study habits?

Elizabeth: Well, I usually try to take classes that I am interested in (Q3-5). This way I have no excuse not to study, because I chose the classes out of my own preference. I separate my study time by class (Q3-5). For example, if I have 5 classes for this semester, I will study for one class a day from Monday through Friday, and then review for all of them on the weekend. I won't try and study for all 5 of my classes at one time. It is too hard to do that, to remember everything, and not feel like you are going crazy. It is very important to focus the time that you set aside for studying. I do not study with the television on. I try to keep away from all distractions (Q3-5), because I find that I learn better that way. But of course, how each individual will study depends on each person.

Interviewer: That sounds like good advice. Let's talk a little bit about your gymnastics career. How long have you been doing this sport for, and what has been the best moment of your college participation?

Elizabeth: Well, I have been participating in gymnastics since I was a kid. My parents got me involved in the sport (Q6). Hmm ... the best moment ... I would have to say that there is not one single instance that stands out in my mind as a best moment, but more of a whole experience. My first year in university was definitely one of the best years of my life. I met my best friends that year and really learned to grow up and be independent. Our team went to the national championships that year, and it was an incredible experience. So I would count that whole year as my best experience in college (Q7&8).

Interviewer: How about the worst moment?

Elizabeth: It is true everyone goes through bad experiences. My worst experience would have to be the fall of last year, when I broke my wrist. I was unable to participate in sports for the remainder of the year and had to learn how to write with my left hand (Q9). I guess when I look back at it though, even though I wouldn't wish this to happen to anyone, this experience definitely made me stronger as a person. It taught me to look at life with a new perspective and to really value the friends and family that are important and close to me (Q10).

Interviewer: Thanks for your time, Elizabeth. Do you have anything else you want to tell the new students?

Elizabeth: Just have a good time. Don't stress out too much, but be responsible for your actions. Work hard and play hard, that's my motto for life.

Exercise 5

Interviewer: An event occurred in 1996, over a period of 3 days that attracted considerable attention at the time and led to a new find in Mungo National Park, which is the focal point of the Willandra Lakes World Heritage Area in New South Wales, Australia. I talked to Alan Moore, the organiser of this trip, about his experience. Alan, what was the purpose of your trip?

Alan: Well, as you know, I love the outback and lead tours of people wanting to go into more remote parts of the country. However, I thought it was time for me too to have a holiday, so I packed up my family and we went to Mungo National Park.

Interviewer: Why did you choose this location?

Alan: It holds a record of Aboriginal life stretching back over 40,000 years, and of course, I wanted my young kids to be amazed by the main feature of the park – the remarkable “Walls of China”, as they’re called, where wind and water erosion have exposed this long history.

Interviewer: I see. What was the weather like?

Alan: It was unusual for that time of year. The rain was just one continual downpour after another. We were always soaked to the skin (Q1), so we decided to cut our holiday short and only stayed three days in the end. However, it was eventful. The obvious problem was to get back to the nearest town, a small place called Buronga. But the dirt roads out there are always impassable after rain, so we settled down for a long, wet wait in the park. We didn’t really mind, because the scenery was so interesting (Q2). However, the kids wandered away without our noticing, and eventually we realised they must be lost, so we used our two-way radio to contact the park rangers and the police, and a helicopter was sent. Luckily, the kids were found within a few hours, but they’d made an important discovery.

Interviewer: So the trip was also eventful for another reason, wasn’t it?

Alan: Yes, yes ... they led us to some ancient Aboriginal art. The kids had taken shelter in a very small, low cave that was difficult to see from the outside. We were lucky to have another family camping in our location. When they heard us calling the kids, they immediately helped us search for them, and as the hours went by, they also provided us with much needed support and encouragement. We really appreciated their help, and as we were already soaked through after looking for the kids for a couple of hours, they even made sure we had enough dry

clothes (Q3–5) to wear. The park ranger managed to get through to us to lead the search, and when the helicopter pilot notified us by two-way radio that he'd seen the children, but was unable to land nearby, we were able to eventually find them very excited about what was in their little cave.

Interviewer: And what did you think of their cave?

Alan: Well, after squeezing in, I must say I was impressed and managed to take a few photos (Q6/Q7) of it before we left. There were many faint markings and dots on the wall. It was difficult to tell what they represented because they were so small, but people from the museum who have since visited there said the markings were similar to some other findings in the area and later confirmed they were very old (Q6/Q7). Although it's now a protected site, the children like to call it their cave and are allowed to visit it when a ranger can go with them.

Interviewer: Thank you, Alan. ... If you go to Mungo National Park, you can see the entrance to the cave and some of Alan's photos at the ranger's station. Alan continues to lead tour groups in the outback, and if you want further information ...

Exercise 6

Madeline: Well, good morning, everybody! My name's Madeline Stewart and I'm here to tell you about the recreational facilities available on campus and also to tell you something about what the town has to offer.

You may already know that your Students' Union membership also includes membership of the Sports Union, which provides a range of sporting and recreational facilities on campus, much the same as those in most British universities. The Sports Union has football, tennis, and cricket teams in local competitions, and really, most sports are catered for in some way on campus, even if they're just social matches. In the building itself, there are fitness classes and a full gym, including weights. The Sports Union can also provide cheap tickets to some major sporting events, and to keep you up to date with everything available, there is a weekly newsletter distributed around the campus (Q1–4). You should check this to find out the names and phone numbers of the contact people for each sport or activity you are interested in ... Er ... yes? Did you have a question?

Student: Yes, apart from what you've just said, does the Sports Union offer individual help in any of its activities, for example, in getting fit and healthy?

Madeline: Yes, we do. The Sports Union has a fitness assessment clinic every Friday, staffed by the resident sports trainer, who can provide advice on the best programme for you and refer you to various charts. I'm sure you all realise that for any medical assessment or health problem, you should go to the University Medical Service. The sports trainer can also advise you on a suitable training programme using the weights. And now, on to Ashbury. For a town of its size, Ashbury has some unusually good leisure and sporting facilities, most of which are near the centre of town and easily reached by bus from this campus. There is a new, well, almost new, Olympic-size swimming pool. That's not quite in the central town area, but is only a 5-minute walk from the bus stop. Above the pool, there's a hi-tech fitness centre that any of you more serious fitness lovers would need to check out. Then, in the centre of town, there is a sporting complex called the Anderson Centre, which contains squash courts and facilities for a number of other indoor sports such as basketball. And just around the corner from the Anderson Centre, in the main street there is an indoor bowling alley. All of these facilities are listed in the weekly newsletter, so I encourage you to look through it and ...

Exercise 7

F.S.: Female Student

Pr: Professor

M.S.: Male Student

F.S.: Good afternoon, Professor.

Pr: Good afternoon, Kate.

M.S.: Good afternoon, Professor.

Pr: Good afternoon, Peter. You said that you wanted some advice on how to write a good thesis.

F.S.: That's right. But we also need some advice on actually choosing a topic too.

Pr: Well, let's deal with that first, then. You can't write a thesis before you've chosen the topic!

M.S.: Exactly!

- Pr: Well, my advice on that is quite simple. Choose something that you find interesting and that you are good at (Q1). A thesis represents your best work. It is also something that will take you a long time to write. If you're going to stick at it and produce quality work, those are the things you need to consider.
- M.S.: We also need to think about the availability of resources.
- Pr: Don't worry too much about that. There are plenty of resources available in the library and, of course, online.
- F.S.: Wouldn't it be best if we chose themes that no one else is looking at?
- Pr: Well, remember that topics can be examined from several different angles, so it really doesn't matter too much if you choose the same one as another student (Q2). Besides, there's almost certain to be another student at another university looking at something close to whatever you're investigating.
- M.S.: Do you think that we should select a topical or controversial theme?
- Pr: I don't think it really matters (Q2). I remember a very good thesis from one of last year's students which re-examined an old, almost forgotten, subject.
- F.S.: By the way, Professor, how do we know who our supervisor will be?
- Pr: They are allocated by the department (Q3). I've already seen the allocation and you've been assigned to me.
- F.S.: Great!
- M.S.: That's good news. We both admire your work.
- F.S.: And we heard that the drop-out rate is quite high, apparently because some students don't have good relationships with their supervisors.
- Pr: To be honest, I think that that's an excuse rather than a reason. Besides, the drop-out rate here is just under half the national average (Q4).
- M.S.: I heard that 25% of students drop out.
- Pr: That's the national average, Peter.
- F.S.: Can I ask you about accessing reference materials?
- Pr: As I said, most materials are taken from the library or online sources (Q5), so access pretty much depends on you. I have some materials that are not widely available here in my office and at home. I don't like lending them out, but you're welcome to browse through them here (Q5).

Exercise 8

Parking is another security issue. Always use the main entrance (Q1), especially if you are a woman travelling alone or with small children. Avoid the parking lot. Ask the valet to park your car for you. After checking in, ask the bellman or desk clerk to escort you to your room. After unlocking the room, quickly inspect the closets, under the bed, and bathroom including behind the shower curtain before the bellman leaves. Tip the bellman for his efforts.

Using these and other techniques mentioned in my brochure, my company has helped to reduce crime in New York City hotels that consult us by an average of 20% (Q2). My company has also helped to improve relations between insurance companies (Q3) and tourist organisations. This has led to both the capture of more criminals as security measures have been put in place and to a reduction in crimes. However, there have been disturbing new trends in hotel crime recently. The main one has been an increase in violent crime (Q4). This has increased most in poor areas (Q5). Hotels in such areas are usually not as well-run or high in quality as in other areas and these factors mean that less money is spent on security there. Well, thank you for listening and please pick up one of our free brochures here at the front or at the main entrance over there.

VIII. True or False

Exercise 1

- Student:** Hi. I'm new here, what are the meal rates for students? My sister was here three years ago, but she told me that the rates might have gone up.
- Manager:** She's right! They've actually gone up each year. Only a little bit, mind you, but that adds up if your sister told you about our rates three years ago.
- Student:** So how much is breakfast now?
- Manager:** It's \$2.75 (Example). I think it was \$2.00 three years ago.
- Student:** That's not so bad. How about lunch?
- Manager:** Lunch is \$3.75 (Example).
- Student:** Is dinner still \$4?
- Manager:** Nope. But it didn't go up as much as the other meals; it's just 50 cents more now (Q1). Did your sister tell you about our meal plan?
- Student:** She said something about it.

Manager: It's definitely the way to go. You can eat all meals during weekdays for just \$50 per week (Q2). This gives you the flexibility of going out on the weekend and providing for yourself. But if you're not a social person, we also offer a full 7-day plan for \$68 (Q3). That's actually the most affordable.

Student: Wow! I see that your breakfast hours are earlier than my sister told me.

Manager: That's what the students wanted. They were finding they couldn't make their 7:45 class unless we started to serve breakfast at 6:30. They just couldn't make it when we started serving at 7 a.m. Neither could they make it if they came after 9 (Q4).

Student: Your lunch hours are just as she told me. Hey! Dinner is also longer than it used to be!

Manager: Yeah. Students asked to make that longer too. Now we go until 8:30 p.m. every night (Q5).

Student: I like that too.

Manager: Which plan would you like to buy?

Student: I'm just checking now. I'll think about it and come back later.

Exercise 2

Scott: Aw, that's a great idea to go to the dance party tonight. But who can we ask? I know my wife can't come. She hates staying up late.

Stephanie: Well, we could ask Moritz and Sigried.

Scott: No, I just talked to Sigried and he's flying to Berlin early tomorrow (Example).

Stephanie: How about Moritz?

Scott: I'll call and ask. You want to ask Gary and Ana? They might like to go dancing with us. And I can ask Raymond. He's Irish. He loves to party!

Stephanie: Okay. And I'll ask Susanna. I think Moritz has a thing for her. And if she goes, you know she'll have to take Mary too!

(15 seconds pause)

After making a bunch of calls, both Scott and Stephanie return to exchange notes.

Scott: So how'd it go? I called Moritz and he said yes right away (Q1). I didn't mention anything about asking Susanna though. He was just happy to go out.

Stephanie: That's great! Susanna wasn't too sure when I called her, but when I told her we were asking Moritz, she jumped and said yes (Q5). But get this, Mary didn't want to go!

Scott: Really?

Stephanie: Yeah, she was right there and everything. She just didn't want to go but to have a rest (Q6).

Scott: Wow. And how about Gary and Ana?

Stephanie: Gary is coming (Q3). But Ana was feeling a little bit under the weather. And she said she wanted to go to bed early (Q2), you know, get some beauty sleep. These Spanish. Always thinking about beauty.

Scott: That's all right. I couldn't get hold of Raymond. His roommate told me that he has been out of the campus to the downtown with 2 friends (Q4).

Exercise 3

Friend at a party: Hey everyone, can I get your attention, please? My name is Shawn Price and I want to tell you about a party we're having for friends and acquaintances this weekend. Some of you may have received invitations already but I want to tell you about a couple of changes since we started handing those out.

First, since so many people are coming now, we're not calling this a welcome party for new friends to Beijing any more; we're just calling it a Dance Party (Example). It will still be held on Saturday, May 25th at 10:30 p.m. (Q1) at Bluejays (Example), near the Workers Stadium, but now we're planning on not ending at midnight but going all night!!!! (Q2) Yeah, I know some of you will like that. Now the thing that we think is special about this party is that the profits from the door money is not going to me or some bar owner, all door money will be donated to help children in the area (Q3). This means we'll be giving your door fee to help orphans or kids who need some kind of surgery or something. Yeah, I know, that's cool! Our DJ will be a good friend of mine from America, Cool Cliff (Q4). And another important thing. This is not by invitation only. The party is open to all (Q5). That means that you might get what looks like an invitation, but it's really just an announcement to help you remember the party and get there! So invite all your friends, come, and be ready to dance, drink beer, and have some fun!!!! (Q6)

Exercise 4

Presenter: Good afternoon, everybody. My name is Sally Miller and I'm here to offer you some advice on legal matters whilst you are studying at this university. Happily, most international students complete their courses without running into any serious legal problems, but if you do find yourself involved in a legal dispute of any kind, ask for help. There are two options. First, contact the students' union or welfare officer. Even if they cannot help you directly, they should be able to advise you where to go for help. The second possibility is to contact the Citizens Advice Bureau in your area. You can find them in the local telephone directory. They will be able to recommend a solicitor if you need one and tell you if there is a local law centre providing free legal advice. They will also be able to tell you whether you can claim legal aid to help pay for any court and legal fees.

Let me give you some basic information about the police. The police have the power to stop and search anyone who appears to be behaving in a suspicious manner. If you are arrested for any reason, even if you know it to be a wrong reason, remember a few very important things. One, don't be aggressive. Two, do not try to bribe the police officer. Three, if you are arrested by plain-clothes police officers, ask to see some form of identification. Four, give your true name and address if the officer asks you to. Lying to the police is a criminal offence. Five, do not sign any statement until you have received advice from a solicitor. There is always a solicitor on duty at every police station. Six, you will be entitled to make one telephone call. If you use this call to telephone a friend, urge your friend to contact someone from your university or from the students' union and get advice about what you should do next.

If you find yourself in trouble with the police, it is very important to get professional advice. Contact any of the following: your university welfare officer, the students' union at your university, your local Citizens Advice Bureau, a local law centre. If you are found guilty of an offence, it could seriously damage your position as an international student, so be sure to ask for help as early in the process as possible.

Remember: obey the local laws! The laws here may not be quite the same as in your own country. Here are a few examples of actions that are illegal here. It is against the law to: possess offensive weapons, e.g. knives, guns, chemical sprays used for personal defence – even women are not allowed to carry sprays or other deterrents to protect themselves against possible assault – except for rape alarms; possess or supply hard or soft drugs; disturb the peace – this is called “disorderly conduct”. This means that you can be arrested for being too noisy or rowdy.

A few words about drinking. In this country, it is perfectly acceptable for adults to drink alcohol in moderate amounts. For many people, drinking is an established part of

their social life – “going out for a drink” is how they relax or spend time with friends. If you go to a party or visit people at home in the evening, your host will probably offer you a drink. Often a lot of university social life can revolve around drinking, especially for undergraduates. Do not be surprised if people arrange to meet in a bar (Q1) or if events are held in a pub. But you are not obliged to drink alcohol if you do not want to – even if you are in a pub or at a party where everyone else is drinking. You can always ask for a non-alcoholic drink instead (Q2). And if you feel uncomfortable going to places that serve alcohol, explain this to your friends – there are lots of other places where you can meet. If you do choose to drink, remember that you should never drive a motor vehicle after drinking alcohol – it is dangerous and the police can impose serious penalties on you. Also remember that being drunk in public is not acceptable either, and the police can arrest you for it.

Drugs and alcohol can cause serious problems. Let me repeat that in this country, it is illegal to use drugs, except under medical supervision (Q3). But if you do use illegal drugs and you develop a problem, there are organisations you can contact. Contact your students’ union or your student counsellor. Anyone over 18 years old can legally buy and consume alcoholic drinks (Q4) in this country, but if you think you might be drinking too much, get help and advice from your student counsellor or your doctor. Again, there are special organisations that can help you with drug and alcohol problems. Contact them.

IX. Matching

Exercise 1

The first key element is that there is an impartial third party facilitator. This person makes the entire process work (Example). And as long as there is a neutral facilitator, then the parties can trust that they have some safety and are not being abused by an interested party. This is very important for both sides. They have to know that the mediator is neutral and supportive of both parties and not an involved party (Q2). Thus, the first thing that makes a process one of mediation is a third party who facilitates – aids the parties in a neutral fashion to find the parties own best interests.

The second element is having a mediator who protects the integrity of the proceedings. Usually this just means that the mediator protects the confidentiality of the proceedings. Thus, not only does the mediator not take sides against any party to the mediation, but the mediator doesn't usurp the parties' rights to disclose or not disclose information. The mediator preserves the integrity of the proceedings in all ways.

Generally this means many things – such as there are no records kept by the mediator (Q5). When there is no record, it becomes much harder to breach confidentiality or to try to use the mediator to prove or force a particular point not finalized in the parties agreement. In fact, some groups require the parties to take all notes on provided paper and then take and destroy even the notes after each session. Confidentiality also means that the facilitator is not subject to subpoena and thus cannot be made a witness. Without notes or the facilitator, the only method to breach confidentiality is the testimony of an interested party who is usually bound by law (and thus subject to being quashed) not to disclose more than is agreed.

A third key element of successful mediation is that all participants exhibit good faith. Good faith includes not only entering into agreeing to work towards a resolution, it also includes not using the process for outside purposes. This means that lawyers, attorneys and non-attorneys can't abuse the process (Q1). What makes the whole endeavor mediation is that the parties are in the process to seek solutions. They are not there for an ulterior reason such as abusing the other party by such a process. Both behavior and integrity are important in creating and preserving good faith.

The fourth element is that all parties are present. Only those with full authority to act for the parties must attend so that the parties can work towards resolution. If the decision makers don't attend, the process becomes something other than mediation (Q4). All parties necessary to resolve the problems should therefore interact with the mediator. In a family dispute, for example, if someone always checks with his or her parents before doing something, the parents should attend the meeting. In a labor matter, if accompany president always checks with the majority shareholder before he makes a decision, well then the majority shareholder should attend the mediation. It is simply key to remember that it is the parties who are being resolved as much as it is the problem that is being settled.

Finally, successful mediation requires an appropriate site or venue. Generally, this just means that a neutral site that is conducive to the process. It must mean a place where neutrality, confidentiality and inclusiveness can be obtained. The place is sometimes as important as the persons and it is sadly a part of the process that is often overlooked (Q3).

Exercise 2

Madeline: Well, good morning, everybody! My name's Madeline Stewart and I'm here to tell you about the recreational facilities available on campus and also to tell you something about what the town has to offer.

You may already know that your Students' Union membership also includes membership of the Sports Union, which provides a range of sporting and recreational facilities on campus, much the same as those in most British universities. The Sports Union has football, tennis, and cricket teams in local competitions, and really, most sports are catered for in some way on campus, even if they're just social matches. In the building itself, there are fitness classes and a full gym, including weights. The Sports Union can also provide cheap tickets to some major sporting events, and to keep you up to date with everything available, there is a weekly newsletter distributed around the campus. You should check this to find out the names and phone numbers of the contact people for each sport or activity you are interested in ... Er ... yes? Did you have a question?

Student: Yes, apart from what you've just said, does the Sports Union offer individual help in any of its activities, for example, in getting fit and healthy?

Madeline: Yes, we do. The Sports Union has a fitness assessment clinic every Friday, staffed by the resident sports trainer, who can provide advice on the best programme for you and refer you to various charts. I'm sure you all realise that for any medical assessment or health problem, you should go to the University Medical Service. The sports trainer can also advise you on a suitable training programme using the weights. And now, on to Ashbury. For a town of its size, Ashbury has some unusually good leisure and sporting facilities, most of which are near the centre of town and easily reached by bus from this campus. There is a new, well, almost new, Olympic-size swimming pool. That's not quite in the central town area (Example), but is only a 5-minute walk from the bus stop. Above the pool, there's a hi-tech fitness centre (Q1) that any of you more serious fitness lovers would need to check out. Then, in the centre of town, there is a sporting complex called the Anderson Centre, which contains squash courts (Q2) and facilities for a number of other indoor sports such as basketball (Q3). And just around the corner from the Anderson Centre, in the main street there is an indoor bowling alley (Q4). All of these facilities are listed in the weekly newsletter, so I encourage you to look through it and ...

Exercise 3

Marsha: I can believe that. Well, we have a good list to build on ... we're finally getting started now ... so let's try to figure out when each type of dog training should be used. I guess we can start by trying to figure out the best situation for each type of dog training.

Anne: Hmm, what do you mean?

Marsha: What I mean is whether each type of training should be used with different kinds of dogs. We could use basic obedience training, for example, and ask whether it's more useful for a small dog, a medium-sized dog, and so on – in this case, I'd say obedience training is best with small dogs (Example), because they tend to get excited easily and this will help keep them out of trouble.

Anne: Okay, that makes sense.

Marsha: Then, let's look at physical training. Even though some people think it's ideal for every breed of dog, I think it's better suited to the larger kinds (Q1). Small dogs usually just aren't smart enough to understand the physical commands, and they can even get hurt from them. The specialized "sniffing" training is the same. I think it's better with the more intelligent breeds of dogs (Q2) and it's hardly ever useful with really small dogs. Attack training, however, can be useful for every kind of large dog (Q3), as long as the dog is treated well and given a lot of care and attention.

Anne: All right, and what about guard training? Barking is an ideal way for small dogs to guard a home (Q4). I know they aren't big enough to stop a person, but making some noise is often all a dog needs to do. Other kinds of guard training like biting, though, are different. I'd always plan to teach those to a smart dog (Q5), give them a chance to use their brains and defend their homes.

Marsha: I'd have to agree. Trainers often just teach large dogs to bark at a person when they think something isn't right, but if they know how to use physical skills in a bad situation, they could save their owner's life some day.

Anne: Yes, I suppose that different people would have different needs for their pets.

Marsha: Right, and different trainers would recommend different methods for different breeds.

Exercise 4

Cinematography is the illusion of movement by the rapid projection of many still photographic pictures on a screen. A product of 19th century scientific endeavour, it has become an industry employing thousands of people and a medium of mass entertainment and communication. No one person invented cinema. In France, in 1827, the first still photograph was taken, using a glass plate technique. Claude Niépce's (Q1) photograph the "View from a Window at Le Gras" took nearly eight hours to expose. In 1839, Henry Fox Talbot made an important advancement in photograph production with the introduction of negatives on paper – as opposed to glass. An important development in the history of motion pictures was the invention of intermittent mechanisms – particularly those used in sewing machines – in 1846. In the United States, in 1878, Eadward Muybridge (Q2) achieved success after five years of trying to capture movement. Muybridge was asked, in 1873, by the ex-governor of California – Leland Stanford – to settle a bet as to whether horses' hooves all left the ground together when they galloped. He did this by setting up twelve cameras with tripwires connected to them. Each camera took a picture when the horse tripped its wire. Muybridge (Q3) developed a projector to present his finding – the zoopraxiscope. In France, in 1882, Étienne-Jules Marey, inspired by Muybridge's animal locomotion studies, began his own experiments. The result was a photographic gun which exposed twelve images on the edge of a circular plate. Meanwhile, another Frenchman, Émile Reynaud, was working on his praxinoscope in order to project moving drawings onto a screen. In 1888, Marey built a box-type moving picture camera which used an intermittent mechanism and strips of paper film. In the same year, the American Thomas Edison decided to try to design machines for making and showing moving pictures, along with his assistant W.K.L. Dickson, who did most of the actual work. In 1889, Edison travelled to Paris to view Marey's camera which used flexible film. By 1891, Edison and Dickson had made their kinetograph camera and kinetoscope viewing box ready for patenting and demonstration. In 1892, using his newer and larger projecting praxinoscope, Reynaud held the first public exhibitions of motion pictures. The next year, Edison and Dickson (Q4) built the world's first film studio in New Jersey to produce films for their kinetoscope. The "Black Maria" was ready for film production at the end of January. However, the kinetoscope only enabled one person at a time to view moving pictures. The first to present projected, moving photographic pictures to a paying audience were the French Lumière brothers (Q5) in 1895, using their Cinématographe. This was a camera which served as both a recording device and a projecting device.

Exercise 5

Presenter: Hello, everyone. My name's Sheila Carter and I'm here to tell you about telecommunications in the UK. Let's start off with public telephones. Some public telephones in the UK are coin-operated and others are card-operated. To use a card-operated telephone, you need either a credit card or a special phonecard. Phonecards come in values of £2, £5, £10, and £20, and you can buy them from newsagents, post offices, and supermarkets. The amount of time you get with each card depends on where you are calling: long-distance calls will use up your card faster than local calls. Most card-operated telephones have a display panel telling you where and how to insert your card, when to dial and when to hang up. If you are using a phonecard, the display will also show you how much money you have left on your card.

Let me tell you about some sounds you might hear on the phone. Before you dial, pick up the receiver and listen for a continuous high-pitched hum. This is the dialling tone. After you dial, if the number you want is available, you will hear a repeated double ring (Q1). If it's busy, you will hear the engaged tone – a repeated single note. If a number is unavailable – that means it's not in use at all – you will hear a steady tone (Q2). When your money or card is about to run out, you will hear a series of rapid pips.

Now – telephone numbers. Telephone numbers in the UK are usually written like this: 0171 693 5876. The first three to five numbers in the series are the codes you need to dial if you are outside that particular area. For example, 020 is the code for London and 0161 is for Manchester. If you are inside the Manchester area, you ignore the 0161 and just dial the rest of the number. When telephoning the UK from overseas, ignore the first 0 of any number. Useful numbers to know are the emergency services – 999. Be ready to tell the operator where you are, what number you are calling from, and what kind of emergency it is. The domestic operator – 100. Dial this number if you want to reverse the charges for a call, so the person you are calling pays (Q3), or make a person-to-person call so that you only pay if you reach the exact person you want to talk to. Directory enquiries in the UK – 118. Call this number to find out a UK telephone number (Q4) if you have no telephone directory handy. This call is free from public pay phones, but not from private phones. The international dialling code is 00. To call overseas, dial 00, then the country code, then the number. Country codes, as well as national codes in the UK, are listed at the front of most telephone directories. International operator – 155. Most places in the world can be dialled direct from the UK, but if you need to call a more hard-to-reach place, dial 155 (Q5). This is also the number to reverse the charges for an international call, so the person you are calling pays, or make an international person-to-person call so that you only pay if you reach the exact person you want to talk to. International directory enquiries – 153. If you do

not know the country code or the number of a person you want to call overseas, dial 153 to find out.

Mobile phones are very popular in the UK, and a number of packages are available. With pay-monthly plans, you sign a contract (Q6) with a mobile phone network or a service provider and agree to use the network's service for a minimum period, usually 12 months. You choose a tariff – a fee structure – from a range of choices offered by the network. The network or service provider bills you monthly for your calls and services. With pre-paid plans, you sign a contract (Q6) with a network or a service provider and pay for a minimum of 12 months' service in advance, at a cheaper rate than for monthly plans. If you use the phone more than the agreed amount, the network or service provider bills you monthly for the extra time /calls. With pay-as-you-go plans, which are the most expensive (Q7), you buy credit – in other words, talking time – in advance, as you like (Q8), either direct from the network or in the form of vouchers. You use the phone until the credit runs out. No contracts or bills are involved.

X. Map Labelling

Exercise 1

So I have a couple of ideas about where we can eat lunch after church. There are a number of good places in town, but we should find a place where a lot of people can eat and they have a children's play area. Most people go to Ella's Deli, right across the street (Example). But I think we should also consider going to the Olive Garden. That's just up the street to the right of the church to the first intersection. It's on the opposite corner. I love that place and it's next to a park as well (Q1).

And then there's Maurice's. It's a little bit more expensive, but I actually like the kids' area they have the best. It's on the same block as the Olive Garden, just on the other side of the park (Q2). I actually prefer Maurice's.

But we might have some students with us too, so a much more affordable place that could accommodate us all would be the Town & Grill back down past the Harford Shopping Mall from Maurice's (Q3). You have to go left on King Street just a bit and it's on your right. It's next to Tom's, but Tom's doesn't have a children's play area.

Exercise 2

Hello Mr. Valentino, thanks for agreeing to be a sponsor of our Charity Event. Let me tell you about how we will be setting up the reception area and where you can have your company display information. When you get to the hotel, you will follow the signs to the Grand Ballroom. You will walk down some elegant stairs, which will take you past this huge mural of the Chinese landscape on your right (Example). The reception area will be to your left.

Now we have set up the two organisers' tables, one for OB Band and one for the EU-JMTP on the right in between the doors. On the other side of the room are the three tables for our main sponsors. Since Bayer was the most generous, you get the first table. Then we have a table for Siemens and a table for Language Link (Q1). We did get a children's choir to sing, by the way, and they'll be at the far side of the room. They'll be accompanied by a piano that is always in that back corner just after the sponsor tables (Q2).

After the choir has sung, we will direct everyone in through the main doors, which are just to the right of the EU-JMTP table (Q3). Then we'll enter the dining room and the dinner will begin.

Exercise 3

Now, for those who have opted not to take part in our bag lunches, there are a number of places nearby that we can recommend. We are located here in the Convention Centre just across the street from the Harford Shopping Mall and the place we most recommend is Vitale's, which is just west across Queen Street on the opposite corner (Example). Please be careful crossing both streets, however, as we don't want to lose any participants. (Laughs)

If you're not up for Vitale's, you can also get some Italian food at the Olive Garden which is further down Queen Street and east on Danning Avenue across from the Police Station (Q1). They have a great minestrone soup and excellent bread sticks. All you can eat. On the other hand, if you want some good old American food, you can head to Fuddruckers for some big hamburgers or to the Cattle Company for some fat, juicy steak. Fuddruckers is next to the Olive Garden (Q2), but the Cattle Company is back closer to us in the opposite direction of Vitale's. Just go east out of the Convention Centre across King Street. It's on the same side as the Convention Centre (Q3). So you just have one street to cross. Enjoy!

Exercise 4

- Librarian:** OK, everyone. Welcome to the library. Have you all got a copy of the handout?
- Male student:** Yes, but some places aren't marked.
- Librarian:** That's right. I thought you could label them as I tell you what each part is. Now, we're standing by the door at the bottom of the diagram. Have you got that?
- Female student:** Yes. The listening section, writing section, and magazine section are marked on the left-hand side of the room.
- Librarian:** Right. So you see the listening and writing sections? The reading and speaking (Q1) section is opposite them, on the right-hand side of the room.
- Male student:** Why are they together?
- Librarian:** Good question. Many students feel they cannot talk about a topic comfortably until they have read about it. So, we put those sections together.
- Male student:** That sounds reasonable.
- Librarian:** The newspaper (Q2) section is beside the reading and speaking section, opposite the magazine section.
- Female student:** I heard that we can watch videos here too. Is that right?
- Librarian:** It certainly is – though you have to wear headphones so as not to disturb other library users.
- Female student:** Of course. Where is the video (Q3) section?
- Librarian:** It's beside the listening section and opposite the satellite TV (Q5) area.
- Male student:** Videos and satellite TV? I'll be here all day, every day!
- Librarian:** Now, finally, here at the front, on our right, is the enquiry desk (Q6). If you have any questions or problems, just let the person there know. Of course, that's also the place to take materials that you wish to borrow.
- Female student:** What's that room beside the magazines?
- Librarian:** Oh, that's a small medical centre (Q4), mainly just for first aid.

Exercise 5

Simon: Hi, Lisa! How are you? You look a little puzzled.

Lisa: Hi, Simon! I am. You're familiar with the campus, aren't you? I can't figure out where anything is.

Simon: Well, let me give you a hand, then. Which places do you need to know?

Lisa: First, I need to know where the library is. I haven't registered yet.

Simon: Alright. You know where the north gate is, don't you?

Lisa: Yes. It's up that way – about 200 metres.

Simon: Sorry, Lisa. I'm afraid it's in that direction and it's about 500 metres away.

Lisa: Well, that begins to explain why I can't find anything! So, the south gate ...

Simon: North. Then it's a little towards the west gate. You can't miss it, because it's really big (Q1) and has a large sign on it.

Lisa: OK. I'll take your word for it. The second place I need to find is the sports centre.

Simon: That's in the south-west part of the campus. It's easy to see because there's the outdoor athletics stadium nearby (Q2).

Lisa: OK. Next, I need to know where Churchill Building is. That's where I have my lectures tomorrow.

Simon: That's back by the library. You know the building – the McDonald Building – where our department is?

Lisa: Yes, that's right by the east gate, isn't it?

Simon: Right. Well, the Churchill Building is opposite, well, almost opposite that (Q3).

Lisa: Not that small building directly opposite?

Simon: No, the larger one beside it (Q3).

Lisa: Got it. OK. Last one. Where's the cafeteria? I know it's next to the bookshop (Q4).

Simon: And can you see the bookshop?

Lisa: Well, ... hang on ... It's right there – here in the centre of the campus! (Q4)

Simon: A great central location, if you ask me!

Lisa: What time is the library open?

Simon: It's open from 8 a.m. until 10 p.m.

Lisa: And the cafeteria?

Simon: 8 a.m. until 7 p.m.

Lisa: Is that every day? Someone said that it isn't open so long at the weekends.

Simon: No, it's every day.

Lisa: And the sports centre?

Simon: Now, if I remember rightly, that opens at 7 a.m. and closes at 9 p.m., but the outdoor athletics field can only be used during daylight hours since there's no floodlighting.

Lisa: You play sports, don't you, Simon?

Simon: I do. I've signed up for the football team trials this coming weekend and I was on the athletics team at school.

Lisa: When are the trials? I don't play football, but I enjoy watching.

Simon: They're on Saturday, starting at 10 a.m. The organisers said that we should expect to be there until mid-afternoon, probably until around three.

Lisa: Well, I've got things to do in the morning, but I'll come along after lunch. I hope you survive until then!

Simon: So do I! I think that in the morning, they'll be aiming to sort out the people with ability from the no-hopers. Then, in the afternoon, they'll be sorting out who's the best.

Lisa: OK. Well, good luck with that. I'll see if Leslie wants to come along.

Simon: OK. See you Saturday.

Answer Key & Model Answers

Part 1. Listening

I. Form Filling

Exercise 1

1. Roberts
2. Michelle
3. 85 North Hillcrest
4. 32K 156
5. Dutch
6. May 18th

Exercise 2

1. Bill Dutton
2. H844-9192
3. bdupton@uswest.net
4. 415 624-9898

Exercise 3

1. McMurphy
2. 202-C
3. Gleavendale
4. RF33136744
5. 8:15
6. 8:30
7. 808
8. Greyhound Bus Company
9. Contracts

Exercise 4

1. Physics
2. 43a Webster
3. NT9 3EC
4. 30th June

Exercise 5

1. Bhatt
2. 31st March 1972
3. nursing
4. two years / 2 years
5. bedsit
6. theatre
7. no red meat
8. mature students
9. out of town
10. shared social area

Exercise 6

1. Sophia
2. Red House
3. Birmingham
4. 793225
5. 36
6. wedding
7. New Street
8. 20th April
9. T596Z
10. five films / 5 films

Exercise 7

1. answering the phone
2. Hillsdonne
3. £4.45
4. 22nd October
5. clear voice
6. think quickly
7. national holidays
8. after 11 p.m.
9. library
10. Manuja

Exercise 8

1. 0345814
2. Gilmore
3. 350 pounds
4. 600 pounds
5. garden
6. 415 pounds
7. water bill
8. Thursday
9. a letter
10. a week's
11. one month's rent

II. Table Completion**Exercise 1**

- | | |
|----------------|---------------|
| 1. 1,000 | 4. 2 bedrooms |
| 2. 3 bedrooms | 5. 1,400 |
| 3. 2 bathrooms | |

Exercise 2

- | | |
|----------------------|----------------------|
| 1. 2 | 4. 8 a.m. to 10 p.m. |
| 2. Referee (at game) | 5. Lifeguard(s) |
| 3. 5 | |

Exercise 3

- | | |
|------------------------|-------------|
| 1. Spain, Italy, Japan | 4. Mandarin |
| 2. Germany | 5. Italian |
| 3. Spanish | |

Exercise 4

- | | |
|-----------------------|--------------------------|
| 1. 7 a.m. to midnight | 4. 2 nd floor |
| 2. basement | 5. 24 hours |
| 3. ping-pong tables | 6. refrigerator |

Exercise 5

1. 1 year /one year
2. None
3. Bachelor of Arts
4. Degree in psychology /Psychology degree
5. Clinical Psychology Diploma

Exercise 6

- | | |
|----------------------|--------------------|
| 1. Part-time jobs | 4. Psychological |
| 2. Academic | 5. at the weekends |
| 3. Using the library | |

Exercise 7

1. 1 p.m. – 6 p.m.
2. 9 a.m. – midday
3. Monday(s)
4. www.walknewtown.com

Exercise 8

- | | |
|------------------|-----------------------|
| 1. combs | 5. grocery bags |
| 2. toys | 6. yes |
| 3. plastic pipes | 7. disposable cutlery |
| 4. no | 8. insulation |

III. Sentence Completion**Exercise 1**

1. 35
2. frames per second
3. was very dim
4. clear images
5. shown regularly

Exercise 2

1. good initial research
2. lack of confidence
3. Help from friends
4. work hard
5. Thursday 31st

Exercise 3

1. a firm idea
2. the mirror
3. memorising
4. make eye contact
5. Gestures
6. France

Exercise 4

1. slot
2. baggage
3. an escalator / escalators
4. Signs
5. foreign languages

Exercise 5

1. refreshments
2. exhibits
3. book ahead
4. cathedral
5. older children
6. life and times

Exercise 6

1. teaches golf
2. 2 years / two years
3. Black Diamond
4. number of people
5. interior

Exercise 7

1. shop assistant
2. rough draft
3. more practical
4. elective courses / electives
5. abilities

IV. Outline Completion**Exercise 1**

1. a holiday / take a holiday / have a holiday
2. over 40,000 years
3. Walls of China

Exercise 2

1. research, teaching
2. positive relationship
3. 1930's
4. fields, pastures
5. before development
6. ecological restoration
7. previous or natural
8. purchased
9. Civilian Conservation Corps
10. trees and shrubs

Exercise 3

1. total mark
2. question(s)
3. Address / Answer
4. content
5. errors

Exercise 4

1. higher
2. four
3. five
4. Wisconsin
5. expenses

Exercise 5

1. job interview
2. domestic
3. travelling
4. painkillers
5. sleeping pills
6. Relax
7. fruit juice
8. the day
9. warm bath
10. smoking

Exercise 6

1. wine
2. 10%
3. cold meals
4. vegetarian

Exercise 7

1. recommend
2. legal aid
3. form of identification
4. advice
5. (offensive) weapons
6. supply

V. Summary Completion

Exercise 1

1. evil
2. religious
3. censorship

Exercise 2

1. hotels
2. 5½
3. room
4. not lock doors
5. not check identities

Exercise 3

1. safe and reliable
2. scarce
3. & 4. (in either order)
washing, waste disposal
5. lakes

6. air pollution

7. or
8. be contaminated

Exercise 4

1. five minutes / 5 minutes
2. feet
3. attacked
4. readings a day
5. 2,000 position readings

Exercise 5

1. continue
2. distinguish
3. toxic
4. suffer
5. represent

VI. Short Answers

Exercise 1

1. awareness
2. journey
3. farewell
4. the excitement
5. frustration
6. third
7. orient yourself
8. interpret (cultural) clues
9. remember this talk
10. look at notes

Exercise 2

1. 8 a.m.
2. 7 p.m.
3. (at) 7 a.m.
4. (during) daylight hours
5. (at around / about) 3 p.m.
6. after lunch

Exercise 3

- 50
- 26th August
- £15
- ice cream

Exercise 4

- Saturday
- St. John's Church
- accounting
- (on) Museum Road
- French, Italian, British

Exercise 5

- last year
- (the beautiful) coast
- (a) relative
- 29th February 1988
- 18
- 10%

Exercise 6

- 12 / twelve
- name, colour
- (zone) 6
- underground, bus(es)
- 10%

Exercise 7

- (an) insurance policy / insurance policies
- (local) telephone directory
- "new-for-old" / "new for old"
- pre-existing
- (a) dangerous sport

Exercise 8

- Tracy Jones
- 9 a.m. – 6 p.m.
- Sophia Green
- 5688-7479
- making an appointment

VII. Multiple Choice**Exercise 1**

- B
- A
- C
- A
- D
- B

Exercise 2

- B
- C
- C
- B
- D

Exercise 3

- B
- C
- A
- B
- Both required for one mark, either order: A E
- Both required for one mark, either order: A C
- Both required for one mark, either order: C E
- B
- C
- B

Exercise 4

- B
- C
- 5. A D E (in any order)
- B
- 7.&8. A D (in either order)
- B
- A

Exercise 5

- A
- C
- 5. B C D (in any order)
- 6.&7. A E (in either order)

Exercise 6

- 4. A C E G (in any order)

Exercise 7

1. A E 3. C 5. A B C
2. E 4. C

Exercise 8

1. A 3. C 5. A
2. B 4. D

VIII. True or False**Exercise 1**

1. T 3. T 5. F 8:30 p.m.
2. T 4. T

Exercise 2

Question	Name	Will join	Will NOT join, going to ..
1.	Moritz	T	_____
2.	Ana	F	_____ bed early
3.	Gary	T	_____
4.	Raymond	F	_____ out campus / _____ downtown
5.	Susanna	T	_____
6.	Mary	F	_____ rest

Exercise 3

1. T 4. T
2. go all night 5. open to all
3. T 6. T

Exercise 4

- 1.-4. B C F G (in any order)

IX. Matching**Exercise 1**

1. C 3. E 5. B
2. A 4. D

Exercise 2

1. C 2. B 3. B 4. A

Exercise 3

1. C 3. C 5. B
2. B 4. A

Exercise 4

1. A 3. B 5. F
2. B 4. E

Exercise 5

1. B 4. E 7. C
2. D 5. G 8. C
3. D 6. A B

X. Map Labelling**Exercise 1**

1. D 2. H 3. A

Exercise 2

1. E 2. D 3. C

Exercise 3

1. E 2. F 3. C

Exercise 4

1. Reading and Speaking
2. Newspaper
3. Video
4. Medical Centre
5. Satellite TV
6. Enquiry Desk

Exercise 5

1. B 2. I 3. E 4. C

Part 2. Reading

I. Multiple Choice

Exercise 1

1. A 3. C 5. B
2. D 4. D 6. A

Exercise 2

1. C 2. D 3. B 4. A

Exercise 3

1. C 2. B 3. D 4. A

Exercise 4

1. D 3. D 5. A
2. A 4. B 6. C

Exercise 5

1. B 3. D 5. C
2. A 4. C

Exercise 6

1. D 2. A 3. B 4. B

Exercise 7

1. B 2. B 3. C 4. C

Exercise 8

1. A 2. A 3. C 4. C

Exercise 9

- 1.–3. C E G (in any order)

**II. True / False / Not Given
(Yes / No / Not Given)**

Exercise 1

1. FALSE 3. NOT GIVEN 5. TRUE
2. NOT GIVEN 4. FALSE

Exercise 2

1. TRUE 3. NOT GIVEN 5. TRUE
2. NOT GIVEN 4. FALSE

Exercise 3

1. TRUE 3. TRUE 5. NOT GIVEN
2. NOT GIVEN 4. FALSE

Exercise 4

1. NOT GIVEN 3. TRUE 5. FALSE
2. NOT GIVEN 4. TRUE

Exercise 5

1. YES 3. NO
2. NOT GIVEN 4. NO

Exercise 6

1. TRUE
2. FALSE
3. TRUE
4. NOT GIVEN
5. FALSE

Exercise 7

1. NOT GIVEN
2. YES
3. YES
4. NO
5. YES
6. NO
7. NO

Exercise 8

1. YES
2. NO
3. YES
4. NO
5. YES
6. NO
7. NOT GIVEN

III. Summary

Exercise 1

1. computer chip
2. kidnapping
3. paramedical services
4. lost pets
5. scanner
6. function creep

Exercise 2

1. (sudden) seismic events
2. swell
3. extensive beach erosion
4. underwater earthquakes
5. underwater landslides
6. tsunami warning systems
7. evacuation

Exercise 3

1. indulgent dependency
2. independence training
3. identity-confirming responses
4. universal basic instinct
5. vicariously
6. social recognition
7. (rich) semantic meaning
8. affect control theory
9. motivate

Exercise 4

1. Shift
2. environmental
3. body
4. circadian
5. diurnal
6. synchrony

Exercise 5

1. (economically) strangled
2. endowment
3. benchmarks

Exercise 6

1. K
2. G
3. L
4. D
5. E
6. C
7. M
8. H

Exercise 7

1. B
2. E
3. F
4. J
5. G

Exercise 8

1. B
2. H
3. E
4. G
5. J
6. C

IV. Headings**Exercise 1**

1. ix 2. ii 3. x 4. viii 5. v 6. i 7. vi

Exercise 2

1. v 2. iv 3. iii 4. vi 5. i

Exercise 3

1. vii 2. ix 3. v 4. viii

Exercise 4

1. ii 2. v 3. vii 4. iii 5. viii

Exercise 5

1. vi 2. viii 3. ii 4. x 5. iii

Exercise 6

1. ix 2. vii 3. i 4. viii 5. vi

Exercise 7

1. v 2. viii 3. ii 4. iii 5. vii

Exercise 8

1. ix 2. v 3. iii 4. vii 5. ii

V. Matching**Exercise 1**1. FB 3. LB 5. CS 7. LB
2. FB 4. FS 6. CI 8. CS**Exercise 2**

1. T 2. M 3. G 4. T

Exercise 31. E 3. D 5. C
2. F 4. G**Exercise 4**

1. B 2. E 3. C 4. D

Exercise 5

1. E 2. B 3. D 4. F

Exercise 6

1. D 2. G 3. A 4. F

Exercise 7

1. D 2. F 3. C 4. A

Exercise 81. AH 3. AH 5. TR
2. AO 4. AS 6. AS

VI. Short Answers

Exercise 1

1. urban alternative
2. 10 years
3. the public
4. 80%
5. interstate highway system

Exercise 2

1. remembering
2. nouns
3. a second
4. (at) eighteen months

Exercise 3

1. opsin gene duplications
2. (the / its) wings
3. nectar (from flowers)
4. (to) understand evolution

VII. Flow Chart / Diagram / Table Completion

Exercise 1

1. membrane
2. protons
3. oxygen atoms
4. water
5. electrons
6. electric current

Exercise 2

1. Trichoderma spores
2. Gray mold
3. Fruit
4. a rainy day

Exercise 3

1. D
2. B
3. E
4. six
5. 1/2in.
6. (glossy) coal black
7. aggressive
8. funnel

Exercise 4

1. heavy
2. a stone wall
3. electric spark ignition
4. wooden

VIII. Sentence Completion

Exercise 1

1. climate
2. steam
3. nuclear power
4. green taxes

Exercise 2

1. (blood) clots
2. feasibility study
3. rats
4. sound waves

Exercise 3

1. (sets of) jaws
2. (population) numbers
3. Carpenter ants
4. mutually beneficial / symbiotic
5. mating

Part 3 Writing

I. Writing Task 1

1. Data Questions

a) Line chart

1

The line chart indicates the average percentage of household income saved by inhabitants of Hong Kong for the years 1980 to 2003.

In 1980, the percentage of income that Hong Kong people saved was 15.5%. This then rose to 16.5% in 1981, the highest point during the period shown in the chart. In 1982, their savings then fell to 14.5% and it remained in 1983. They fell again between 1983 and 1986 (11.5%) before rising slightly to 12% in 1987 and stayed at this level until 1989. From 1989 to 1991, the percentage of income saved rose to 13.5%. Between 1991 and 1996, it fell fairly constantly to 8%. Thereafter, there was a slight rise to 10% in 1998 before falling to 5.5% in 2001, the lowest point over the period shown in the chart. Between 2001 and 2003, the household income saved by Hong Kong residents rose to 7%.

In summary, the household income saved by Hong Kong's inhabitants fell by over half over the period from 1980 (15.5%) to 2003 (7%). The highest point was in 1981 (16.5%) and the lowest point was in 2001 (5.5%).

(188 words)

2

The line graph gives us an overview of the average annual income of both sexes by age (20–75) in Australia in 2001.

Starting from the age of 20, the male's average annual income was 10 thousand Australian dollars (AUD). Then it increased gradually by the age. At 35, the income rose to 24 thousand AUD per year. The upward trend kept going on but rose comparatively slowly and achieved a high point at 26 thousand AUD per year at 50 years old. After that, there was a steady fall to 24 thousand AUD again at 60. Then it plummeted, and till the age of 75, the average annual income of males was about 8 thousand AUD.

By comparison, the female's average annual income was about 6 thousand AUD at the age of 20, and it was almost a half of the average annual income of Australian males of the same age. It began with a steady increase then reached a peak of 20 thousand AUD per year by 35 years old. After that, it fell and rose again, reaching another peak at 18 thousand AUD by 55. A rapid downfall appeared and stopped at the age of 70, with the income of 6 thousand AUD. Since then, the line levelled off.

To sum up, the average annual income of males in Australia was much higher than that of females. The biggest contrast happened at their middle age (45–50).

(240 words)

b) Pie chart

1

The pie charts show the world divided into seven regions and the amount of oil produced and consumed in those regions in MB/D in 2001. In total, the amount of oil consumed exceeded that produced by 0.8 MB/D. The regions can be divided into two groups: one where production outpaces consumption and the other where the reverse is the case.

The former group – the net producers – consists of Africa, the Former Soviet Union, the Middle East, and Latin America. In 2001, the Middle East was the largest producer (22.2 MB/D), but its consumption was relatively low (4.3 MB/D), just a fifth of what it produced. Africa produced 7.8 MB/D, about three times what it consumed (2.5 MB/D), the Former Soviet Union about 250% more, and Latin America about 150% more.

The other group – the net consumers – consists of the Asia-Pacific region, Europe, and the USA and Canada. The USA and Canada was the region which consumed the most oil (23.4 MB/D), though we can see that it was also the second largest producer region (14 MB/D). The Asia-Pacific region was the second largest consumer (20.9 MB/D). Europe was the third largest consumer (16.1 MB/D) and the smallest producer (6.8 MB/D).

From the information above, we can see that oil production and consumption were not even around the world in the year 2001.

(225 words)

2

The History Heritage Trust got its income from four sources in 1980 and 2000. The pie charts show the proportion of its income received from each source.

Money from individuals and other organisations made up about one third of its income in 1980 and this proportion doubled to around two thirds in 2000. In 1980, income from government grants accounted for slightly less than a quarter of all income and this amount fell to about a fifth by 2000. Shop sales also comprised slightly less than 25% of the total income in 1980, but by 2000 this figure dropped significantly to about 5%. The fourth source of income, ticket sales, added up to about 20% of the total income in 1980, but only came to about half of this proportion in 2000.

In summary, it is clearly seen from the pie charts that in the years 1980 and 2000, the proportion of income from individuals and other organisations rose at the expense of the other three sources, particularly ticket sales and shop sales.

(173 words)

c) Bar chart

1

The bar chart shows the New York stock exchange price of a share in an American firm at intervals of six months between January 1999 and July 2005.

The price of a share at the start of the period was 10 dollars. It then rose slightly to 12 dollars in July 1999 before rising quickly to 18 dollars in January 2000. The share price then fell back to 10 dollars by January 2001 and almost doubled to 19 dollars by July 2001 before falling gradually to 16 dollars in July 2002. Between this date and January 2005, the share price increased constantly, with the most significant increases being between January 2004 and July 2004 (a rise of 15 dollars) and between July 2004 and January 2005 (an increase of 13 dollars). Thereafter, there was a dramatic fall in the share price from a high point of 58 dollars to 39 dollars.

To summarise, the share price increased significantly over the period shown in the bar chart, despite the fall in the first half of 2005.

(175 words)

2

The bar chart indicates the percentages of smoking men and women in the USA and seven Asian countries in 2005.

The year 2005 witnessed the highest number of Chinese men who smoked (67%). Indonesia had the second-highest percentage (58%) and Bangladesh had the third-highest (54%). The percentages of smoking men in Japan and India were similar (47% and 46% respectively). In the Philippines, 41% of men smoked and in Vietnam 35% of men did. The USA had the lowest percentage of male smokers, at 24%.

The highest percentage of female smokers was in Bangladesh (27%), followed by the USA (19%) and India (17%). 14% of Japanese women were smokers. The other four countries had much lower percentages of female smokers. In the Philippines, 8% of women smoked, while in Indonesia, the figure was 4%. In China, the percentage was 3%, and the lowest percentage was in Vietnam (2%).

Overall, a higher percentage of men smoked in all eight countries, with the smallest gap between the genders in the USA and the largest in China. The smallest gap between the genders in Asia was in Bangladesh.

(185 words)

3

The bar charts illustrate the percentages of males and females in secondary and tertiary education in four parts of the world.

The figures for Europe are the highest in every category, with almost all children attending secondary schools. Half of young women continue to tertiary level and almost half of young men do so.

The figures for Sub-Saharan Africa are the lowest in every category. 20% of girls attend secondary schools, compared with 13% of boys. However, the percentage of boys continuing to tertiary level is slightly higher than that of girls – 10% and 8% respectively.

The percentages of young people in secondary and tertiary education in Latin America and East Asia are similar, with about half of all children attending secondary schools and 20–25% continuing to tertiary level. However, the number of girls going to secondary school is slightly higher than that of boys doing so in Latin America whilst the reverse is true in the case of East Asia. At tertiary level, the percentage of female students is slightly higher than that of male students.

In summary, the number of students in further education accounts for about half of that in secondary education, and generally, more young women go to school than young men.

(207 words)

d) Table

1

The table indicates how many days off an average employee has over the course of a year in four developed countries.

We can see that Japan is unique amongst the four countries in that the number of days off for public holidays (13) exceeds that of days for annual leave (11). The Japanese people's total number of days off (24) is the second lowest despite their highest public holidays.

The USA has the lowest total number of days off per average employee. The American people have 10 days off because of public holidays and an annual leave of 12 days, giving a total of 22, which is the lowest of the four countries.

The UK gives employees fewer public holidays (8) than the other three countries. Italy offers 9 days. The number of days of Italian people's annual leave is more than double the number for the American and Japanese employees, with the UK giving their employees 27 days and Italy giving theirs the most, at 31 days. This results in the total number of days off being 35 and 40 for the UK and Italy respectively.

To summarise, in the two West European countries, the number of days for annual leave is substantially higher than that for public holidays, and the total days off for those countries are higher than those for Japan and the USA. Italy gives an average employee more days off than the other three countries and the USA gives him or her the least.

(249 words)

2

The table indicates household spending (as percentages of the total) in eight areas in a Chinese city in the years 1990 and 2005.

Spending rose, as a percentage, in four areas – medical services (from 1% to 6% – the second-largest increase), transport and communications (from 2% to 9% – the largest increase), recreation, education and culture (from 12% to 15%), and accommodation (from 5% to 8%). The rise in spending on transport and communications moved that item from the second-smallest one to the third-largest.

Spending remained the same, as a percentage, in two areas. The percentage of expense on household appliances stayed at 7% and that on other items was at 6%.

Spending fell, as a percentage, in two areas – food and clothing. Expenditure on food took over half (56%) of household spending in 1990. This dropped to 43% in 2005, remaining the largest item. Relative expenditure on clothing fell by almost half, from 11% in 1990 to 6% in 2005.

Overall, it can be seen that there was a shift in the way that household income was spent between 1990 and 2005.

(181 words)

e) Complex charts

1

These two graphs show us the figures of how and where the 1,600 surveyed Australian students used computers in the year of 2001 and 2002.

From the table, we easily notice that there were 1,038 students (65%) using online facilities and 320 students (20%) used the Internet to submit their homework in 2001. In 2002, the upward trend of Internet use was obviously seen. 1,538 students (96% of the total surveyed students) said that they used online facilities. Similarly, 1,568 students (98% of the total surveyed students) used online submitting system.

The main location where students used computers is comparatively different between these two years. In 2001, there were only 800 students using computers at home. But in 2002, the figure rose to 1,250. Noticeably, 350 students had no computers in 2001, whilst the number dropped to only 50 in 2002. Fewer students used computers at university, from 450 in 2001 to 300 in 2002.

In conclusion, using computers and online facilities, especially at home, was more and more popular among the Australian university students. Their Internet use for submitting homework remained almost unchanged in these two years.

(188 words)

2

The bar chart illustrates the percentages of money spent on free-time activities in seven European countries, whilst the pie chart shows the average amount of money spent on various leisure activities each year by households in the UK.

UK households spend the highest percentage of money on leisure activities (21.3%). Those in Sweden, Austria, and Germany spend similar percentages on leisure activities – 18.4%, 17.7%, and 16.8% respectively. Households in Greece and Portugal spend smaller percentages – 13.3% and 12.9% respectively. Those in Italy spend the lowest percentage on leisure activities, at 10.9%.

UK households spend an average of £2,862 on leisure activities each year. Half of this (£1,431) is spent on outdoor activities. About 20% (£588) goes towards culture and sport, whereas £313 goes towards electrical goods and music. Spending on reading materials and on holidays is the same, at £268.

From the bar chart and the pie chart, we can see that the percentage of household spending given over to free-time activities varies considerably between different European countries and that, in the UK, the free-time activities that take the largest chunk of money are outdoor ones.

(187 words)

2. Diagram/Flow Chart

1

The diagram clearly illustrates the process of water treatment cycle step by step.

From the diagram, we notice that the extra water is saved in the reservoir originally. When people want to use water, a certain amount of the water is first pumped to the purification plant to have purification. After being purified in the plant, the water

enters water pipes and is delivered to the houses for domestic use. It is usually used for bathing, for WC, and for washing. Therefore, a certain amount of domestic waste is produced every day. Then, this produced domestic waste is transferred to the sewage plant through the sewers and saved in tanks to wait for further treatment.

The next procedure is to separate the solid waste from the water. The solid substance is collected together and is going to be converted to fertiliser for irrigation later, while the separated water is having another process at the same time. In this procedure, treatments are provided to make the water clean. Bacteria are used to digest the remaining organisms in the water. After this process, the recycled water is then sent to the purification plant and ready for domestic use again. However, the water that cannot be recycled will be discharged into rivers and sea. Since most of the organisms in this water have already been digested, it contains no harmful pollutant to the nature.

(230 words)

2

The first diagram shows that there are four main stages in the life cycle of the silkworm. First of all, eggs are produced by the moth and it takes ten days for each egg to become a silkworm larva that feeds on mulberry leaves. This stage lasts for up to six weeks until the larva produces a cocoon of silk thread around itself. After a period of about three weeks, the adult moths eventually emerge from these cocoons and the life cycle begins again.

The cocoons are the raw material used for the production of silk cloth. Once selected, they are boiled in water and the threads can be separated in the unwinding stage. Each thread is between 300 and 900 metres long, which means they can be twisted together, dyed and then used to produce cloth in the weaving stage.

Overall, the diagrams show that the cocoon stage of the silkworm can be used to produce silk cloth through a very simple process.

(164 words)

3. Map

1

The map shows us the development of the Chorleywood village during the years from 1868 to 1994.

Tracing back to the period of 1868 to 1883, there were only two main roads built in Chorleywood. One extended roughly from the south-west to the north-east, and the other from the south-east to the north-west. These two roads stretched across at the north-west part of the Chorleywood Park and Golf Course. At that time, only a small village lay on the west of the park, with the main road nearby.

In the following 40 years, 1883–1922, a large area along the main road was exploited beside the small village. Chorleywood Station was built there and put into use after the railway finished its construction in 1909. Since then, the development of the village became faster. From the years 1922–1970, two larger areas were opened up along the railway and the main road respectively. At the end of the 1960s, the villages of Chorleywood mainly lay in the south-west.

However, the development started spreading to the east after the motorway was built in 1970. The motorway was located in the east of Chorleywood Park. It extended from the north to south, intersecting one of the main roads and the railway. Until the end of 1994, five more areas were built into villages along both sides of the motorway.

(228 words)

2

The map shows two proposed locations for a new supermarket for the town of Garlsdon.

The first potential location (S1) is outside the town itself and is sited just off the main road to the town of Hindon, lying 12km to the north-west. This site is in the countryside and would be able to accommodate a lot of parking cars. This would make it accessible to shoppers from both Hindon and Garlsdon who could travel by car. As it is also close to the railway line linking the two towns to Cransdon (25km to the south-east), a potentially large number of shoppers would also be able to travel by train.

In contrast, the second suggested location, S2, is right in the town centre, which would be good for local residents. Theoretically, the store could be accessed by road or rail from

the surrounding towns, including Bransdon, but as the central area is a no-traffic zone, cars would be unable to park and access would be difficult.

Overall, neither site is appropriate for all the towns, but for customers in Cransdon, Hindon and Garlsdon, the out-of-town site (S1) would probably offer more advantages.

(194 words)

II. Writing Task 2

1. One-statement Questions

1

Although some people think that computers have brought us more disadvantages than benefits, I believe that they have overwhelmingly benefited us.

Some people suggest that using computers has brought about a negative effect. They point to the number of people who play computer games for many hours almost every day, causing damage to their health. However, they need to realise that they are focusing on a small minority of people. Most people use computers for their own benefit and to help their companies or society as a whole. People use computers for faster communication. This enables them to make contact with people far away. This allows us to do more trade. It also allows people to keep in touch with loved ones when they are working, studying, or travelling abroad.

Some people note that computers can be used for criminal purposes. For example, identity theft is becoming a major problem that people who make transactions online have to be able to deal with. There is no denying that people have a right to be concerned about security when they conduct online banking transactions or make purchases online, but banks and companies have invested a lot of time and money in security systems to prevent problems. Identity theft usually takes place when people supply confidential information in response to spam emails. The appropriate response is to make people aware of the methods used by criminals rather than blame computers for the problem. If identity thieves were not using computers to commit crimes, there is a good chance they would be trying to commit crimes in other ways.

To conclude, computers have brought us problems, but these problems are more to do with the way we use them. We need to use computers sensibly and take full advantage of the possibilities and benefits they provide.

(303 words)

2

In many countries, television has become a part of everyday life. I believe that it has certain drawbacks, but these are far outweighed by the advantages television brings us.

Some people say that television fails to provide people with enough mental stimulation. In my opinion, this depends on what you watch. There are plenty of well-made programmes that provide viewers with information on such diverse topics as history, geography, science, medicine, foreign languages, and economics. There are also programmes that tell people about current affairs and the cultures of faraway lands. If demand for these programmes increased, then more television companies would make them.

Some people continually make the point that television can cause problems for people's health. In particular, watching too much television has been linked to obesity and its associated problems. Just because there is a TV set in your home, it does not mean that you have to watch it constantly. People love to blame television for making people lazy, but in my opinion, this is misleading. People need to be mature enough to make decisions for themselves. If a person is unwilling to make those decisions, we should be blaming those individuals rather than television. There are millions of people who have TVs at home yet continue to enjoy playing sports and doing exercises.

Other people believe that television itself may be good, but that some programmes show excessive violence or other unsuitable images that could have negative influences on young people in particular. I agree with this point and think that we need to be firmer about what can be shown on television when children and young people are likely to be watching. Having said that, nowadays it is easy for youngsters to find violence on the Internet and watch violent films on DVDs. Parents need to take more responsibility for what their children watch and supervise them accordingly rather than simply blaming television.

In conclusion, I believe that the advantages of television far outweigh its disadvantages. We need to be more aware of how the decisions we make affect our lives rather than trying to use television as a scapegoat for any problems that arise.

(361 words)

Most countries around the world have, at some time, had compulsory military service for young men. This has fallen out of favour in recent years since many people object to doing military service, so young women were generally exempt from it because there is a trend towards fully professional armies. However, many people believe that an alternative is to have young people engage in unpaid community service after leaving school. I believe that this is generally a good idea, but that it does have drawbacks.

The main advantage of community service, in my opinion, is that it teaches young people that they are part of a society and that societies need to work as a whole. Community service could involve caring for the elderly, which would hopefully lead to greater respect for them as well as a greater understanding of young people by the elderly. Another form of community service could involve helping the homeless, showing young people how they can help those who are less fortunate than themselves.

Another key benefit would be that young people would hopefully learn skills that would be useful to them in later life. Community service could involve working on environmental protection projects, such as recycling waste and helping with wildlife protection. Given that more attention is being paid to the environment, these skills should be useful in the future.

The main disadvantages of community service would be the cost of setting up such schemes and the fact that young people would enter full employment a year or two later than they otherwise would. The latter disadvantage is offset by the fact that young people would learn skills that are useful for their future employment whilst undertaking community service. The financial cost could be balanced by the overall benefit to the economy of having better trained young people. Crime rates amongst young people would be likely to fall and environmental projects would contribute to a better society.

In summary, I believe that the benefits of having young people undertake community service would far outweigh the disadvantages.

(341 words)

4

Many people blame the increased violence on television and in films for the increasing number of crimes in society. They believe that it is up to the government to take action to censor violence in television programmes and films. I generally agree that violence shown on television and in films could be one of the reasons for increased violent crime and needs to be controlled, but that it is not only the responsibility of the government to do this.

The problem with violence on television and in films is that it can have an adverse influence on some people. Some might think that violence is an acceptable way of getting what you want in modern society. This is true of adults, but children are far more impressionable. Therefore, I think that one thing that should be done is that violent programmes should only be shown after a certain time in the evening. Another thing that should be done is for the most violent scenes to be taken out before the programmes are broadcast. The government also needs to be firmer about the ratings that films containing violence receive and thereby prevent young people going to see them at cinemas.

However, these measures will not be able to solve the problem completely, since nowadays it is relatively easy for people to download films and television programmes from the Internet and to see them at home on DVDs. This is where parents need to take more responsibilities and make sure that they know what their children are watching. Adults can also be more responsible about what they watch and set an example for their children. If people become less interested in watching violent programmes, fewer will be produced.

To conclude, violence on television and in films may be partly responsible for increasing violent crime. Therefore, the government can and should take measures to reduce the amount of violence we can watch in films and on television. However, we need to take some responsibilities ourselves and also stop placing all the blame on film and television programme producers and think about what we watch. We also need to remember that violent crime is the result of many factors, not only violence in films and on television.

(373 words)

In recent years, the amount of construction has increased significantly as new land is developed and as old buildings are demolished in favour of modern ones. Some people hold strong opinions about the particular style of the buildings that should be built. I am not one of these people, and I think that it would be best if we had a variety of architectural styles.

It is inevitable that many old buildings will be demolished. One reason is simply that they are old and unsafe for use. Another is that the land they are on is valuable and can be better used for tall buildings that provide much more space whilst occupying relatively less land. Thirdly, the buildings may simply have outlived their usefulness. The architects who design new buildings to replace these old ones need to take several factors into account. Two key ones are the purpose of a new building and whether it will fit in with its surroundings. If the architect places too much emphasis on the style, the building may not fulfil its purpose well. If the building is designed in a completely different style to surrounding ones, it may look out of place.

Old buildings were designed for different purposes than are required of buildings today. This means that the interior of modern buildings will almost inevitably be of a different style to traditional ones. However, architects are generally good at incorporating more traditional styles to the outside of modern buildings. For example, in Vietnam some modern office blocks have a traditional-style roof. This mixes modern functionality with a traditional style.

I think that architects are becoming more concerned with producing buildings that look distinctive and that this is generally a good thing. When I travel through a city, I do not want to see buildings all in one style. I prefer to see a variety, which I think makes the city look more vibrant and dynamic.

In conclusion, I do not think that buildings should be constructed in a single style – traditional or modern – but that a mix of styles is most appealing.

(350 words)

6

One of the main reasons that most parents aim to make money is to provide their children with the best possible start in life. However, many people question whether children raised in wealthier families are really much better off than those brought up in less wealthy ones. I think that most parents' beliefs are well founded and that children from better-off families are better prepared for life.

The main argument presented by those who think children from wealthier families might not be better prepared for life is that such children often have things provided for them without having to earn them. This encourages the children to believe that getting things in life is easy, which is often not the case. On the contrary, it is claimed that children raised in less wealthy families learn that things need to be earned and that choices need to be made when there is not enough money for everything.

Whilst this may be true, it is clear that in most societies wealthier parents can buy better education for their children. It is hard to disagree with the suggestion that going to a better school gives a child a better chance of getting admitted to a better university and consequently provides them with a better chance of finding a good job in the future. A brief glance at the biographies of the world's business and political leaders is sufficient to prove this.

On the whole, I believe that children from wealthier families are indeed better prepared for life than those from less wealthy ones. Whilst there are examples of children from wealthy families that have not succeeded in life and cases of children from less well-off backgrounds becoming successful, these are still not the general rule.

(291 words)

7

Nowadays, many people are becoming convinced that advertising is more concerned with encouraging bulk purchases than with encouraging the production of quality goods through competition. In my opinion, it depends on the type of goods being advertised.

Advertising can be viewed from two standpoints. One is that it informs consumers and thereby promotes competition between producers and service providers. The other is that it is primarily concerned with getting people to purchase items that they would not otherwise buy. I believe that the truth lies somewhere between the two.

Some kinds of advertising clearly encourage bulk purchases, in particular through offering consumers “two for the price of one”, offering large containers at a lower “per litre” or “per kilo” cost, or through offering substantial discounts for purchasing several of the same item at once. Such items could include everyday household items such as washing powder or items that are regularly consumed more than one at a time, such as cans of beer. In fact, many stores successfully specialise in supplying goods in bulk to individual consumers. The idea is that people will consume more quickly if they have many of the item at home rather than having to go out and buy the item singly every time they need it.

On the other hand, some products are not advertised for bulk purchase. This is especially true of items that are particularly expensive and/or items that a person is unlikely to need more than one. Examples of such products include watches and cars. Advertisements for such products are more likely to stress the quality of the product than its price. Advertisements for cars in a similar category are more likely to focus on the cars’ qualities than their prices, since most people will not simply go for the cheapest car, but for one that meets their expectations in other ways.

In conclusion, I think that advertisers take into consideration the market for their products when advertising and decide accordingly whether they wish to focus on selling in bulk or on competing on the basis of the quality of their products.

(349 words)

8

For a person like myself who has lived abroad for a long time and learnt foreign languages, this is a very interesting question. In this essay, I will give examples from my own experience which show that learning a language well does not depend on learning about the culture and lifestyle of the people who speak it, though I do believe that such knowledge can help in the language learning process.

At schools in many countries around the world, language teachers develop lessons and use materials that teach language and introduce the culture and lifestyle of countries where that language is used. A perfect example is “Family Album USA”. These materials help students to see how the language they are learning is used in real-life situations. This often inspires students to learn a foreign language. These materials also help to introduce vocabulary that students can later use when discussing different topics.

Sometimes, however, the materials purport to give information about countries where the foreign languages are spoken and claim to give information about the lifestyle and culture of the people living there, but in fact they do not. I have noticed this in many countries. For example, these materials often state that most Englishmen walk around with umbrellas and wearing hats. This may have been true for many Englishmen some decades ago, but it is quite funny when people suggest that it is still the case. Clearly, what has happened is that the materials used by students have not been updated.

One result is that some students learn English or other languages to a very high standard whilst knowing little or nothing about the country where the language is spoken or about its culture and the lifestyle there. I do not think that this is a big problem. When students eventually get the chance to visit a country where the language they have learnt is spoken, they can get their facts in order and sort out any misconceptions.

In conclusion, I think that it is certainly very useful to learn about the culture and lifestyle of a country where the target language is spoken, but it is not essential.

(359 words)

2. Two-statement Questions

1

It has been long recognised that when people who speak different languages meet, misunderstandings may occur. Clearly, a common language helps make communication and understanding easier. However, many people believe that if a common language were used, this might lead to a loss of cultural identity since language and culture are strongly connected.

I think that the first point of view is becoming outdated, in the sense that English is being adopted as a common international language. However, there is no reason why this should mean that other languages are not used. If people who speak different languages decide to use a common language other than English, that is their choice. The most important thing is that they agree on which language to use. Nevertheless, English is likely the most common language to be adopted since it is the native tongue of so many people and, more importantly, it is being learnt as a second language in almost every country.

I am not convinced by those who argue that the use of a common language, such as English, leads to a loss of culture and identity. Cultures are not things that remain constant over years. They change. I do not see French culture disappearing as young

French people use certain English words in their everyday lives. I do not see Vietnamese culture collapsing as an increasing number of Vietnamese people learn English.

In conclusion, the use of a single common language has advantages, but I do not think that it is necessary to impose a particular language on everyone. I disagree with those who claim it leads to a loss of culture and identity. People have shown for centuries that they can use a common language other than their own without losing their cultural identity.

(295 words)

2

People all over the world want the best for their children, naturally. However, many are pessimistic and believe that the lives of their children's generation will be worse than theirs, while others are more optimistic. Both sides can draw on countless examples to support their cases.

Pessimists most often point to wars, the environment and loss of a community spirit to support their argument. We are supposed to be more knowledgeable than our forefathers and we are supposed to learn from history, yet it seems that we cannot stop fighting wars that kill untold thousands of people every year, injure countless more, and cause distress to an even larger number. Also, as our economies develop, we cause more pollution and use up more of the world's finite resources. Many of the wars and power struggles going on in the world today are a direct or indirect result of the need for resources. The pessimists also point out that our societies and even our families have become less cohesive, as people struggle to cope with challenges of life.

Those who are more optimistic point out that many problems that existed in the past have been reduced and further positive developments will surely take place in these fields. They point to medicine, which has provided cures for many diseases that killed numerous people only a few generations ago. The optimists also note that, although starvation still happens in certain parts of the world, it is nowhere near as common as it once was. Food supplies are generally stable and distribution systems are generally good, even in many remote areas.

Personally, I am optimistic that further developments in science and technology, as well as greater understanding on the part of people, will lead to a better future for our children's generation.

(298 words)

3

Discussions about humans and their relationship with animals occur on several different levels. One debate concerns the use of animals in scientific experiments. Certain animals are sometimes used in order to assess the effect of medicines and cosmetics on humans, but to what extent are they necessary?

The most common argument against such experiments is that they are cruel. Cruelty suggests that animals used in the experiments undergo some kind of pain, discomfort or deformity. This is understandably upsetting to many people who imagine the rabbit, mouse or frog that they had and cared for as a child has to endure such things. Most experiments that were carried out on animals do not now require a live animal for realistic results. Results and conclusions can be obtained by using tissue grown from cells or, in the case of genetic experiments, using hair or blood samples, which can be gained with little or no discomfort.

Another argument used by opponents of animal experiments relates to the type of experiment. I find myself in complete agreement with them with regard to experiments for cosmetic purposes. I cannot think of a single item of toiletry which would justify pain or death of an animal. However, there are some medical experiments which need to be done on animals prior to being introduced to humans. In such cases, I do believe that human life is more valuable than the life of a lab rat.

Personally, I am for experiments on animals only for medical reasons where alternative sources of materials for the experiments are inappropriate or useless. Scientists should take care to conduct experiments with due care and regard for the animals they are using. Ideally, there should be a body to monitor such experiments, paid for by the companies and organisations conducting them.

(299 words)

4

People sometimes disagree on the purpose of museums. My personal opinion is that museums should, and can, provide a worthwhile educational environment for visitors as well as being attractive and entertaining for young people – indeed for people of all ages.

People who view museums as a place to educate are not wrong to focus on this aspect of a museum's work. Museums provide exhibits so that people, whether casual visitors or highly educated specialists and scholars, can find out information and learn from it. Museums also

employ knowledgeable people in the fields of history, geography, art, science, and many other fields. This knowledge resource is, again, useful to all people who use museums.

People who believe that museums should be places that attract and entertain also have a good point. If museums fail in this aspect, ordinary people may well question whether museums are worth having and museums might find it difficult to get funding, whether from the government or from other sources, as a result. It is also important to remember that young people nowadays have many things competing for their attention. If museums are to compete with the likes of computer games and comics, they have to offer exhibits that are entertaining and attractive.

My own experience is that many museums are achieving this aim very well. Nowadays, acclaimed museums offer visitors the chance to get "hands-on" with reproductions of exhibits, in much the same way that zoos allow visitors to hold less dangerous animals. This allows museums to fulfil their traditional role of providing an educational environment whilst also attracting people, particularly young people, who might otherwise not go to them.

In summary, I think that museums can easily combine an educational environment with an entertaining one that attracts young and not so young alike.

(299 words)

5

In this essay, I will examine why some people think that the government should decide which subjects students study and why other people think that students should be allowed to study whichever subjects they choose.

Those who believe that the government should choose which subjects students study point out that individuals often do not have a wide enough view of the economy to know which kinds of people with which kinds of qualifications will be needed in the future. The government, meanwhile, has access to masses of information and statistics on this subject and also employs many experts to predict which kinds of people will be needed. For example, many countries are reporting that they will not have enough scientists in the future. If the government chose which subjects people could study, the number of scientists in the future would be assured.

Opponents point out that whilst the number of scientists (or the number of any other group) would therefore be guaranteed, the quality of such people would not. If students are forced to either study subjects selected for them by the government or not to study anything, it is likely that some people will study a subject even

though they are not good at it and, possibly more importantly, have no interest in it. Such people are unlikely to perform well in their future jobs.

I think that certain subjects are necessary for almost every kind of work and should therefore be compulsory for all students up until a certain level. For example, in Britain, mathematics and English are compulsory up to the age of 16. Other subjects should be left to students to decide on for themselves. If there is a shortage of people with certain qualifications, the job market should reward those people with greater salaries. This should result in able people seeking jobs in those areas.

(310 words)

6

Many people like to help others. Some like to give their help directly to those that need it whereas others prefer to donate money to charitable organisations. I believe that giving directly is better and will outline my reasons below.

One of the problems with giving money to charitable organisations is that you often cannot be sure where that money is actually going. Inevitably, some of the money goes towards administration costs and some money might even be wasted on projects that prove too ambitious or badly organised. However, if you provide help directly, either by doing some work or by donating money, you can be fairly certain that your help is going to people and communities that truly need it.

Another problem is that national and international organisations may not be good at judging which communities need the help most. They may allow political or personal considerations to interfere with their judgement. For example, some charities – particularly religious ones – usually help certain communities.

One advantage of giving to a national or international organisation is that you do not have to make any physical contribution or give up your time. This is very attractive to those who prefer a more “hands-off” approach to helping others. It also means that charitable organisations are not flooded with well-meaning people who lack the skills to help a charity with its work and who then have to be trained – which in itself takes time and money.

To conclude, I think that providing help directly is better than doing so through organisations, even though giving to organisations has its advantages too.

(266 words)

3. Advantage-Disadvantage Questions

1

In many societies, people are shopping less out of the necessity of buying things they need and more as a leisure activity. This is probably a result of having a higher disposable income, the fact that many items are relatively cheap and that they are being encouraged to do so by advertising. This can have several effects on individuals and on society.

One effect is that individuals buy many items they do not really need. They buy things because they are fashionable to have rather than because such items have a practical use. This may make people more materialistic. They often want items for the sake of it or because someone else has them. Second, people keep things that they buy for a shorter time. This is particularly true with clothes. People buy clothes, wear them a few times, and then throw them away and buy new ones. Since many items of clothing are cheap, they can afford to do so. This creates an environmental problem, since more waste is being produced. It means items need to be recycled or disposed of by burning (creating pollution) or by burial at landfill sites.

Another effect is people spend more money. This is often greeted by economists since it helps the economy grow. Increased shopping creates business, increases trade and provides jobs within the retail industry. However, it can also cause people to save less for their future, particularly for their retirement when they will almost certainly have lower income. It can also create trade deficits if the majority of items are imported rather than produced in the country where they are sold. This is the situation in Britain and the USA.

To conclude, shopping as a leisure activity affects society and individuals in many ways. Some of these are beneficial and others are not. I think that "moderation" is the key word. People should be given the freedom to shop if it is something they enjoy, but they should also be aware of the consequences of shopping on their financial status, the environment, and the economy.

(346 words)

2

The fact that modern communications and technology have enabled us to conduct a lot of tasks face to face is having several effects on both individuals and society as a whole. In this essay, I would like to assess a few of them.

Most people would agree that using modern communications and technology makes conducting transactions more convenient. I believe that this is true to a certain extent. It certainly saves time if, for example, you can perform transactions online – such as banking and shopping. It also allows for greater trade over long distances, since businesspeople can communicate with each other by using e-mail, the telephone, and video conferencing. Problems arise when the technology does not work as well as it should. Sometimes, Internet connections do not work well, due to technical problems or natural disasters like storms or earthquakes. In non-routine cases, such as making complaints, people also tend to value face-to-face communication. The convenience of using technology is not, therefore, an overriding factor.

Many people are worried that, as we conduct an increasing number of transactions using machines rather than on a face-to-face basis, people will become more alienated from each other, leading to an increasingly impersonal society. I do not think that this will happen to the overwhelming majority of people. Almost all people value contact with other people and will continue to do things face to face with others. We can see this in our society now. Even though people can do their shopping online, most people still go to shops themselves. Most business meetings take place face to face, with people flying around the world to attend, even though these meetings can happen without the participants physically being in the same room.

To conclude, I think that modern communications and technology generally make our lives more convenient, but we will continue to value face-to-face interaction, particularly in non-routine or unusual circumstances. I also do not believe that this modern way of doing things will alienate people from each other.

(335 words)

Almost everyone is convinced of the advantages of international trade. There are, however, disadvantages. Nowadays, when the environmental issue is high on the global agenda, some people begin to question whether its advantages outweigh its disadvantages any longer.

The main advantages of international trade are that they allow people to purchase a wider variety of products than would otherwise be available to them and that these imported items are often cheaper than those produced domestically and/or of better quality. International trade also allows countries to import and export technologies from and to other countries, facilitating the spread of human knowledge.

One of the key disadvantages of global trade is that items need to be transported thousands of miles around the world. Whether these items are transported by land, air, or sea, their shipment requires substantial amount of fuel, which at present is almost always fossil fuel, either oil or coal. This produces large amounts of pollution, which damages the environment. Some people believe that this drawback outweighs the advantages of global trade, particularly those people who believe that the release of carbon dioxide into the atmosphere from the burning of fossil fuels is responsible for global warming.

On the other hand, this massive business of global transportation of goods from one country to another is a major source of employment in most countries. It provides jobs not only for those who actually transport the goods, but also for those who load and unload them. It is also a major source of income for governments in the form of excise duties.

Overall, I think that the advantages of global trade outweigh the disadvantages of transporting goods over long distances. Whilst there are alternative sources of energy, these are not currently suitable for use in the transportation of goods in bulk internationally. Consequently, any restrictions on using these fuels for this purpose would inevitably mean a reduction in international trade.

(317 words)

4. Cause-Effect / Solution Questions

1

If such figures are correct and there is a rising trend in crimes committed by young people in cities, then there are several possible reasons for this and consequently there are several solutions. It is unlikely that only one reason exists for such a trend and therefore it is equally unlikely that there is a single cure.

Many people suggest that a lack of discipline may be to blame. There has been a trend in many Western countries towards a culture of trying to explain and even excuse bad behaviour rather than actually dealing with it. It is the opinion of many that people who commit crimes are often provided with too much understanding and too little punishment to dissuade them from such behaviour in the future.

The fact that the higher crime rates amongst young people are most alarming in big cities suggests that there is a problem with the environment there. Perhaps it is because of large numbers of people present in such small areas. It may also be due to lack of facilities (for example, sports facilities) for young people. Drug use is also much severer in cities and this is a crime in itself as well as leading to other crimes, such as theft, in order to raise money to finance drug taking.

Solutions to these problems could include the provision of more facilities to provide alternative outlets for young people. This could be done as part of the education system, having clubs at schools for young people to join. It would be expensive and involve increased taxation. We could also bring back discipline into our homes and into our schools (which would cost little), or even reintroduce compulsory military or community service for young people.

In conclusion, with regard to this problem, we need to consider a diverse range of factors rather than just blaming one, and we need to be open to measures that may add to our tax bills rather than only seeking the cheapest solution.

(334 words)

It is still unusual for many women to hold high positions in politics and business despite the fact that most societies believe that sex equality is correct. I would like to suggest a few ways in which the situation could be improved.

To do this, we need to look at why women do not reach high positions. One clear reason is that many men have sexist attitudes towards women, believing them to be inferior. To be fair, most men are hardly aware that they hold such attitudes. They blurt out sentences like "That job is not really suitable for a woman", without realising they are being sexist. Some people think that punishing or embarrassing men for making such statements would work. I am not convinced. I think a more gentle approach, pointing out that women can do any job, would be more effective.

The attitudes held by many men stem from the biological fact that women give birth and naturally take more responsibility for looking after a baby during its first few months. This may lead to an interruption of a woman's career. This is tough on women competing for higher positions with men. Several things can be done, and indeed have been done in Britain and other countries. For example, companies can provide facilities for babies at the workplace, allowing a mother easy access to her child with minimal disturbance of the work routine. Thus, mothers can get on with their careers without sacrificing the maternal bond with their babies. Recent legislation in the UK allows fathers to take paternity leave, which allows mothers to go to work.

Another reason that women often fail to get to the top position is that from childhood they are brought up to believe they should do certain jobs and not appear "bossy". Girls who show signs of being as ambitious and career-minded as men often find themselves subjected to ridicule. Stopping this and ensuring that children of both genders are treated equally, without preconceived ideas of what a "woman" should be, will help a lot.

Many people believe that one way forward is to have quotas for women in top positions. This, however, has met with opposition from men who claim that the best person should get the top job and also from women who do not want to be part of a quota, but want to be promoted on their merits. I think that the measures I have outlined above can succeed, though admittedly only in the long term. It will be a while until women rise through the ranks to take a much higher proportion of top jobs in politics and business.

(441 words)

3

I think that the elderly are not as respected as they once were in society. I believe that there are a variety of reasons for this and will examine those that I consider to be the main ones in this essay, including a brief analysis of the effects that a lack of respect for the elderly can have on society.

One reason that the elderly are not as respected nowadays is that many young people think that elderly people are incapable of doing many things. I think that this is a very unfair judgement, especially since it seems to be based almost entirely on the suppositions that the elderly are unhealthy and are not familiar with modern technology. The fact is that, as well as living longer, people are also living more healthily in their old age. Many elderly people participate in light sporting activities and it is not uncommon to see them running marathons. Few elderly people are able to do intricate work with computers, but many of them can use basic programs and functions, such as e-mail. One result of this unfair judgement is that a lot of younger people do not believe that elderly people are capable of doing useful work. This has been disproven by numerous companies in the UK, some of which actively seek elderly people for their better interpersonal skills.

Another reason why the elderly are not as respected as they once were is the general lack of respect shown by a great number of younger people nowadays towards their elders. This does not only affect the elderly, but is a more serious issue with that age group. There has been a change in the way that people interact in society. It is hard to give a precise reason or set of reasons for this, but it probably has something to do with the increasing consumerism and individualism. People appear to become more selfish in their interactions with others. As far as the effects regarding the elderly, I think that this will lead to a widening generation gap which has always existed.

In conclusion, there are many reasons why the elderly are not as respected as they once were and this is having numerous effects on society as a whole.

(378 words)

4

Whilst there are numerous reports of poor behaviour in schools across the country, I think that we need to maintain a sense of perspective and remember that it is only in a small minority of cases that the situation is severe. In this essay, I shall examine the main reason for poor behaviour, in my opinion, and consider how the situation could be improved.

I think that the main cause of poor behaviour in schools is boredom on the part of students. Their classes are not interesting enough and the things that they are expected to learn about have little relevance to their current or future lives. When children and teenagers get bored, they are far more likely to misbehave. Perhaps unsurprisingly, they tend to believe that something boring and/or irrelevant is not worth their time and energy, so they begin to “play around”, causing disruption to the class.

Reducing this problem is, therefore, a matter of making lessons more interesting and relevant. There are many teachers who manage to hold the attention of the least able and worst behaved students. Schools should band together and allow these particularly able teachers to go to different schools and show other teachers how to make their classes more interesting. The issue of the relevance of the curriculum is something that needs to be dealt with on a national scale. For example, instead of spending so much time teaching students mathematical formulae that they will almost certainly never use in their everyday lives, time should be spent teaching them how to calculate interest on mortgages or how to calculate their taxes.

In conclusion, reducing the amount of poor behaviour in schools is something that can be achieved if teachers and the government put their minds to it.

(294 words)

5. Complex Questions

1

It has often been said that we live in the Information Age. Most people in the world can receive information about events far from where they live, by radio, television or the Internet. How much can we really trust this information and what qualities should the people who give us the information have?

One of the first things that people need to consider when deciding whether or not to believe news stories is the source. Certain news organisations have reputations for presenting news reasonably objectively, whereas others are obviously biased and/or

under the control of governments or organisations which seek to manipulate the media. If a news organisation (almost) invariably supports or opposes a government or group, its objectivity should be called into question.

A more difficult thing that recipients of information need to do is not so much separate fact from fiction, but fact from opinion. In an age when people can easily take quality photographs with cheap cameras and spy satellites can provide evidence from many miles above the earth, it has become hard to deny an accident that has happened or other facts. Rather than deny clear facts, which would only reduce the credibility of journalists and news providers, these same journalists and news organisations seek to influence us with allegations and opinions. These allegations and opinions are often not clearly separated from facts, which can lead to the spread of misinformation.

Journalists should be reasonably objective, though complete objectivity will be difficult to achieve, as everyone has his or her own opinion and standpoint. If a journalist clearly takes a side on an issue and states this openly, people can decide whether to accept the ideas or not, knowing that the opinion is slanted. Journalists need to be investigative, seeking out information and opinions to present to readers, listeners and viewers. They also need to be very good with words, expressing their exact meaning, often succinctly.

Generally, I think that we can believe the facts we are presented with, but the problem is what to do when these facts become mixed with allegations and opinions, particularly when those allegations and opinions are not clearly identified as such but are presented as facts in themselves.

(367 words)

2

As many countries have an increasing proportion of people over 50 years old, the question of when it is the right time to retire has become a major issue. Some people think that the retirement age should be lower. Others say it should be raised. Then there are people who think that it should be flexible. In this essay, I will look at the arguments these groups of people present.

People who think that the retirement age should be lower often claim that this will result in more jobs being available for younger people. However, this is not necessarily true. Many younger people are not qualified or experienced enough to take these jobs. There is also the problem that many people would like to retire at an earlier age but cannot afford to do so. Providing additional government support to allow them to retire would be prohibitively expensive.

Nowadays, most people are healthier and can quite easily continue working for longer than people did in the past. Many people enjoy working since it gives them opportunities to meet people and allows them to feel useful. It would be unfair to deny these people the chance to keep working until they wish to retire. On the other hand, if older people prevent younger ones moving up the career ladder, it can cause resentment.

People who support the idea of a flexible retirement age point out that it would allow people to retire when they want to and with a reasonable amount of money to live comfortably on. Unfortunately, flexible retirement is not for everyone, since many people will be forced to retire at a younger age because of the nature of their work and/or their state of health.

Overall, I think that a flexible retirement age is the most realistic. However, I also think that we need to change our attitudes to workers over the age of 50. Many face discrimination because of their age, which is unfair because they often have a breadth of experience and are also able to continue working for many years.

(345 words)

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Mark Griffiths

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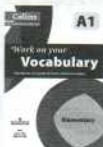













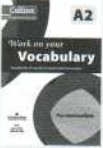






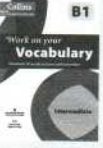









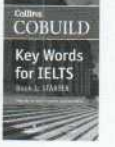






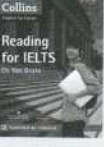
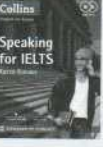



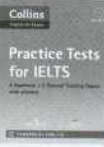
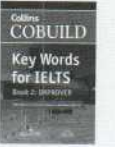











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