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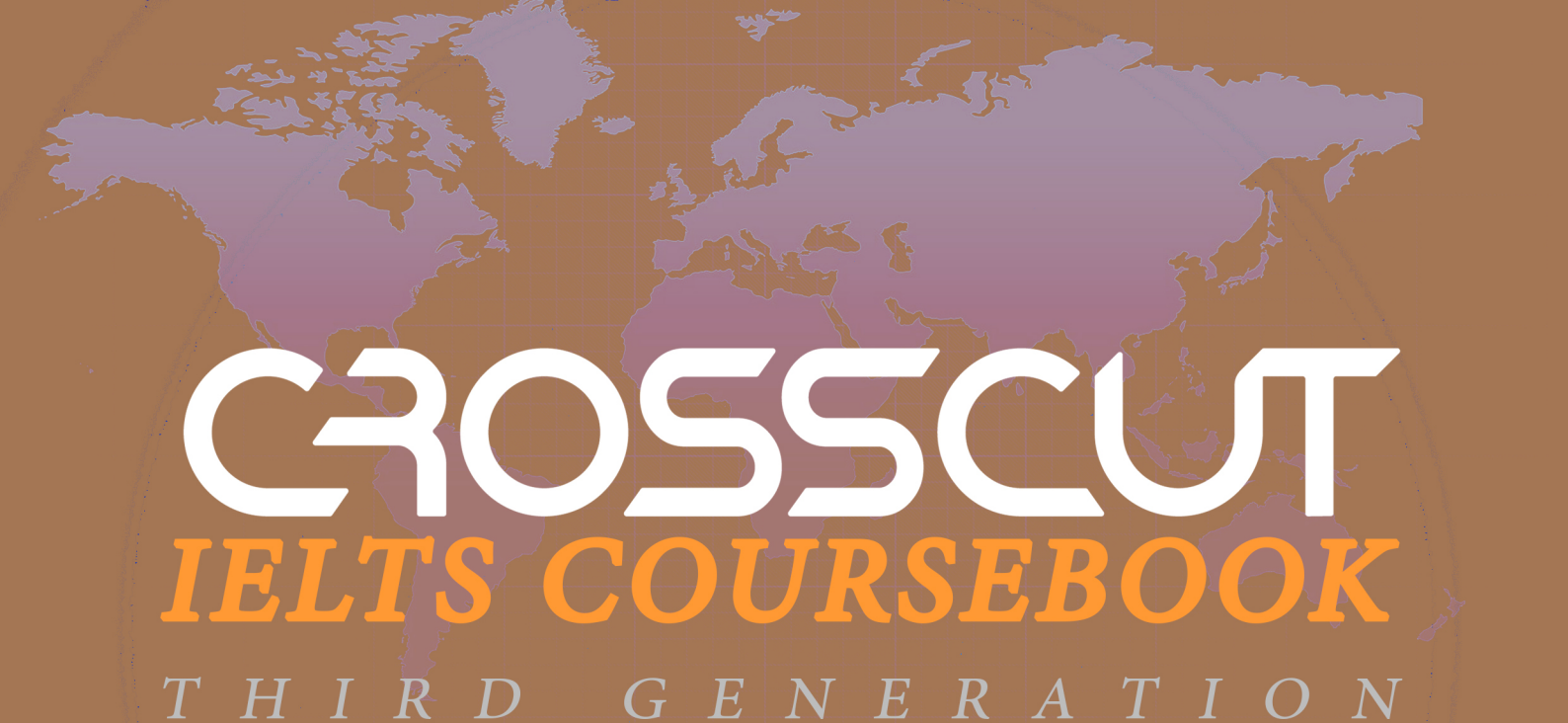
IELTS COURSEBOOK

CONTENT



THIRD GENERATION

● DNI Research Team ●



CROSSCUT

IELTS COURSEBOOK

T H I R D G E N E R A T I O N

The CROSSCUT® IELTS Coursebook "*Third Generation*" series has been authored and compiled of plenty of course books and references. Attempt has been made to select the most authentic and reliant topics from among the newly-published resources during a breath-taking period at Daavari Noandish Institute (DNI) R&D committee.

Once fully authored, the contexts were revised in order to go in line with the foundations of the CROSSCUT® Education System. Hence, it is absolutely *essential* to ask for a written permission in case of copying *in advance* from the CROSSCUT®.

TRY SOMETHING DIFFERENT
DNI Research Team

2022-2026

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TO THE STUDENT

CROSSCUT Education System is among the prominent providers of IELTS training through ESL certified, experienced educators, with a known track record of higher IELTS scores. They have been successfully implementing the Adaptive Training Technology (ATT) and Cohesive Learning System (CLS) to achieve better IELTS results.

We provide experimental effective strategies as well as test materials for IELTS exam from reliable sources to increase your IELTS scores. Test materials that are recommended by Cambridge University, IDP, and British Council. Official past papers of IELTS tests, usually published by the Cambridge University Press, for General and Academic Modules are the ideal sources for IELTS self-practice. To avoid a retest, test-takers should treat IELTS Examination as seriously as possible. We help you achieve higher IELTS Bands through the best IELTS educators collaborating with CROSSCUT Education System.

CROSSCUT IELTS Coursebook *Third Generation* is a comprehensive sought after 3-level course for the learners of Academic and General Training IELTS exams. Its innovative spiraled curriculum integrates IELTS-related grammar and vocabulary exercises, authentic four-skilled lessons and supplementary practice as well as life-skill topics, puts learners in the fast lane for a motivating and successful journey to IELTS band 5+, 6+ and 7+.

This series is organized by an authentic curriculum that is covered in different degrees of intensity and depth at each level.

STRAIT provides intermediate students with target IELTS band scores of 4.5 to 5.5.

When you join this course, you are Limited User exhibiting basic competence, limited to familiar situations. You have frequent problems in understanding and expression, and you are not able to use complex language. During the middle of the course, you become a Modest User displaying partial command of the language, coping with overall meaning in most situations, though you can handle basic communication in the own field, and when you complete the course, you become a Competent User with effective command of the language despite some inaccuracies, inappropriateness and misunderstandings. You would use and understand fairly complex language, particularly in familiar situations typical of Band 5.5 or 6.

IELTS 1 covers the same full range of IELTS exam skills and practice tests, but offers specific strategies to tackle inaccuracies of the students with expanded vocabulary and grammar.

When you join this level, you are a higher Modest User or a Competent User showing effective command of the language despite some inaccuracies, inappropriateness and misunderstandings. You use and understand fairly complex language, particularly in familiar situations. By the end of the course, you become a Good User with operational command of the language, though with occasional inaccuracies, inappropriateness and misunderstandings in some situations. Generally, you would be able to handle complex language well and understand detailed reasoning to obtain IELTS Band 6.5 or 7.

IELTS 2 presents advanced IELTS strategies with more complex practice tests and techniques to enhance 7.5+ Band Scores.

When you start the course, you are a Good User with operational command of the language, though with occasional inaccuracies, inappropriateness and misunderstandings

in some situations, though you may handle complex language well and understand detailed reasoning. By the end of the program, you become a Very Good User, having fully operational command of the language with only occasional unsystematic inaccuracies and inappropriateness. While misunderstandings may occur in unfamiliar situations, you can handle complex detailed argumentation well.

CROSSCUT Education System is not just for IELTS, it is for supporting students, migrants and professionals to improve their English proficiency in General English as well as a range of international tests including TOEFL, GRE, PTE, CELPIP and OET. The results of our students speak a thousand words about our approach, teaching capabilities, and the outcomes.

. . . ENGLISH is the key choose your mentors Wisely

CROSSCUT IELTS Coursebook *Third Generation* consists of the following components:

- **Student Coursebooks** — offering listening, reading, writing, and speaking comprehension practice that integrates grammar and functions in an authentic curriculum.
- **Online Activity Workbooks** — offering totally independent online platform for reinforcement through grammar, reading, writing, and listening comprehension practice tests fully coordinated with the student coursebooks. The activity workbooks also feature dynamic videos in pronunciation, rhythm, stress, and intonation.
- **Elective Companion Program** — extra weekly in-class lessons offering a complete guide, fully integrated with the coursebook to reinforce and settle taught materials in student course books.
- **Teacher's Guides** — providing background notes and expansion activities for all lessons and step-by-step instructions for teachers.
- **Podcast Scripts** — offering official past papers Listening Audio Scripts to boost listening comprehension, and keeps your audio content clear and accurate. It will also serve as a guide that will keep you focused on what you want to listen.
- **Topic-based Speaking Activities** — featuring emphasis on a most-likely IELTS topics or themes for students to improve their speaking skills to memorise and recite, as well as trying improv in English!
- **Online Placement and Achievement Testing Program** — providing tools for the evaluation of student levels and progress.

A

Form	noun + be in the correct form + past participle (+ by/with + noun)	
	Active	Passive
present simple	<i>They grow bananas in tropical areas.</i>	<i>am/is/are + past participle Bananas are grown in tropical areas.</i>
present continuous	<i>They are redecorating the café.</i>	<i>am/is/are + -ing + past participle The café is being redecorated.</i>
present perfect simple	<i>Has anyone peeled the carrots?</i>	<i>has/have + been + past participle Have the carrots been peeled?</i>
past simple	<i>They served the meal in an elegant dining room.</i>	<i>was/were + past participle The meal was served in an elegant dining room.</i>
past continuous	<i>We asked for coffee while they were preparing the bill.</i>	<i>was/were + -ing + past participle We asked for coffee while the bill was being prepared.</i>
past perfect simple	<i>Someone had eaten all the food by the time I got there.</i>	<i>had + been + past participle All the food had been eaten by the time I got there.</i>
will future	<i>We will deliver your pizza in forty minutes.</i>	<i>will + be + past participle Your pizza will be delivered in forty minutes.</i>
be going to future	<i>Overweight customers are going to sue Burgerland.</i>	<i>is/are going to + be + past participle Burgerland is going to be sued by overweight customers.</i>
future perfect simple	<i>They will have harvested all the grapes by the end of September.</i>	<i>will + have + been + past participle All the grapes will have been harvested by the end of September.</i>
modal	<i>You should brush the chicken breast with oil and then fry it.</i>	<i>modal + be + past participle The chicken breast should be brushed with oil and then fried.</i>
modal + perfect infinitive	<i>They should have delivered the groceries by now.</i>	<i>modal + have + been + past participle The groceries should have been delivered by now.</i>
- ing (gerund)	<i>I don't like people telling me what to do in the kitchen.</i>	<i>being + past participle I don't like being told what to do in the kitchen.</i>
Use		Example
When we don't know who does/did something		<i>My groceries have been stolen!</i>
When it's obvious who does/did something		<i>A boy was arrested in town yesterday for stealing an apple.</i>
When it's not important who does/did something		<i>The French bistro is being knocked down.</i>
When we want to emphasise new information or use a formal style		<i>The potato was brought to Europe by Sir Walter Raleigh.</i>

B

Watch out!

- We do not normally use verbs in the passive in the present perfect continuous, past perfect continuous, future continuous or future perfect continuous tenses. Instead, we use a different phrase.
 - ✓ *The restaurant has been **under construction** for four years.*
 - ✗ *The restaurant ~~has been being built~~ for four years.*
 - ✓ *Dave has been **in training** as a chef for three years.*
 - ✗ *Dave ~~has been being trained~~ as a chef for three years.*
- We only normally use 'by' to say who did something when it is important information.
 - ✓ *Margarine was invented **by** a French chef.*
 - ✓ *The best pizzas are made **by** the Italians.*
 - ✗ *Waiter! This steak has been overcooked **by** someone.*
- We usually use 'with' when we talk about the thing used to do something.
 - ✓ *The soup should then be stirred **with** a spoon.*
 - ✗ *The soup should then be stirred **by** a spoon.*
- Some verbs are not normally used in the passive. They include intransitive verbs (without objects), such as *appear* and *die*, and some common transitive verbs, such as *have*, *let*, *lack*, etc.

A

Indefinite article

There are two indefinite articles in English: 'a' and 'an'. 'An' is used before vowel sounds.

Use	Example
Singular countable nouns (when we are not being specific or when we mention something for the first time)	There's a good film on TV tonight.

Watch out!

- Whether we use 'an' or 'a' depends on the sound, **not** the spelling.
 - ✓ The news is on TV in **an** hour.
 - ✗ The news is on TV in **a** hour.
 - ✓ Being in a film was **a** unique experience for me.
 - ✗ Being in a film was **an** unique experience for me.

B

Definite article

There is one definite article in English: 'the'.

Use	Example
Singular countable nouns (when we are being specific)	Where's the DVD you were talking about?
Singular countable nouns (when we are talking generally)	The radio seemed amazing to people at first.
Plural countable nouns (when we are being specific)	I didn't believe the rumours about the prime minister.
Uncountable nouns (when we are being specific)	I followed the advice my lawyer gave me.

Watch out!

- The way we say 'the' changes depending on the sound at the start of the next word.
 - Before a consonant sound (*the media, the USA, the programme*), we pronounce it /ðə/.
 - Before a vowel sound (*the announcer, the actor, the editor*), we pronounce it /ði/.
- We often use 'the' when we are talking about something there is only one of.
 - ✓ **the** sky, **the** sun, **the** moon, **the** Prince of Wales, **the** North Pole, **the** World Cup

C

Complete each sentence using a linker from the box. Two answers are possible for each gap.

nevertheless in spite of having said this despite while even though

- As we have seen, there are many advantages of home schooling.
Nevertheless / , it does not work well for all kinds of learner.
- / the many advantages of home schooling, it does not work well for every kind of learner.
- / there are many advantages of home schooling, it does not work well for every kind of learner.

D

Complete the paragraph using a linker from the box. Two or more answers are possible for each gap.

first of all as for in the case of furthermore
moreover to begin with regarding in terms of

Raising taxes on imports may have both a positive and negative impact on the economy and employment. In this essay, I shall examine both types of effect. (1) First of all, , (2) the economy, it may encourage people to buy domestically-produced goods. The profits would then remain within the country. (3) employment, greater demand for domestic products would create more job opportunities for the workforce. (4) , these new employees would then be able to afford to spend more on domestic consumer goods themselves.

E Structure: underline the correct linker in each sentence. Then answer the question.

- 1 a Many adolescents enjoy taking risks, *so/hence/therefore* the greater likelihood of accidents amongst teenagers.
- b Many adolescents enjoy taking risks. *So/Hence/Therefore* teenagers are more likely to have accidents.
- c Many adolescents enjoy taking risks *so/hence/therefore* teenagers are more likely to have accidents.

In which of the examples above can you use *consequently* or *as a result*, followed by a comma?

- 2 a There are many reasons why we need to be careful with Internet research. A frequent lack of accuracy, *such as/for example*, is a common problem with online texts.
- b There are many reasons why we need to be careful with Internet research, *such as/for example*, a frequent lack of accuracy in online texts.
- c There are many reasons why we need to be careful with Internet research. *Such as/For example*, there is often a lack of accuracy in online texts.

In which of the examples above can you use *for instance*?

- 3 a The influence of foreign television will not transform our culture *as long as/in order to* we take steps to protect our own traditions.
- b *So that/In order to* protect our culture, we must limit the influence of foreign television.
- c We must limit the influence of foreign television *so that/as long as* we can protect our culture.

In which of the examples can we use *so as to*? In which can you use *if*?

- A** Structure: underline the correct linking expression in *italics* indicating 'reason' in each sentence. More than one answer may be possible.



There are numerous reasons (1) *about/why/for* more people are suffering from allergies. First of all, we can lay the blame partly on pollution. Cases of asthma, for example, have risen dramatically (2) *because/because of/due to* poor air quality. The local environment may also be contaminated with pesticides, and (3) *for this reason/the cause of this/because of this*, certain people may be suffering from skin allergies or breathing difficulties.

Secondly, we can probably attribute the rise in allergies to particular products that are sold on supermarket shelves. Many people clean their kitchens with antiseptics (4) *since/as/because of* they believe they must kill all forms of germ. However, this action may actually increase the risk of allergy (5) *since/owing to/on account of* the fact that young children in these households are never exposed to the bacteria that will later provide them with immunity.

- B** Choose phrases below to intensify your opinions.

Example

It is important that *universities should make more links with business.*

It is important that ■ There is no doubt that ■ One cannot deny that
It is impossible to argue against the fact that ■ There is no denying that
It is undeniable that

Look again at the phrases you disagreed with. It is possible to present opinions as belonging to someone else. Choose from the phrases below and add these to the sentences you disagreed with.

Some people think/feel/believe/claim/argue that ■ Other people are of the opinion that
Yet other people put forward the view that

- A** Linking devices can be used to trigger ideas because they mark functions. Use the trigger words below to develop the ideas given.

A *If people migrate to cities, they become* _____.

And so _____.

And as a result _____.

A good idea would be to _____.

By doing this, _____.

B *People spend too much time watching TV.*

For example, _____.

Consequently, _____.

If _____, then _____.

This could lead to _____.

C *The development of tourism often creates negative feeling among local people because* _____.

For example, _____.

The obvious answer is to _____.

Furthermore, _____.



- B** Develop the ideas below by adding your own examples.

For instance, ■ For example, ■ like ■ namely ■ Take, for example, ■ A good example is

- Out of school activities help children develop because they can learn subjects that are not in the school curriculum.
- The focus in education is on grades rather than on learning.
- Travel helps to broaden the minds of children because it helps to bring to life the things they read in class.
- Private education goes very well with state education as it can do things state education cannot.
- Successful entrepreneurs and sports stars should teach in schools and universities since they would provide good role models for young people.

Technique

Illustrate any reasons that you state with examples. Use phrases such as *For example/For instance* and *such as/like as* trigger words.

A Read the questions and introductions below. Match each introduction a–c with one of the questions 1–4.

- 1 All forms of media but especially films and TV programmes should be censored to protect young people. To what extent do you agree?
 - 2 The younger generation are the main driving force behind many of the latest technological developments. How far do you agree?
 - 3 Blogs on the web are very effective ways for people to express their ideas. What is your opinion?
 - 4 The modern emphasis on computers reduces the development of any creative ability. How far do you agree?
- a It is certainly important to make sure that people are protected from harmful material in various media. However, I feel that care needs to be taken in doing so for various reasons.
 - b In some areas, it does appear that computers reduce creativity, but I also feel they can be used as a tool to develop creative ability in many fields.
 - c While the youth of today definitely have an impact on the way new technology develops, there are other factors involved.

Technique

Keep your introductions short. Write only one or two sentences.

B Read the statements below and in each case contradict them. Begin by using one of the following expressions in the box.

Nevertheless, I feel ... ■ However, I think ... ■ Personally, I believe ...

- a Many feel that young people today have much more influence in the world than past generations.

- b According to some people, older workers are just as equipped to deal with the modern world as young people.

- c Some people feel that modern advertising encourages a negative view of older people and older workers.

Writing conclusions

- A** Read the two Task 2 questions below. Then decide which question each sentence a–g relates to. Write 1 or 2 next to each sentence.

1 *Pollution from aircraft is one of the main factors responsible for global warming. What measures could be taken to reduce this source of climate change?*

2 *When a country becomes richer, the natural environment suffers. It is not possible for a country to both develop its economy and protect the environment. To what extent do you agree or disagree?*

- a This means that in the short term we will just have to accept paying higher prices for flights and travelling less.
- b In conclusion, I do not agree that developing a country's economy has to involve destroying the natural world.
- c If this type of eco-friendly business is encouraged, then there is no reason why a healthy economy and a healthy environment cannot exist together.
- d All in all, I feel that imposing higher taxes on airlines is unavoidable.
- e It is true that some businesses move into new areas with no regard for their effect on the environment.
- f We can certainly investigate ways of making aircraft technology cleaner, but we do not know how long they will take to develop.
- g However, there are many examples of local businesses which depend on and support the local environment.

- B** Your conclusion must be clear but you need to avoid making claims that sound too strong. One way to avoid this is to talk about possibilities using the phrase *There is no reason why* + negative. Read the example then change sentences a–d in a similar way.

Example

A healthy economy and a healthy environment can exist together.

There is no reason why a healthy economy and a healthy environment *cannot* exist together.

- a Local eco-friendly businesses can be successful.

- b People could take more holidays at home instead of always flying abroad.

- c People could travel by fast train instead of taking short flights.

- d Governments should give special financial support to eco-friendly business people.

Technique

Always write a conclusion to your answer. The conclusion needs to reflect the introduction and summarize the contents of the essay very briefly. It states your opinion, if necessary, or your most important idea, and reminds the reader of how you argued in favour of it.

A Complete each sentence a–f with a word from the box.

help ■ difficult ■ interfere ■ benefits ■ ideal ■ enable

- a These devices bring a number of _____.
- b The main one, in my opinion, is that they _____ people relax, for example, while they are studying or working in cafés or on trains.
- c Some people find it _____ to do so when it is completely quiet outside their homes.
- d So these devices _____ people to relax and create a familiar environment.
- e Sometimes, however, they do _____ with others if the volume is too high, hence the quiet zones in many trains.
- f Nevertheless, laptops, etc are _____ because they allow people to do things where they want to rather than being restricted to working at home.

B Complete the paragraph with words from the box.

even if ■ likewise ■ for example ■ though ■ consequently ■ and ■ although

The main drawback is, in my opinion, quite obvious. Take, 1 _____, people of all ages who are travelling on trains nowadays. 2 _____ they are reading, they are plugged into the radio, talking on their mobiles, or listening to music on their MP3 players. 3 _____ others are playing games, watching a film and working simultaneously, even 4 _____ they have friends next to them to talk to. 5 _____ this allows people greater freedom and flexibility 6 _____ takes away the boredom of the journeys, people are becoming more and more isolated in their own worlds. 7 _____ the art of communication is being lost.

C Using advantage and disadvantage vocabulary

Nouns can be used to express advantage and disadvantage. Complete sentences a–g with words from the box.

benefit ■ problems ■ opportunities ■ chance ■ handicap ■ drawbacks ■ gain

- a Not knowing a foreign language has its _____, such as when one tries to make contact with people in other countries.
- b Visiting other countries gives people the _____ to experience cultures first hand.
- c The financial _____ to any nation exceeds all other benefits.
- d If people take time to find out about the country they are travelling to, they will face fewer _____.
- e These days, not having access to the Internet to find out what is going on is a serious _____.
- f Cultural exchanges offer enormous _____ to the nations that are involved.
- g Being culturally aware is of great _____ in business.

Verbs such as the ones used below can be used to indicate advantages and disadvantages. Complete the following sentences in your own words.

- a International arts festivals *encourage* _____.
- b Lending artworks to other countries *improves* _____.
- c Films and concerts *enhance* _____.
- d To *enable* children to value their heritage, _____.
- e Personal links can *benefit* _____.
- f Ignorance of other people's traditions can *hinder* _____.
- g To *prevent* countries falling out with each other, _____.

D Using complex sentences: Concession

Complete sentences a–e with words from the box.

nevertheless ■ however ■ despite ■ although ■ but

- a _____ listening to music on an iPod is very pleasant, it is not as good as a live concert.
- b Documentaries are invaluable sources of knowledge. _____, they need to be entertaining as well as informative.
- c _____ the large numbers of tourists, ancient buildings and temples are still inspiring places to visit.
- d Sculptures can make gardens and public spaces attractive. _____, they are expensive to look after.
- e Arts exhibitions show the public artefacts they would not normally see, _____ at a price.

Technique

Use nouns, verbs and adjectives, such as *benefit* and *drawback*, which express advantages and disadvantages as trigger words to help you plan.

E

In some countries, young people are encouraged to work or travel for a year between finishing high school and starting university studies.

Discuss the advantages and disadvantages for young people who decided to do this.

Before embarking on college many young people are advised that a year working or travelling may be a good option. This essay will suggest that saving money is the biggest advantage of this and a reduced motivation to study is the primary disadvantage.

Third level education is very expensive and lots of students decide to work for 12 months and save up money before they begin their studies. This allows them to pay for their living costs, tuition fees and accommodation and focus on their studies, rather than struggle financially or have to get a part-time job on top of their academic work. The Times recently reported that the average student at a UK university requires over \$12,000 per annum just to survive, and many drop out because they cannot afford to stay.

Despite these advantages, many students often get used to working or travelling and don't want to return to a life of study after a year off. This short-term view can cause some to quit university altogether and go straight into a job that is beneath their capabilities or may not offer the same prospects their future career might have done. For instance, a recent survey by the British Government found that 26% of students who take a gap-year never enter tertiary education.

In conclusion, taking a break from studies can be advantageous if it allows people to gather up savings, however, they should also be careful that it does not lead to disillusionment with education altogether.

(250 words)

F Some experts believe that it is better for children to begin learning a foreign language at primary schools rather than secondary school.

Do the advantages of this outweigh the disadvantages?

Some authorities think that it is more favourable for pupils to begin studying languages at primary school instead of secondary school. This essay will argue that the advantages of this outweigh the drawbacks. The essay will first demonstrate that the earlier someone learns an additional language the more likely they are to master it and that it brings added cognitive benefits, followed by an analysis of how the primary disadvantage, namely confusion with their native tongue, is not valid.

The main reason to start kids off with foreign languages early is that this increases the likelihood they will achieve fluency in adulthood. That is to say that they will have far more years to perfect their skills and it will seem perfectly normal to speak bilingually. For example, in countries such as Holland and Norway where English is taught from a very young age, more than 95% of adults speak it at an advanced level. Learning a second language also helps to improve overall cognitive abilities. In other words, it benefits the overall development of a child's brain. A recent survey by Cambridge University found that children who studied a new language before the age of 5 were significantly more likely to score higher in Mathematics and Science.

Those opposed to this say that it causes the child to become confused between their mother tongue and the other language. However, there is actually no evidence to support this view and children from bilingual families do just as well in both languages. My own son was brought up speaking both Vietnamese and English and outperforms most of his classmates in both.

On balance, the fact that early foreign language learning leads to higher fluency and improved brain function clearly outweighs the flawed argument that it impairs uptake of native languages.

(299 words)

G

Task 2

You should spend about 40 minutes on this task. Write about the following topic:

Travellers and business people often come into contact with other cultures briefly. What are the main advantages and disadvantages of doing so?

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

Task 2 Checklist

- | | |
|---|--|
| <p>1 Use trigger words like <i>benefit</i> or <i>disadvantage</i> to get some ideas.</p> <p>2 Write an introduction of two sentences to develop the topic of the question.</p> <p>3 Choose the two most important ideas and write one or two paragraphs.</p> <p>4 Develop your ideas in each paragraph using other trigger words like <i>because</i> or question words like <i>when</i>, <i>how</i> and <i>why</i>.</p> | <p>5 Use trigger words like <i>for example</i> to provide some examples.</p> <p>6 Do the same for the disadvantages.</p> <p>7 Write a conclusion summarizing the most important advantage(s) and disadvantage(s). You could also say which you think is more important.</p> |
|---|--|

Task 2

It is often said that nowadays we are living in a global village. People make contact with those from other cultures far more than fifty years ago, both during leisure and as part of their work.

The obvious advantage of this is that it contributes to international understanding. If, for example, British people learn something of other languages and learn to relate to others regardless of their race, then there will be less tension between people from different backgrounds from other countries even within Europe.

There are clear advantages for businesses as well. If business people are culturally aware, they may be able to adapt their products such as food books to suit new customers abroad and enter new markets. They can also draw on a wider pool of talent when looking for staff if they are not limited to recruiting people from their own culture. These new members of staff may bring new ideas and approaches to the workplace.

The main disadvantage probably occurs when the contact with the other culture is only brief. A short superficial experience of another culture can give people mistaken ideas about it, because they may make generalisations about what they have experienced which are not true. By contrast, reaching a good understanding of another culture takes time and requires people to remain open-minded.

In conclusion, contact with people from other cultures is of benefit both for people's personal development and for a country's economy. However, we should be aware that building up a good awareness of another culture can be a long process and should not just be based on one or two limited experiences. (272 words)

Comments: Paragraph one introduces the topic. Paragraphs two and three give two main advantages for being in contact with people from different cultures. Paragraph four describes a situation when it may not be beneficial. Paragraph five concludes by referring back to both advantages and to the situation when it may be a disadvantage.

H

Task 2

You should spend about 40 minutes on this task. Write about the following topic:

The number of elderly people in the world is increasing. What do you think are the positive and negative effects of this trend?

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

Useful language

As far as the workplace/home life/the economy is concerned ...	Societies with a greater number of older people ...
One obvious disadvantage is ...	If a country has a substantial number of elderly people ...
Another drawback ...	Elderly people are more/less likely to ...
One benefit associated with ...	

Task 2

There is no doubt that age expectancy has increased over the last twenty years. The question of whether the increasing number of elderly people causes positive effects or negative is a matter of dispute. As far as I am concerned it has negative effect for a number of reasons.

Some people are of the opinion that this trend should be increased because there might be more experienced workers in society. People will work longer than now. This might have a positive effect on economy. As we know, these people give tax to the government.

Moreover if we ask anyone, they are happy to live longer as they devote most of their lives to working. In retirement age elderly people need comfort and such people desire to do many things that they did not do before. Thus, increasing aged population gives hope to the seniors who would like to enjoy their lives.

However, I do believe that higher aged population needs higher investment as people in elder age suffer from diseases such as heart disease, stroke, diabetes, Alzheimer disease.

Governments need to invest a colossal sums of money treating such patients. Further more people in elder age become more dependent to others as these people need to be supervised by other people. I think nobody likes to live with other people and use the facilities that are not belong to them. Therefore seniors suffer from depression and psychological problems.

At the same time if people work longer, there is not promotion for the younger generation because most positions are occupied by the elderly people.

To conclude, I feel that the negative effects on society outweigh the positive effects because of the above reasons. (282 words)

Grade: 6

Comments: There are plenty of ideas, but the paragraphing is not well managed. However, the sentences tend to be clearly linked. The range of vocabulary is adequate for the purpose, as is the variety of sentence structures, but grammatical errors are obtrusive.

A Countable and uncountable nouns

Type	Example
Countable nouns ● Use <i>a, the, some, many</i> ● Use a singular or plural verb	<i>I want to be a journalist.</i> <i>Where is the newspaper?</i> <i>There are some good articles in the paper.</i> <i>How many channels do you get?</i>
Uncountable nouns ● Use <i>the, some, much</i> ● Use a singular verb	<i>Did you hear the news?</i> <i>Some important news has just come in.</i> <i>How much information do we have about it?</i> <i>Your advice was very useful.</i>
Common uncountable nouns: <i>advice, coffee, furniture, glass, hair, homework, information, knowledge, luggage, money, news, paper, work</i>	



- Most uncountable nouns are singular, but a few are plural. These include *clothes, scissors, jeans, spectacles, trousers, groceries*, etc. With these words, we use a plural verb.
✓ Oh, no! My new **clothes** **are** dirty!
- Some nouns are countable with one meaning and uncountable with another meaning.
✓ Do you think you could bring me **a** clean **glass**? (countable)
✓ We should make computer monitors out of recycled **glass**. (uncountable)

B Quantifiers

Quantifier	Use	Example
<i>many</i>	● countable nouns, usually in negative statements and questions	<i>There aren't many programmes on TV that I find interesting.</i>
<i>much</i>	● uncountable nouns, usually in negative statements and questions	<i>My dad never shows much interest in the news.</i>
<i>a lot of / lots of</i>	● countable and uncountable nouns in positive statements	<i>That film has won a lot of / lots of awards.</i> <i>What a lot of luggage you've got!</i>
<i>a few</i>	● countable nouns, means 'some'	<i>There have been a few scandals in the papers recently.</i>
<i>a little</i>	● uncountable nouns, means 'some'	<i>They say that a little knowledge is a dangerous thing.</i>
<i>few</i>	● countable nouns, means 'not many'	<i>Richard has few interests outside work.</i>
<i>little</i>	● uncountable nouns, means 'not much'	<i>The police have little information about the robbery.</i>



- The phrase 'only a few' means 'not many'. The phrase 'only a little' means 'not much'.
✓ There are **only a few** programmes on TV that I like watching.
✓ There's **only a little** sugar left, so get some when you go out.

C Complete the text by writing a word from the box in each space.

creatures giants feathers young characteristics
fossils packs skeletons scales migrations

Dinosaur discovery

Until relatively recently, most textbook and museum illustrations of dinosaurs showed them as dull, green-brown lizard-like (1) *creatures* which were covered head to foot in (2) Such images arose because researchers had to rely on prehistoric (3) that were often incomplete. It had been rare to find complete (4), and the bones of these tended to come from the (5) and not the smaller types. However, the recent discovery of over twenty new very well preserved dinosaurs in China has shed new light on their (6) and probable behaviour. There appears to be evidence of annual (7) amongst some dinosaurs and of some larger carnivores hunting in (8) One parrot-beaked dinosaur, *psittacosaurus*, was discovered incubating a nest of over thirty (9) Perhaps most intriguing of all has been the discovery of dinosaurs covered in something like (10) This has convinced many palaeontologists that dinosaurs are indeed the ancestors of modern birds.

- A** Read the example and then join your answers using the phrases in the list below or similar phrases.

Example

Some people think that amateur arts groups should be given financial support.

They argue that such groups help to develop talent and bring people together.

It is argued by some people that
Yet others believe that
Many people think that
A commonly held belief is that
Some people feel that

They claim that
They feel that
They maintain that
They argue that

Note You can also contradict the opinion: Some people think that amateur arts groups should be given financial support. *However*, I feel that ...

The linking devices *if, providing, provided, as long as* and *unless* can all be used to hypothesize. Read the example. Then rewrite sentences a–d using the linking device given.

Example

A nation should nurture the talents of its people. It will then reap many benefits.

If a nation nurtures the talents of its people, it will reap many benefits.

- a Without being encouraged by parents and teachers, aspiring musicians will not develop.
Unless _____
- b Science may one day stop the ageing process in humans, but will this benefit mankind?
If _____
- c If there is no effort made to keep traditional farming methods alive, they will disappear.
Unless _____
- d If innovation is encouraged, many new jobs will be created.
As long as _____

B

Governments should spend more money on education than on recreation and sports. Do you agree or disagree?

It is argued that countries should allocate more funds to education than to leisure and competitive games. It is somewhat agreed that national budgets should prioritise schools and universities over sports and play. This essay will discuss firstly, the economic benefits education can bring to a nation and secondly, the social benefits it has; followed by a reasoned conclusion.

Investment in its education system is one of the best ways to improve a country's economy in the long term. The more students entering third-level education, the more skilled a workforce will be and this leads to higher innovation and productivity. For example, South Korea and Finland took the decision to invest a large proportion of their budget in education and this has reaped benefits in the form of high-tech companies such as Samsung and Nokia. However, people cannot work hard all the time and these companies do provide leisure facilities for their workers.

Education is not just about improving the economy it also has many social benefits. Well educated people tend to be more aware of social evils such as drugs, alcohol and sexual health. For example, Singapore educates all of its citizens on the dangers of drugs and this has resulted in one of the lowest levels of drug abuse in the world. Despite this, sports can also teach children valuable soft skills, such as teamwork and work ethic which also help curb social ills.

In conclusion, education should take precedence over sports when it comes to funding due to the many socio-economic benefits it brings. It is recommended that governments continue to provide money for schools and universities in order to realise long-term goals. (276Words)

C

Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

To some people studying the past is the best way to help young people function well in the modern world. To what extent do you agree or disagree? What other measures could be effective in helping young people to function well in the modern world?

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

Write at least 250 words.

Task 2 Checklist

- 1 Before you start writing, decide how many paragraphs (usually about 5, including an introduction and conclusion) you are going to have.
- 2 Use trigger words like *because*, *the reason is* to get some ideas for possible causes.
- 3 Look at your causes and think of one or two measures to go with each particular cause.
- 4 Keep the introduction short – no more than two or three sentences.
- 5 Write a conclusion, summarizing your essay.

Task 2

Studying the past certainly plays an important, if not the most important role in helping young people deal with today's world.

There can be no doubt that studying history can help young people to operate in the present world. For example, studying the history of their own country not only gives them pride in their own history and culture, but an understanding of why the business, financial or legal systems work as they do. They can then learn to judge what to protect and what to change. Learning history can also help prevent people from making mistakes by showing them how events develop and mistakes occur, thus enabling them to avoid pitfalls in their lives.

Although studying history is beneficial, it is not enough on its own. There are other approaches that are almost as important in helping young people. Travelling informs the young about the world around them. Take educational exchanges between countries like Russia and the UK, for example. In such exchanges, learning about the culture and history, the ways of doing things as well as learning the language take place. These, in turn, help young people deal with people from other countries as well.

Another measure is to make sure that all young people are equipped for the digital age. They need a wide range of digital skills to study and find work in a highly competitive world. Even with these skills, an understanding that comes from a study of culture and history both national and international is still needed, to survive and not make the mistakes of the past.

In conclusion, while there are obviously different ways to help people deal with modern life, an awareness of the past is probably the best means of doing so. (292 words)

Comments: The model answers each part of the question. The writer answers the first question (To what extent do you agree or disagree?) in the second paragraph. The third and fourth paragraphs answer the second question (What other measures could be effective in helping young people to function well in the modern world?). The answer is divided into suitable paragraphs: an introduction, three body paragraphs and a conclusion.

D
Task 2

You should spend about 40 minutes on this task. Write about the following topic:

Individuals can do nothing to change society. Any new developments can only be brought about by governments and large institutions. 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.

Task 2

There is little doubt that governments and large institutions implement many innovations into our society. However, from my point of view, they are only able to do so with the help of ideas from individual citizens.

For a start, every part of society, including government and large institutions, consists of individual members. Governments have the rights to the further use of the new ideas and in fact should always listen to them. For example, a Ukrainian engineer called Platon introduced the idea of building a bridge across the river in Kiev. Seeing the strategic importance of this bridge the government provided funds to build it. And now the whole of society benefits from the use of one man's idea.

Furthermore in London, the Mayor, Mr Livingstone, announced a competition which can be entered by individuals to find a new way to provide air conditioning for the underground system. This is yet another example of how governments and large institutions rely on the creativity of individuals to be inventive and bring about change.

Some people might say that governments have the strength, power and money to realize and introduce new ideas on their own. In the case of institutions they possess up to date equipment and massive facilities. However I would say that they are not enough to allow them to contribute to society as a whole. This is where creativity and outstanding ideas come in. So if an individual's efforts are combined with the governments' s power and money, there would be many changes that could benefit everyone.

In conclusion, both individuals and large organizations, including governments need to work in partnership to bring about any beneficial change. (278 words)

Grade: 8

Comments: The writer does not fully address the topic but does present a clear and logically sequenced argument, supported by evidence. Cohesive devices are used effectively. The range of vocabulary produces fluency and precision. Sentence structure is varied and grammatically accurate.

E

Task 2

You should spend about 40 minutes on this task. Write about the following topic:

The money spent on space research has brought enormous benefits to mankind, but it could be more usefully applied. 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.

Task 2

The question of whether money could be more usefully applied to tackle the crisis around the world rather than spent it on space research is a very controversial issue and it is now a matter of considerable public concern. There are, therefore, people on both sides of the argument who have feelings either for or against.

Many people believe that money should be spent to solve food crisis in Africa and South Asia. Drought, for example, left Africa with famine. Every 30 seconds an African child dies of hunger and about 45% of children in South Asia suffer from malnutrition. Similarly, the global issue is the conflict of AIDS in Africa. Although, there are numerous factors in the spread of HIV/AIDS, it is largely recognized as a disease of poverty. Medicines, for instance, are very expensive and the government in poor countries can not afford to treat the disease, therefore millions are dying, while in rich countries people are living longer.

Having said that, however, some people oppose the former argument. They claim that space research has brought enormous benefits to mankind. Recently, NASA has launched Satellites for weather and climate, which will give the scientists a unique view of earth's atmosphere, helping them to improve their abilities to forecast weather and predict climate change.

From what has been discussed above we may draw the conclusion that both points of view have their merits. Although, human life has priority in our societies, advanced research should be carried out to find another source of energy, water on other planet, and to understand the planets and its' effect on earth for the benefit of all. (276 words)

Grade: 7

Comments: Though there are sufficient ideas and evidence, the first paragraph adds nothing. Ideas are logically organized and paragraphed, but the conclusion is not clearly articulated. There is a good range of vocabulary and sentence structures, despite some jarring punctuation errors.

A Expressing result and purpose

The extract below contains three paragraphs, each organized to express functions such as cause and result. Identify the ideas that relate to each function and underline them.

First of all, in recent years, many people all over the world have demonstrated a clear lack of ability to carry out certain basic tasks. A number of reasons have been put forward for this, but by far the most important, I feel, is the complexity of the modern age.

Problem

Cause

Parents, for example, no longer have enough time to spend at home with their children, because many are working unsociable hours to cope with the pressures and demands of today's world. Young people are consequently deprived of valuable time to learn the practical skills necessary for everyday life, like fixing a plug, mending a puncture on a bicycle, or even sewing a button on a shirt.

Apart from parents, the international drive towards learning new technology also needs to carry a good part of the blame. This has led to young people leaving school literate in certain computer skills. But it has also created a generation almost deficient in basic practical skills, because technical problem-solving like making things in carpentry has been squeezed out of the school curriculum.



Paragraph 1: Problem/Cause

Paragraph 2: Example/Cause/Effect

Paragraph 3: Cause/Result 1/Result 2/Reason/Example

B Decide whether the linking devices below express *result* or *purpose*.

so ■ therefore ■ in order to ■ consequently ■ so as to ■ as a result
with the aim of ■ and so ■ so that ■ for this reason ■ as a consequence
hence ■ which leads to ■ which means that

Technique

Learn at least one result phrase and one purpose phrase and use these as trigger words. When you write a sentence, insert your result/purpose trigger words to develop it.

For each idea below, continue the sentence or write a follow-on sentence using your own ideas to express *result* or *purpose*.

a Children are now learning how to do mental arithmetic again.

b Some cities charge motorists to take their cars into the centre.

c Machines are manufactured to break down after a certain time.

Using general nouns to link and summarize ideas

Complete the paragraph by choosing the best adverb in each case.

The **1** *normally/outlandishly/strangely* beneficial effect that animals have on people's health and general well-being is now **2** *essentially/goodly/well* recognized. The idea may seem peculiar to some people, but **3** *surprisingly/shockingly/unpredictably* there is clear evidence of the partnership. Take the example of dolphins, which are **4** *wildly/widely/hardly* known for their healing qualities. Dogs have also been used to detect cancer cells very **5** *deeply/professionally/accurately* in patients and are **6** *often/rarely/hardly* even taken around hospital wards to be introduced to **7** *seriously/hugely/deadly* ill patients. The effects of this particular partnership are **8** *importantly/really/well* documented and have led to animals being used **9** *frequently/seldom/lots* to supplement conventional medicine. **10** *Evidently/Clearly/Oddly*, the message is that more money should be used to research how animals can benefit humans.

C Complete sentences a–i with a general noun from the box.

idea ■ information ■ issue ■ knowledge ■ measure ■ opinion ■ problem ■ scheme ■ solution

- a The best way to improve public health is to provide people with all the facts, but the _____ needs to be made simple.
- b It is often suggested that national health systems should be modernized. However, many people are opposed to the _____ of modernization.
- c Our programme to introduce new equipment succeeded in reducing waiting lists, but the improvement _____ met with considerable resistance.
- d The government should invest more money in preventing drug abuse. This _____, if taken, would save many lives.
- e Obesity is on the rise in many countries and not just in the developed world. It is now an _____ that demands immediate attention.
- f More nurses need to be trained rather than doctors. This, I feel, is the best _____ to the current crisis.
- g People are often aware of the dangers of smoking, but even with this widespread _____, it is difficult to persuade them to stop.
- h Some people are against the involvement of private companies in health care, but this _____ is held by fewer people nowadays.
- i Lack of health care is making the lives of many people miserable, yet it is a _____ that can be easily tackled.

D Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

People often find it difficult to adapt to new situations in their lives.

Why do you think this is? What measures can you suggest to make it easier?

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

Write at least 250 words.

Task 2

Most people face important changes at some point in their lives. These new situations can be exciting, but they can also be difficult for people to cope with.

One reason for this difficulty is that new situations bring new challenges. People will have to do things that they have not done before or learn about subjects that they have not thought about before. They may therefore feel that they are not capable of dealing with the new situation.

Another reason is that many changes often come at the same time. For example, if someone moves to a new part of the country, they do not just have to get used to the place. They also have to form new friendships and probably start a new job. With all these new changes coming together, it is easy to feel overwhelmed by it all.

One key to dealing with change is information. People tend to be frightened of the unknown, so they should always find out as much as possible about the new situation before making the change. Another measure is simply to be patient and not expect everything to work out perfectly at the beginning. For example, if someone starts a new job, they will probably experience difficulties with some aspects of it at first but, with time, they will gain the knowledge and experience they need.

In conclusion, it is important for us to be prepared for changes in our lives both by being well informed about the kinds of new situations we may find ourselves in and by giving ourselves time to adapt to them.
(266 words)

Comments: Paragraph one introduces the topic. Paragraphs two and three give reasons why people find it difficult to adapt to new situations. The second reason is developed with an example. Paragraph four then gives two measures, and again the second one is developed with an example. Paragraph five concludes by referring to the importance of the topic and summarizing both measures.

E

Task 2

You should spend about 40 minutes on this task. Write about the following topic:

More and more city workers are deciding to live in the country and travel into work every day. The result is increased traffic congestion and damage to the environment.

What measures do you think could be taken to encourage people not to travel such long distances into work?

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

Task 2 Checklist

- 1 Decide which measures could be put together or developed into a paragraph.
- 2 Write a short introduction developing the topic.
- 3 Write two or three paragraphs, giving details about a possible measure in each one.
- 4 Use trigger phrases like *We could encourage people to travel less by...*, *People would travel less if...*, to get some ideas for possible measures.
- 5 Use trigger words like *for example* to introduce some examples.
- 6 Write a conclusion summarizing the most important measure and/or why the problem is important.

Task 2

Many people are moving out of big cities into the countryside to live to escape from city problems. This is causing problems because most the jobs that are available are in the cities so people have to travel back into the cities again to work. The transport system cannot cope so people are using their own cars and the countryside is affected by the traffic jams.

One solution to encourage people to stay in cities is to improve the quality of life there. More money could be spent reducing crime, as this is one of the main reasons why people leave cities. For example, more policemen can be employed for city centres, which happened in New York and is happening here in UK. As well as safe places to work and live city centres could be made more friendly and welcoming. The environment can be made cleaners and more agreeable to live and work in. This way people might be encouraged to stay rather than moving out.

A very different way to tackle the problem would to move some of the jobs out of city to smaller cities or towns. People could then still live in the countryside and enjoy it and only have to travel short distances to work. Another step is to encourage workers to spend part of their working week at home, perhaps two days and then to go into work in the other days. This is happening more and more in many parts of the world.

There are other ways to overcome the situation but these are the most important. (264 words)

Grade: 7

Comments: The writer's proposals are clearly presented, with logical paragraphing, but the conclusion could be more fully developed. The progression of ideas is well marked. The vocabulary is very appropriate to the task. Sentence structures are reasonably varied, without significant errors.

F

Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

The widespread use of the Internet has brought many problems. What do you think are the main problems connected with using the web? What solutions can you suggest?

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

Write at least 250 words.

Technique

Use a range of expressions to introduce effects: *leads to, results in, causes something to happen, has a big/significant impact on, plays an important role in (+ ing).*

Task 2

Great changes have taken place in our life along with development of society. As far as I am concerned, the Internet plays a big part in this.

First of all, with the opportunity of surfing internet or playing computer and video games, people have a more sedentary life style. Children no longer play games outside and get exercise but they spend time on the computer. This has bad effect on their health and can cause problems such as obesity.

Another problem is the negative effect on their relationship with their family. Internet access fills most young people's time, and even their leisure time, so this is the cause of their disconnection with their family and ultimately can have an effect on their social behaviour. A third problem is that not all internet sites are useful. Information is often not accurate and some sites are not suitable for children. Some internet sites like chat rooms can even be dangerous because you do not know who is the other person.

As regarding children's use of the Internet, the first solution must be with the parents.

They need to limit hours that children spend on the computer and to encourage them to have other hobbies and pastimes. There is an important need for them to spend more time to speak with their family than an electronic connection. Parents should also encourage children to use other means of information in addition to internet.

To conclude, I would say that the internet has brought many benefits and it will not disappear, therefore it is very important that we learnt to use it well so that we can reap the benefits and not the disadvantages.
(278 words)

Grade: 7

Comments: The topic is considered fully, with ideas presented in a clear progression with mostly logical paragraphing. A good range of vocabulary gives flexibility and precision to the writing. Sentence structure is reasonably varied, but minor grammatical errors are frequent.

A

Comparative and superlative adjectives

	adjective	comparative	superlative
regular adjectives with one syllable	<i>black</i>	+ -er <i>blacker</i>	+ -est <i>blackest</i>
regular adjectives with one syllable (ending in vowel + consonant)	<i>thin</i>	double final letter + -er <i>thinner</i>	double final letter + -est <i>thinnest</i>
regular adjectives with two syllables (ending in -y)	<i>funny</i>	replace -y with -ier <i>funnier</i>	replace -y with -iest <i>funniest</i>
regular adjectives with two or more syllables	<i>intelligent</i>	more / less + adj <i>more intelligent</i>	most / least + adj <i>most intelligent</i>
irregular adjectives / quantifiers	<i>good</i> <i>bad</i> <i>far</i> <i>little</i> <i>much</i> <i>many</i>	<i>better</i> <i>worse</i> <i>farther / further</i> <i>less</i> <i>more</i> <i>more</i>	<i>best</i> <i>worst</i> <i>farthest / furthest</i> <i>least</i> <i>most</i> <i>most</i>

Use	Example
Comparative To compare things or people that are different	The crime rate in this area is higher than in other parts of the country.
Superlative To compare one member of a group of people or things with the whole group	The robbery was the biggest in the bank's history.

Watch out!

- Regular adjectives with two syllables can often also form the comparative and superlative like adjectives with one syllable.
✓ **clever, cleverer, cleverest**
- Adjectives with one syllable that end in -e add -r and -st.
✓ **white, whiter, whitest**
- Remember that comparative forms are often followed by **than**.
✓ Crime is a much **bigger** problem in this country **than** in many other countries.
- Remember that superlative forms are often preceded by **the**.
✓ Our local police force is **the best** in the country.

IELTS Writing Task 2: discuss both views + give your opinion

The Question

The first part of the question for an IELTS discussion essay will be a statement containing two opposing views.

You will then be asked to discuss both sides of the argument and give your own opinion. Here is some typical wording that might be used:

- **Discuss both views and give your opinion.**
- **Discuss both these views and then give your own opinion.**
- **Discuss both sides of this argument and give your own opinion.**

Step 1: Generate arguments for each point of view:

Step 2: Choose your point of view:

A Some people believe that studying at university or college is the best route to a successful career, while others believe that it is better to get a job straight after school.

Discuss both views and give your opinion.

When they finish school, teenagers face the dilemma of whether to get a job or continue their education. While there are some benefits to getting a job straight after school, I would argue that it is better to go to college or university.

The option to start work straight after school is attractive for several reasons. Many young people want to start earning money as soon as possible. In this way, they can become independent, and they will be able to afford their own house or start a family. In terms of their career, young people who decide to find work, rather than continue their studies, may progress more quickly. They will have the chance to gain real experience and learn practical skills related to their chosen profession. This may lead to promotions and a successful career.

On the other hand, I believe that it is more beneficial for students to continue their studies. Firstly, academic qualifications are required in many professions. For example, it is impossible to become a doctor, teacher or lawyer without having the relevant degree. As a result, university graduates have access to more and better job opportunities, and they tend to earn higher salaries than those with fewer qualifications. Secondly, the job market is becoming increasingly competitive, and sometimes there are hundreds of applicants for one position in a company. Young people who do not have qualifications from a university or college will not be able to compete.

For the reasons mentioned above, it seems to me that students are more likely to be successful in their careers if they continue their studies beyond school level.

(271 words)

B

Successful sports professionals can earn a great deal more money than people in other important professions.

Some people think this is fully justified while others think it is unfair.

Discuss both these views and give your own opinion.

As a result of constant media attention, sports professionals in my country have become stars and celebrities, and those at the top are paid huge salaries. Just like movie stars, they live extravagant lifestyles with huge houses and cars.

Many people find their rewards unfair, especially when comparing these super salaries with those of top surgeons or research scientists, or even leading politicians who have the responsibility of governing the country. However, sports salaries are not determined by considering the contribution to society a person makes, or the level of responsibility he or she holds. Instead, they reflect the public popularity of sport in general and the level of public support that successful stars can generate. So, the notion of 'fairness' is not the issue.

Those who feel that sports stars' salaries are justified might argue that the number of professionals with real talent are very few, and the money is a recognition of the skills and dedication a person needs to be successful. Competition is constant and a player is tested every time they perform in their relatively short career. The pressure from the media is intense and there is little privacy out of the spotlight. So, all of these factors may justify the huge earnings.

Personally, I think that the amount of money such sports stars make is more justified than the huge earnings of movie stars, but at the same time, it indicates that our society places more value on sport than on more essential professions and achievements. (251 Words)

C

In some countries, marriages are arranged by the parents but in other cases, people choose their own marriage partner. Discuss both systems and give your own opinion.

You should write at least 250 words.

The idea that a marriage should be arranged by the parents of the couple, or by other members-of the family, is quite acceptable to some societies, yet completely out of the question for others. It all depends on your cultural expectations.

In so-called western societies, it is very unusual for marriages to be arranged. Most young people would not welcome the idea that their parents have the right to choose their partner for life. They feel that arranged marriages deny them their fundamental right to choose, even if they make a bad decision.

However, if we are honest about it, we might acknowledge that some parents organise their children's lives in such a way that they are likely to meet and marry partners the parents approve of. It could be said that this is, to some extent, similar to an arranged marriage. It is always better when families support the relationship and welcome the grandchildren.

People for whom arranged marriages are the cultural norm often argue that the likelihood of the marriage lasting is greater when it is set up in this manner. Parents can be assured that their children are joining a family of similar standing and cultural background, and this, in the long run, makes for a more stable society.

In conclusion, the important thing to ensure is that people are never forced into a marriage which will make them unhappy or lead to an unequal relationship where one partner is exploited by the other. This applies in all societies and situations.

(254 words)

D Some people believe that living in big cities is becoming more difficult. Others believe that it is getting easier.

Discuss both views and give your own opinion.

There has been much debate about whether city life is harder or easier. While it is argued that it is more difficult to live there, I think there are more comforts of urban life.

City dwellers may be confronted with various problems. The first matter can be the higher cost of living than that in villages or other smaller towns because urban citizens might have to pay higher prices for transport service or household bills. Secondly, high population density in urban areas may cause overcrowding, followed by a lack of open spaces for green trees or other recreational activities for metropolitan residents. Finally, together with thousands of tons of daily emissions discharged from families or offices, a huge quantity of fumes is released from motor street vehicles or metropolitan factories, leading to air and water pollution. In other words, there may be a deterioration in the quality of air and water; consequently, health conditions are likely to be threatened.

However, in my view, city life is becoming easier in several cases. Well-known universities, schools at the international level, or other high-quality educational centers located in metropolitan zones generate advantages for city inhabitants to enjoy better educational opportunities to increase their knowledge level. Another factor to make urban life easier is that thanks to the governmental financial investment in improvements in public transport systems like bus or underground services in cities, urban residents' travel can be facilitated. Furthermore, metropolitan citizens may enhance their spiritual life or enjoy relaxing moments by going to the cinema and theater or spending time in art galleries as well as museums.

In conclusion, although there are numerous difficulties of residing in metropolitan areas, from my point of view, it is increasingly easier to spend life in big urban areas on the basis of my above-mentioned analyses and explanation.

(302 Words)

Comparative and superlative adverbs

	adverb	comparative	superlative
regular adverbs	easily	more / less + adv more easily	most / least + adv most easily
irregular adverbs	badly early far fast hard late often near soon well	worse earlier farther / further faster harder later more often nearer sooner better	worst earliest farthest / furthest fastest hardest latest most often nearest soonest best
Use		Example	
Comparative To compare actions that are different		Lock your door more carefully next time and maybe you won't get burgled!	
Superlative To compare actions of one member of a group of people or things with the whole group		Only the criminal who ran fastest managed to escape from the police.	

A Complete the lecture notes below by writing a word from the box in each space.

data databases image installation traits
irises hackers scanners fingerprints

Biometrics in border control

Electronic passports

These now store:

- personal (1) data
- digital photo (2) - at the airport, (3)
verify they match the passport holder's.

Facial recognition devices

The (4) of 'smart gates' at airports is increasing (Australia and the UK). You can bypass queues when the system compares your face with the (5) in your e-passport microchip.

Other biometrics

Scientists are working on recognition systems for voiceprint and also a person's (6) as these are unique to the individual. Criticisms from privacy groups.

Hidden cameras may record a person's physical (7) without their knowledge.

(8) may steal information from centralized

(9)

IELTS double question essays are also known as 'direct question' or 'two questions' essays. They are distinguished by two characteristics:

- **They have one statement with two different questions after it.**
- **The questions may or may not be linked.**

These three errors are common in IELTS double question essays.

- Not answering both questions fully.
- Not outlining both answers in the introduction.
- Mistaking it for one of the other essay types.

A Nowadays the way people interact with each other has changed because of technology.

In what ways has technology affected the types of relationships people make?

Has this become a positive or negative development?

Modern advancements have altered the way we communicate with one another. This essay will discuss how we can now form bonds with people all over the world, and then state that on the whole, this is a very welcome development.

For the first time in human history, people can communicate with someone they have never met before, in a country they have never been to, through the internet. These may not be the same kind of friendships we traditionally form face-to-face, but it is hard to dispute that they are not 'relationships'. Social media, such as Facebook and Instagram, provide a platform that allows us to chat and comment on someone else's life instantaneously. For example, there are now IELTS groups on Facebook where students can help and support each other by providing helpful resources and feedback on essays.

Overall, this new phenomenon has great benefits, principally encouraging tolerance of other cultures. Before computers we hardly ever came across someone from another culture, let alone people from a myriad of different places in one Facebook group. This has led to people understanding that we are all mostly the same and you should not judge someone because they were born in a different place. For example, thousands of Indians and Koreans have joined the same online groups that show support for peace.

In conclusion, the web has changed our interactions forever, making the world a global village where people can freely chat and form lasting connections and this essay only sees this as a good thing that will continue to bring citizens of the world together.

(265 Words)

B In their advertising, businesses nowadays usually emphasize that their products are new in some way.

Why is this?

Do you think it is a positive or negative development?

Most products these days are marketed as being “new”. This, in my opinion, is due to the positive connotation that people have with the word “new”, making such products easier to promote. However, I am cynical of this because in most cases they are falsely exaggerating the newness of the item.

I believe that the trend of claiming a product as new stems from the favorable association people have with the word “new”. In other words, new products are seen as advanced, state-of-the-art, and innovative as opposed to the “old” items which are considered as outdated or old-fashioned. People like me always want to keep up with the ever-modernizing world, so we prefer new things over the old ones. For example, commercials for shampoos and soaps always assert that they are using new formula for the current batch of products in order to entice the potential consumer.

From my perspective, the tendency of characterizing everything as new is an unscrupulous business practice. Effectively, businesses are preying on impressionable individuals hoping to lure them to make a purchase. What I have noticed is that in despite of the claim of novelty, the products have simply been repackaged to give them a fresh look. In other instances, adding a minor feature, which is inconsequential to the core use of the product, leads sales teams to manipulate customers by the means of ad campaigns into thinking as if the “new” item is somehow entirely original. Video game companies are often found doing this.

Overall, there is increasing pressure upon businesses to create new products otherwise they might not be able to attract consumers. However, in this rat race, some companies involve in false advertising by promoting old items as new. This, I think, is an unethical business practice. (296 Words)

C

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

What factors contribute to job satisfaction?

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

Since most adults dedicate a significant amount of time at their workplace, job satisfaction is crucially important to the happiness of an individual. I believe that salaries, working environment and career enhancement opportunity are the key determinants to job satisfaction. However, with different occupations, expectations may still vary, and I think that satisfaction with jobs remains a distant dream for the majority of employees.

To begin with, job satisfaction depends on several fitting reasons, like salaries, working environment and development prospects, for example. Firstly, wages play a predominant role in affecting job content. In simple words, money helps employees attain their basic needs. Besides, it is deemed a symbol of accomplishment as higher salaries reflect a higher degree of contribution to the organization. Secondly, the working environment also plays a crucial role in influencing job contentment. That is to say that employees need an atmosphere which is safe and healthy, and which caters to both personal comforts and is conducive to doing a good job. Last but not least, the potential for career advancement is another factor in a delightful career. This is because employees regard promotion as the ultimate achievement and when they get a promotion, they feel absolutely satisfied.

However, it is quite impossible for all employees to be completely satisfied with their job and workplace. In fact, a high-paid job exerts an enormous amount of stress. An employee who comes under pressure to work longer hours will not be satisfied with the profession. It appears that human nature is the formidable challenge for employees to find satisfaction in their occupations.

In conclusion, salaries, stimulating working environment and promotional chance are the major sources of job satisfaction but human traits are actually a great hindrance to working delight and job satisfaction for all is not possible.

(298 Words)

D In some countries, owning a home rather than renting one is very important for people.

Why might this be the case?

What are the advantages and disadvantages of owning a home?

Many people fancy living in their own house instead of renting an accommodation. This is because home ownership is not only a personal preference but also a form of investment in real estate. The main benefits of buying a house are the improvement of the neighborhood as well as the elimination of monthly rent. However, demerits like huge initial investment and hassles in maintaining the house cannot be overlooked.

I believe that financial incentives attract people towards buying a house. The price of residential homes in urban or suburban areas are always increasing, tempting people to purchase the property as investment. In addition to living in the house, residents can be secure for the future. If they are in any desperate situation in the future, the house can be sold to generate money. Plus, owning a house means no landlords. Hence, you can stay in your property according to your own rules, and there will be no dispute with the landlord.

There are many rewards of home ownership. For one, people who own homes in a neighborhood are more invested in the prosperity of their area. Generally, they would try to maintain good relations with their neighbors and contribute more to the development of the area, unlike tenants who move away after some time and therefore are comparatively less concerned. Not having to shell out cash at the end of every month to the landlord is an advantage.

By contrast, regardless of the potential benefits of home ownership, not everyone can afford a house. In this day and age, even a modest house costs an arm and a leg. For most individuals, this is only limited to a dream. Even getting a house on mortgage requires a huge initial down payment and a good credit portfolio. Besides, a homeowner has to bear all the responsibilities of preserving the property. This includes cleaning, painting, and repairing the house. For someone with less time and experience, these inconveniences might be discouraging.

To conclude, home ownership is gaining momentum as homes are good tangible asset investments for many people, alongside the appeal of becoming the king of one's own castle. This trend has led to the gentrification of many communities as well as reduction in the burden of rent payment to the individual. Nevertheless, we need to consider the lump sum payment required for purchasing homes together with the duty of home management. (400 Words)

So

Form	so + adjective + <i>that</i> so + adverb + <i>that</i> so + <i>many/much</i> + noun + <i>that</i>
Use	Example
To show the results of a situation or action	The burglar was so clever that no one could catch him. Jane took the money so quickly that no one saw her. There was so much money that the robber couldn't carry it all.

Watch out!

- The word *that* is not usually necessary to introduce the second clause.
✓ The crime rate is **so** high people are very frightened.
- The word *so* has a number of other uses. Try not to get confused between them.
✓ The crime rate is **so** high **that** people are very frightened.
✓ I saw that burglar leaving the house, **so** I called the police.

Such

Form	such + <i>a/an</i> + adjective + singular noun + <i>that</i> such + adjective + plural noun + <i>that</i> such + <i>a lot of</i> + noun + <i>that</i>
Use	Example
To show the results of a situation or action	It was such a terrible crime that the man was sent to prison for life. The security guard had such good hearing that he heard the door open immediately. There is such a lot of crime here that the police can't cope.

Enough

Form	enough + noun (+ <i>for</i> and/or + full infinitive) adjective + <i>enough</i> (+ <i>for</i> and/or + full infinitive) adverb + <i>enough</i> (+ <i>for</i> and/or + full infinitive)
Use	Example
To show the results of a situation or action where there is/isn't the right amount/number of something	There aren't enough police officers on the streets to keep us safe. It wasn't dark enough for the burglar to start working. Did the police respond quickly enough to help?

Watch out!

- A common mistake is to put *enough* before an adjective when the correct word is *quite* or *fairly*.
✓ It's **quite** / **fairly** dangerous around here so don't go out alone.
✗ It's **enough** dangerous around here so don't go out alone.

Too

Form	too + adjective (+ <i>for</i> and/or + full infinitive) too + adverb (+ <i>for</i> and/or + full infinitive) too + <i>many/much</i> + noun (+ <i>for</i> and/or + full infinitive)
Use	Example
To describe something that is more than necessary and which has a negative effect	The young man was too young to go to prison. We arrived too late for the start of the trial. We send too many innocent people to prison.

Watch out!

- We do not use *too* when we want to describe something we consider to be positive. Instead, we use *very*, *really* or *extremely*.
✓ You were **very** / **really** / **extremely** lucky not to get caught.
✗ You were **too** lucky not to get caught.

Comparing quantities

quantifier	comparative	superlative
a lot / much / many	more	the most
a few	fewer (+ plural countable noun)	the fewest (+ plural countable noun)
a little	less (+ uncountable noun)	the least (+ uncountable noun)

For plural or uncountable nouns we can compare quantities with *more* or *most*:

*Today's top sportspeople receive a lot **more money** than in the past.*

We can use *fewer* or *the fewest* with plural countable nouns, and *less* or *the least* with uncountable nouns:

*25 years ago few 60-year-old men and even **fewer women** would have considered running a marathon.*

*There used to be **less information** available about fitness.*

We can add emphasis

- ♦ with a lot / many + *more* / *fewer* + plural countable noun:

*Increased sponsorship has given today's athletes **many more opportunities** to succeed.*

- ♦ with a lot / much + *more* / *less* + uncountable noun:

*Today's athletes need to do **much more training** than in the past.*

- ♦ by repeating *more/less/fewer*:

*So much in our society is about making **more and more money**.*

We can say something is the same or different using (*not*) as *many/much* + plural/uncountable noun (+ *as*):

*There **aren't as many people** doing sports at school (as there used to be).*

We can add more specific information about quantity by using *half*, *twice*, *three times* etc. with *as many/much ... as*:

*In 2004 China won nearly **twice as many silver medals as** the US.*

*The US won more than **three times as many medals as** Great Britain.*

Grammar extra: Comparing nouns

We can compare how similar things are using *like*, *the same (as)*, *similar to*:

*Older athletes can achieve **the same degree** of physical improvement **as** those in their twenties and thirties.*

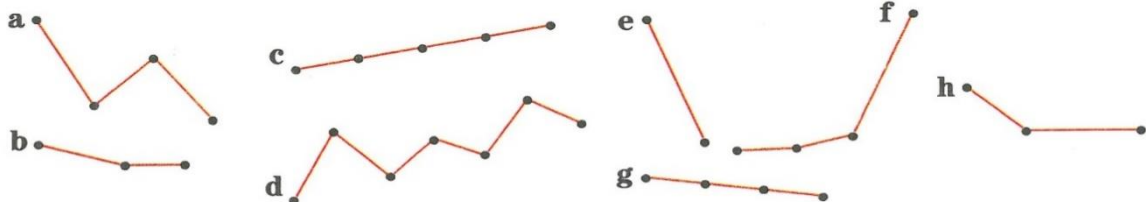
*He swims **like** a fish.*

*This film is **similar to** this director's last one.*

A TASK 1 Describing trends

Match each graph (a–h) with the most appropriate description (1–10) below. Some graphs will be used more than once.

- 1 Sales of audio cassettes fell steadily. g
- 2 iPod sales rose gradually. _____
- 3 Plasma TV sales fluctuated wildly, but the trend was upward. _____
- 4 Sales of video cassettes fluctuated wildly and the trend was downward. _____
- 5 Total digital camera sales dropped slightly. _____
- 6 Sales of audio cassettes fell and then levelled off. _____
- 7 The sales of tablets rose gradually and then climbed sharply. _____
- 8 Purchases of video cassette recorders declined dramatically. _____
- 9 Sales of games consoles decreased and then levelled off. _____
- 10 CD sales dropped suddenly. _____



B Understanding data

Task 1

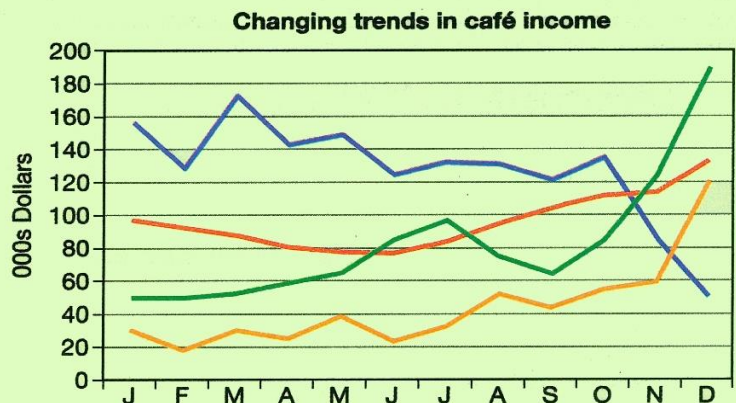
You should spend about 20 minutes on this task.

The graph shows the income of four cafés in New York over last year.

Summarize the information by selecting and reporting the main features.

Make comparisons where relevant.

Write at least 150 words.



The graph provides information about the income trends of four cafés over the last year:

Overall, although the income for all four cafés showed some fluctuation from month to month, we can identify some general upward and downward trends. As regards the earnings for The Tea Room, they were down over the year, falling **1** _____ from almost \$160,000 earnings a month to around \$50,000 in December.

By contrast, the income for the other three cafés went up by varying degrees. There was **2** _____ in Café Cool's sales over the first ten months, followed by a sudden increase to \$120,000. Furthermore, the income for both Internet Express and the Wi-fi Café **3** _____ in December. The former experienced **4** _____ to June but, after that, income rose **5** _____, ending the year at approximately \$130,000. Likewise, the trend for Wi-fi Café was upward. Between January and July, earnings **6** _____ from \$50,000 to nearly \$100,000 and **7** _____ to around \$190,000.

It is noticeable that the income for The Tea Room is lower in the winter months than for the other three cafés.

C

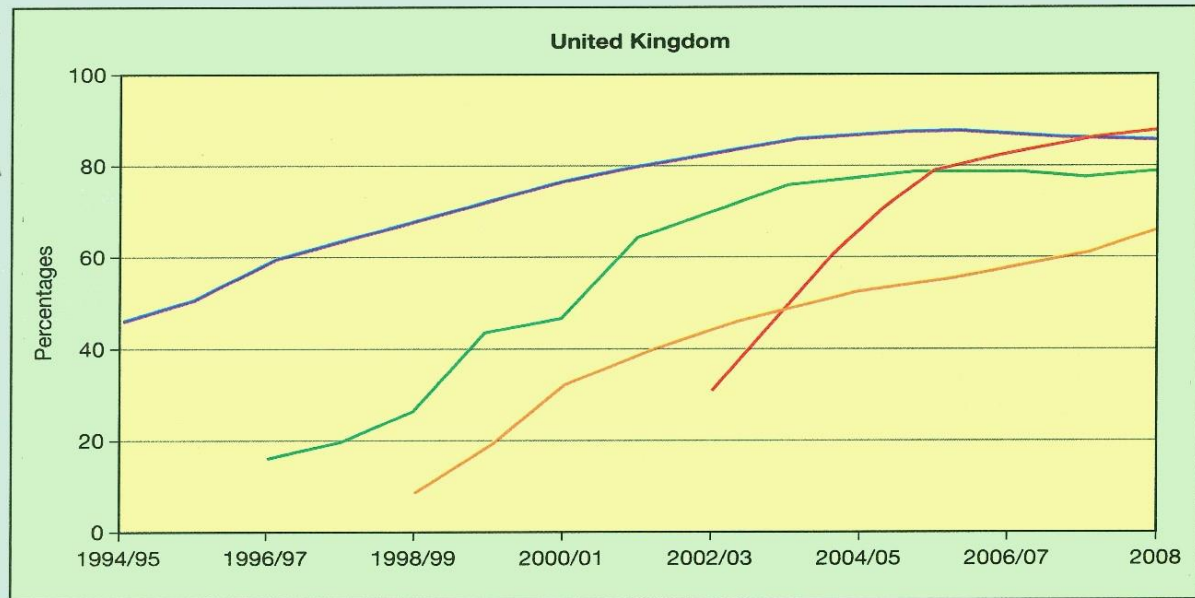
Task 1

You should spend about 20 minutes on this task.

The graph below shows the changing patterns of access to modern technology in homes in the UK (expressed in percentage terms).

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

Write at least 150 words.



Task 1 Checklist

- 1 Paraphrase the rubric in the introduction, i.e., change the words and the structure where possible.
- 2 Write an overview after your introduction or at the end.
- 3 Include all the data at the beginning and ends of lines.
- 4 Use linking devices.
- 5 Use nouns and verbs to describe the trends.
- 6 Write at least 150 words.
- 7 Use at least three paragraphs.
- 8 Check your answer for mistakes.

Task 1

The graph shows the percentages of homes in the UK which had access to four items of modern technology between 1994/95 and 2008. For all of these four items, the percentage showed a clear upward trend.

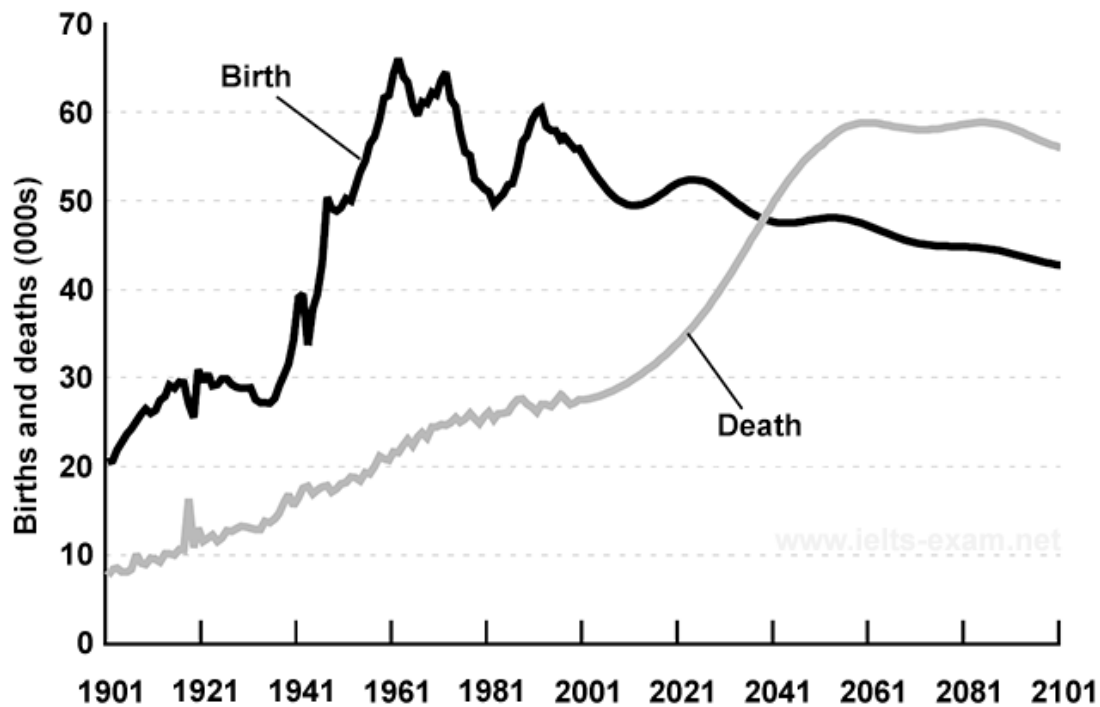
In 1994/5, about 48 per cent of homes had a CD player. This figure rose gradually over time to reach around 90 per cent in 2004. There was little change in the percentage after that. The number of households with mobile phones stood at just under 20 per cent in 1996. This also increased over the period and reached approximately 80 per cent in 2004/5. After that, this figure also levelled off.

Turning to houses with Internet connections, the percentage rose from around 10 per cent in 1998 to just over 60 per cent in 2008. No figures are given for households with DVD players before 2002/3. The percentage rose steeply from around 30 per cent at that time to about 80 per cent in 2004/5. It then continued to increase, but more gradually. (162 words)

Comments: Paragraph one paraphrases the topic and gives an overview of the general trends. Paragraph two gives details for CD players and mobile phones, as these two items showed similar trends. It quotes the percentages for the beginning of the period and the highest points. Paragraph three gives details of the remaining two items.

D The graph below gives information about changes in the birth and death rates in New Zealand between 1901 and 2101.

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



The graph shows changes in the birth and death rates in New Zealand since 1901, and forecasts trends tip until 2101.

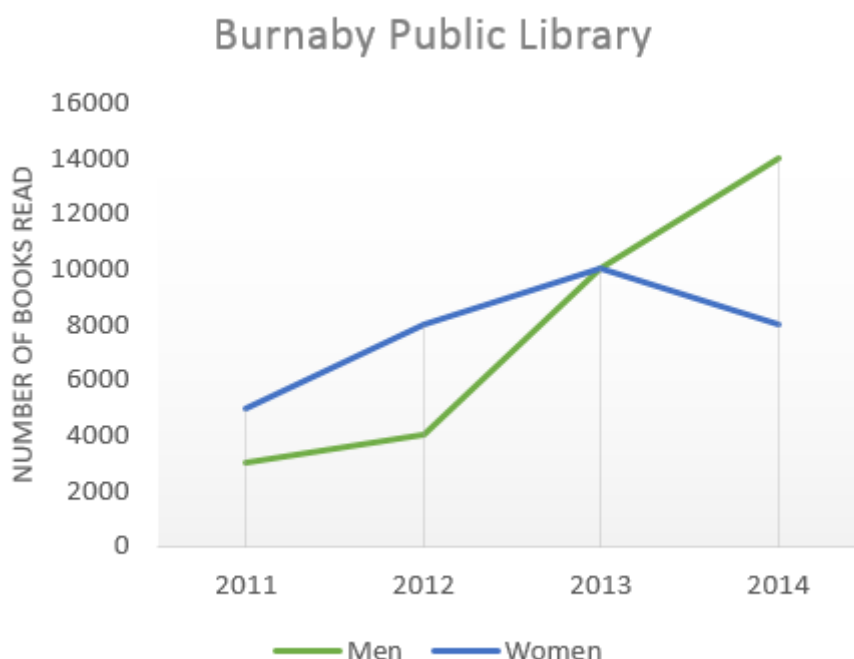
Between 1901 and the present day, the birth rate has been consistently higher than the death rate. It stood at 20,000 at the start of this period and increased to a peak of 66,000 in 1961. Since then the rate has fluctuated between 65 and 50 thousand and it is expected to decline slowly to around 45,000 births by the end of the century.

In contrast, the death rate started below 10,000 and has increased steadily until the present time. This increase is expected to be more rapid between 2021 and 2051 when the rate will probably level off at around 60,000, before dropping slightly in 2101.

Overall, these opposing trends mean that the death rate will probably overtake the birth rate in around 2041 and the large gap between the two levels will be reversed in the later part of this century. (164 Words)

E The graph below shows the number of books read by men and women at Burnaby Public Library from 2011 to 2014.

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



The graph gives information about Burnaby Public Library between 2011 and 2014. It shows how many library books people read over this four-year period.

As can be seen from the graph, there were different trends for men and women. The number of books read by men increased steadily between 2011 and 2012, from about 3000 to 4000. After that, the number rose dramatically to 14000 books in 2014. This was the highest figure in the period.

Women started off reading more books than men, but their numbers followed a different pattern. Between 2011 and 2012, there was an increase of 3000 from 5000 books to 8000 books, and then a gradual rise to 10000 books in 2013. However, in 2014, their numbers fell back to 8000 again.

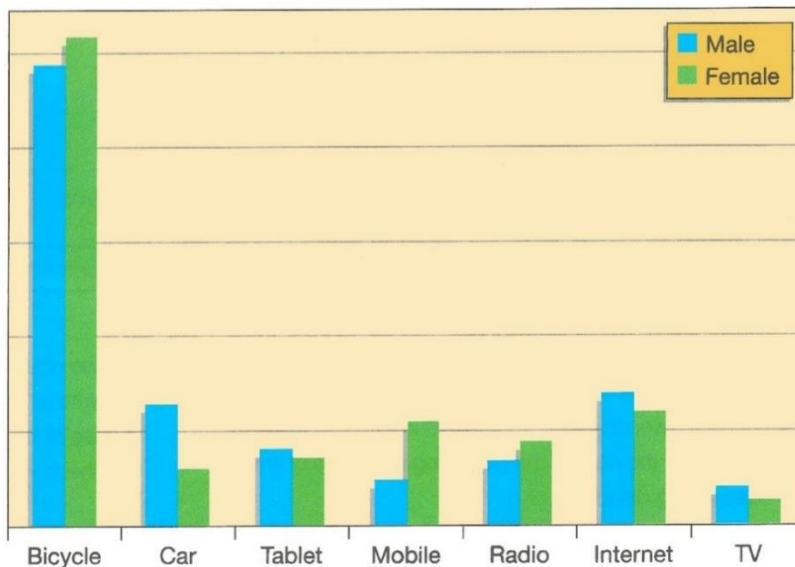
Overall, there was a strong upward trend in the number of books read by men. Although women read more books than men in 2011, their reading fell to below the level of men in 2014.

(162 words)

A TASK 1 Comparing information

The chart shows the results of a survey about the most important inventions in the last 300 years. Answer the questions.

Most important inventions in the last 300 years



Technique

Circle and number important data on the chart that you are going to write about. Group data that you want to write about together or compare (e.g. by labelling them 2a, 2b, 2c).

B Complete sentences a-j about the chart using the structures in the Technique box.

- More females _____ males chose the bicycle.
- The bicycle was more _____ than any other invention.
- The car was _____ popular among females than males.
- _____ invention among both sexes was the TV.
- _____ women than men voted for the mobile phone.
- _____ invention among both sexes was the bicycle.
- _____ males than females picked the radio.
- The tablet was _____ for women than for men.
- More people selected the bicycle _____ any other invention.
- The TV was _____ popular than any other invention.

Technique

Compare information by using *as many ... as* when numbers are very close, or by using *not as many ... as*.

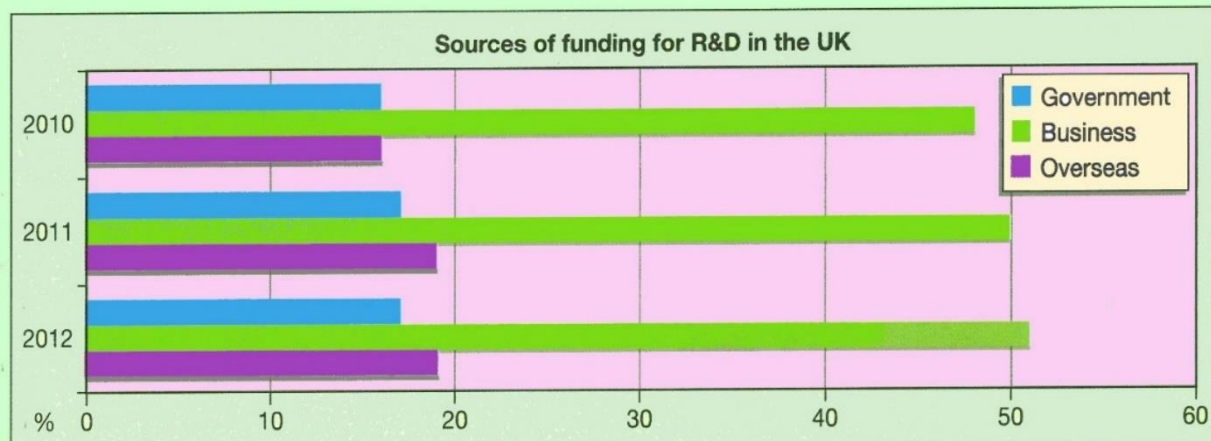
Technique

Use adverbs to describe adjectives and verbs. They help to make your answer clearer. Record useful collocations with verb-adverb and adverb-adjective.

C Task 1

The chart shows sources of funding for research and development (R&D) in the UK from 2010 to 2012. The table below shows the percentage of national income spent on R&D for a range of countries.

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



Proportion of national income allocated to R&D (2012)

UK	USA	Germany	France	Italy	Japan	EU average
1.82%	2.75%	2.4%	2.3%	1.1%	2.9%	1.81%

D Complete the text below with verbs from the box. The first one has been done for you.

rose ■ contributed (x 2) ■ was ■ overtook ■ was spent ■ is shown ■ came ■ shows

The chart 1 shows information about the main sources of funding for scientific research and development (R&D) in the UK. The proportion of national income spent on R&D by country 2 _____ in the table.

Between 2010 and 2012, the amount of funding allocated from each source 3 _____ very slightly. Approximately half of all investment throughout the period 4 _____ from business, while the government consistently 5 _____ around seventeen per cent. It is also noticeable that in 2010 overseas spending on R&D in the UK was comparable to the government's, at around 17 per cent. But for the last two years it 6 _____ government spending in this area.

As regards the proportion of national income allocated to R&D, the highest percentage (2.9 per cent) 7 _____ by Japan, followed closely by the USA (2.75 per cent). By contrast, Italy 8 _____ the smallest amount of national income to R&D, only 1.1 per cent, significantly below the EU average of 1.81 per cent.

It is worth noting that, although the UK's spending on R&D 9 _____ above the EU average in 2012, it is considerably behind other close trading partners France and Germany.

A We can compare how things are done by using *more/most* + adverb:

*Runners aged 50 and over are speeding up **more rapidly** than younger people.*

*Women aged 60 to 68 improved **the most markedly**.*

Adverbs that have the same form as the adjective (e.g. *hard, fast, straight, late, early, quick*) add *-er/-est*:

*Women aged 60 to 68 run on average four minutes **faster** each year.*

There are some irregular adverbs (e.g. *well, better, best; badly, worse, worst; far, further, furthest; little, less, least*):

*I did **worse** than I had expected in the exam, so I was disappointed.*

B 3 Other ways of comparing

We use *less/the least* to mean the opposite of *more/the most*:

*You might imagine that the Masters Games would be **less** exciting to watch.*

*That was probably **the least** enjoyable meal I've ever had!*

We can add emphasis

✦ with words like *even, far, a great deal, a little, a lot, much* + comparative:

*Older women showed **much greater** increases in speed than expected.*

◆ in formal English with words like *slightly, considerably, significantly* + comparative:

*The figures for 2003 were **significantly higher** than those for the year 2000.*

*The number of women in higher education was **only slightly lower** than the number of men.*

▲ We cannot use *very* with comparatives (~~not the number of women was very lower~~).

C We can say two things are the same or similar with *as* + adjective/adverb + *as*:

*My car is **as old as** yours. (= the two cars are the same age)*

*Older athletes are **as likely** to achieve their peak fitness **as** younger athletes. (= they have the same chance of achieving this)*

We can add to the meaning by using *just, almost, nearly, half, twice, three times* etc.:

*In 2005, our team was **almost as successful as** in 2003.*

*He can run **twice as fast as** the others in his team.*

D We can say two things are different with *not as* + adjective/adverb + *as*:

*While they may **not be as fast as** their younger counterparts ...*

We can show that a change is happening over time by repeating the comparative:

*Each year athletes seem to be getting **better and better**.*

*Our atmosphere is gradually becoming **more and more** polluted.*

*It seems **less and less likely** that there will be a general election this year.*

E We use *the* + comparative + *the* + comparative to show that two things vary or change at the same time:

*It would seem that **the longer** athletes keep competing **the greater** their chances of setting new records are.*

The sooner the better.

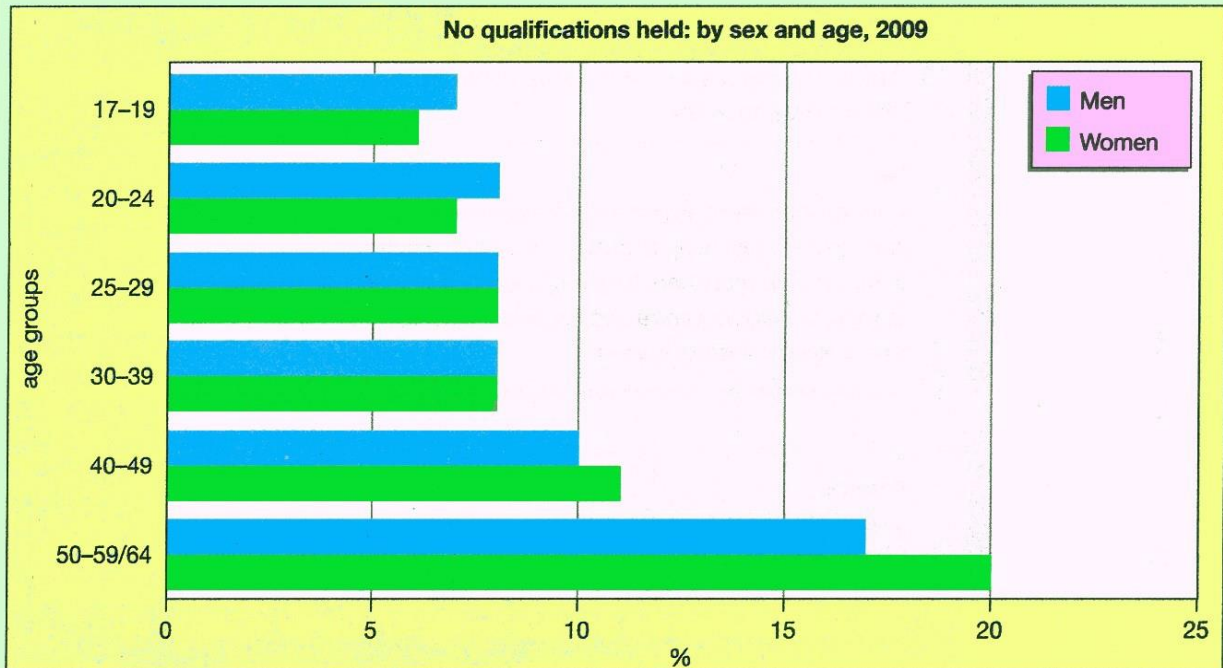
A
Task 1

You should spend about 20 minutes on this task.

The bar chart shows the percentage of people in the United Kingdom per age group without any qualifications.

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

Write at least 150 words.


Task 1

The chart provides information about the proportions of males and females in the UK by age group in 2009 who did not have any qualifications.

Among those aged 17-19 and 20-24, more males than females lacked qualifications, approximately 7% and 6%, and 8% and 7% respectively. As regards the 25-29 age group, there is no difference in the proportions of men and women without qualifications at around 8% for both sexes with the same pattern being seen for the 30-39 age group. By contrast, among those aged 40-49, the lack of qualifications was greater among women compared to men (12% as opposed to 10%), while more women in the oldest age group (about 20%) did not have any qualifications compared to around 17% for men.

Generally speaking, it is clear that there is a greater proportion of men compared to women without qualifications in the youngest age groups whereas the reverse is true for the oldest age groups. (159 words)

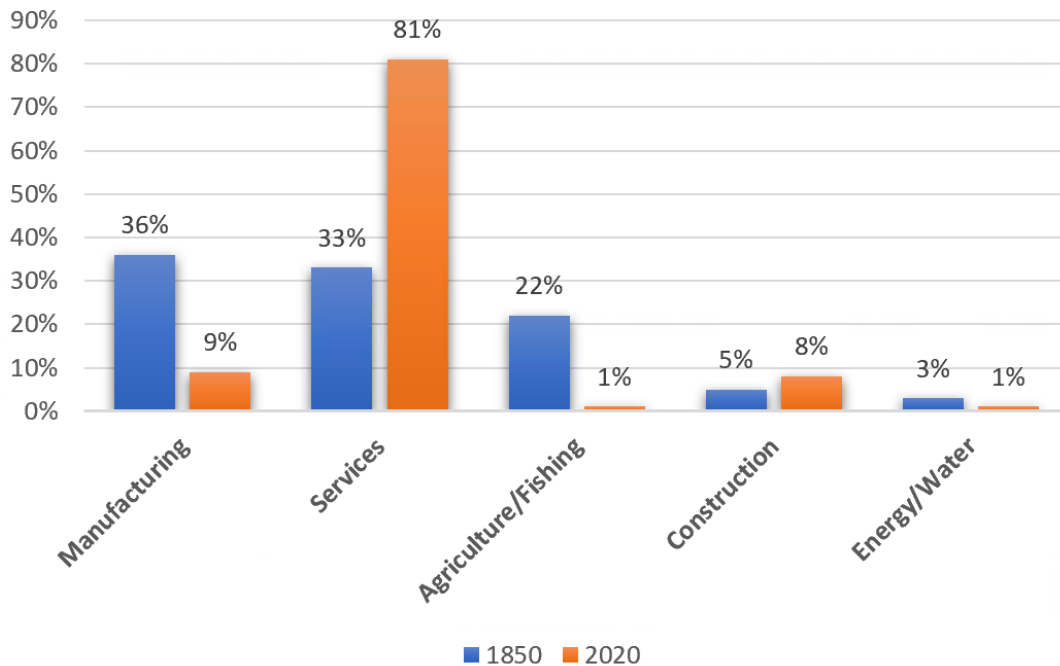
Comments: This is a good model answer. The introduction is a paraphrase of the rubric and there is a clear overview at the end of the answer. The answer is divided into paragraphs. All the data is compared and there is a range of vocabulary and grammatical structures, including complex sentences.

B The bar chart shows the percentages of the Canadian workforce in five major industries in 1850 and 2020.

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

The bar charts divide the Canadian workforce into five categories based on the type of industry they

Percentage of Canadian workforce in each industry



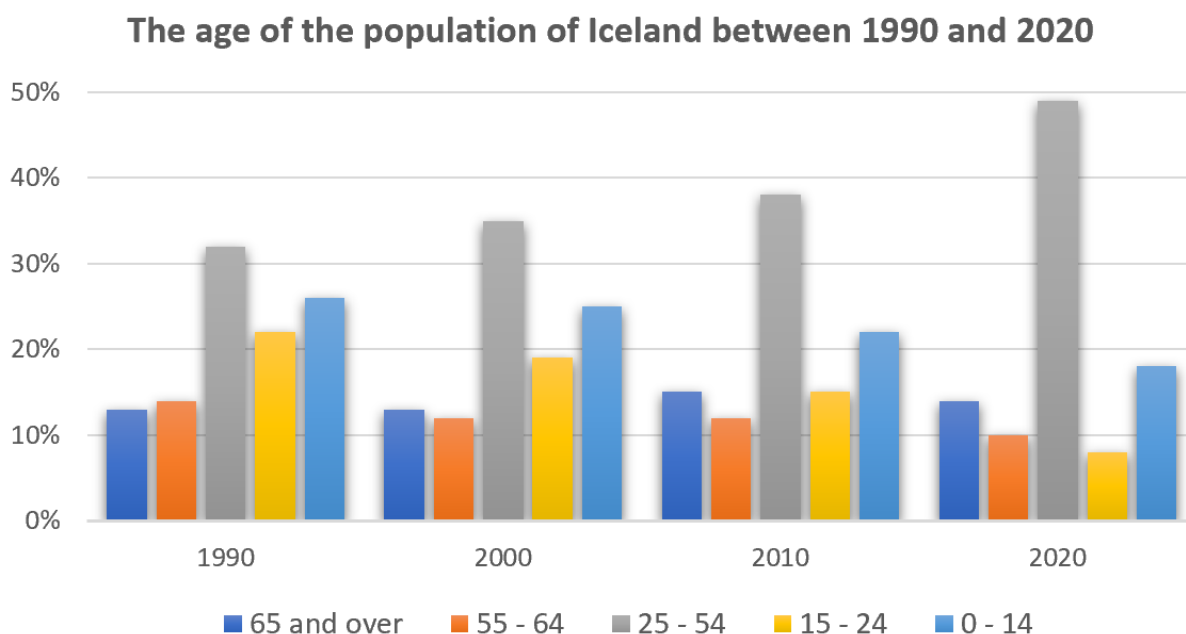
work in for the years 1850 and 2020.

The overall trend shown in the data is a steep rise in the proportion of employees engaged in the service industry, coupled with a decline in manufacturing. The most salient feature is that in 2020, 81% of the workforce were involved in providing services, which contrasts sharply with the figure of 33% in 1850. In contrast, we observe a huge drop in the manufacturing industry from over a third in the mid nineteenth century to just 9% by the early twenty-first century.

Furthermore, the 170-year period saw a marked fall in the agriculture and fishing sectors, leaving food production with a tiny 1% of Canadian workers. Similarly, workers in energy and water companies decreased by two thirds. On the other hand, the construction industry experienced significant growth from 5% to 8% over the period.

In general, the job profile of the Canadian workforce changed radically between 1850 and 2020, with the increases coming in the construction and service industry but all other areas seeing a decline. (191 words)

- C The graph gives information about the age of the population of Iceland between 1990 and 2020. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



The bar chart compares the different ages of people living in Iceland between 1990 and 2020.

All in all, the size of the 25-54 age group increased the most over the period while the size of the two younger age groups decreased a little bit. The number of people in the two older age groups stayed about the same.

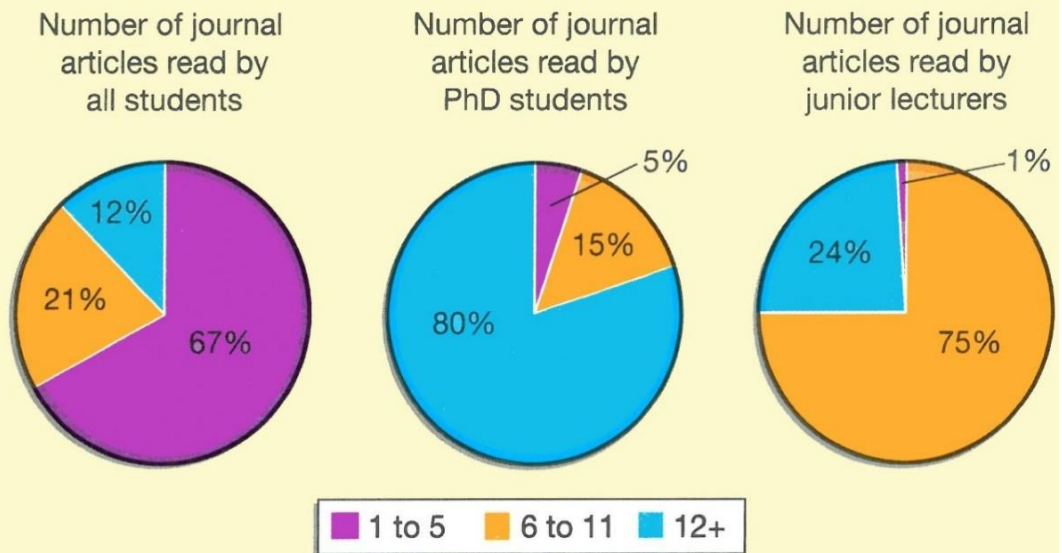
The 25-54 age group grew from approximately a third of the population in 1990 to nearly half of the population in 2020.

The older two age groups did not increase or decrease much. The size of the 65 and over age group remained at about 13%, whereas the size of the 55 -64 age group only fell from about 14% to about 10% of the population.

By contrast, the 0-14 age group fell from just over 25% in 1990 to just under 20% in 2020. Similarly, the 15-24 age group dropped from just over 20% of the population in 1990 to just under 10% of the population in 2020. (168 words)

A Task 1 Using general and specific statements

Look at the pie charts and the Task 1 question.



The pie charts above illustrate the number of journal articles read per week by all students, PhD students, and junior lecturers at an Australian university. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

B Complete sentences a–g using the phrases below.

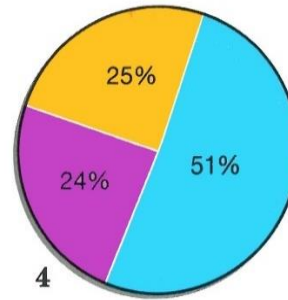
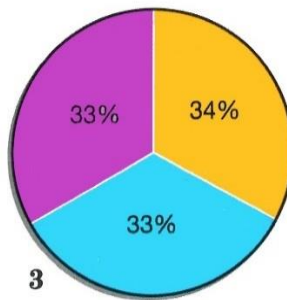
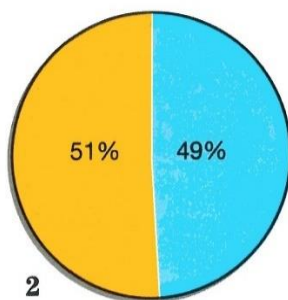
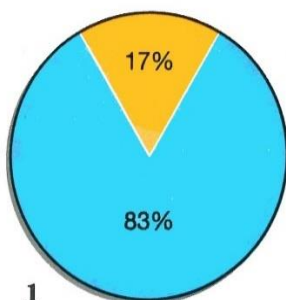
that ■ respectively ■ for example ■ how ■ but ■ which ■ meanwhile ■ whereas ■ and

- a The figures were 80 per cent and 12 per cent _____.
- b The three pie charts illustrate _____ many articles from academic journals are read weekly by PhD students _____ junior lecturers compared to other students at an Australian university.
- c _____, the overwhelming majority of those studying doctorates read at least twelve articles per week in comparison with the average student.
- d Furthermore, only five per cent of PhD level students read between one and five articles, _____ the average for all students in this category is a hefty 67 per cent.
- e _____, for junior lecturers the pattern appears to be slightly different.
- f It is clear _____ those students who are researching for a PhD read more articles than either junior lecturers or other students.
- g Most read six or more articles per week (99 per cent), _____ out of this total 24 per cent read 12 or more, _____ is almost a third of the corresponding figure for PhD level students.

Technique

Identify the most striking feature(s) of the pie chart and summarize them in your answer. Find the **similarities**, **differences** and **patterns**. Use these words in bold in your answer, where possible. Underline and keep in mind the words.

- C** Pie charts are frequently used to summarize data. Match each of the following overviews to one of the pie charts 1–4 above.



- a To conclude, only a small minority of people felt that the language barrier would prevent the development of cultural links.
- b It is evident that opinions are split almost equally between the three options as regards the benefits of joint cultural ventures.
- c It would seem that the vast majority of people think that the development of trade links has the greatest impact on international relations.
- d Just under half the people surveyed are of the opinion that China would be the biggest cultural influence in the world by 2020.
- e About half of the holiday makers visited Italy because they were interested in the art and culture, whereas the food and the climate were named as the most important factors by approximately equal numbers of the remaining tourists in the survey.

Technique

Aim to include several key features in your Task 1 answer: a paraphrase of the question, proportion phrases, comparisons, some general and some specific statements/ clauses about the data, along with an overview.

- D** Rewrite the sentences below using a suitable phrase from the list.

nearly a third ■ almost equal numbers ■ the vast majority
 a tiny minority ■ just under half ■ nearly two-thirds

Examples

Government subsidies accounted for *63 per cent of all funding*.

Government subsidies accounted for *nearly two-thirds of all funding*.

- a *87 per cent of holiday makers* to China were very satisfied with their experience.
- b It is clear that *about 50 per cent of both sexes* favoured increased cultural contacts.
- c Only *11 per cent of filmgoers* thought films helped promote cultural awareness.
- d In conclusion, the trend is clearly upward, with *47 per cent of companies* establishing new trade and cultural links in 2012.
- e To sum up, *32 per cent of all tourists* were on some form of package holiday.

E Technique

The phrases in the list are alternative ways of describing proportions. Divide the list into four groups that each have similar meanings.

three quarters ■ almost half ■ one third ■ 75 per cent ■ one in three ■ nearly half ■ 26 per cent
48 per cent ■ about one in four ■ 33 per cent ■ three out of four ■ just under one half
just over a quarter ■ close to one half

These adjective-noun collocations can also be used to describe proportions. Write the adjectives next to the correct meaning in the table.

the vast majority ■ a tiny minority ■ a massive 85 per cent ■ a modest twelve per cent
a hefty 85 per cent ■ a mere twelve per cent ■ the overwhelming majority

very big	
very big (used before numbers)	
very small	
not very big (used before numbers)	

F Describing two sets of data

Study Task 1 below and answer questions a–c.

The table below shows the age profile of tourists on backpacking holidays and guided tours in New Zealand in 2012 and the pie chart gives the satisfaction rating of their stay. Summarize the information by selecting and reporting the main features and make comparisons where relevant.

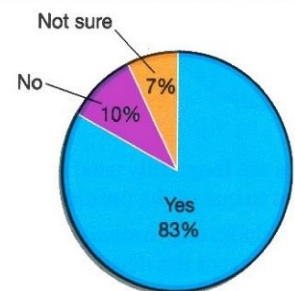
Age profile	Backpacking	Guided tours
18–30	62%	7%
31–40	23%	22%
41–50	10%	57%
Other	5%	14%

Technique

Use a variety of verbs such as *form*, *make up*, *account for* when you describe proportions.

Technique

Show that you can combine ideas in complex sentences.



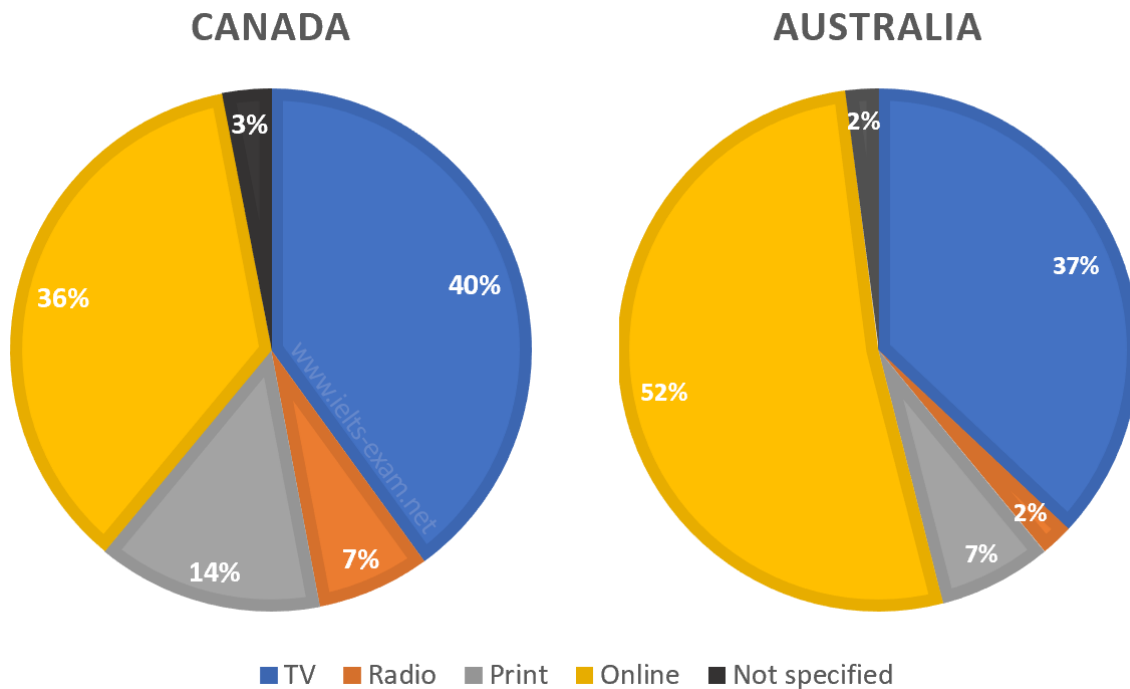
G Complete the text with verbs from the box. The first one has been done for you.

comes ■ accounts for ■ belong ■ provides ■ enjoyed ■ is rated ■ make up ■ include

The table 1 provides a breakdown by selected age group of those on backpacking and guided tours in New Zealand in 2012, with the pie chart indicating whether they 2 _____ their holiday. As can be seen from the table, the age profile of people on the two different types of holiday varies considerably. For example, the majority (62 per cent) of those on backpacking holidays 3 _____ to the 18–30 age range, but the same age group 4 _____ a small proportion (seven per cent) of those on guided tours. However, the pattern is the complete reverse when it 5 _____ to 41–50 year-olds. These people 6 _____ 57 per cent of those on guided tours, despite accounting for only ten per cent of backpackers. By contrast, the profiles for both backpacking and guided tours 7 _____ roughly equal proportions from the 31–40 age group: 23 and 22 per cent respectively. It is clear from the pie chart that New Zealand 8 _____ as a popular holiday destination among the majority of all holiday makers, with a massive 83 per cent from both groups stating they enjoyed their holiday.

H The pie charts compare ways of accessing the news in Canada and Australia.

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



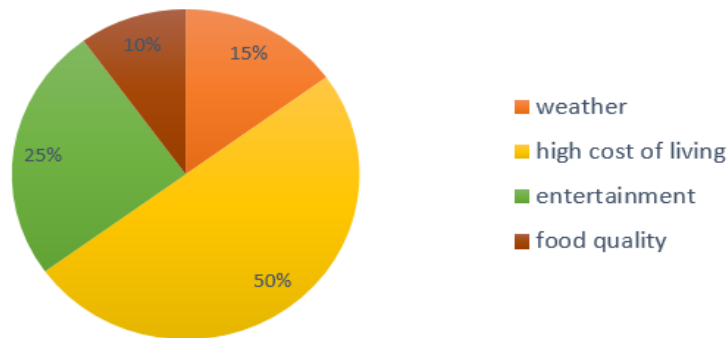
The pie charts show the principle ways of finding out the news in two different countries, Canada and Australia. The two nations show broadly similar patterns, though there are some differences, both significant and minor.

One of the most prominent features of this data is that, while in Canada over a third of people access the news online, in Australia the figure is more than half, at 52%. It is apparent that viewing the TV news is popular in both countries, with about two fifths of Canadian population favouring this mode of delivery and only 3% fewer in Australia. One major difference between Canada and Australia is that over twice as many people read the news in print in the former, compared with the latter. The figures are 14% and 7% respectively. Similarly, listening to the news on the radio is preferred by three times more people in Canada than in Australia.

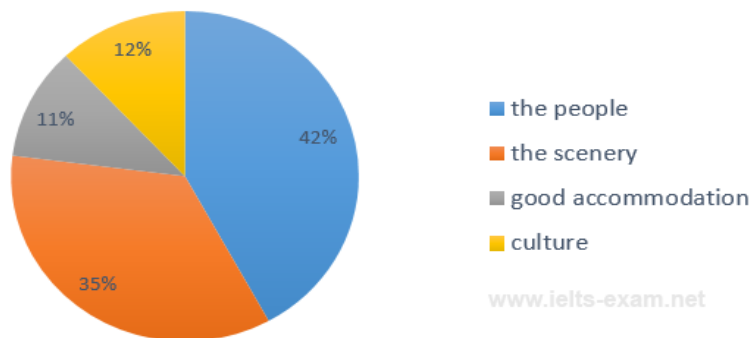
Overall, it can be said that the high levels of internet use in Australia mean that other methods such as radio and print are used less in comparison with Canada. (182 words)

The pie charts below show the most common advantages and disadvantages of Bowen Island, according to a survey of visitors. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Most common disadvantages



Most common advantages



www.ielts-exam.net

The two pie charts show the aspects of Bowen Island that tourists enjoy the most and the least.

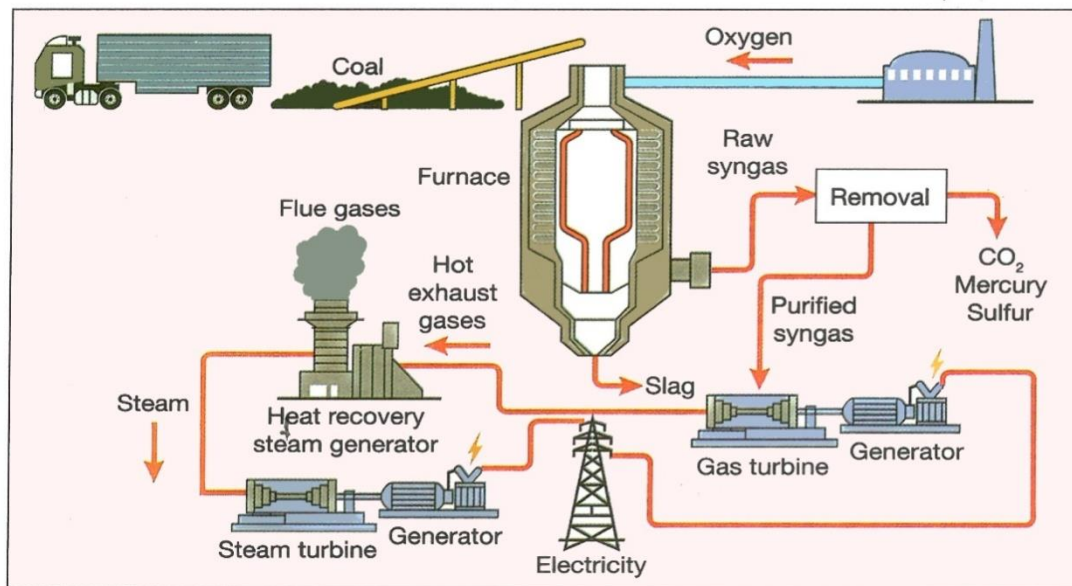
Bowen Island has many features that attract tourists but the most popular of these are the scenery and the people, with more than two thirds of the visitors to the island listing these as the greatest advantages. The standard of accommodation on the island appears to be more than adequate, with 11% of respondents listing this as an advantage. 12% of visitors cite the culture of the island as a major attraction.

However, the island seems far from being a perfect tourist destination. When it comes to the negative aspects of the island, the high cost of living, poor weather and the quality or lack of entertainment are seen as the worst of these. Together, these three categories make up 90% of the total disadvantages. In spite of the high costs on the island, 10% of the visitors complain of poor food quality.

Overall, it seems that most people like Bowen Island because of the scenery and people. However, it is possible that the unspoilt nature of the island means there is little in the way of entertainment and this, combined with the high cost of living, makes it unlikely to appeal to everyone. (212 words)

- A** The diagram below shows how energy is produced from coal. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Sequencing



Write headings for each stage of the process using these verbs: deliver, add, remove, produce, convert, generate.

Example

Delivering the coal/the delivery of the coal

B

Complete the model text below by choosing the correct alternative in each case.

The diagram shows the process involved in the production of energy from coal.

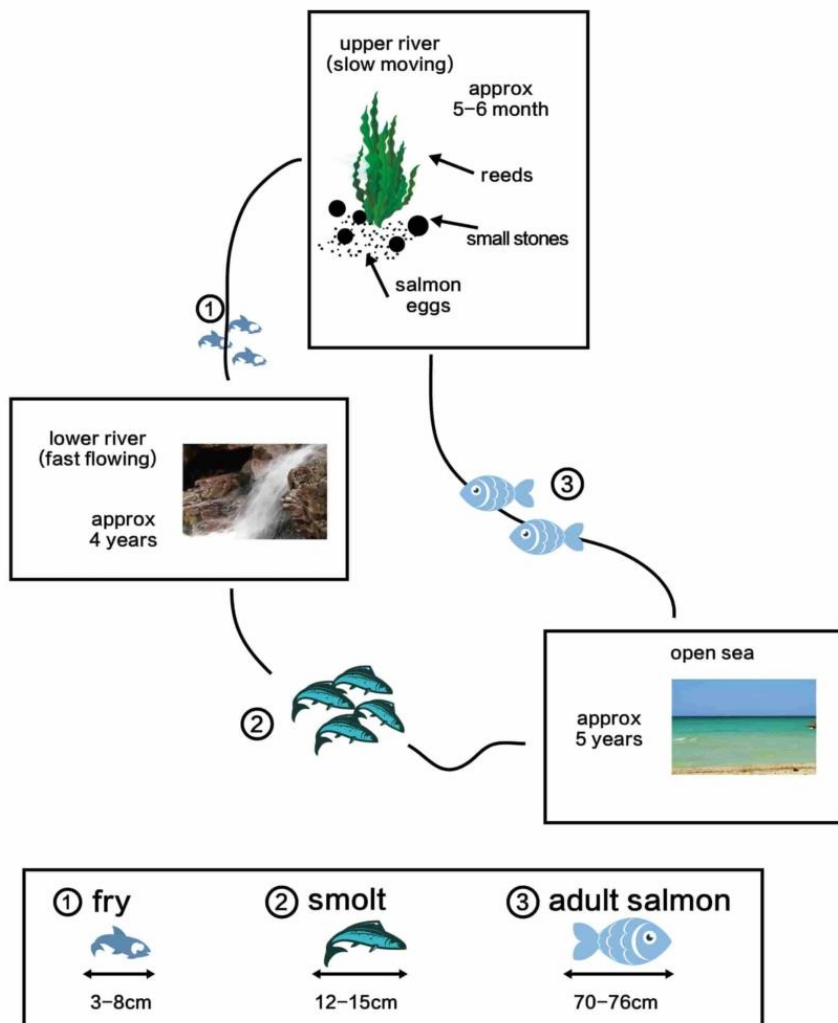
1 *First of all/At first/Once* the coal is delivered by lorry. **2** *Furthermore/After that/As a result*, it is carried along a conveyor belt to the power plant, **3** *when/then/where* it is burned in a large furnace to which oxygen is added. **4** *Otherwise/From this/Therefore*, raw syngas is produced. At the next stage of the process, harmful substances like carbon dioxide, mercury and sulfur are removed. **5** *Following that/Following/Subsequent*, the purified gas is used to drive a gas turbine. The turbine **6** *in turn/afterwards/therefore* powers a generator, producing electricity. The gas turbine also produces hot exhaust gases. These are **7** *then/therefore/consequently* piped to a heat recovery steam generator, which converts the heat into steam. The steam is **8** *consequently/subsequent/subsequently* used to power a steam turbine, which again is used to generate electricity.

It is clear that the production of energy from coal requires a series of stages, including the use of exhaust gases.

Technique

Use linking devices such as *First of all*, *After that* (adverbs) and *When* (conjunction) as trigger words to help you sequence ideas when you describe processes.

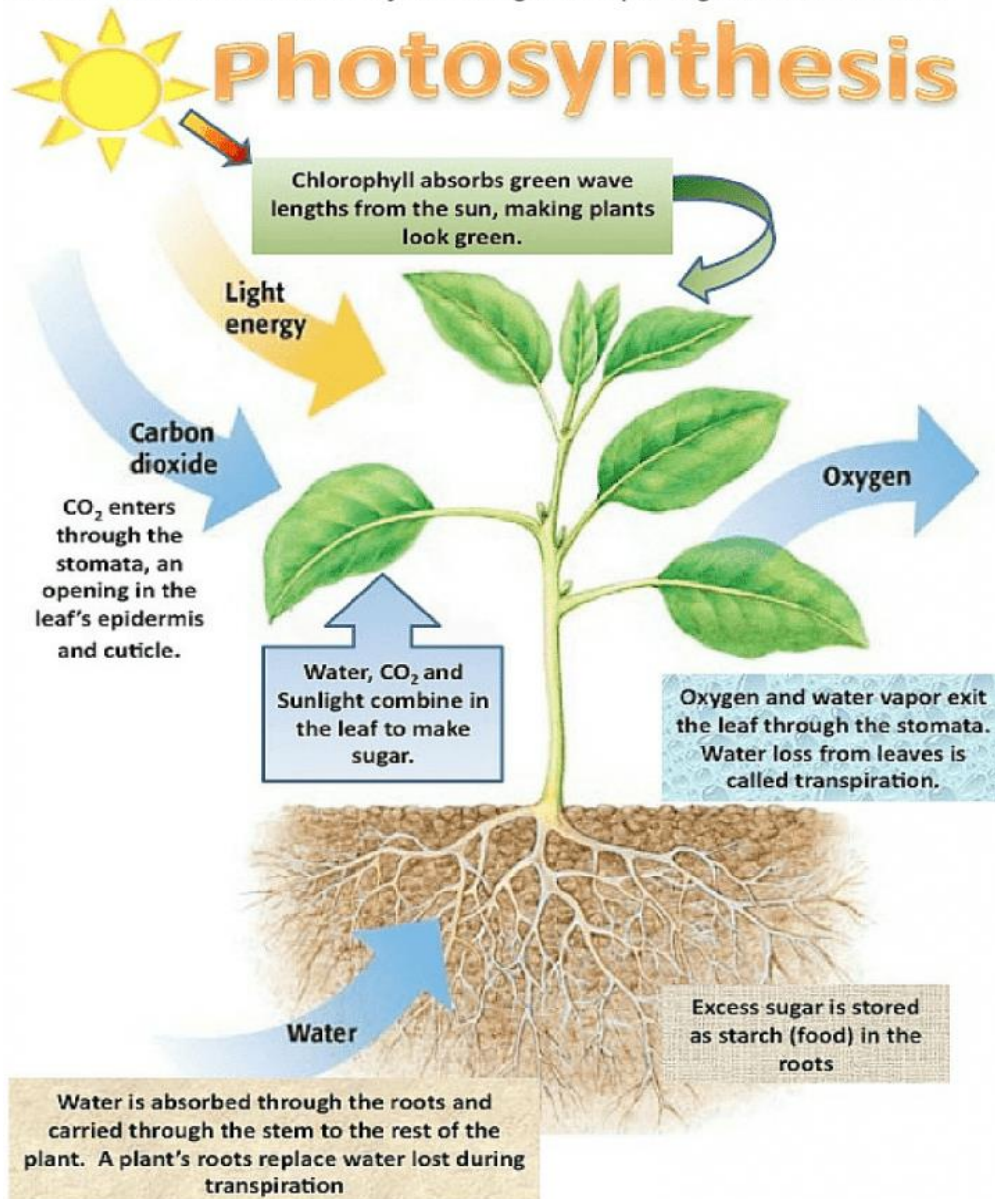
C The diagrams below show the life cycle of a species of large fish called the salmon. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



The diagram illustrates the life cycle of salmon, a large species of fish. Overall, the salmon goes through four major stages in life.

As can be seen, adult salmon lay eggs on small stones and reeds in the upper river where the water is slow-moving. In about three to six months, the eggs hatch and baby salmon come out. They are only 3 to 8 centimetres long at this stage. From the upper river baby salmon or fry move to the fast-moving lower river where they live for approximately 4 years. By this time, they have become smolts with a length of 12 to 15 cm and then they migrate to the open sea where they live for another 5 years. Finally, adult salmon which measure 70 to 76 centimetres in length return to the upper river where they were born and lay eggs to start the process all over again. (152 Words)

- D The diagram below shows the process of photosynthesis. Summarise the information by selecting and reporting the main features.



The provided illustration demonstrates how plants produce energy from sunlight.

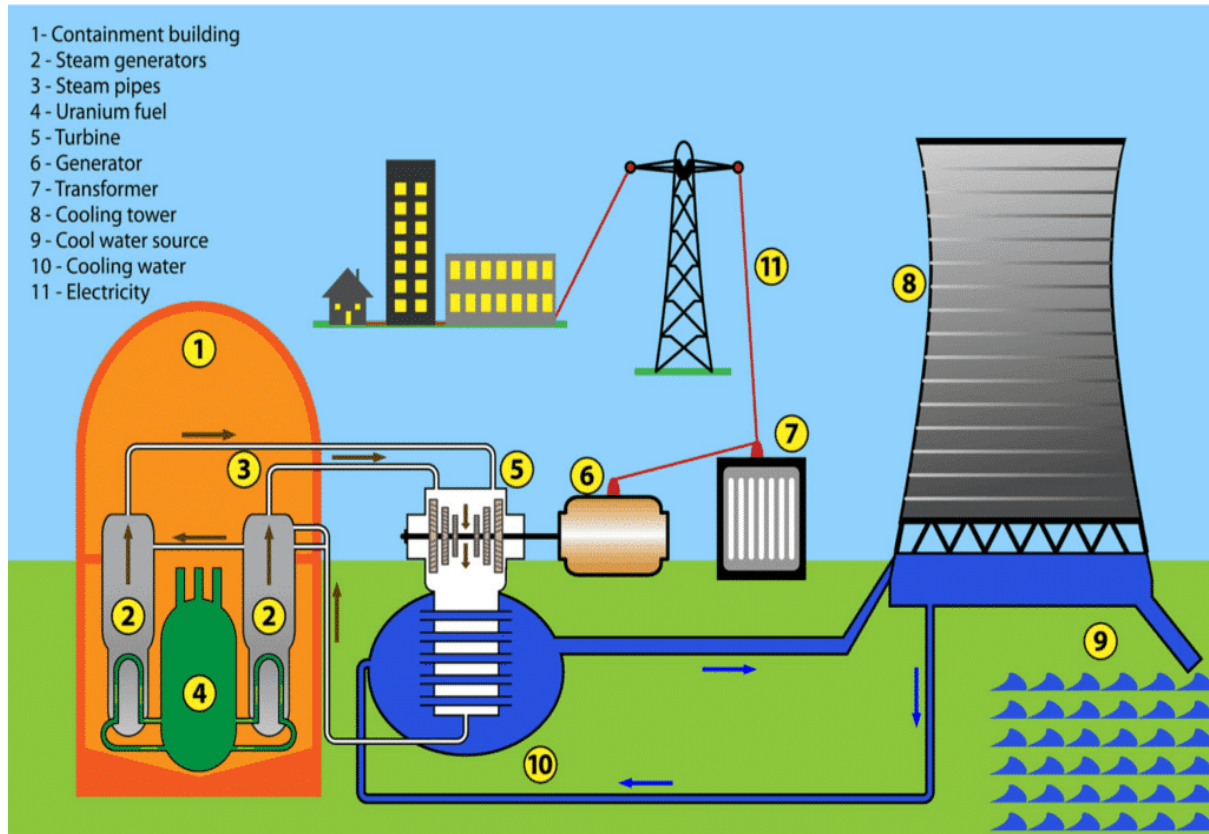
Photosynthesis is a natural linear process beginning with sunshine and carbon dioxide being absorbed and finishing with the production of sugar, oxygen and starch. There are five main stages in this process, allowing plants to convert light energy to chemical energy in the form of sugar.

First of all, chlorophyll allows the plant to take in sunlight along the green spectrum and carbon dioxide is absorbed through openings in their surface. At the same time, water is sucked up through the roots and this is combined with CO₂ and the sun's rays to produce sugar that can be utilised by the plant for food. Next, the byproducts of this chemical reaction are oxygen and water which are extracted through transpiration. In this process water evaporates from the leaves and O₂ is released. Finally, any extra sugar is deposited in the roots as starch.

(153 Words)

E The diagram below shows how electricity is produced in a nuclear power station.

Summarise the information by selecting and reporting the main features.



The given illustration demonstrates the process of how nuclear power plants generate electricity.

This is man-made linear process starting with uranium fuel and water creating steam and ends with electricity being sent to the electric grid. Overall, there are several stages including steam production, turbines driving a generator and a transformer creating electricity.

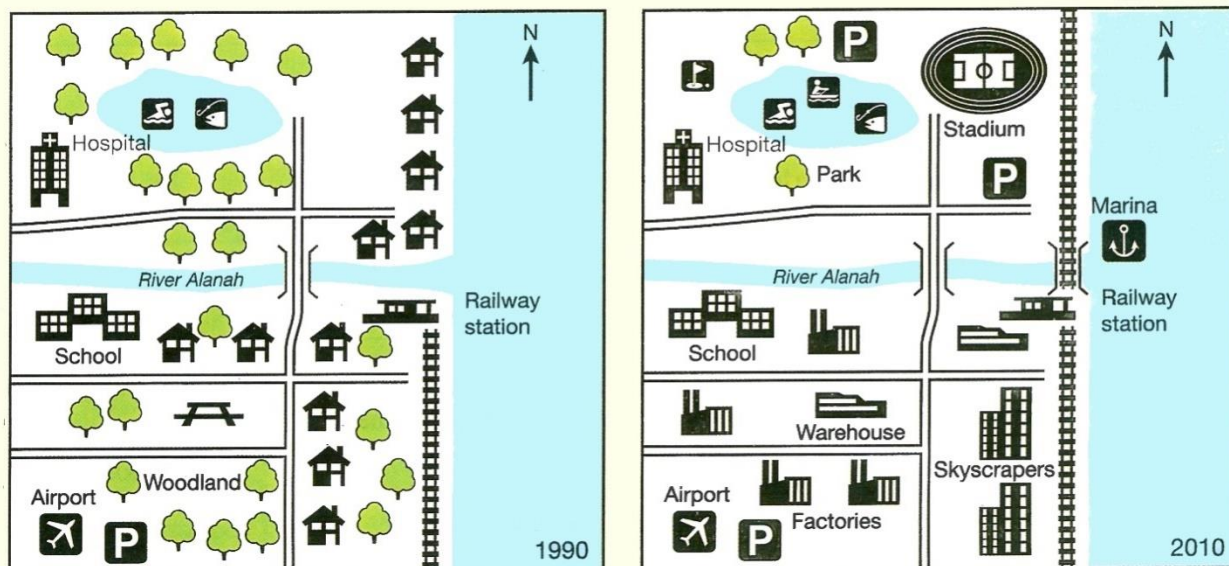
Firstly, heat is created by uranium fuel in the steam generator and this water vapor flows through pipes to a turbine. Next, the steam causes the turbine to spin and in turn powers a generator subsequently creating electricity.

After that, electricity from the generator is transferred to a transformer where the electricity can be changed to a form that is ready to be sent to the grid to power houses and factories. Meanwhile, hot water makes its way to a cooling tower, condenses and then returns to the turbine or might flow into the cold-water source.

(150 words)

A

The maps below show changes that took place in Youngsville in New Zealand over a 20-year period from 1990 to 2010. Answer the following questions:



B

Complete the text below. Use one word from the following list to complete each blank space. The first one has been done for you.

houses ■ experienced ■ noticeable ■ factories ■ developments ■ comparison
residential ■ corner ■ facilities ■ construction

The maps show the 1 developments which took place in the coastal town of Youngsville between 1990 and 2010.

In 1990, the town was a much greener 2 _____ area with a large number of trees and individual houses, but during the next 20 years the town 3 _____ a number of dramatic changes. The most 4 _____ is that all of the trees south of the River Alanah were cut down, with all the 5 _____ along the railway line being knocked down and replaced by skyscrapers. Moreover, a new industrial estate with 6 _____ and warehouses sprang up around the airport and school.

Only a few trees north of the river remained. The woodland was cleared to make way for a park, a golf course and car parking 7 _____. Further developments were the 8 _____ of a stadium near the north-east 9 _____ of the lake and a new stretch of railway from the river running directly north. A marina was also built at the mouth of the river.

Overall, a 10 _____ of the two maps reveals a change from a largely rural to a mainly urban landscape.

Technique

Identify changes in the maps and number them on the second one. Think of some general statements and make notes. Remember to write an overview.

- A** Transform the sentences below by changing the nouns into verbs and by using the passive. Refer to page 7 for more information on using nouns to summarize.

Example

There were *spectacular changes* in the area. The area *was changed* spectacularly.

- There were dramatic developments in the town centre.

- There was a complete transformation of the neighbourhood.

- There was a total reconstruction of the residential area.

- There was a total redevelopment of the old factories.

- There was a rebuilding of the old houses.

- There was a complete modernization of the entertainment district.

Technique

Do not just describe the map or maps. Describe the developments that took place.

B prefer, would rather, had better

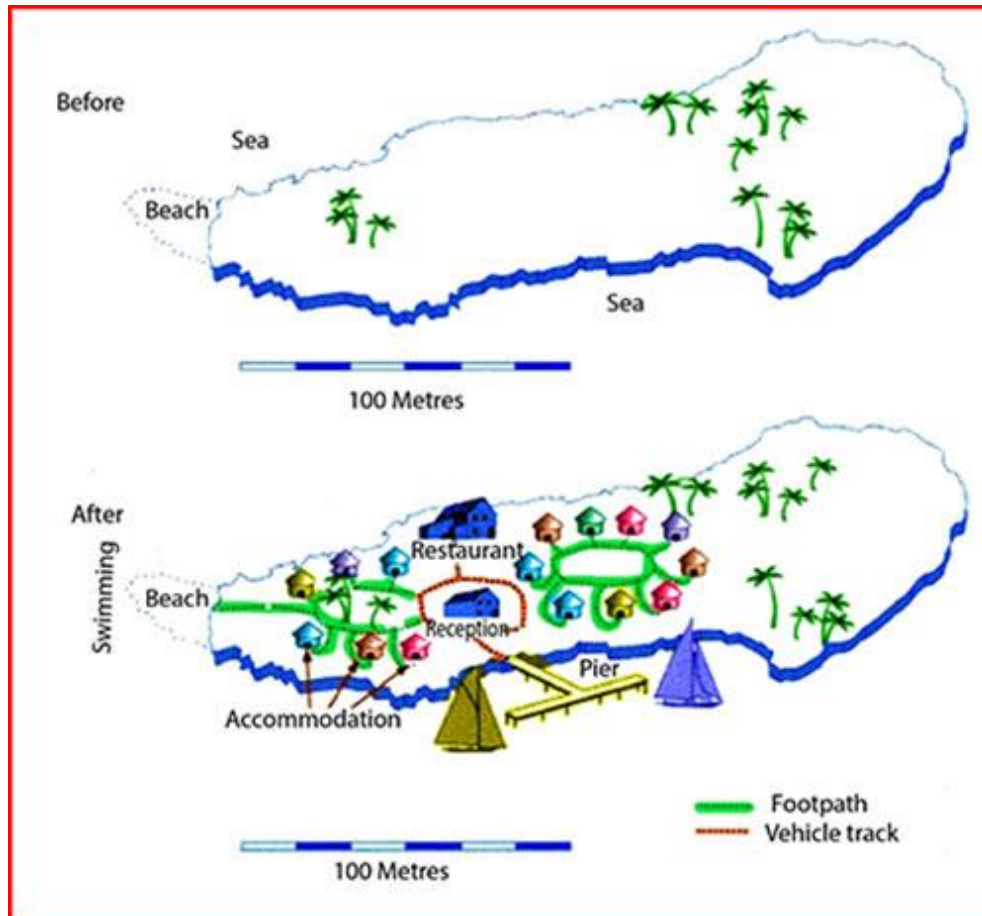
Form	Use	Example
prefer + noun/-ing + to + noun/-ing	expressing general preference	<i>I prefer biology to history.</i> <i>I prefer reading English texts to speaking in English.</i>
would prefer + full infinitive + rather than (+ bare/full infinitive)	expressing specific preference (on this occasion)	<i>I'd prefer to have the lesson on Wednesday rather than ([to] have it) on Tuesday, if that's possible.</i>
would rather + bare infinitive + than (+ bare infinitive)	expressing general or specific preference	<i>I'd rather have the lesson on Wednesday than (have it) on Tuesday, if that's possible.</i>
would rather + sb + past simple/past continuous	expressing general or specific preference (about someone else)	<i>I'd rather you didn't sit next to Brian.</i>
had better + bare infinitive	giving advice	<i>You'd better ask your parents if you can come on the school trip.</i>



- We don't usually say *I don't prefer...* We use *I prefer not to...*
✓ *I prefer not to have music on when I'm studying.*

C The two maps below show an island, before and after construction of some tourist facilities.

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



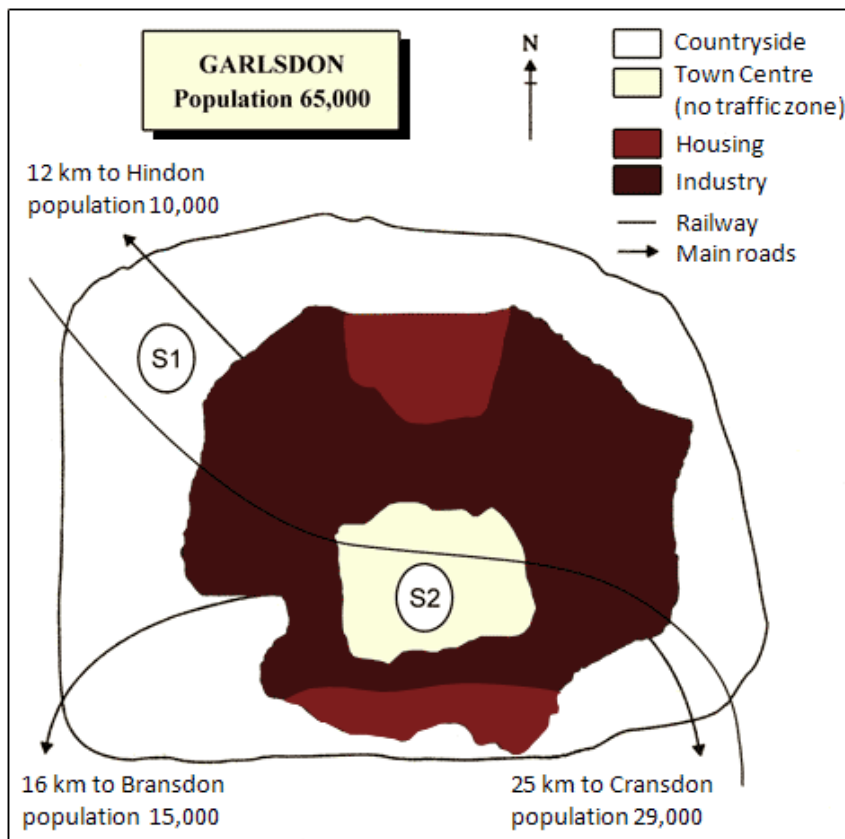
The given map shows the changes made for the tourists' conveniences on an island. As it is shown on the given map, lots of new constructions took place on the island including restaurant, accommodation and footpath.

Before the constructions took place on the island, there were no accommodation facilities there. Only few trees were present on the first map that showed the island before it was renovated for the tourists.

The second map, which represents the island's view after the renovations, reveals the changes that were made in this island. A restaurant was built there and many accommodation facilities were made so that tourists can stay there. Reception area was in front of the restaurant and the accommodations were made in circles near the beach. Interestingly trees were not cut and most of the constructions were near the beach area.

Pathway for walking to the restaurant, beach and pier were made for the visitors and boats were introduced for the tourists. In the second map, vehicle tracks could be found which denotes the tourists' facility to use transportation system in the island. (215 Words)

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



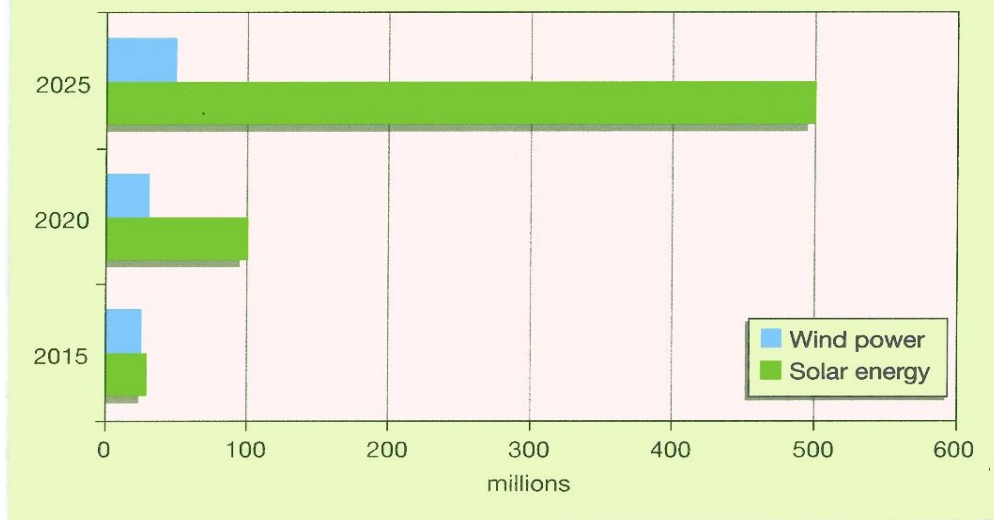
The map shows two proposed sites for a supermarket that will be built in the town of Garlsdon. The main difference between these sites is that the first location is just outside the town, while the other is located in the town centre.

The first potential location (S1) is outside the town itself, and is sited just off the main road to the town of Hindon, lying 12 km to the north-west. This site is in the countryside and so would be able to accommodate a lot of car parking. 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 (25 km to the south-east) and Hindon, a potentially large number of shoppers would also be able to travel by train.

In contrast, the 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. (179 words)

A

The bar chart shows the predicted number of buildings that will be powered by solar and wind energy in the future.



Complete sentences a–d with the words *will*, *prediction* or *predicted*.

- The number of solar-powered buildings _____ increase to 500 million in 2025.
- It is _____ that the number of solar-powered buildings _____ increase in the future.
- The _____ is that the number of buildings powered by solar energy _____ increase.
- The number is _____ to increase to 500 million in 2025.

Technique

Use the structure *will* + infinitive or a range of prediction verbs to talk about future statistics. Use the forms: *It is predicted (that) ...*; *... is/are predicted to ...* Before you start writing, make a list of 'predict' verbs to use as trigger words.

B

Complete sentences a–e with the correct form of the verbs in brackets. Use *will* + infinitive, *will have* + past participle, or *will be* + *-ing* form. You may also need to use the passive.

- In 2025, it is expected that 30 million buildings _____ (use) wind power.
- By 2025, it is predicted that many animals _____ (become) extinct.
- In 2020, more bicycles _____ (sell).
- By 2030, very few people _____ (live) in the countryside.
- By the year 2020, it is anticipated that many natural habitats _____ (destroy).

C Task 1

You should spend about 20 minutes on this task.

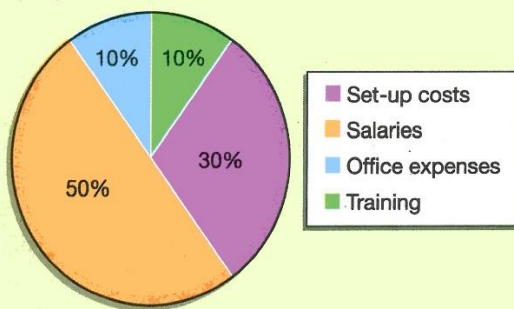
The table below shows the projected costings over the next five years in American dollars for three environmental projects for sustainable forestry. The pie chart shows the expected expenditure breakdown allocation for the first year as the projects are set up.

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

Write at least 150 words.

	2020	2021	2022	2023	2024
West Africa	10.5 million	7.5 million	2.5 million	2.5 million	3.5 million
Central America	20 million	12 million	5 million	5 million	5 million
South-east Asia	30 million	20 million	40 million	50 million	50 million

Projected expenditure in Year 1



Task 1

The table shows the estimated costs of environmental projects in three different areas. The pie chart gives a breakdown of the costs in the first year.

In 2020, the projected cost for the West African project is 10.5 million dollars. It is forecast that this figure will fall to just 2.5 million in 2022 and 2023, but it is expected it will rise to 3.5 million in 2024. The Central American project is predicted to cost 20 million in the first year but by 2022 annual expenditure will have fallen to 5 million. It will then remain unchanged. However, in South-east Asia the projected cost for 2020 is 30 million and expenditure will reach 50 million in 2023 and 2024.

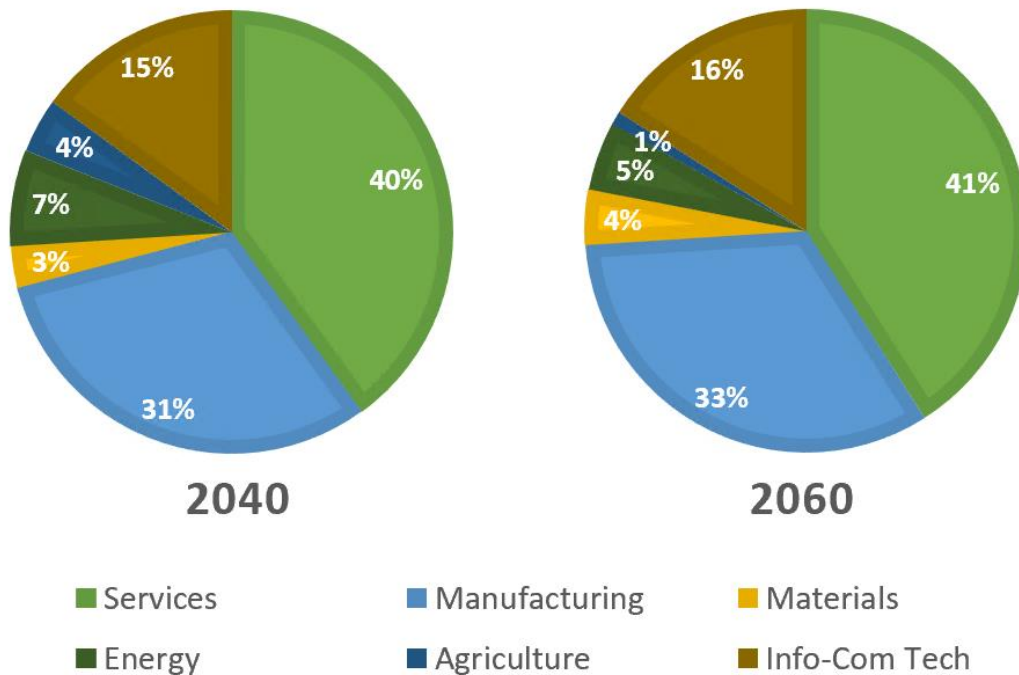
According to the pie chart, 50 per cent of the budget for year one will be spent on salaries and 30 per cent on set-up costs. Training and office expenses will each make up 10 per cent of the total. It is clear that by far the greatest amount of money will be spent on the South-east Asian project and, unlike the other two, annual costs will rise. (183 words)

Comments: Paragraph one paraphrases the rubric. Paragraph two gives details about all the projects and gives an overview by pointing out the differences between the third project and the previous two. Paragraph three gives details about the pie chart.

D The charts show projections for global production by sector in 2040 and 2060.

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

WORLD, PROJECTED PRODUCTION BY SECTOR



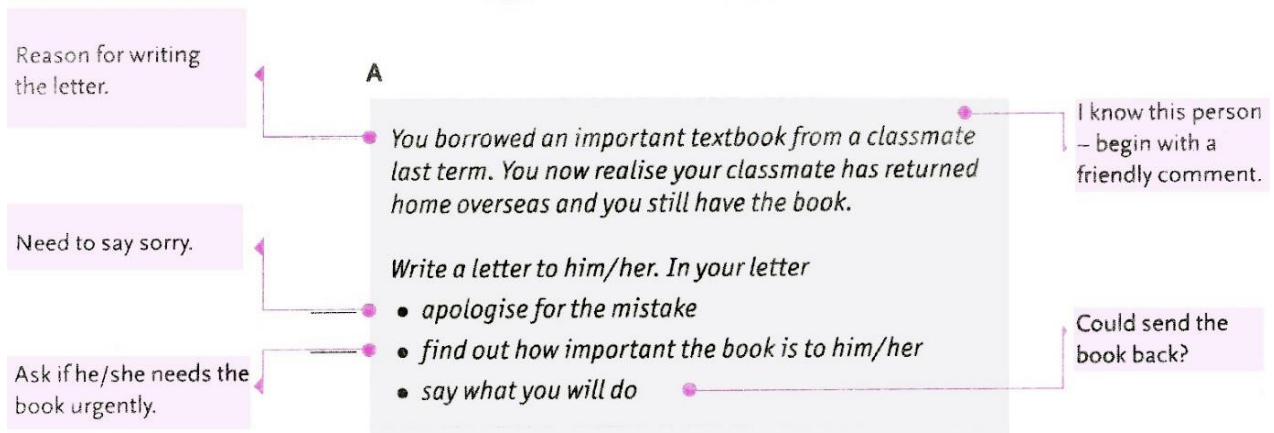
The charts show projections for global production by sector in 2040 and 2060. Generally speaking, there is little change in the projected proportion of production by the various sectors in the two years, with manufacturing and services being the most dominant.

It is forecast that the services and manufacturing sectors together will account for more than half of global production in 2040 and 2060, 71% (40% and 31%) and 74% (41% and 33%) respectively. By contrast, the proportion of production from energy is expected to decline from 7% in 2040 to 5% in 2060, a drop of approximately one third. It is also anticipated that there will be a similar dramatic drop for agriculture production from 4% to 1% with production in materials, by contrast, comprising 4% in 2060 compared to 3% in 2040.

As regards info-communications and technology, there is expected to be little difference in the proportion of production the sector constitutes, with a slight rise from 15% to 16% over the period.

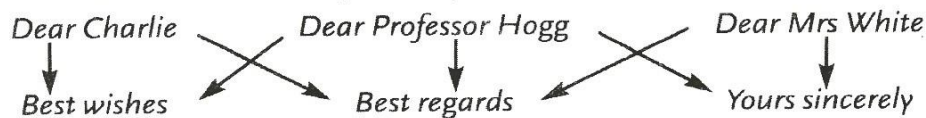
(165 words)

General Training Writing Task 1



How should I begin and end the letter?

If you know the name of the person, you can begin and end your letter like this:



Don't use the given name and family names together, e.g. *Dear Mr John Liu.*

If you don't know the name of the person you are writing to, then write:

Dear Sir (or Madam) and Yours faithfully.

How can I make my purpose clear?

In a formal letter, begin by stating the purpose of your letter clearly so that the reader understands immediately why you are writing. In an informal letter to a friend, you can begin by referring briefly to their life or to something you have in common, before moving on to the main purpose of your letter.

Complete the first part of the letter for task A

A

Dear Yuki,

I hope you had a safe journey back to Japan, and that your family are all well.

I am writing to say that I'm (a) for not giving you back the book 'English Grammar in Use' which I borrowed from you last term. You (b) it to me just before the exams to help me prepare for them, and yesterday I (c) it under my bed.

B Complete the rest of the letter below.

Please (a) me know straight away if you (b) this book for your studies right now or whether you can (c) without it.

If you really need it, I can (d) it to you by airmail immediately. If not, do you mind if I (e) it by ordinary mail as it is quite heavy? Or, if you prefer, I can send some (f) instead. Please let me know what you (g) me to do.

I hope you enjoy the holiday.

C What are the differences between formal and informal tone?

You must be clear about whether the letter is formal or informal and choose the right language. Formal letters need to be polite but to the point. Informal letters, on the other hand, can begin with a friendly opening that shows the relationship between the reader and writer.

Do you need a formal (F) or an informal (I) tone for the following letters?

- a Inviting your classmates to a surprise party.
- b Thanking a friend for a birthday present.
- c Writing a letter about an insurance claim.
- d Asking for an extension for an essay.
- e Telling a friend how to get to your house.
- f Asking someone to return something you lent them a year ago.

D Look at the following sentence starters. Decide which ones would be useful in a formal letter (F) and which would be useful in an informal letter (I). Some of them may be useful in both types of letter (B).

- | | |
|-----------------------------|---|
| a I am writing to... | g Thanks a lot for... |
| b Can you... ? | h I hope you're... |
| c What about... ? | i Sorry to hear about... |
| d Could you please... ? | j I'm really glad... |
| e Would it be possible... ? | k I would (I'd) be grateful if you could... |
| f Please accept my... | l Looking forward to... |

E How can I link my ideas within paragraphs?

You can link your ideas within paragraphs by using words or phrases such as *unfortunately* and *however*. It is also sometimes useful to connect the new paragraph to the previous one using a phrase such as *As I mentioned before*.

Read the letter below and re-write it using the words to help link the ideas. Words or punctuation which need to be changed have been highlighted.

which it Could you tell me
it Unfortunately, but obviously even though but which because

Dear Sir,

I am writing to inform you that I received a letter from my bank today. (a) It was supposed to contain my new bank card.

(b) there was no bank card enclosed in the envelope when I opened it.

I telephoned the bank to explain the problem (c) I could not get through to the right department (d) I waited on the line for over half an hour. (e) It was extremely annoying.

In the letter, you asked me to acknowledge receipt of the card (f) I cannot do this as I have not received (g) the card. I am now very worried (h) there is a possibility that my card has gone to another customer or got lost. (i) what will happen if somebody has already used the card and spent my money? Will the bank repay me?

Is it possible for the bank to cancel this card so nobody else can use (j) the card? Could you also send me a new card by secure means?

I hope to hear from you soon.

F Are the following sentences formal (F) or informal (I)? Underline or highlight the words which tell you.

- a I'm writing to enquire about the Manager's position advertised in...
- b Lovely to see you at the weekend. Thanks for a great party.
- c Thank you for sending me the copy of 'IT Journal' which I ordered last week. Unfortunately, it was damaged in the post so I'd be grateful if...
- d I'd like to apologise for my late arrival on Monday which was due to...
- e Great to catch up with you on Friday. Sorry I was a bit late.

G How can I show a range of vocabulary?

Think of words that are similar in meaning to words you are given. This is called brainstorming. You can do this by writing down all the words that come into your head when you read the task. You may not use all these words.

Brainstorm words
permission to miss
have to go home
important occasion
wedding/get married
close family
sorry for the inconvenience
apologise for asking
keep up with studies
examinations
complete assignments
do the work
hope you can agree
look forward to hearing

H *You are studying overseas. You need to return to your country before the end of the semester for a family event.*

Write a letter to your supervisor. In your letter

- *request the time off*
- *explain why you need to leave early*
- *reassure him/her that your studies will not suffer*

Verb
make
submit
accept
receive
have
take
show
give

Adjective
legal
unexpected
genuine
unforgettable
appalling
serious
sincere
online

Complete the sentences by choosing a verb and an adjective to fill the gaps. Put the verbs in the right tense.

- a Please my apologies.
- b Yesterday I some news about my family.
- c When we the accident, the weather was
- d The neighbours a very complaint about the noise.
- e I was some advice about buying a new flat.
- f The audience their enthusiasm for the play by cheering loudly.
- g The night flight we to the tropical island was a truly experience.
- h I have an application for the job.

Can I use words from the task on the question paper?

You can use individual words from the question paper, but if you copy long phrases or whole sentences, these words will be deducted from the total word count of your answer.

How important is accuracy?

You will lose marks if you write words in the wrong form, e.g. *I am writing to application*, if you choose the wrong word or if you do not spell words correctly.

I

Dear Dr Simpson,

I am writing to apologies for not coming to the English language test last wenesday morning. I was unable to attend because my alarm clock did not go off. As a result, I slept until ten o'clock and avoided the eight o'clock train.

I wonder if it would be possible for you to give me another oportunity to pass the test? I assure you that I will work very hard and will not let you down a second time. I studied most weekend for this test to get a correct mark, so I have to say that I am really very disappointed by what happened.

It is very importance for me to do well in this course as my future depends on it. I could come to your office whatever you have the time. I would quite appreciate your help in this.

I wish to hear from you soon.

J

How can I show a range of sentence types?

You need to write sentences that contain more than one clause. It is better to do this and make mistakes than to write in simple sentences all the time.

Use the words in brackets to make one complex sentence from each set of notes below.

a emptying suitcase / found book / bottom of it (*when*)

b come and visit us / free time / next year? (*why not*)

c letter / you sent / arrived late / no bank card (*which*)

d looking / hotel job / involves / administration work (*that*)

e could / tell me / you have / part-time jobs? (*whether*)

f need / request time off / stay with brother / wife having baby (*whose*)

K

How can I show a range of structures?

You should show that you can handle different tenses and are able to use conditionals, modals and auxiliary verbs.

Complete letter below using verbs. You can use any of these verbs more than once.

have would will is getting look forward am am writing can

Dear Professor Hogg,

I (a) to ask permission to miss the last two weeks of term because I (b) to go home to my country for an important family occasion.

I (c) not normally ask for time off during the semester,

especially as we (d) examinations early next year, but it is really important for me to be with my family.

My brother (e) married at the end of October and I (f) really like to be there. We're a very close family, and if I don't attend the wedding, they (g) never forgive me!

I (h) confident that I can keep up with the work while I am away, and I promise to complete any assignments that are due before I leave.

I hope that you (i) agree to my request and I (j) to hearing from you very soon. Please feel free to email me on jgood@hotmail.com

Best regards,

L

You have seen an advertisement for part-time work in a hotel for three months over the summer.

Write a letter to the Manager. In your letter

- *say what experience you have*
- *ask what the work involves*
- *enquire about conditions*

Look at letter below, which is a sample answer to above task. Find ten grammatical errors and make the corrections.

Dear Sir,

I am writing to enquire about the part-time position for waiter advertised in 'The Evening Echo' on 24th June.

I look for work in the months of July and August because my university vacation is then. I have quite experience in the hotel business, as I working in a guesthouse last year. The job involved dealing with the guests, and I very much enjoyed. I can supply references from my previous employer if you require them.

Could you please let me know what this position involves? At the guesthouse, I worked as a porter, and I also did some work as a waiter in the restaurant, so I would be interesting in either of these jobs.

Could you give me an idea of the working hours? I am available at the weekends as well as during the week, and I can work any hours. However, I preferred daytime work to shifts, if possible. Could you also tell me about accommodation for employees and how much do you pay.

I would be very appreciate to hear from you.

Yours faithfully,

1-You have recently been to stay with an old friend for a few days. You hadn't seen each other for a long time. Write a letter and in your letter;

- **say how you felt about the visit**
- **refer to something enjoyable that you did while staying with him/her**
- **invite your friend to visit you**

You should write at least 150 words.

Dear Anita,

I'm writing to thank you for a really enjoyable visit. It was good to see you after so long, and to be able to spend some time with you, talking about old school friends and teachers.

Now that I'm back home, I keep thinking about how good it was to be somewhere quiet and peaceful. I particularly enjoyed our trip to the wildlife sanctuary and appreciated the opportunity to see so many rare birds and animals. It's made me think that I should try and do more to protect them, so I'm having a look on the internet to see what sort of organization there are.

Perhaps next time we get together you could come and visit me. There are plenty of places which are really worth visiting like botanical garden, theme park, awe-inspiring sand dune and a lot more that we can go and my brother would really like to see you. Let me know when you might be free to come here and we can fix something up. I am sure that you would really enjoy it.

I am looking forward to hearing from you soon.

Yours,

Nick

2-You recently bought an item of clothing from a shop. You discovered that it had a fault and returned it to the shop for replacement or refund. However, the assistant told you that this was against the store's policy. Write a letter to the store manager and;

- **Explain the problems you have had.**
- **Ask for a refund or exchange on the item.**

You should write at least 150 words.

Dear Sir or Madam,

On Wednesday 2nd January, I bought a green long-sleeved jumper from your store. The jumper was medium-sized and made from cotton. It cost \$59.95 and it was not on special.

When I got home, I discovered that there was a small hole in the left sleeve. It looks like a rip of some kind and the stitching has unraveled. I returned to your shop the next day to ask for an identical replacement jumper. Unfortunately there were none in stock. Therefore I asked for a refund. However, the shop assistant refused to give me a refund because it was not the policy of the store.

I am writing to demand a refund or, at the very least, a replacement jumper. The jumper is unbearable as it is and I do not want to buy anything else. I hope that you can assist me in this matter. If I do not get satisfaction, I will be forced to seek legal advice.

I am looking forward to hearing a right and fair decision.

Yours sincerely,

Susan Milne

3-You have had a bank account for a few years. Recently you received a letter from the bank stating that your account is \$240 overdrawn and that you will be charged \$70 which will be taken directly from your account. You know that this information is incorrect. Write a letter to the bank and;

- **Explain what has happened**
- **Say what you would like them to do about it.**

You should write at least 150 words.

Dear Sir,

I am writing in reply to a letter I received from you a few days ago. In your letter you state that I am \$240 overdrawn and that you will be charging me \$70.

I would like to point out that the reason I am overdrawn is because of a mistake made by your bank. If you look through your records you will see that I wrote several weeks ago explaining the situation. For the last twelve months, I have been paying \$300 a month for a car I bought last summer. The monthly payments were taken directly from my bank account. However, two months ago I sold the car and I wrote to you instructing you to stop paying the monthly installments. I received a letter

from you acknowledging my request, but, for some reason, nothing was done about it. Another \$300 installment has been paid this month and this is the reason why I am overdrawn.

I would like you to contact the garage where I bought the car explaining your error. I would also like you to ask them to return the money.

Yours faithfully,

P Preston

4 -You travelled by plane last week and your suitcase was lost. You have still heard nothing from the airline company. Write to the airline and;

- **Explain what happened.**
- **Describe your suitcase and tell them what was in it.**
- **Find out what they are going to do about it.**

You should write at least 150 words You should write at least 150 words.

Dear Sirs,

I was one of the passengers who took the flight from Narita (Tokyo) to Heathrow (London) on 5 August. Unfortunately, my suitcase did not come out after the flight. Although I have explained this Mr. McDonald who was in charge at the Luggage Claim Office I have not heard from him for ages.

My suitcase is a grey Samsonite whose size is 10 x 95 cm. There are 3 stickers on one side and 1 red heart shaped sticker on the other side. My initials "AR" are also written on both sides. It is a French dark brown leather Samsonite.

There are a few books and a copy of my thesis in that suitcase which I need for the conference on 19 August. Also, my sunglasses, calculator, set of Japanese pens, passport, master card and other precious documents and things are in it.

Thanks for your help and cooperation into this matter in advance and I would deeply appreciate it if you could give me a prompt reply at your most convenient.

Yours faithfully,

Sarah Lim

5-You are due to start a new job next week but you will not be able to because you have some problems.

Write a letter to your new employer. In your letter:

- **explain your situation**
- **describe your problems**
- **tell him/her when you think you can start.**

You should write at least 150 words.

Dear MS Barnes,

I am writing concerning the position of Assistant Office Manager that I am due to begin next Monday. However, a problem has arisen.

As you know, I currently work for my uncle's food-packing business, and you will remember from my interview that I have gained valuable experience there. Unfortunately, he has had to go into hospital for an operation, leaving my aunt in charge of both the home and the business. She has asked me, as this is a particularly busy time of year, to stay on and help her with the running of the office.

I realize this will be inconvenient to you, but very much hope that, given the circumstances, you would be prepared to allow me to take up my position with you two weeks later than planned.

I would like to emphasize that I remain very keen to work with you, and that I will be gaining further useful experience during this time.

I look forward to hearing from you.

Yours sincerely,

John Forbes

6-You have a friend who lives in a city abroad. You have decided that you would like to apply to do a course at one of the colleges in this city. Write to your friend and;

- **Explain what you would like to do.**
- **Tell him/her what type of work or studies you have been doing for the past few years**
- **Ask for assistance in contacting an appropriate institution.**

You should write at least 150 words.

Dear Kia,

Sorry I haven't written for ages. I've been so busy over the last year and I never seem to have a minute to myself.

I'd like to study electrical engineering at university in Australia next year and I hope you can give me some advice. I think I would prefer Melbourne because I've heard that the educational system is quite perfect and excellent there. More importantly, I've been told that Melbourne is cosmopolitan with lots of interesting spots and extremely kind people.

This year I'm doing math and physics at school and I hope to do well in my exams. However, I really don't know which university to apply to, so could you send me some information about different colleges? Also can you find out what qualifications I need? For instance, as an overseas student, do I have to take an English test? I hope you don't mind doing this for me. It is much better to get this information from someone who lives in the country.

I hope to hear from you soon.

Many thanks,

Aiden Tyler

7 -You borrowed some books from your school or college library. Unfortunately you have to go away to visit a sick relative and cannot return the books in time. Write a letter to the library and;

- **Explain what has happened**
- **Tell them what you want to do about it.**

You should write at least 150 words.

Dear Sir or Madam,

I am writing this letter to explain why I have been unable to return the three books have out on three-day loan, which are now overdue.

After taking the books out on 16th March, I had an urgent phone call from my elderly aunt's neighbour to say that my aunt had had a fall and had been taken into hospital. I am her only surviving relative in this country, so I felt I had to go and see her immediately. I travelled down to Surrey the following morning, thinking I would stay for only two or three days.

Unfortunately, my aunt's condition has only improved very slowly, so I have had to stay here longer than expected. However, the hospital says that if all goes well, she should be able to go home in two or three days' time, in which case I will be back at the beginning of next week.

Dealing in mind the circumstances I trust you will kindly waive any fines that may have accumulated.

Yours sincerely,

Karen Redwood

A Listen to the recording, and complete the gaps in the table



	Price now	Main advantage	Second advantage	Length of guarantee	Main disadvantage
Analogue radio	Example: <u>£29.99</u>	Cheap	Excellent 3 _____ with expensive systems	4 _____	Service will finish soon
Digital radio	1 £ _____	2 Lots of _____	Little or no interference	2 years	5 _____ is short

B Listen to the recording and complete the gaps in the table. Write NO MORE THAN ONE WORD AND/OR A NUMBER for each answer.



	old ValueCard	new SuperValue Card
Points	Standard number	Double points
Free credit period	One month	6 _____ months
Interest rate	18.5%	7 _____ %
Cardholder shopping evenings	8 _____ per month	Two per month
Benefits	Free delivery within 9 _____ miles	Free delivery within 50 miles
Fee	Nil	10 £ _____

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



Culture and Society

Study: 2004
 on the global teenager hypothesis (i.e. values of teenagers in the world are similar)
 Is there a global culture?
 One special aspect of the study: **1** in three cultures

Sample: **2** high school students
 14–17 years
 Three countries: China, Japan, USA

Questionnaire: number of statements: **3**

Three examples of statements:

Statement 1 It is really true that **4** can make you happy.
Statement 2 My life's dream is to own **5**
Statement 5 Having the right **6** is the most important thing in life.

Three examples of results

Statement 1 nationality agreeing most strongly: **7**
Statement 2 nationality agreeing most strongly: **8**
Statement 5 nationality agreeing most strongly: **9**

General conclusion

The global teenager hypothesis is **10** by this research.
 More research needed!

B Listen to the recording and complete the table. Write **ONE WORD AND/OR A NUMBER** for each answer.



Student services	Location	Cost	Availability
Health centre	North Campus	Example: £6.50 charge for prescriptions	All students within the 1 zone
Counselling service	North Campus	Up to 2 consultations free	All students
Nightline	3 Campus	Free	By phone: call 4
Sports centre	South Campus	5 £ each year	All students

- C** Listen to the second part of the recording, which follows on from the table completion task . Complete the form below. Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Material request form

Documents requested: **6**

Student name: **7**

Address: **22 8**
Glenfield

Postcode: **9** 9BQ

Nationality: Dutch

Age: 24

Course: **10** and

Daily routines

Tell me about your daily routine.

- Actually, I have a hectic lifestyle. I often stay up late and when I get up, I don't feel like eating breakfast, so I **skip** it. Sometimes I go out and take a walk for 30 minutes. Then I get back home and get dressed and go to my own company. I spend my evenings chatting and hanging out, watching TV, and **navigating through the net**. Almost always I go to bed at around 1 A.M.

What is your typical weekend like?

- I often stay up late the night before and watch a western film. I am too busy and have a lot of studying to get done on weekends. Moreover, I am expected to help with household chores, too.

What is the balance of work/study and free time in your normal day?

- In fact, I'm not that much free. All I do is work and dealing with backlog, if only I had more free time.

Do you prefer relaxing at home or going out in the evenings?

- I am keen on going out. Since staying home is too boring, going out with close friends of mine or eating out is an opportunity to escape from my **monotonous life** for a couple of hours.



Mind your language

۱. سوالات زیادی بدون پاسخ باقی مانده است.

۲. باید دید که این اقدامات تا چه اندازه می تواند موثر باشد.

۳. نخست وزیر مصمم است که اصلاحات اقتصادی را تا پایان سال ۲۰۱۳ انجام دهد.

LISTENING TRANSCRIPTION EXERCISE



RECEPTIONIST: Good afternoon, _____. How can I help you?

CUSTOMER: Oh hello. _____ the _____ you _____.

RECEPTIONIST: Yes. We _____. Where _____ did you want to go?

CUSTOMER: Well, I like the sound of the holiday that mentioned whales. Was it _____?

RECEPTIONIST: Oh, that's our _____. It's very _____ and it's _____.

CUSTOMER: Oh right, and _____ it _____?

RECEPTIONIST: It's two days – that _____.

CUSTOMER: Good, I _____ any _____. So is that _____?

RECEPTIONIST: _____ it's _____. We _____ so we don't _____ of people. In fact, we only _____, _____ it with just _____ or _____.

CUSTOMER: Oh, right. So _____?

RECEPTIONIST: Well _____ of year. Of course _____ we do them _____, but _____ it's _____.

CUSTOMER: And when is the _____?

RECEPTIONIST: Mmm, let me see. Um, there's one in three weeks' time which is _____, and then we don't _____.

CUSTOMER: All right, and _____?

RECEPTIONIST: _____. I have to say _____ that the _____.

CUSTOMER: Really?

RECEPTIONIST: Yes. The hotel itself where you stay has great _____. It's called The _____.

CUSTOMER: The Paris what?

RECEPTIONIST: No, it's actually The _____, _____. It's _____.

CUSTOMER: Oh, I see.

RECEPTIONIST: All of the rooms have nice _____ and the _____.

CUSTOMER: Oh right.

CUSTOMER: And what about the other things? You know, _____.

RECEPTIONIST: Oh, there are lots of things. If you don't want to do the whale watch _____, your _____ through the national park near the hotel, and there's no _____ for that, or on a _____. That's an extra _____ think. And _____ in town – that costs more or less the same.

CUSTOMER: No, I think I'd prefer whales to _____.

RECEPTIONIST: Yeah. And if you just want to relax _____ or _____. Oh, and they also have _____ at the hotel, _____. But there are _____ and they're _____. Just speak to your guide.

CUSTOMER: Well that sounds good. So _____?

RECEPTIONIST: At this time of year it's _____ but let me check. Er...oh, it's actually _____.

CUSTOMER: And the next tour, are there _____ on that one?

RECEPTIONIST: _____?

CUSTOMER: _____.

RECEPTIONIST: Yes, that should be fine. Can I just mention that we _____ all bookings to be made _____ before you travel to _____. And if you cancel _____ of _____ you will have to pay _____ of your _____.

CUSTOMER: OK.

RECEPTIONIST: And you also need to pay a _____ at the time of booking.

CUSTOMER: Can I pay that by _____?

RECEPTIONIST: Yes, you can.

CUSTOMER: All right, _____ and get back to you.

RECEPTIONIST: Fine. So I'll make a _____? – two for the Whale Watch Experience. _____ you with a _____ for when you call back. Do you have a pen?

CUSTOMER: Yes.

RECEPTIONIST: OK, it's _____. That's T for tango. When you call back, ask to speak to the _____, that's me, Tracy.

CUSTOMER: Fine, I will.

MAN: Good morning, please take a seat. How can I help you?

WOMAN: Well, I'm thinking of buying a new car and I'd like some advice.

MAN: Sure, yes. _____?

WOMAN: I'm interested in a Lida – I've had one before and liked it. But I haven't really _____.

MAN: Sure. We've got _____. Umm, right. What about the _____?

WOMAN: The one I've got at the moment's a _____ engine but I find it a bit slow on _____. I'd like a _____ . . . a _____ should do, _____.

MAN: Right. Well I think the model you're looking at is the Max. Here's a picture.

WOMAN: Oh, yes . . . have you got one in?

MAN: Yes. I'll take you to have a look at it in a minute. I'll just get a few _____. Er . . . Is there anything else to do with the engine? What kind of _____ do you want? I _____?

WOMAN: I'd want automatic – I've _____.

MAN: Right. Well now, here's the colour chart for the Max. Have you _____? This blue's very _____.



WOMAN: Yes, it is nice, I like blue. What's it called? 'Royal'?

MAN: Yes.

WOMAN: But actually, I think I prefer this _____ here – 'Sky'.

MAN: Yes, that's _____ too.

WOMAN: I think I'll go for that.

MAN: You might have to _____ that colour, but OK?

WOMAN: Oh yes, fine.

MAN: Well, we can go outside and you can have a _____, and perhaps take it out. But first, can I just ask you about _____? The _____ is going to be _____ in the _____ of _____. How would you like to pay? Are you _____, or would you need credit?

WOMAN: I'd like _____ the _____ are _____.

MAN: Well you can _____ that with my _____ in a moment; we have _____ . And would you be interested in us _____?

WOMAN: Yes.

MAN: OK, fine. So I'll just need some details from you and then we can do a _____ . . . Is that OK?

WOMAN: Fine, yes.

MAN: Could I have your full name?
 WOMAN: _____, that's _____.
 MAN: And is that _____?
 WOMAN: It's Doctor, actually.
 MAN: Oh, right. And your address?
 WOMAN: _____.
 MAN: Is that '_____' spelled as in the colour?
 WOMAN: Yes, that's right.
 MAN: OK.
 WOMAN: Alton.
 MAN: Is that _____?
 WOMAN: Not quite, it begins with an _____, not an _____.
 MAN: Oh yes, that's in Hampshire isn't it?
 WOMAN: That's right.
 MAN: And do you know your postcode?
 WOMAN: Yes. It's _____.
 MAN: Do you have a _____ phone number?
 WOMAN: Well, I work at the hospital but it's a bit difficult to get hold of me. I can give you a number just for _____, and then I'll get back to you when I can.
 Is that OK?
 MAN: That's fine.
 WOMAN: It's _____.
 MAN: Fine. And about the car you have now, what make is it?
 WOMAN: It's a Conti.



MAN: Do you know the year or the model name?
 WOMAN: I think it's _____, and it's called a _____ like the animal.
 MAN: Then it must be _____, because they brought out the Fox after that.
 WOMAN: Oh right, yes.
 MAN: _____? _____?
 WOMAN: I'm not sure. I know it's less than _____.
 MAN: OK. What colour is it?
 WOMAN: It's _____, _____.
 MAN: Right, and one last thing – what sort of condition would you say it's in?
 WOMAN: I'd _____ describe it as _____. Do you need to see it? It's parked outside.
 MAN: Not at the moment, no. _____ one day next week . . .

A



Listen to four conversations, and fill in the missing information.

Name: 1

Address: 2

.....

.....

Telephone number: 3

Credit-card number: 4 Expiry date: 5 /

Hotel booking dates: 6 to

Room type: 7

Theatre ticket prices: Stalls rows A to H: 8

Stalls rows J to W: 9

Circle: 10

Start time: 11

B



Now listen to a Section 1 extract and complete this exam question.

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

Englefield Hospital

Employment interview form

Job vacancy: X-ray Dept. Receptionist

Name: Jill 1

Address: Number/Street: 147 Bonham Street

Town/City: Leicester

Postcode: 2

Telephone: 3

Experience: YES / ~~NO~~ Number of years: 4

Available from: 5 June

Interview date: Thursday 16th May

Interview time: 6



C


Listen to three short extracts and complete this exam question.

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

- 1 Insurance does not cover:
- 2 Type of accommodation:
- 3 The most important factor in choosing the restaurant is that it must be

D


Now listen to a longer section 1 extracts and complete this exam question.

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

- The trip is to Whitsmead 1
- The coach leaves at 8 a.m. from the 2 next to the school.
- Each child needs to take 3
- The school will phone to tell parents the 4

E


Now listen and do the exam task.

Questions 1–5

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

	Frequency	Journey takes	Cost	Operates
train	every 30 minutes	Example: <u>12 minutes</u>	1	5 a.m. – 11.45 p.m.
bus	every 2	3	\$11	24 hours
taxi	on demand	approximately 4	\$38	5

Questions 6–10

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

- Office closed after 6
- To call taxi, phone when 7
- Taxi waiting by sign saying '8'.
Pay driver in cash.
Cash machine at the airport.
Show driver the 9
- Email address: 10

LISTENING TRANSCRIPTION EXERCISE



LIBRARIAN: Good morning, _____. How can I help you?
MAN: I was _____ the library.
LIBRARIAN: Are you a student at North College?
MAN: No, I'm not, but someone told me it was possible to join, even if I wasn't.
LIBRARIAN: That's right, it is. Are you _____? That's our _____.
MAN: Yes, I am.
LIBRARIAN: That's no problem then.
MAN: Could you tell me what I have to do to join?
LIBRARIAN: Well, you'll need to come in to the library and _____.
 You'll also need to bring two _____ with you. We also need two
 _____, so a _____.
MAN: I've got that and what else? A credit card?
LIBRARIAN: No, it needs to have your address on it.
MAN: _____, would that do?
LIBRARIAN: That'll be fine.
MAN: Good. _____ anything to join?
LIBRARIAN: Well, it's free for students here but _____ it's _____ per year or _____ if
 you've got a _____.
MAN: I was at Westerley College until last year but now I've got a job at
 Jefferson's _____. Er, it's more expensive than I thought. _____.

LIBRARIAN: But you'll find they don't have the _____ or _____ which
 we buy for our students. _____ you have to pay to be an _____.
MAN: I see. _____?
LIBRARIAN: _____ at any one time if you're a student, and
 that includes CDs, DVDs and videos. However, it's only _____.
MAN: Fine. And _____?
LIBRARIAN: Well, you can have both _____ and _____ for four weeks _____.
MAN: And what happens if I return them late?
LIBRARIAN: Like all libraries there's a _____. The _____ but
 it can be _____ for some items – up to _____ per week. We'll give you a
 _____ with all the _____. You can always _____ items _____
 _____ by telephoning or _____.
MAN: What about the computers? Can I use them free of charge?
LIBRARIAN: For college students it's free, but for _____ like yourself, the first
 _____ and then we make a _____ of £1 per hour thereafter.
MAN: Do I have to book _____ for them?
LIBRARIAN: Oh, yes, it's _____. Most people tend to book twenty-four hours
 _____ with only six hours' notice. However, the _____.

and you can only book one hour at a time. If _____ the _____, then you may be able to have another hour if you want.

MAN: We have a _____ of databases, so the computers are _____.

LIBRARIAN: I'm thinking of doing some writing and I might need to _____ newspapers. Do you have them _____?

LIBRARIAN: We do indeed. We've got all the big nationals, The _____, The _____ and The _____ and _____ Times. We've also got all the _____ and a _____ of _____.

MAN: Excellent. I _____ you have _____?

LIBRARIAN: Of course. 5p a sheet for both _____ and 40p a sheet for colour. You can _____ – it _____.

MAN: OK. Oh by the way, another thing I was wondering about was if you ran _____ the library?

LIBRARIAN: We do, but you'll have to speak to John _____ about that. He's our _____.

MAN: He runs the _____.

LIBRARIAN: John Could you spell that for me please?

MAN: Certainly _____.

LIBRARIAN: Are the classes here at the library?

LIBRARIAN: Yes – he's here on Thursday evenings, oh no sorry, Friday – _____ it. You can contact him by emailing the library.

MAN: Okay. Right, well that's about all I need to know. Thank you. _____ this week to join. Thanks. Bye.

SALLY: Oh, Peter, _____. You've _____. What _____ you _____?

PETER: I'm sorry I'm so late _____. Have you _____?

SALLY: Oh, _____ but it doesn't matter. _____ a coffee and I've been reading this _____ for _____. Sit down. You look very _____. What would you like to drink?

PETER: I'd love a really _____ or something. Will you have another coffee?

SALLY: Yes, I will. The _____ in a moment. Why _____ so late? Did something happen?

PETER: Yes. You know I went to the bank _____ some _____? Well, the _____ was looking _____, but when I went to the teller, they told me the computer system was _____ down, so they couldn't do any transactions. They said the problem _____ a few minutes, so I waited. And then I started talking to _____ in the bank, and I forgot the time.

SALLY: Oh, really? Someone you met in the bank? Does he work there?

PETER: No, he was _____ his name's Henry, and he's been here for a week, but he's moving _____ tomorrow. He's an _____, and he's spending four weeks travelling around _____.

SALLY: Just like us!

PETER: Yeah, just like us. He told me the names of some places _____ eat. Great food, and not too expensive, _____. Oh, and he also gave me this map of the _____ he said he didn't need it anymore.

SALLY: That's useful. _____ he's moving on tomorrow. Ah, here's the waitress. _____. Do you want anything to eat, _____ just have a drink?

PETER: Well, I'm hungry, and we've got a lot of _____ to do, so let's just have a _____ and a drink.

SALLY: Sounds _____!

PETER: Well, let's decide what _____. I _____ the best place to start is the Cathedral, and then the Castle. What _____ opening _____ those _____?

SALLY: Well, _____ this guidebook, the Cathedral is _____ open from _____ in the morning until _____. No, _____. That's the Cathedral Museum. The Cathedral itself is open morning until _____. The Castle _____ open from one to five, so we _____ there until after lunch. I _____ spend some time in the _____, because they've got this _____ that I've _____ wanted to see.

PETER: What else should we see?

SALLY: Well, the guidebook says the Botanical Gardens are _____ some time _____ and they're open all day, from eight to six, so we _____ there any time. I'd like to go to the Markets near the river too, but ... oh ... no, wait, that's _____ the morning, too.

PETER: _____ today and tomorrow, we can see some other places on Monday, you know. But I don't think the Markets will be _____ they only open on Thursdays, so _____ them for this week. Maybe we should go to the Cathedral today because it's sunny tomorrow, and _____ it's open every day it might be more difficult to get in tomorrow because of the _____.

SALLY: That's true, but the _____ isn't open on Sundays _____, so we'll have to go there today. The Castle's open every day _____ Mondays, so we're OK there, and the Gardens of course _____ night.

PETER: Are all these places free or _____ pay to go in? What does the guidebook say?

SALLY: I think there's a charge _____ except the Botanical Gardens. Oh, and the Markets, of course you don't pay to go in.

PETER: OK, well, _____ plan is this: We'll go to see the painting you like first, the Rembrandt, then have lunch and go on to the Castle _____, and then the Cathedral.

SALLY: OK. It says here that the _____ Of the Cathedral is really beautiful.

PETER: Is that right? What I really want to do at the Cathedral is _____. The view _____ be _____.

SALLY: OK, well, that'll be more than _____ today. Then, tomorrow, let's go to the Botanical Gardens and have a picnic. I want to sit by the river and watch the _____. This city's famous for them.

Family and friends

1. Do you come from a large or small family?
 - Actually, since I am an **only child**, my **nuclear family** is pretty small. However, my extended family is very big. I've got 4 uncles and 6 aunts.
2. Are you more like your father or your mother?
 - I've been told that I **take after** my father. We are both **extroverted** and neither of us is **humble**.
3. Which of your parents do you look like?
 - I resemble my mother in personality, but my father and I are mentally and emotionally very much alike.
4. Do you get along well with your siblings?
 - Yes. We get along really well since we are **like-minded** and share similar visions. What is more, there is no age gap between.
5. How often do you see your relatives?
 - Since I am busy as a bee, we don't see each other very often, actually, **once in a blue moon**.
6. How much time do you manage to spend with your family?
 - Just a couple of minutes, three or four times a week, **no matter what**. When we do, we talk about ailing economy, runaway inflation and so on.
7. What kinds of things do you like to do together?
 - We usually go walking, jogging, and mountain climbing to keep ourselves physically fit and psychologically fresh.



Mind your language

۱. بسیاری از مردم با سیاستهای اقتصادی کاملاً مخالفند.

۲. آیا اینترنت می تواند تأثیرات منفی از لحاظ فیزیکی و روحی بر روی کودکان نداشته باشد؟

۳. گذشت زمان نشان داد که این موضوع به این اندازه نیز ساده نیست.

Section 4

A Questions 31–33



Choose **THREE** letters, A–G

Which **THREE** features of the starling does the lecturer talk about?

- A nesting
- B longevity
- C feeding
- D mating
- E bringing up young
- F global distribution
- G parental roles

Questions 34–37

Complete the summary below

Write **ONE WORD ONLY** for each answer

Problems with starlings

Thousands of birds can congregate and feed on commercial **34**

The farmers suffer great **35** damage and the public have to tolerate the **36**

It is suspected that the birds carry **37** which can be harmful to humans.

Questions 38–40

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

38 What is the best of the three approaches?

- A limitation
- B legislation
- C prevention

39 What is regulated by legislation on species movements?

- A the movement of foreigners
- B the deposit and pick-up of water
- C the import and export of fish

40 What is the ultimate deciding factor in species management?

- A economics
- B ethics
- C politics

Section 1

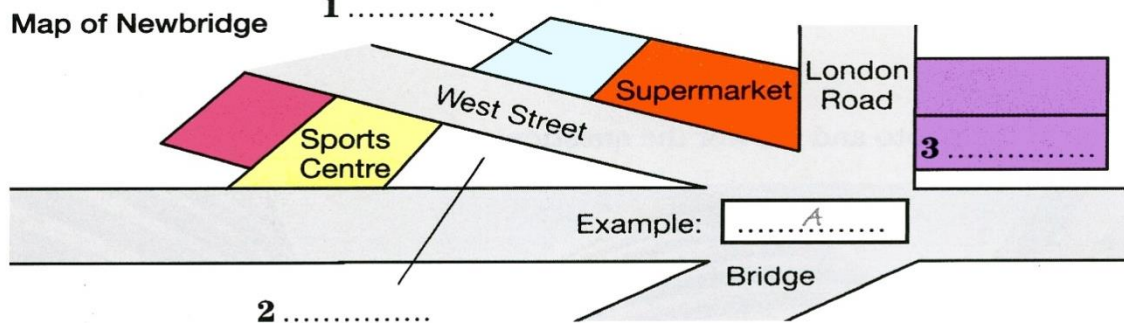
B

Questions 1–3

Label the map.



Choose answers from the list below. Write the correct letters A–H on the map.



- | | |
|-------------------------|-------------------|
| A High Street (example) | E The Heights |
| B tennis courts | F railway station |
| C car park | G town hall |
| D The Towers | H bus station |

Questions 4–8

Write the appropriate letters A–C against the flat numbers.

What is the next thing the student should do?

- A apply to an agency
B enquire through the accommodation officer
C apply directly to the owner

- | | |
|-----------|-------|
| 4 Flat 4 | |
| 5 Flat 6 | |
| 6 Flat 8 | |
| 7 Flat 10 | |
| 8 Flat 14 | |

Questions 9 and 10

Complete the sentences below.

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

The biggest employers in Newbridge used to be **9**

There is little student accommodation in the **10** around the town.

C Listen to the first part of the recording and answer the questions .



Complete the sentences below. Write **ONE WORD OR A NUMBER** for each answer.

The handout covers **1** general topics.

As well as students of history, there are students of **2** at the lecture.

The lecturer's own motivation for studying history is that she finds it **3**

Listen to the second part of the recording and answer the questions in exercise 2.

How does the lecturer describe each kind of history?

T a traditional type of history

M a modern type of history

F a type of history which looks to the future

Write the correct letter **T**, **M** or **F** next to questions 4–10.

- | | |
|------------------------------------|---------------------------------|
| 4 political history | 8 economic history |
| 5 post-modern history | 9 military history |
| 6 feminist history | 10 ethnic history |
| 7 social history | |

A



Hello and welcome to today's 'Buyer Beware' programme, _____ on
_____. Now, in today's _____
_____. Let's start by looking at _____, that's for children of _____. We
_____ all in the _____ and, as usual, we will feature the good
_____, the problems and our _____.

The first cot _____ was by Baby Safe and it had _____.
Our _____, so it was easy to _____. The only
_____ with this cot _____, but they didn't think that _____
too much. At first they were _____ about the _____, because they _____
_____ their _____ in it, but our _____ that this was _____ to happen so they
_____ this one a _____.

The next cot was by Choice Cots and this time our testers were _____
is simple to _____ – unlike others we looked at. _____, our testers did
not like the fact that the side of the cot _____,
_____ babies. However, the _____ with this cot was the _____ the _____;
our testers found they were _____ and a baby could easily _____ his head. We felt this
was a real _____ and so we have _____ this one _____.

And _____ for the Mother's Choice cot. This cot was _____ in that, _____, the _____. The negatives for this one were _____; the only _____ everyone had was the fact that it has no _____ and the only _____ anyone could find, was that there were pictures which were _____ and so _____. The makers have now _____. As this cot will then be safe in every way, we have made the Mother's Choice cot our _____. Congratulations Mother's Choice!

So, what features _____ a baby's cot? Well _____ safety is a very _____ and _____. We recommend that, if _____ a cot, do make sure that any _____ is not _____ or _____. You should _____ your cot has only _____ or _____, this is _____ for _____.

And now on to beds for _____

GEOFFREY: Good evening, and in this week's _____ of '_____', Jane Hemmington is going to _____, what's in _____ at this year's Summer Festival. _____, Jane.

JANE: Thank you, Geoffrey. This year, the _____ is the biggest we've _____, so there should _____ something for everybody. This is the _____ they've run it and the timing's _____: for the last _____ of years it's been around the _____, but this year they wanted to _____ everyone enough time to _____ the first of _____ and they've _____ put it _____ the month. The programme has _____, dance and also a large number of art _____, but _____ Festival is most _____ for is _____. For _____, Geoffrey, I'm looking at some of the _____ that you might like to see; _____, at this year's _____. I'm going to tell you about two circus performances, but there are _____ others in the programme. I've chosen these because they _____ circus performance. The first is the *Circus Romano* from _____. As this is a travelling circus, it follows _____ by performing in a _____ – which is really like a _____ building, usually _____ in a _____ or car park, rather than in a _____ or _____.

_____ *Circus Romano* isn't at all like the _____ circuses I grew up with. There are no _____ – just very _____ and _____. The show has a lot of very _____, especially at the beginning, but the best part is the music and _____ they're

_____. At _____ it's very _____ – it's really for _____. In fact, _____ would _____ on children – so I suggest you leave them at home. The second circus performance is *Circus Electrica* at the _____. The _____ are suggesting _____ a circus _____. It's a _____ for _____ in dance and _____, _____ the usual ones you _____ in a circus. With only six performers it's a small _____, which _____ the _____ well- the Studio only _____ about two hundred people. _____ it's the _____ which are _____ as well as the _____ - _____ which are missing from *Circus Romano*. An interesting feature of the show is that the performers are so _____ – the youngest is only _____. But it's still _____ seeing: a good one for the _____. And finally, as _____ summer, you _____ see some the Festival performances. That are being presented _____. Like the famous Mekon Water Puppe Troupe, performing in the _____ this week. Now, water _____ is _____! It's large puppets on _____, controlled by _____ standing _____ in the _____. The _____ do _____ and there is some _____ dancing. This is a _____ . – seeing the _____. When the _____ walks up out of the water, you get this _____. It's really hard to believe that what you've been watching is _____ and _____. As an adult, I had a great time, but I _____ that other older people in the _____ taken with it as I was. It's _____ for young children _____, and that's the _____ it's really _____. Well, that's all I've time for today, but I'll be back next week with more news of _____ seeing and what it's _____ .

Studies

1. Tell me about your studies.
 - I hold a **master's degree** in chemistry. I **graduated** 7 years ago from Isfahan University.
2. What are your future educational plans?
 - I'd like to do/take a degree in physics. This could help me **create a decent job**.
3. How do you like your major?
 - I love it. It is totally **practical** and provides a plenty of **job opportunities**. I can't imagine doing anything else.
5. Is it important to have higher education in your opinion?
 - Absolutely. For one thing, it opens up plenty of opportunities since many jobs require academic qualifications. In addition, it **broadens your prospect** on life.

Job

1. Do you think you are qualified for your job?
 - Yes indeed. As my university **major** is related to my occupation, I do think I am pretty **well-informed** and highly competent at my job.
2. What do you like about your job?
 - My job is really **well-paid** and has good **promotion** during a working year.
3. Is there something you dislike about your job?
 - The only drawback my job has is that it is a bit **stressful** since we always want to compete with other companies and snatch the first position.
4. What is your working hours like?
 - I am on flexi **hours**. I often work on **even/odd** days.
5. What are your occupational goals for future?
 - I have a tendency to **expand** my business over the next couple of months and open more local and foreign **firms**.
6. Do you prefer to work independently or on a team?
 - I'd rather work on a team. I am really **studious** and **qualified**, so I want to gain **recognition** for my **achievements** which is possible by working as a team.



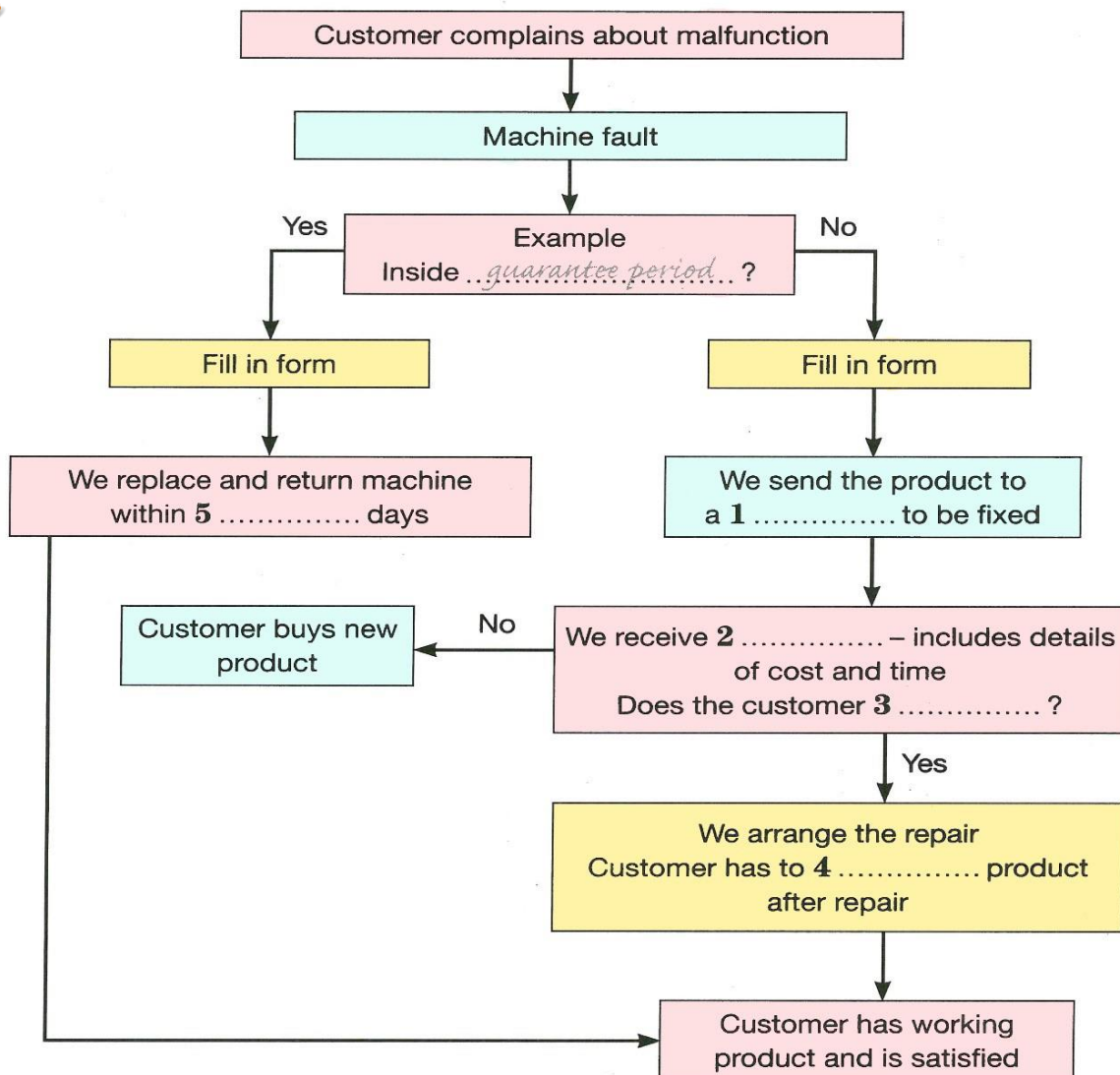
Mind your language

۱. آنها نمی توانند وقت کافی را با کودکان خود بگذرانند.

۲. دولت باید بر اتومبیل های شخصی محدودیت های بیشتری اعمال نماید.

۳. بعضی از والدین بر این باورند که بایستی تمام خواسته های کودکان خود را برآورده سازند.

A Listen to the first part of the recording and complete the gaps in the flow chart. Write NO MORE THAN TWO WORDS OR A NUMBER for each answer.



The form below is taken from a form completion task. It follows on from the flow chart. Listen to the recording and complete the form. Write ONE WORD OR A NUMBER for each answer.

Harvey's Homewares

Faulty Product Replacement Instruction

Product Make: Gleeware

Model: Breadmaker 3

Model No: **6**

Shop where bought: Bluewater

Date of purchase: 2.12.13

Customer surname: **7** Initials: J.H

House number: **8** Road name: **9** Gardens

Postcode: AD22 4SC

Day of delivery: **10**

B



Listen to the first part of this Listening Section 3 recording and answer Questions 1–4 in exercise 1, choosing the correct answer A, B or C.

1 Where are the speakers having this discussion?

- A a library
- B a student flat
- C a lecture theatre

2 How has Chloe spent the morning?

- A drinking coffee
- B training
- C studying

3 According to Bill, what does the experiment show?

- A Quantities of water are hard to measure.
- B Children under five make many mistakes.
- C Clear thinking is difficult for small children.

4 Bill's assignment is about the stages in a child's

- A emotional development.
- B mental development.
- C social development.

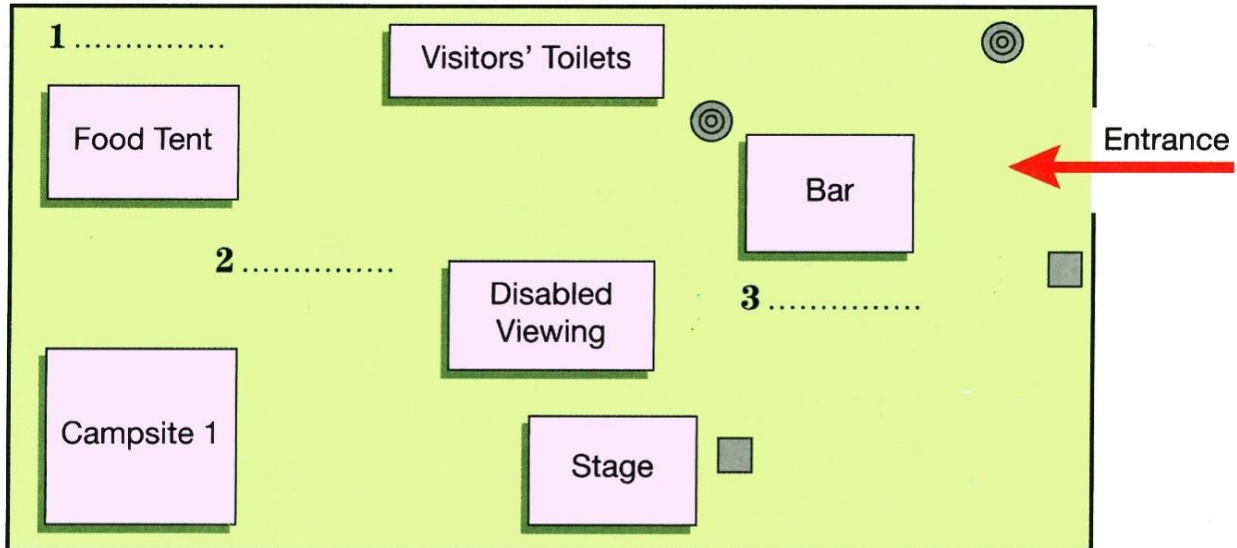
Listen to the second recording and complete the summary. Write NO MORE THAN TWO WORDS for each answer.

Chloe started the psychology course in the **5** _____ year. Previously she studied law. She enjoyed studying the **6** _____ branch of that subject. The worst thing was having to remember lots of **7** _____ and _____. She found **8** _____ especially technical. She did not enjoy spending her time reading about **9** _____ in the library. The part of the psychology course she likes best is experimental psychology, because it involves **10** _____ activities.

C Listen to the first part of the recording and label the map. Write the correct letters A–F next to questions 1–3 on the map.



- | | |
|--------------------------------|----------------------------------|
| A small security office | D staff toilets |
| B main security office | E staff meeting point |
| C first aid tent | F visitors' meeting point |



Listen to the second part of the recording and answer questions 4–10

Complete the sentences below.

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

- 4** In the first year, it was a, and not a real festival.
- 5** Shortly afterwards the event was moved, and the was in the background.
- 6** Now the festival is held in the

Complete the table below.

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

	Children's Zone team	Security team	First aid team
Meeting place	In Campsite 2	Behind the stage	8 At the
Meeting time	2 p.m.	7 p.m.	4 p.m.
Final meeting time for all teams	9 a.m.		
Final meeting place for all teams	10		

As I said earlier, there is I think at Rexford an _____ of _____ and _____ – _____ having a _____ and still being close to central London, something that will _____ is that Rexford is just _____ from _____. At Rexford we have a _____. We came _____ out of _____ universities in last year's _____, _____ by a _____ and did _____ in your _____, _____ and _____. Actually we got a _____ of five for _____, _____ and _____. One _____ – and I know from talking to you _____ that a number of you may be looking for some _____ after the course – is that all our _____ and _____ have unusually _____ in the area. Anyway that's enough _____ from me . . . I'll just take a _____ of this coffee _____, thank you, and then I'll say something about what actually happens when you apply.

Right . . . Now if you do decide to make an _____, what you do is send it directly to me in my department. I will then _____ and the _____ begins. Er . . . I'd like to say at this point that you shouldn't worry _____ – I mean _____ there are _____, but most often the _____ is caused by _____ – the people you give as _____, _____, take their time to _____. Anyway, it's _____ for this process to take three to four months. What I do in this period is _____ with you and _____ you that things are _____.

One of the ways we've devised to help you _____ . . . hopefully . . . is to put you in contact with, if possible, a student from your _____ who is _____. What you can do is _____ – we will, of course, _____ between you – and _____ your _____ with them. That way you can get an _____ of what you can expect if you come to live and study at Rexford – not only the _____ but important, _____ like what the _____

_____ are like and whether the English _____ and food are really _____ everybody says!

If you decide you can face it, the contact can also help you just before you leave, _____. At the moment I think we've got two _____ students and one _____ from this country.

Now to move on to the _____. At a UK university – as I'm sure you know – you will be in an _____ is the _____, which takes most students a _____ to, and at a time when you will be separated from your _____ and, in most cases, your family. This can be a difficult time. But remember that something like _____ of our _____ are _____ students like yourselves, and that there are _____ in the university and city _____ is to offer help and _____ that your time with us is _____ and _____.

One or two of you _____ of _____. So I'll just add a few points: it is the University's _____ to give _____ in the _____ of _____ places to three _____, and those are: _____, _____ and _____. However, _____, so there is still a need to put your _____ for _____, _____ if your family is _____ you. This means that the earlier you decide whether you want to study with us . . . and so get the _____, the better it will be for everybody. Yes?

WOMAN: What if you would prefer to _____ the university?

MAN: If you're planning to _____, you've got to _____ things _____. As with _____, the _____ gets _____ before the beginning of term – _____ if you're starting in _____ you _____ it _____ or at the _____. So you do need to think very carefully about what you need, how much you can _____, _____. What you can't do is leave it until a few days before the _____. The _____ in town are pretty good – it's just a matter of contacting them in good time. Of course, we have a full-time _____ to help all students. She'll _____ with you when you're accepted – she's got _____ in the town and will deal with the _____.

One or two of you asked me earlier about your level of spoken English. Obviously most of you have already achieved a lot – I wish I could speak your language half as well. _____, I'm afraid the lecturers will _____ or _____ for the _____ speakers in the _____. So anything you can do to improve your spoken English – even the _____ most of you have already reached – will help make your stay with us that bit more fun for you. Some _____ before you arrive is worth more than . . . for example _____ lessons _____, when you won't really have time. Oh . . . and one last thing before I _____: it's very important that you . . .

My name's Dan Pearman and I'd like to talk about the _____, a _____
_____. I'll be giving our _____, if anyone would like to
_____.

But first, _____. I _____ to _____
_____ Ecuador. I went there in _____ just after _____. After
three years of studying, I _____. I loved travelling, so _____
_____ and was sent to Ecuador to _____. The _____
_____ after five years and when I returned to the UK in _____, I
_____.

Where I lived in Ecuador was a very _____. My neighbour had the only bicycle in
the _____, _____ walked everywhere. My _____ was
_____, and for years I couldn't understand why. Then I realised having a
he could get where he wanted to go without _____
_____ could only accept jobs in a _____, so no matter how skilled
they were, they could never do as many jobs as my neighbour.

At Pedal Power, we collect _____ in the UK and send them to some of the
_____. When we _____ bikes _____ we don't give them away
for free. We'd like to, but long term that doesn't really help the _____. The
for bikes is _____, which makes them very expensive locally. So we sell them for _____ of
the normal price. But in order to _____ we need to have a
of bikes which we _____.

One example of a town that's received bicycles from Pedal Power is Rivas. It was the first
place I sent a _____ of bicycles to. Most people there now _____. The
has _____, you wouldn't _____ it as the _____. In fact,
there are more bikes than on the streets of Amsterdam, _____.

But Pedal Power still needs your help. You may have read about some of our _____
_____ in the _____. In _____, we _____ money. We had
_____, but no money to pay the _____. It was a _____.
We managed to _____ the bikes _____, but the other problems
for _____.

_____ in _____ we won an _____ which helped us _____.
We _____ of _____ money to help
_____. _____ our _____, and the _____ to pay all
our _____, which _____. Pedal Power changes lives – when
someone gets a bicycle from us, they see a _____ in their _____. We're
_____ in computers so that _____ can do an _____. Because
of our work, people in a number of countries now have a better standard of living – _____.

we've provided _____ people with bikes. But we'd like to send more, _____ by the end of the year.

Now there are many ways in which you can support the work of Pedal Power, not just by _____ to a _____. I should also like to say if you do have a bike to _____, it doesn't matter _____ – if we _____ it, we'll _____ for _____. Of course, to do that we always need _____, which are expensive to buy, so we welcome any that you can give. Also, you could help by contacting the _____ at our offices, they'll be able to suggest _____ you could _____. People do all kinds of things – including, of course, _____. Also, we're always _____ from receiving a _____ of bikes, and welcome suggestions from people who've been to _____ on their travels. We hope that by talking on radio programmes like this, we will be able to _____, which will lead to government organisations also giving us _____, something that we really need.

If you'd like some more information about _____ or offer help in other ways please contact us on . . .

The country where you live

1. Which country have you come from?

- I come from Iran, a country in Middle East, situated between Persian Gulf and Caspian Sea. Its **population** was estimated roughly 75 million by the year 2015.

2. What languages are spoken in your country?

- Persian or Farsi is the **official language/Lingua Franca**, but there are other important languages of the **minority groups** such as Turkish, Lori, and Kurdish, etc.

3. What kinds of foreign tourists visit your country?

- Iran is mostly visited by those coming for **pleasure**, especially people from **neighboring countries** like UAE, Kuwait and so on.

Hometown

1. Where do you come from?

- I am a citizen of Shiraz, the capital of Fars **province**. It is Iran's fourth largest/mega city and is located 1000kms south of Tehran.

2. What is your hometown famous for?

My city is mainly reputed for two different aspects. Firstly, the people who are hospitable, kind and easy-going. Secondly, for its historical/monumental/sightseeing places(places of historical interest) such as Persepolis, botanical gardens and famous poets.

3. What's the weather like in your city?

- In fact, it is awesome. We enjoy a **moderate/temperate/mild climate** throughout the year. In spring we get pleasure from alpine and electric weather and summer, we have lovely **sunshine**, in fall, **shedding/falling the leaves** make our city picturesque.

4. Should I go there at any special time of year?

- Certainly, **as in** whole Middle East, I think the best time is sometime in spring or autumn.

5. What are the people like in your city?

- Honestly **interesting, approachable** and always in a good mood. They are always **outgoing** and easy to **get along** with.

6. What do you like best about your hometown?

- What I love about it is the excellent **facilities** and **utilities**, such as theme parks, botanical gardens, movie theatres, etc.

7. What are the most serious problems there?

- My hometown **suffers** from **traffic congestion** particularly in **peak times**. The traffic is often terribly awful which is sometimes bumper to bumper.

8. How do most people travel to work where you live?

- There is not a **varied** system of public transportation, like cable trains and subway. Unfortunately, the public transportation is really poor.

A



Listen to the recording and answer questions 1–5

Questions 1–5

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

- 1 What will the head of science probably do?
 - A arrange the visit to the festival
 - B confirm the school placements
 - C provide information about the festival
- 2 The student teachers should arrange visits that last
 - A one or two days.
 - B two or three days.
 - C all three days.
- 3 The most important purpose of festival visits is to
 - A get better exam grades.
 - B create enthusiasm for science.
 - C enable students to have fun.
- 4 The central features of our scientific age are
 - A inventions and improvements.
 - B interesting and unusual events.
 - C interest and enthusiasm for science.
- 5 What kind of specialists are teaching maths?
 - A physicists
 - B biologists
 - C chemists

B



Listen to the recording and answer the questions. Write the correct letters A–E next to the questions 6–10.

- A a show
 - B an event of local interest
 - C a technical demonstration
 - D an open discussion
 - E an interactive event
- 6 Waterworld
 - 7 Transport 2050
 - 8 Science in a suitcase
 - 9 Ropes and hangings
 - 10 Paper and time

C Section 2



Questions 11–15

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

What three kinds of people are listening to the talk?

11

12

13

14 What will you need to do to visit the Fieldhouse Library?

.....

15 What is necessary for gaining access to the library?

.....

D Questions 16–20



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

What are the two collections which have not yet been fully moved in?

16

17

18 What is currently being built?

.....

19 How many computer places have been installed?

.....

20 What else can you get from the librarians if you ask?

.....

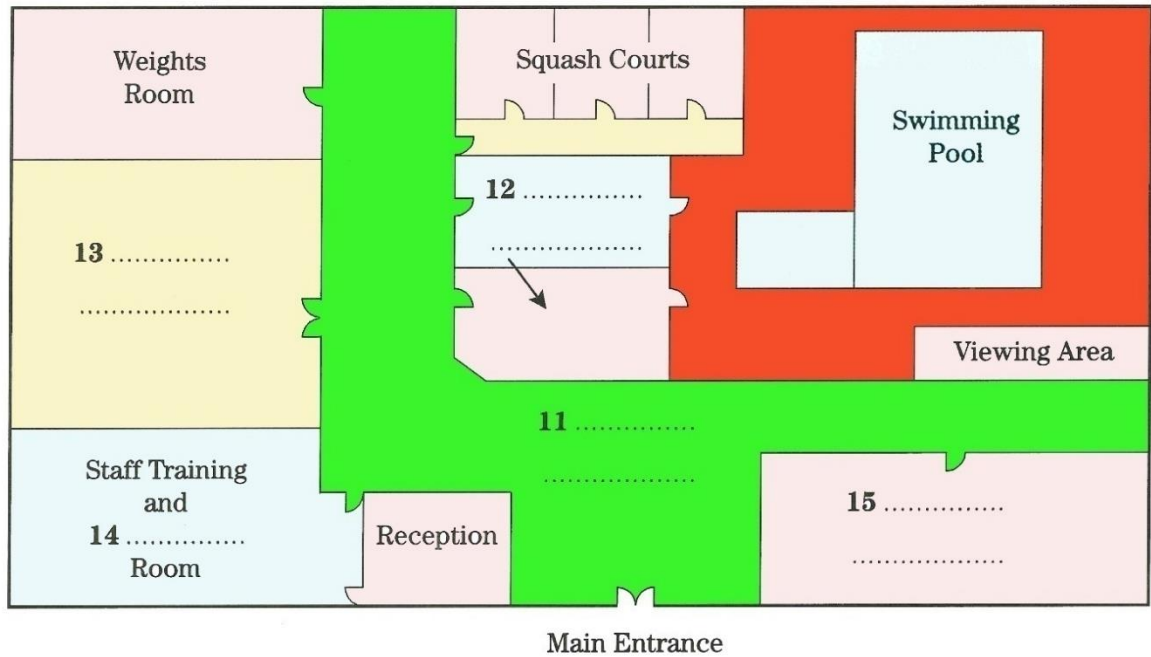
Section 2

E Questions 11–15



Label the plan below.

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



F Questions 16–20



Complete the table below.

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

Membership type	Cost	Access	Additional benefits
Anytime	16 £	Anytime between 5 a.m. and midnight	Access to 17 clubs nationwide
Freetime	£500	Between 10 a.m. and 3 p.m.	Access to 18
Standard	£400	Same as Freetime, but only 19	None
Children	20 % discount	Depends on choice of scheme	Depends on choice of scheme



So the counselling services we _____ any problems arising from your studies, or in your life outside the university. _____ academic counselling. If you're _____ about subjects or how _____ them in your degree, then we can _____ and discuss the _____ you are _____, so _____ can see it all in _____. We can also _____ your _____ if you're not getting _____ on how you are getting _____ your subject.

_____ help with academic problems, you may also need _____ counselling: If you think you're already under stress, well, just wait _____ classes begin next week. You'll have to start _____ to teaching and learning methods that may be _____ to you, as well as the _____ as the _____ for that first _____ on you. And of course, you have to _____ all this without your _____ – you know, the _____ family and friends you could normally _____ for help. All of this causes _____. Studying _____ can _____ a personal _____ – you may have left a lot of what you _____ 'unfinished business' back in your own country, or you may have _____ personal relationships or even sometimes have _____ them _____ to come _____, and so the student often feels lonely, _____, _____ and unable to _____ on studying. Or there may be other things _____ you. Our _____ chaplain can offer you _____ guidance _____ you want, or we can put you _____ with community groups that can provide you with _____ and friendship.

What about exam stress? It _____ everyone _____, but especially overseas students like yourselves. There may be _____ of family pressure on you to _____, and if you fail a subject or _____ of a course because _____ difficult then your _____ can suffer. But it's not the end of _____ if you don't pass an exam – I had to _____ First Year Anthropology, so I can _____ you a _____! Anyway, exam _____ can _____ changes in the way you normally _____. You may also _____ your food. Or you may have _____ problems because the _____ is not to your _____ and _____ you, and this can affect your health and studies. Glenda Roberts is our _____ in the _____ and we can put you _____. And _____ money problems, _____? But remember, _____ students can _____ to buy books and _____. That's right, and you can get _____ you can't _____ you need for your course – a musical instrument, for example. And it _____ there. When you move into a flat, _____, including _____, can be covered by _____ – see Jill Freeman for details.

Can we help you? Well, last academic year, _____ of _____, we counseled _____ international students for _____ of hours counselling, and, finally we _____ all but just one of the twelve _____ that we _____ of students. Not too bad for an _____ don't you think? That's all _____. Thank you.

TUTOR: Hello, Sandy. _____ with your _____?

SANDY: Fine, and _____ the _____ we agreed on our _____.

TUTOR: Do you want to talk me _____?

SANDY: Yeah, sure. Well, we _____ three _____ for me to _____. The first one was to find out about _____.

TUTOR: Yes.

SANDY: And what I decided to do was to _____ in IT.

TUTOR: That's a good idea. What did you _____?

SANDY: I found the names of two _____.

TUTOR: Right.

SANDY: But I _____.

TUTOR: Oh right. Who did you see?

SANDY: Jane Prince. Do you know her? She's in the _____.

TUTOR: Yes, of course, she's the new Head.

SANDY: Yes. Well, she was very _____.

TUTOR: Oh, that's good. Did she suggest anything _____?

SANDY: Yeah. She _____ called Vivat and said I should book up for a couple of practice sessions using Vivat.

TUTOR: Great. I'm sure _____.

SANDY: And, of course, the _____ was to _____ a _____ which I . . .

TUTOR: Yes, you emailed me it last week.

SANDY: Have you _____ . . .?

TUTOR: Of course, um I think it's good. Very much on the _____. I'd say your first two sections are _____. I wouldn't suggest that you _____, but in section three you really do need to have questions on _____.

SANDY: Yeah. I was _____.

TUTOR: Right.

SANDY: And my third target was, _____ on _____.

TUTOR: Oh yes. I mentioned a couple of writers, didn't I?

SANDY: Yes, well I _____ the Banerjee and I thought that was excellent. But I'm afraid I _____ the _____ about _____ – you know, the ones by Simon Ericsson. The bookshop said it was _____ and the library doesn't have a copy.

TUTOR: Oh right, and I'm afraid _____ student. What I suggest you do is try the library again – this time _____ . Have you done that before? You're _____ to six books a year.

SANDY: Yes. No problem. That's what I'll do.

TUTOR: So, lots of useful work done.

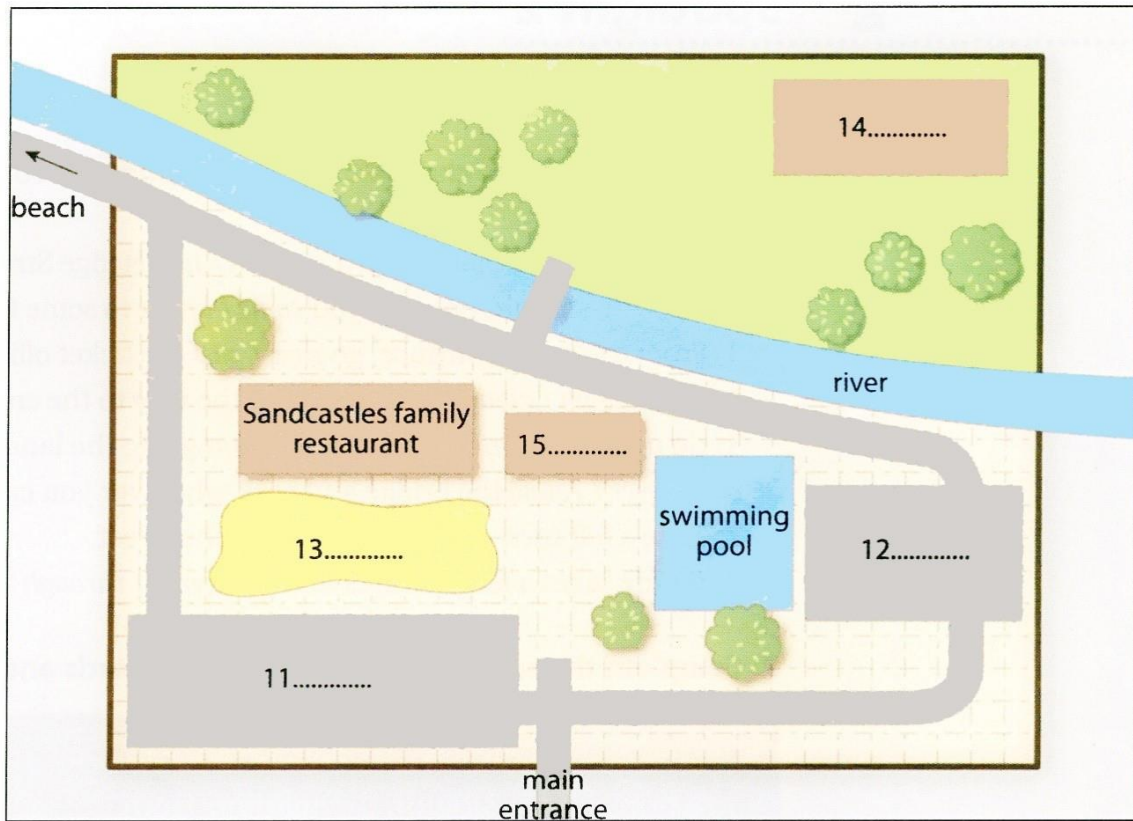
Sports

1. What do you do in your free time?
 - I am into playing tennis. Actually, I belong to a **badminton club**. You know, I am really crazy about it, mainly because it is extremely relaxing, both **physically** and **mentally**.
2. How long have you been doing this sport?
 - I have been playing badminton for almost 7 years. It really peps me up.
3. Where do you do this sport?
 - Since I am pretty good at swimming, I prefer to swim in **Olympic-size pools**. Fortunately, there is one in our neighborhood.
4. How often do you do this sport?
 - I play tennis **every other day**. Interestingly, I haven't **missed** a single day for the past five years.
5. Is it popular in your country?
 - Indeed it is, since it doesn't **require** much **equipment** and it is a perfect way to relax.
6. How did you become interested in this?
 - I was introduced to it by a friend of mine. After doing it once, I got interested in it and never **gave it up**.

A  Listen to the recording and do the exam task.

Questions 11–15

Look at the plan of the holiday village below. Choose **FIVE** answers from the box and write the correct letter, **A–F**, next to questions 11–15.

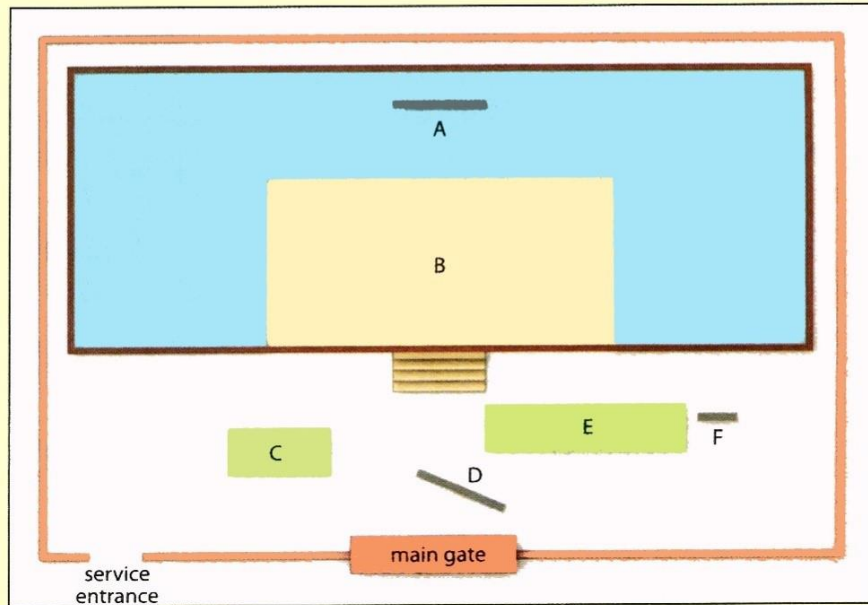


- A Sea Breeze restaurant and bar
- B barbecue area
- C children's play area
- D shop
- E main car park
- F overflow car park

B Now listen and do the exam task.

Questions 11–15

Look at the plan of the boat show below. Write the correct letter, **A–F**, next to questions **11–15**.



- 11 electronic notice-board
- 12 first-aid station
- 13 food and drinks stall
- 14 cash machines
- 15 equipment and supplies stands

Questions 16–20

What does the speaker say about the arrangements for this year's show?

Write the correct letter, **A, B** or **C**, next to questions **16–20**.

- A** will cost more than last year
- B** will stay the same price
- C** will cost less than last year

Arrangements

- 16 Paper tickets
- 17 Electronic tickets
- 18 Exhibiting at the show
- 19 The show brochure
- 20 The show shuttle bus

C  Now listen and answer Questions 21–30.

SECTION 3

Questions 21–23

Choose the correct letters, **A** to **G**.

Which **THREE** problems does the tutor identify in the student's essay?

- A** The arguments are not supported by evidence.
- B** The structure is not very good.
- C** It is too similar to essays the student has read.
- D** There are too many personal points of view.
- E** The style is too formal and academic.
- F** The paragraphs should be shorter.
- G** The essay should be longer.

21

22

23

Questions 24 and 25

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

- 24** The tutor says that in academic books, paragraphs are
- A** usually very long.
 - B** occasionally very long.
 - C** usually shorter than paragraphs written by undergraduates.
- 25** The tutor says Alex's paragraphs should usually be
- A** no longer than 400 words.
 - B** around 200 words.
 - C** 200 to 400 words.

Questions 26–30

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

- 26** Where is the error in Alex's essay?
- 27** What are the scientists in Antarctica collecting?
- 28** What has ESSCOM been searching for in Antarctica?
- 29** What has the tutor's university been researching in Antarctica?
- 30** How has the region been mapped?



MELANIE: Excuse me, Dr. Johnson. May I speak to you

_____?

Dr. JOHNSON: Sure. Come in.

MELANIE: I'm Melanie Griffin. I'm _____.

Dr. JOHNSON: Right. Well, Melanie, how can I help you?

MELANIE: I'm _____ the _____, and it's _____ twelve days.

Dr. JOHNSON: What _____ are you having? Is the _____ a problem?

MELANIE: Well, that's _____ the problem. I'm also having

_____ the books. I've been to the library _____, and _____.

Dr. JOHNSON: _____ you _____ books _____.

MELANIE: Well, I had a really big assignment _____ for _____, been spending all my time on that, and I _____.

Dr. JOHNSON: ... you might get _____ of time to finish your assignment for me?

MELANIE: If that's possible, but I don't know ...

Dr. JOHNSON: Well, yes, it is possible, but _____ are normally given only for _____ or _____, otherwise, it's really _____ of organizing your study, and we don't like giving extensions to students who _____ didn't plan _____. What _____ get for your first assignment?

MELANIE: I got _____ per cent.

Dr. JOHNSON: Mmm, yes, you did very well _____, so _____, you can produce good works.

MELANIE: I _____ think _____ need too much _____, as long as I can get _____ some of the _____.

Dr. JOHNSON: _____ you did so well _____ assignment, I'm prepared to give you _____ for this one, so that _____ you _____ to _____ it about a month _____.

MELANIE: Thank you.

Dr. JOHNSON: Now, what about the _____? _____ you checked _____ the _____ in the list?

MELANIE: Umm, no, _____, there were about twenty of them, and I _____ which _____ would be most useful or important.

Dr. JOHNSON: Well, _____ useful, but I don't _____ anyone to read them all, because a number of them _____ the same _____. _____ give you some suggestions. _____ by Anderson and Hawker is really _____.

MELANIE: Right, I'll read that one.

Dr. JOHNSON: You should also read the article by Jackson, but just look at the part on the _____ how they did it.

MELANIE: OK ... Jackson, got that ...

Dr. JOHNSON: And _____ have time, the one by Roberts _____ very _____ although it's not _____.

MELANIE: So, OK, if it's _____, I'll try and read that one ...

Dr. JOHNSON: _____, the one by Morris. I _____ with that at this _____, if _____.

MELANIE: OK, I won't _____ with Morris. Oh, now, someone _____ the article by Cooper is important.

Dr. JOHNSON: Well, yes, _____, but just look at the last part, _____ discusses the _____. And _____ Forster – I _____ I included that one. _____ bad and could be _____, but not that much.

Dr. JOHNSON: Now, _____ the assignment question. What's the problem there?

MELANIE: It's _____ page two.

Dr. JOHNSON: What _____ the problem? It's just the bar graph showing reasons why people change _____ live.

MELANIE: Well, I've got a _____ but the reasons at the _____ are _____.

Dr. JOHNSON: Uhh. OK. Look at the first bar _____ graph - now that _____ the number of people _____ move because they want _____.

MELANIE: Oh I see ... bar one. OK ... Now _____ the next bar?

Dr. JOHNSON: Bar two _____ with the people living _____ them, so they chose to move _____ to _____. Now let's look at bar number three another reason people change _____ living is because they want to be _____ to the city.

MELANIE: OK. _____ to the city is _____.

Dr. JOHNSON: Now ... bar number four _____ to problems when the _____ of the _____ won't help _____ things that _____ in other words, the _____ is not helpful and so the _____ move out.

MELANIE: OK ... now what about bar five?

Dr. JOHNSON: Bar five _____ people who move because they need a bus or train to get them _____ city _____ work.

MELANIE: OK ... and bar six?

Dr. JOHNSON: Bar number six is _____. That reason was given _____ –people moving because they _____ in a more _____.

MELANIE: Oh, yes, thank you very much.



Good day, ladies and gentlemen. I have _____ today to talk to you about the _____. There are two _____ that I will _____ my talk: how _____ can have a _____ on _____, and how we can better plan _____ cities using trees to provide a more _____ to live in.

Trees can have a significant _____ our cities. They can make a city _____ a bit less windy or a bit more windy, if _____ you want. They can make it a bit cooler if it's a hot summer day in an Australian city, or they can make it _____ more _____ if it's a _____ city. On the _____ - that is, _____ areas within the city, trees can make the local area more _____, cooler, more _____ and much less windy. In fact trees and _____ of _____ can be used to make _____ actually _____ in particular areas. How do trees _____, you ask?

Well, the main difference between a tree and a building is a tree has got an _____ to keep the temperature _____. It _____ water through its _____ and that means that the temperature of the _____ is never very far from _____ body temperature. The temperature of a building _____ on a hot sunny day can easily be _____ degrees _____ than our temperature. Trees, _____, remain cooler than buildings because they _____. This means that they can _____ the air and cool it – a _____ which can be _____ to improve the _____.

Trees can also help break the _____ winds. The reason that high buildings make it windier at _____ is that, as the wind goes higher and higher, it goes faster and faster. When the wind _____ the building, it has to go somewhere. Some of it goes _____ top and some goes around the _____ of the building, _____ those high level winds down to ground level. That doesn't happen when you have trees. Trees _____ the wind and _____ it, _____ those very large _____ that you _____ find around _____ buildings.

Another problem in _____ areas is that _____ is _____ by tall buildings. By _____ a _____ of trees at the side of the road, you can make things a little quieter, but much of the _____ still goes through the trees. Trees can also help reduce the _____ in the _____, although the effect _____ people like to think. _____, just goes through the trees _____ they aren't there.

_____ trees can significantly improve the local climate, they do _____ a lot of space. There are _____ systems to consider and _____ windows and so on. It may _____ be difficult to fit trees into the local _____. There is not a great deal _____ If you have what we call a street _____ - a whole set of _____ in a _____ street. Trees need _____ to grow. They also need some _____ to grow and you need room to put them. If you have the _____ of _____ buildings _____ and replacing them, then suddenly you can start looking _____ different ways to design the streets and to introduce ...

Friends

1. What makes a good friend?
 - A good friend must be **honest, reliable** and above all funny to be with; someone you can turn to and **rely on**.
2. Are your friends mostly your age or different ages?
 - Mostly my age. We tend to get on well, and it's more fun to hang out with them as we have the same **interests**.
3. Do you see your friends during the week or on the weekends?
 - On the weekends. I am too busy during the week to hang out with my friends. weekends provide a good opportunity to see my close friends.
4. What do you like doing with your friends?
 - As we all love **outdoor activities**, we usually go to countryside, where we can do various things, such as fishing, camping, and hiking.
5. Do you prefer to have one close friend or a group of friends?
 - I'd rather have one close friend who I can totally share my secrets. It's very foolish to share your secrets and feelings with a group.
6. How do you keep in touch with your friends?
 - I often phone them. It's an easy and a perfect way to catch up with them though I sometimes text them via Viber, WhatsApp and other social applications.

 Mind your language

۱. اما خانه سالمندان یقیناً بهشتی برای سالخوردگان نخواهد بود.

۲. هدف از همه این فعالیتها شاد تر نگهداشتن حیوانات است، بویژه آنهایی که در معرض انقراض هستند.

۳. بویژه کودکان بیشتر در معرض این خطرات هستند.

A DEFORESTATION AND DESERTIFICATION

A The Sahel zone lies between the Sahara desert and the fertile savannahs of northern Nigeria and southern Sudan. The word *sahel* comes from Arabic and means marginal or transitional, and this is a good description of these semi-arid lands, which occupy much of the West African countries of Mali, Mauritania, Niger and Chad.



- B Unfortunately, over the last century the Sahara desert has steadily crept southwards, eating into once productive Sahel lands. United Nations surveys show that over 70 per cent of the dry land in agricultural use in Africa has deteriorated over the last 30 years. Droughts have become more prolonged and more severe, the most recent lasting over 20 years in parts of the Sahel region. The same process of desertification is taking place across southern Africa as the Kalahari desert advances into Botswana and parts of South Africa.
- C One of the major causes of this desert advance is poor agricultural land use, driven by the pressures of increasing population. Overgrazing – keeping too many farm animals on the land – means that grasses and other plants cannot recover, and scarce water supplies are exhausted. Overcultivation – trying to grow too many crops on poor land – results in the soil becoming even less fertile and drier, and beginning to break up. Soil erosion follows, and the land turns into desert.
- D Another cause of desertification is loss of tree cover. Trees are cut down for use as fuel and to clear land for agricultural use. Tree roots help to bind the soil together, to conserve moisture and to provide a habitat for other plants and animals. When trees are cut down, the soil begins to dry and loosen, wind and rain erosion increase, other plant species die and eventually the fertile topsoil may be almost entirely lost, leaving only bare rock and dust.
- E The effects of loss of topsoil and increased drought are irreversible. They are, however, preventable. Careful conservation of tree cover and sustainable agricultural land use have been shown to halt deterioration of soils and lessen the effects of shortage of rainfall. One project in Kita in south-west Mali funded by the UNDP has involved local communities in sustainable management of forest, while at the same time providing a viable agricultural economy based on the production of soaps, beekeeping and marketing shea nuts. This may be a model for similar projects in other West African countries.

B

An answer to the belief that British people cannot learn languages

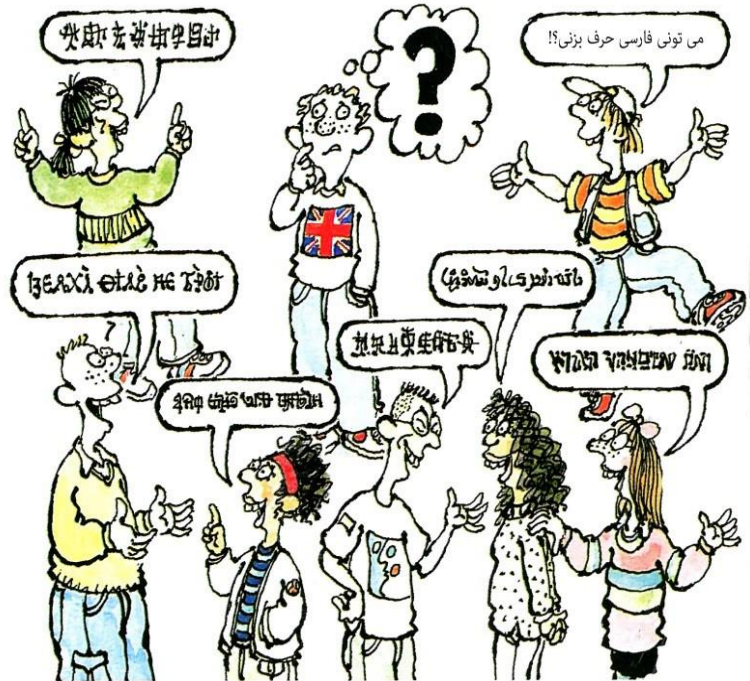
A Every so often, the educational supplements of our broadsheets devote an entire issue to the danger the British face of falling behind in Europe because so few of our schoolkids speak foreign languages. Most recently, the German ambassador lambasted us for only ever speaking English, a rebuke echoed by his French and Spanish counterparts.

B The truth is that foreign languages are phenomenally unpopular in secondary schools. Poor teaching and the late introduction of the subject are often cited as the main reasons youngsters are so loath to study them. Another factor for our notorious laziness vis-à-vis other tongues has to be that we are brought up to believe that the whole world speaks English, so why bother? Why indeed? Struggling to communicate in another language is, for all but the committed and enthusiastic linguist, a frustrating experience, which, if not necessary, is best avoided. And yes, when millions of Brits take their annual holidays abroad, local tourism, travel, catering and retail staff are all trained in at least rudimentary English. So, again, there is little motivation to learn more than a couple of words.

All this is true, and yet illuminates only part of the picture. British teenagers are generally bored by French or German verbs, but the underlying reasons are more complex than a vague assumption that they only need to speak English because everyone else does. Their leisure activities revolve around pop music, sport, computers, television and films. These things are already in English; translations and subtitles are the exception. Furthermore, the most powerful country in the world happens to speak our language, and we absorb its cultural exports easily and readily. So, for us, language is not a major issue.

C Of course, should the world situation change, and the United States become a Hispanic country, as some boffins have predicted, the British would see the benefit of learning Spanish and do so. Not so long ago, knowledge of French was more widespread here, and eagerly acquired, when that language was of paramount international importance.

D The belief that we will lag behind our European business partners also needs to be dissected. The canard here is that we lose out because our businessmen and women can't keep up with the local lingo. But surely, it is competitiveness and the attraction of lucrative offers that count. After all, American executives don't wring their hands at their lack of linguistic skills.



A

Describe a city you have visited which has impressed you.

You should say:

Where it is situated

Why you visited it

What you liked about it.

Well Let me see, as far as my memory helps, last year I visited Isfahan, a city situated in the center of the country. I guess it is 400 km far from Tehran, the capital. It's a city you never forget when you visit there even once. I went there on vacation during the spring. The weather was fantastic and the people were very hospitable and they keep their houses very clean. The accent of the people there is very nice and melodic. We stayed in a hotel named "King Abbas Hotel", the service was good and the price was reasonable. There is an expression in Persian, which says "Isfahan is half of the universe". This might seem an extravagant remark, but it's to some extent true, and you really enjoy being there especially during the spring and the New Year Feasts. The city is also very famous for its handicrafts. Most of them are exported to other countries. I guess the city attracts the largest number of tourists in Iran. By the way, I forgot to say that Isfahan has been once the capital of the country.

B

Describe a friend whom you admire very much.

Talk about:

How long you have known him or her

What is very admirable about him or her

How he or she has influenced your life

Whether your parents like him or her too.

Well, a friend who is really special to me is actually a classmate of mine. I've known him for 5 years and I have to say I really admire him for the qualities I've seen in him. I think most of the other guys in our class like him, even the ones who don't know him for a long time. He's that kind of person that.. you know.. acts very smartly! Although he becomes very naughty at times, he is absolutely disciplined and that's really admirable about him. He's somehow found a perfect balance between humour and order and it really works. One thing about him that influenced me is that I think we are mentally very much alike. I think to myself that I can be like him because I see we share, let's say, vision. That also has another advantage, and that's why my parents like him and we feel comfortable and close to each other. We are really good friends. He knows the value of friendship and has a high regard for it and others think highly of him. He is phenomenal.

- A** Before you look at the passage below, decide which of the following words are associated with advantage and which with disadvantage.

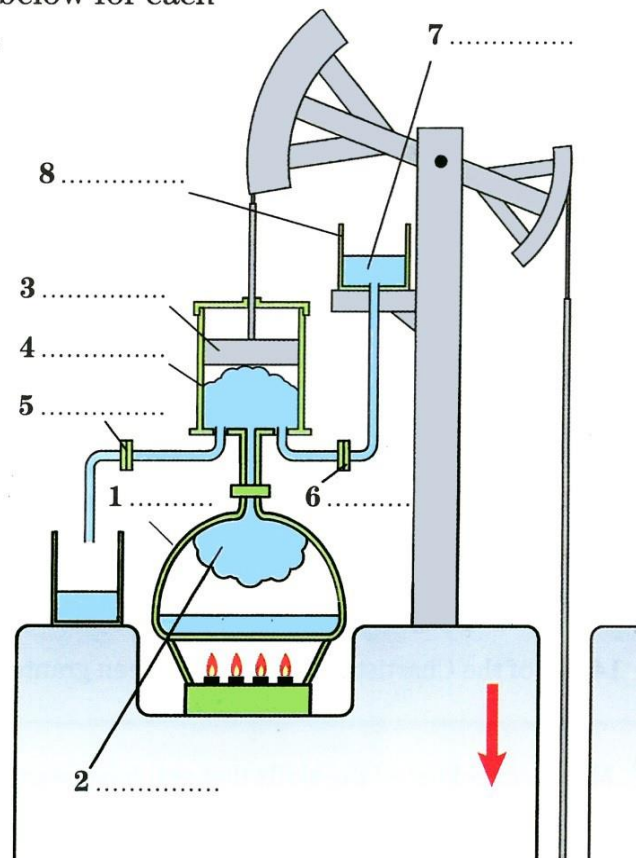
The future of energy sources

- A** The future for petroleum use at the moment looks rather uncertain, despite enjoying the major benefit of a very advanced infrastructure already in place. The downsides from the environmental point of view are patently obvious: harm to public health through carbon dioxide emissions in exhaust fumes. 20
- B** The picture for natural gas is similarly mixed. While its main strength lies in it's being a relatively clean fuel involving little processing and being easily transportable via pipelines, natural gas requires compression or low temperatures if it is to be used for cars or other vehicles. 25
- C** Yet there is another problem with natural gas. It may produce less carbon dioxide than other fossil fuels, but the major stumbling block to its use is that the methane released lives for a long time in the 30
- D** Ethanol, despite the drawback of a dearth of commercial outlets, heralds a new dawn for the energy market. But, before we consider ethanol in depth, let us look at hydrogen. It is perhaps the most attractive of all renewable fuels. Its greatest appeal is that it is readily available everywhere in the form of water (H²O). Solar energy is used to split the water into hydrogen and oxygen and then recombine it, with water being the waste by-product. Perhaps its main drawback is making the hydrogen production units small enough to fit cars. But once this happens, the future of hydrogen is bright indeed.

Study the table about the reading passage and decide what kind of words are needed for each blank space.

Type of fuel	Main advantage	Main disadvantage	Future
Petroleum	Very advanced infrastructure	1 _____	Uncertain
Natural Gas	Relatively clean	Produces 2 _____	3 _____
Ethanol		Lack of 4 _____	Signals a 5 _____
Hydrogen	6 _____	Hydrogen production units for cars not small enough	7 _____

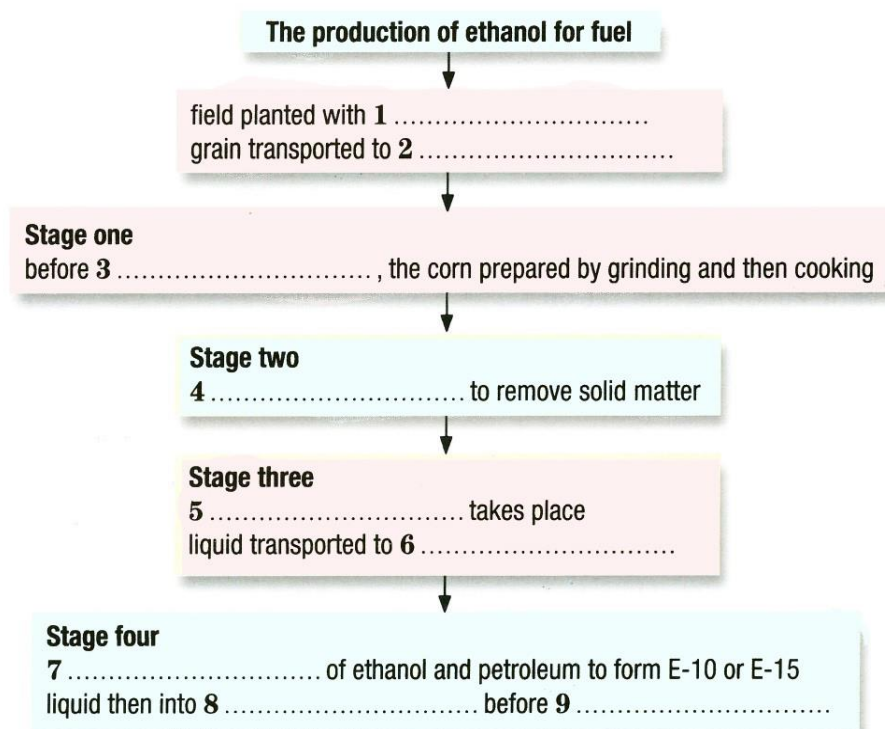
- B** Label the diagram using no more than TWO words from the passage below for each blank space.



Thomas Newcomen's steam engine was one of the first devices to use the power of steam for mechanical work. It was originally used to pump water from mines. A boiler, encased in brick and sitting over a coal fire, generated steam, which drove the piston in the open top cylinder above the boiler. When the steam built up, the pressure opened a valve allowing the steam to fill the cylinder and push the piston up. When the piston reached the top of the cylinder, the first valve was closed and the second valve opened. This second valve sprayed cold water into the cylinder from a cistern, condensing the steam and creating a vacuum. The air pressure from the open-top cylinder pushed the piston down again, thus pulling the rod down with it. The cycle then repeated itself all over again.

C

The flow chart below is taken from a Flow chart completion task. Skim the chart, predict the type of word and where possible the words themselves to complete the chart.



Now complete the chart using no more than TWO WORDS from the passage below.

The production of fuel-ethanol or 'grain spirit' from grain is relatively straightforward. It is made from harvested crops. As the demand for alternative 'clean' fuels increases, farmers are switching from planting crops for consumption to fuel crops like corn, barley, wheat or others that produce oil like palm and rape seed. The growing process is no different from that of any crop. A farmer simply plants a field of corn, which is then harvested. Instead of being taken to a mill to produce flour, the corn is delivered by lorry to a distillery where it goes through four main stages before it can be used as fuel. First, during a preparation phase, the grain is ground and then cooked prior to the fermentation process commencing. Then, before the distillation of the liquid to produce the ethanol takes place, solid matter has to be removed by filtration. At a fuel-ethanol plant, the blending of ethanol and petroleum is carried out to produce E-10, a mix of 10 per cent ethanol and 90 per cent petroleum, or E-15, which is 15 per cent ethanol and 85 per cent petroleum. The liquid is then put into storage and the distribution process is ready to begin.

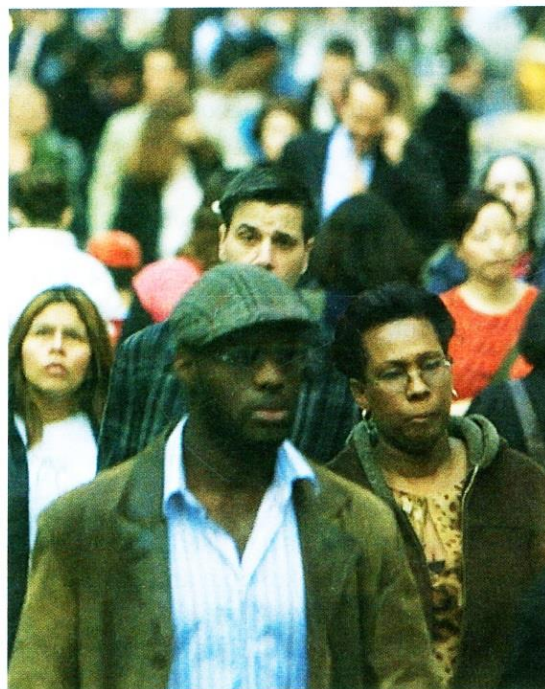
Which paragraph (A–D) in the reading passage contains the information in 1–4?

The meaning of culture

A Culture is a term for which it is very difficult to give a precise meaning. The word means so many different things to different people, so devising a single acceptable definition is more problematic than may be first thought. The idea of culture as something shared is inherently complex. Even people neighbouring each other, or sharing a common language, or possessing certain common core values may actually have as many differences as similarities.

B Anthropologists have proposed over one hundred different definitions. A number of these are variations on the idea that culture consists of 'shared patterns of behaviour' as may be observed by the researcher. This is the definition put forward by Margaret Mead, for example, in her study of indigenous ritual in Samoa. This kind of definition, however, does not take account of the fact that studying culture is not just a question of observation. It also involves studying the meaning of this observed behaviour.

C Accordingly, other anthropologists, such as Max Weber, speak of culture as consisting of systems of shared meaning; as he puts it, 'man is an animal suspended in webs of significance he himself has spun.' Similarly, Claude Levi-Strauss also speaks of culture as a product of the implicit beliefs which underlie it. The problem with this approach is that the meaning of cultural behaviour is not always easy to establish. Explanations may be offered up to a point, but the underlying assumptions often remain obscure. Indeed, they are often not understood by insiders. As Chris Argyris and Donald Schon point out, what people say to explain their cultural behaviour and what really drives this behaviour are often



widely different. The search for meaning can therefore be a long and painstaking process, involving long periods of observation and interviews in order to build possible theories.

D While there are some cultures which have remained isolated for long periods of time, many others have built up commercial links with other groups. Eventually, this may lead to adopting elements of the other group's rituals and behaviour which then become integrated into those of the original group. Some cultures have clashed with less powerful neighbours only to find that over time their culture became heavily influenced by these subordinates, like the Romans by the Greeks. In this way, the original meaning of an aspect of cultural behaviour may be lost in history and may originally have been part of a belief system very different from that which prevails in the culture today. This dynamism is, perhaps, the major reason why researching the meaning behind cultural behaviour is far from easy.

A List of Headings (Matching Headings)

Choose the correct heading for sections A-D.

- i Various interpretations of culture based on meaning
- ii The problem of explaining what culture means
- iii A definition of culture based on shared behaviour
- iv Defining a culture is not only a matter of observation
- v The main reason for difficulty in investigating culture
- vi The discrepancy between personal explanations and the real reasons for cultural behaviour

B Matching information to names

Match each statement 1–4 with the correct person A–D.

- 1 Culture is something which is embodied in the way groups behave.
- 2 The reasons people give for their behaviour are often different from why it originally developed.
- 3 Societies create networks of meaning within which their members live.
- 4 Culture is something which arises from a group's beliefs.

List of people

- A Margaret Mead
- B Max Weber
- C Claude Levi-Strauss
- D Chris Argyris and Donald Schon

A

Describe a book you have just read.

You should mention:

What the title of the book was

Who was the writer

What the theme of the book was.

Recently I read *Huckleberry Finn* by Mark Twine, of course the full title is *The Adventures of Huckleberry Finn*. The story is about a white child, Huck, and other characters but I liked Jim more than other characters. He's a black slave and has a very good relationship with Huck. I suppose Twine in his work was trying to object to racism. Here Huck is the symbol of white race and Jim is the symbol of Negroes and Mississippi River is the symbol of life or history. Whenever Jim and Huck are on the raft (or boat) on the river, they are very honest to each other, but when they go to the riverbank and meet other people, they are cheated and deceived. I think Twine depicted Utopia (the ideal city) on that boat where people of all races are equal and they aren't judged by their colour. In one of the episodes they are pursuing Jim because he's a runaway or escapee, but Huck is very worried and he says "they are chasing *us*" and not *you*. In my opinion, this is the masterpiece of Twine's works. No wonder that Hemingway believes that *Huckleberry Finn* is the basis of western novel writing.

B

Talk about your favourite season.

You should talk about:

How it is different from other seasons

Why you like it

What entertainments you have during it.

This is a very difficult question since every season has its own privileges; it's very hard to select one as your choice, but generally speaking summer is my favourite season. I adore it for several reasons. First of all, it is different from all other seasons in that the days are very long and we can enjoy the sunshine more. Summer is the season of cultivation when farmers work on the fields and I really take pleasure in watching the scene. All kinds of fruits are at hand and I take my longest vacation during summer. I usually take a trip to the north of Iran and enjoy the sea. Swimming is my favourite sport and I'm mad about swimming outdoors and this season provides the chance for me. It is also the best time for long walks in the country with or without friends. The most popular entertainment in this season is swimming, though some people admire that for the vacations and others get pleasure from staying out late or spending time in entertainment parks.

Geothermal energy

Since heat naturally moves from hotter regions to cooler ones, the heat from the Earth's centre (over 7000° Fahrenheit) flows outwards towards the surface. In this way, it transfers to the next layer of rock or mantle. If the temperature is high enough, some of this mantle rock melts and forms magma. The magma ascends in its turn towards the Earth's crust. At times it forces itself up to the actual surface where it builds volcanoes. More often it remains well below the Earth's crust, creating vast subterranean areas of hot rock. In such regions, there are deep cracks, which allow rainwater to percolate underground. This water is heated by the hot rock to a high temperature. Some of this water travels back up to the Earth's surface where it will appear as a hot spring or a geyser. However, if this ascending hot water reaches a layer of impermeable rock, it remains trapped, forming a geothermal reservoir. Much hotter than surface hot springs, such reservoirs can reach temperatures of 700° Fahrenheit and are a rich source of energy. If geothermal reservoirs are close enough to the surface, they can be reached by drilling wells. Hot water and steam shoot up the wells naturally, and can be used to produce electricity in geothermal power plants. Unlike fossil fuels, geothermal energy produces relatively little greenhouse gas.

A few geothermal power plants depend on dry-steam reservoirs which produce steam but little or no water. In these cases, the steam is piped up directly to provide the power to spin a turbine generator. The first geothermal power plant, constructed at Lardarello in Italy, was of this type, and is still producing electricity today.

Most currently operating geothermal power plants are either 'flash' steam plants or binary plants. Flash plants produce mainly hot water ranging in temperature from 300° to 700° Fahrenheit. This water is passed through one or two separators where, released from the pressure of the underground reservoir, it 'flashes' or explosively boils into steam. Again, the force of this steam provides the energy to spin the turbine and produce electricity. The geothermal water and steam are then re-injected directly back down into the Earth to maintain the volume and pressure of the reservoir. Gradually they will be reheated and can then be used again.

A reservoir with temperatures below 300° Fahrenheit is not hot enough to flash steam but it can still be used to generate electricity in a binary plant. In these plants, the heat of the geothermal water is transferred to a second or binary fluid, such as isopentane, which boils at a lower temperature than water. The steam from this is used to power the turbines. As in the flash steam plant, the geothermal water is recycled back into the reservoir.

A

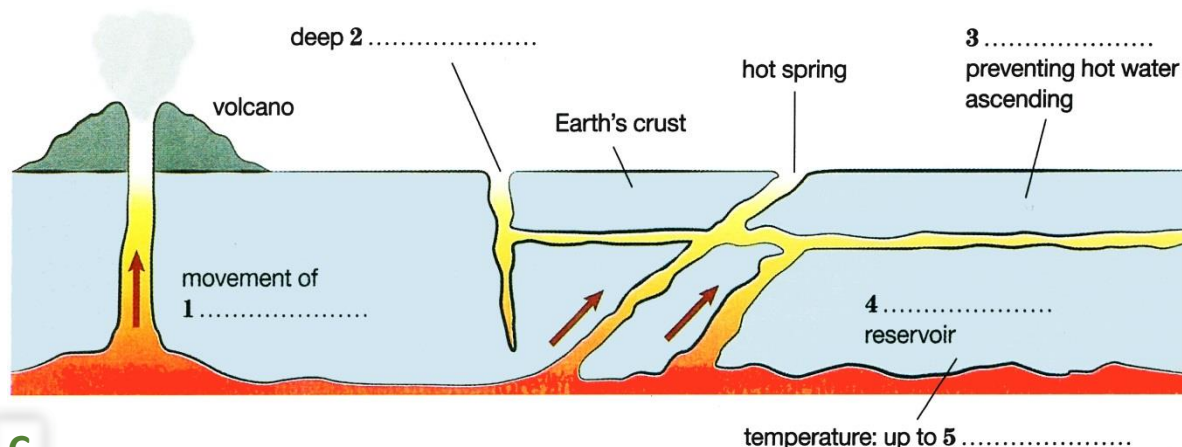
Classifying information

- 1 Using the reading passage above, classify the features in sentences 1–5 according to which type of geothermal plant they characterize.

- | | |
|----------------------|---|
| A dry steam plants | 1 There are examples which are in use today. |
| B flash steam plants | 2 They use geothermal reservoirs with temperatures over 300° F. |
| C binary plants | 3 They use steam from the Earth and not water. |
| D all of them | 4 The vapour which spins the turbines is not produced from water. |
| | 5 They are relatively easy on the environment. |

B Labelling a diagram

Scan paragraph one in the reading passage and using no more than TWO words or a number from the passage, label the diagram.



C

Match phrases 1–5 below with the relevant paragraph E–G.

- | | | | |
|----|--|----|--|
| 5 | <p>E The benefits of diet – as well as exercise – healthy diet – avoiding junk perhaps also staves off mental decline – studies in children learning difficulties – so-called Durham trial – fish oil beneficial – effective on sizeable proportion of children – improves attention, etc, so not old wives’ tale – sale of foods/ supplements containing Omega 3 increased intelligence attention span – not sure if benefit adults.</p> | 15 | <p>crossword puzzles, mental arithmetic, subtracting backwards seven at a time from 1,000 to zero, showering with your eyes closed – some connection with left brain function as opposed to right brain – latter concerned with the creative side. Maybe more research needed: how opening up use of right brain might enhance mental ability.</p> |
| 10 | <p>F How people can keep mentally active – greater interest now in mental stimulus to combat/slow down dementia – exercises – ‘brain food’ puzzles like sudoku, chess,</p> | 20 | <p>G A conclusion – irony – general population 30 per cent obese – young people especially – older people now more active – interest in third age long may it continue – older people show young people the way.</p> |
-
- | | | |
|---|--|--|
| 1 | various methods to improve mental ability | |
| 2 | the fact that fish oil supplements may not benefit adults | |
| 3 | a comparison between older people and less active young people | |
| 4 | how diet helps improve mental activity in children | |
| 5 | a recommendation that research into right-brain function should be carried out | |

Book clubs – from strength to strength

- A** The proliferation of book clubs, some 50,000 in the UK alone and who knows how many more worldwide, is quite a remarkable literary phenomenon. Participants of different ages and backgrounds gather on a weekly or monthly basis ostensibly to discuss books chosen by the members, but the primary attraction for most people, and the factor behind the explosion in the number of groups, is not literary, but social. Human interaction with some added mental stimulation in a relaxed environment is integral to their success.
- B** The social aspect apart, the spread of book clubs can also be attributed to the low cost and the availability of books, and the fact that compared to, say, the cinema or theatre, the clubs provide cheap entertainment. The Internet has played its part as well. Once seen as foreshadowing the end of reading, not only does the Internet allow people even cheaper access to books, but it also acts as a conduit for readers hungry to join a particular reading club. A further draw is the number of people who read for pleasure. With reading being listed as the most popular major leisure activity, according to a survey carried out over a four-week period in 2002 in the UK (65% constant since 1996), there is no shortage of willing participants.
- C** The clubs vary, ranging from cosy get-togethers in friends' houses, with or without set rules and with or without food and drink, to more formal, official set-ups in educational-cum-literary establishments like libraries, sometimes with literary functions with guest speakers. The overwhelming majority are of a more unthreatening, easy-going nature. People come and go, but the cohesion of the groups seems to live on with new ones springing up to replace those which have faded away.
- D** From the literary point of view, the focus of each group is different as it depends solely on the make-up of the members and their predilections. There are reading clubs which specialize in football, romance, horror, science fiction and so on. Groups can focus on one type or they can be eclectic, combining different types of fiction like romance with, for example, cricket. Some may even dress up in the style of the characters or the time that a story took place to bring a mystery or an old classic to life. With such a variety of choice, book clubs are sure to survive and expand.



Completing summaries without wordlists

Read the summary which relates to the reading passage. Using ONE word only from the passage, complete each space in the summary

Most people join book clubs for 1 _____ reasons. The official reason is to discuss books, but members principally enjoy interacting with others in a 2 _____ atmosphere. Another reason for the popularity of book clubs is that reading is a 3 _____ pastime compared with cinema or theatre going. Some book clubs may 4 _____ on a particular genre, or they may decide to be 5 _____ in their choice of reading material. It all depends on the interest of the participants. Research suggests that the popularity of reading has remained 6 _____ since 1996, and it seems likely that the number of clubs will 7 _____ in the future.

Excessive demands on young people

Being able to multi-task is hailed by most people as a welcome skill, but not according to a recent study which claims that young people between the ages of eight and eighteen of the so-called 'Generation M' are spending a considerable amount of their time on fruitless efforts as they multi-task. It argues that, in fact, these young people are frittering away as much as half of their time again as they would if they performed the very same tasks one after the other.

Some young people are juggling an ever larger number of electronic devices as they study. At the same time as they are working, young adults are also surfing the Internet, or sending out emails to their friends, and/or answering the telephone and listening to music on their iPods or on another computer. As some new device comes along, it too is added to the list rather than replacing one of the existing devices.

Other research has indicated that this multi-tasking is even affecting the way families themselves function as young people are too wrapped up in their own isolated worlds to interact with the other people around them. They can no longer greet family members when they enter the house, nor can they eat at the family table.

All this electronic wizardry is supposedly also seriously affecting young people's performance at university and in the workplace. When asked about their perception of the impact of modern gadgets on their performance of tasks, the overwhelming majority of young people gave a favourable response.

The response from the academic and business worlds was not quite as positive. The former feel that multi-tasking with electronic gadgets by children affects later development of study skills, resulting in a decline in the quality of writing, for example, because of the lack of concentration on task completion. They feel that many undergraduates now urgently need remedial help with study skills. Similarly, employers feel that young people entering the workforce need to be taught all over again, as they have become deskilled.

While all this may be true, it must be borne in mind that more and more is expected of young people nowadays; in fact, too much. Praise rather than criticism is due in respect of the way today's youth are able to cope, despite what the older generation throw at them.

According to a recent report, young people aged 8–18 are wasting
1 of time by multi-tasking. In fact, they are spending as much
as 50 per cent longer than if they did the same tasks **2** Some
young people are juggling a larger and larger array of **3** as
they study, while surfing the net, sending **4** , answering the
phone and listening to music simultaneously. Other studies have shown
that this **5** is affecting the way families operate, with young
people too self-absorbed to talk to other family members or to eat at the
family table. The electronic **6** is also apparently having a
7 on young people's studies and work.

Complete the summary using items A–M from the wordlist below.

Wordlist

- | | | |
|-----------------------|--------------------------|------------------------------|
| A in sequence | B revolution | C beneficial effect |
| D much | E messages | F letters |
| G electronics | H negative impact | I electronic gizmos |
| J behaviour | K development | L significant amounts |
| M all together | | |

A

Describe a TV commercial you dislike.

You should mention:

What it is about

What is shown in that

Why you don't like it.

I really hate the commercials about junk foods, I mean the foods which are high in calories and low in nutritional value. Actually, I may like the clips but I don't like the contents since they destroy the nutritional habits of people and specially children. Children are the main consumers of these snack foods. You know ... things such as chips and cornflakes and pop corns. In theses clips children are tempted to buy and consume more and more and this is done by different tricks. When I say they destroy their dietary habits, I mean that they don't enjoy eating real food after having the stuff like those. Also, they are very salty and they use a lot of chemical additives in producing them since they want to conserve them for a long time. In many cases prizes are offered for more and more consumption and I think this should really be banned. Parents shouldn't let the children replace good foods with junk foods, it is really harmful. This causes a lot of problems such as heart problems in later life. Nowadays we see high blood pressure even in young children. This is a disaster, I guess.

B

Describe a serious social problem in your country.

Try to include:

What it is

How it affects your society

What solutions you have in mind for that.

Well, ... e as far as I'm concerned, the most important social problem in my country is addiction. It has afflicted people from all age groups, specially the youth. It has a lot of side effects on the society; it has led to a boom in the number of divorces. It results in unemployment and unemployment gives rise to plenty of delinquencies (wrongdoings). In my language, Persian, it is called the father of all crimes. Addicts form the largest proportion of prisoners and this leads to many divergent mental illnesses. It even adversely affects the next generation. The children of divorce, as we call them in our country, are the main victims and a large number of them are destined to become future addicts and outlaws (criminals or wrong doers). The solution is easy to name but difficult to practice. I strongly believe that education and social welfare are the key factors; I don't exclude other factors but these two are the crucial ones, and they are the ones which are most ignored in my country. I think tomorrow will be too late, the government and the people should start doing something about that right now. Time is our enemy.

Follow the instructions and answer the questions 1-13.

ANCIENT CALENDARS

Heavenly bodies — the Sun, Moon, planets, and stars — have helped us to measure the passage of time throughout our existence. Ancient civilizations relied upon the motion of these bodies through the sky to determine seasons, months and years.

We know little about the details of timekeeping in prehistoric times, but wherever we turn up records and man-made objects, we usually discover that in every culture, some people were very interested in measuring and recording the passage of time. Ice-age hunters in Europe over 20,000 years ago scratched lines and made holes in sticks and bones, possibly counting the days between cycles of the moon. Five thousand years ago, Sumerians in today's Iraq had a calendar that divided the year into 30-day months, divided the day into 12 periods (each period equal to two of our hours), and divided these periods into 30 parts (each like four of our minutes).

The earliest Egyptian calendar was based on the Moon's cycles, but later the Egyptians realized that the "Dog Star" rose next to the Sun every 365 days, about when the yearly flooding of the Nile began. Based on this knowledge, they devised a 365-day calendar that seems to have begun around 3100 BC, which thus seems to be one of the earliest years recorded in history.

Before 2000 BC, the Babylonians (in today's Iraq) used a year of 12 alternating 29-day and 30-day lunar months, giving a 354-day year. In contrast, the Mayans of Central America relied not only on the Sun and Moon, but also the planet Venus.

became portions of the great Aztec calendar stones. Our present civilization has adopted a 365-day solar calendar with a leap year occurring every fourth year.

A revolution in timekeeping

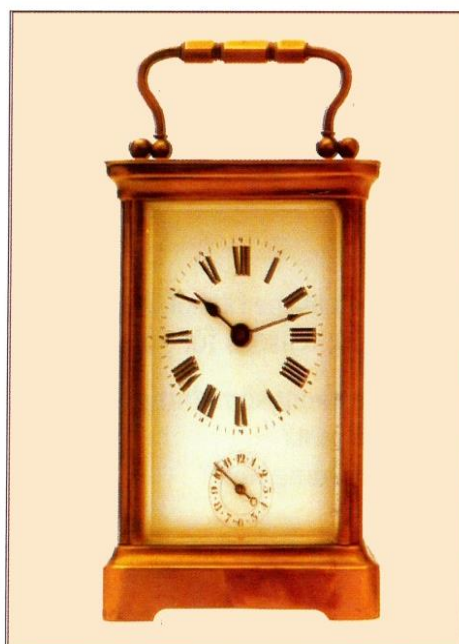
In Europe during most of the Middle Ages (roughly 500 AD to 1500 AD), technological advancement almost stopped. Sundial styles developed, but didn't move far from ancient Egyptian principles.

During these times, simple sundials placed above doorways were used to identify midday and four "tides" (important times or periods) of the sunlit day.

By the 10th century, several types of pocket sundials were used. One English model even compensated for changes of the Sun's height.

Then, in the first half of the 14th century, large mechanical clocks began to appear in the towers of several large Italian cities. We have no evidence or record of the working models before these public clocks.

Another advance was the invention of spring-powered clocks between 1500 and 1510 by Peter Henlein of Nuremberg. Replacing the heavy weights used earlier permitted smaller portable clocks and watches. Although they ran slower, they were popular among wealthy individuals due to their small size and the fact that they could be put on a shelf or table instead of hanging on the wall or being housed in tall cases. These advances in design were early models of truly accurate timekeeping.



Glossary

lunar – related to the moon

Questions 1-5: Sentence completion

Complete the sentences below. Choose **NO MORE THAN THREE WORDS AND/OR A NUMBER** from the text for each answer.

- 1 Little is known about recording time in
- 2 Ice-age hunters recorded the passing of time by marking
- 3 The Sumerians divided the day into
- 4 The first Egyptian calendars were connected with the
- 5 The Egyptians realized that the rose next to the Sun once every 365 days.

Questions 6-8: Identifying information – True/False/Not Given

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

- | | |
|------------------|---|
| TRUE | if the statement agrees with the information in the passage |
| FALSE | if the statement contradicts the information in the passage |
| NOT GIVEN | if there is no information about the statement in the passage |

- 6 The Egyptians created the earliest 365-day calendar.
- 7 The Babylonian calendar was not identical to the early Egyptian calendar.
- 8 The Mayans relied only on the Sun and Moon to create their calendars.

Questions 9-13: Matching – classifying

Classify the following as occurring

- A before 1500 AD
- B after 1500 AD
- C neither before nor after 1500 AD

- 9 the production of clocks that could be carried around
- 10 a long period of almost no technological development
- 11 advances leading to more precise recording of time
- 12 the introduction of pocket sundials
- 13 the construction of models of working mechanical clocks

A The sound of Baleen Whales is the loudest produced by any animal on earth and travels for many kilometres underwater. It may be used for long-range contact, meeting calls, in their search for mates, as a greeting, threat or individual identification. They produce mostly low-frequency sounds, which are for long-distance communication, orientation and navigation. Whale communication occurs through low-frequency moans, as well as high-frequency whistles that are produced by the whales. Whales also communicate by means of body language such as slapping their tails. Whale noises such as forceful spouts of water may signal annoyance, and the slapping of flippers indicates excitement or aggression.

B Whales use beautiful lyrical sounds called whale song to communicate with each other. As whales are so large and powerful, they make very loud sounds that can be heard for many kilometres. Whales have been known to generate about 20,000 acoustic watts of sound at 163 decibels.

C Some whale species produce a pattern of regular and predictable whale sounds, the most notable being the Humpback Whale. It has been compared with human music, with these creatures being the 'composers'. On the other hand, most toothed whales do not produce whale song, but instead produce rapid bursts of high-frequency clicks and whistles. Single clicks are known to be used in echolocation; however, a collection of clicks together is for communication. Male Humpback Whales make these sounds during



Whale Song

the mating season, which suggests that the purpose of their songs is to select a mate. It is unknown whether it is also their means of defining territory or even flirting between males and females.

D Whales occupying the same geographical location tend to sing similar whale songs, only varying them slightly. However, whales from different areas sing different songs. A study over a period of 19 years found that the same song combinations never occurred, suggesting that whales never reuse old song patterns. Whales in one area sing the same song at any point in time, a song which constantly and slowly changes over time. Over any given period, one song will start with increasing frequency but may slowly flatten to become more constant. A

whale will typically repeat the same phrase of song over and over again for two to four minutes at a time. This is known as a theme, of which a collection makes a song. The whale repeats the same song, which may last up to 30 minutes and even for days at a time.

E The mechanisms used by whales to produce sound vary from one species to another. Most whales produce whale sounds by passing air through a structure in the head called the phonic lips. The lips vibrate as the air passes through them and these vibrations can be consciously controlled with great sensitivity. They pass through to the melon of the head, which shapes and directs the sound into a beam for echolocation. The air may be recycled back to be used for sound creation yet again, or passed out through the blowhole. All toothed whales, except for the Sperm Whale, have two sets of phonic lips; therefore they are capable of making two sounds independently. Baleen Whales do not have phonic lip structures, only a larynx that appears to play a role in producing whale sound.

F Marine creatures are largely dependent on sound for communication and sensation, as their other senses are limited due to their watery habitat. Environmentalists appear to be concerned about whales being harmed and not being able to find mates because of the increased noise levels at sea caused by ships and other sources. The Humpback Whale songs for instance are often disrupted and this causes immense panic in the group.

Questions 1-6: Matching information

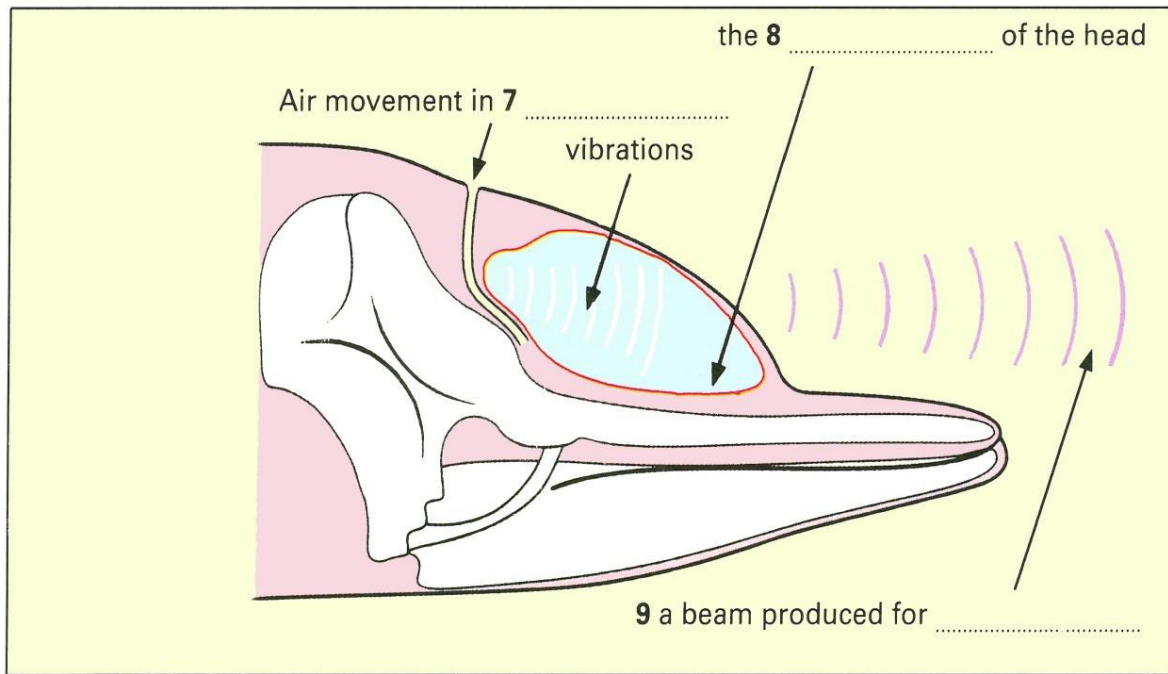
The reading passage has six paragraphs, A-F. Which paragraph contains the following information? You may use any letter more than once.

- 1 a detailed description of whale song
- 2 the possible connection between whale communication and breeding
- 3 the fact that noise pollution may disrupt the mating activities of whales
- 4 different methods of communication among whales
- 5 a reference to the effect on whales of human activity
- 6 the fact that sounds made by all species of whales are very loud

Questions 7-9: Labelling a diagram (Diagram Completion)

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

Sound production in whales



Questions 10-13: Matching sentence endings

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

- 10 Baleen Whales may produce sound for
- 11 Whales also communicate by
- 12 Whales in the same area usually have
- 13 Whales do not possess

- A the same mechanism for making sounds.
- B a wide range of purposes.
- C extraordinary eyesight.
- D long distances.
- E the use of their bodies.
- F many predators.
- G songs that are alike.

A Cause, reason, result**conjunctions:** *because, so***adverbials:** *therefore, consequently, so, thus, as a result***prepositions:** *because of, due to, on account of, owing to*

Because introduces the reason for something, and *so* introduces the result:

reason

*I eat fish three times a week **because** it protects against heart disease.*

result

*Fish protects against heart disease **so** I eat it three times a week.*

Therefore, consequently, so, thus, and as a result introduce the result of a situation or action:

***As a result**, people are unsure whether to increase or decrease the amount of fish they eat.*

We use *because of, due to, on account of* and *owing to* to introduce the reason for something:

*The match was cancelled **because of** the snow. (~~not because of it was snowing~~)*

*The buses were all running late **owing to** the bad weather.*

⚠ We can use *due to, on account of* and *owing to* + *the fact that* with a clause:

*The match was cancelled **due to the fact that** it was snowing.*

B Contrasting**conjunctions:** *but, although, though***adverbials:** *alternatively, however, in contrast, nevertheless, on the contrary, on the other hand, yet***prepositions:** *in spite of, despite*

We use *but* between two contrasting ideas:

*Fish has long been a staple food in many cultures, **but** there has been some controversy recently about the benefits and risks of fish consumption.*

Although can come at the beginning or in the middle of two contrasting ideas. We use a comma between the two clauses:

***Although** the work was supported by grants from the Fisheries Scholarship Fund, this did not affect the research findings.*

*The work was supported by grants from the Fisheries Scholarship Fund, **although** this did not affect the research findings.*

We use *in spite of* and *despite* + noun/-ing at the beginning or in the middle of two contrasting ideas:

***In spite of the considerable amount** of literature on the risks and benefits of fish consumption, there are still important gaps in this information. (~~not in spite of there is a considerable amount~~)*
*I eat fish regularly for health reasons **despite not liking** it much. (~~not despite I don't like it~~)*

⚠ We can use *despite* and *in spite of* + *the fact that* with a clause:

*I eat fish regularly for health reasons **despite the fact that** I don't like it much.*

Under

Complete each sentence with a word from the box. In some cases *under* is part of the word.

control	eighteen	review	staffed	law	developed
estimate	lying	nourished	privileged		

- The company claim that they now have the problem *under* control .
- The children in the survey were frequently *under* and tired.
- Visitors *under* are admitted free of charge.
- In several *under* countries, the new medicine is proving effective.
- Under* Australian , no food may be brought into the country.
- The test is now *under* after several international students complained it gave Canadian students an advantage.
- The government ought to provide more housing for the *under*
- In my opinion, we should not *under* the seriousness of this issue.
- The office is currently *under* and is looking for a new receptionist.
- Scientists believe they have found the *under* cause of the problem.

Give

Complete each sentence with a word or phrase from the box.

rise	in	credit	away	try
birth	off	grounds	encouragement	way

- The use of detergents in the home may have *given* rise to the increase in allergies.
- An effective teacher should always *give* to their students.
- I'm not really into adventure sport but I might *give* sky-diving a
- Tiny movements in the facial muscles often *give* a person who is lying.
- The plant *gives* a strong smell which attracts a wide range of insects.
- When do we have to *give* our assignments?
- Researchers believe this dinosaur *gave* to live young, not eggs.
- This medical breakthrough *gives* for optimism in the search for a cure.
- In my department, we were *given* little for all the work we did.
- It is likely that CDs will shortly *give* to downloaded music.

Talk about your favourite writer (author).

Talk about:

Who he or she is

Who introduced him to you

What his or her best work is

What he or she usually writes about.

First of all, I believe that a good writer can change the world with his works, comments, words, creativity and even by his sense of humour. Writing makes the difference between civilized man and barbarians. In other words, writers were the real emperors of new civilization and culture. They conquered the hearts and minds of people. The writer I admire so much is Mark Twain. He was introduced to me by a teacher, I guess he was our Math teacher. He has written several masterpieces. I suppose his best work is "Adventures of Huckleberry Finn" since it depicts the way a white boy and a Negro can live together in peace. This book, in my opinion, is against racism and discrimination. He wrote about social issues in a language that is understandable to everyone. Hemingway says Huckleberry Finn is the basis of western literature and I agree with him. This book impressed me a lot. It somehow affected my later life. I talk about that in different occasions and encourage people to read it. It's worth reading more than once.

Questions 1–4: Matching headings

The reading passage has four sections, **A–D**. Choose the correct heading for each section from the list below. Write the correct number, **i–vi**, next to the items in the list.

List of Headings

- | | |
|---|--------------------------|
| i how the rock art has been preserved | 1 Section A |
| ii the discovery of the first rock art | 2 Section B |
| iii the significance of rock art | 3 Section C |
| iv an overview of rock art in Africa | 4 Section D |
| v the extent of rock art in Africa | |
| vi the identity of the artists | |

Rock art: A journey into Africa's rich past

A Every continent, except Antarctica, has rock art, but Africa has more rock art and the greatest range of art of any of them. It also has some of the oldest art. Almost every country in Africa has rock art but the greatest number of examples occur in North Africa's Sahara Desert and in Southern Africa. There are two kinds of art: rock paintings and rock engravings.

In North Africa, some of the earliest works were over 8 metres high and were very well made by Stone-age people, who had no knowledge of writing. Later, paintings and engravings in the Sahara were made by pastoralists. In Central and Eastern Africa works were made by ancestors of the Twa and Sandawe/Hadza-type people. Rock art sites with more than 100 images are very common and sites

with over 1,000 images not uncommon, especially in South Africa, Namibia and the Sahara.

B Most of North Africa's rock art is found in the Sahara Desert, and other north- and west-African countries. The richest of all is Algeria, where some of the world's most varied and extraordinary rock art occurs.

In East and Central Africa, examples of rock art are found in most countries although not in the numbers found in the north or south. Tanzania has the most art but Kenya, Uganda, Ethiopia, the Central African Republic, Congo and Gabon all have rock art. Meanwhile, every southern African country has rock art. Much of the art in these countries is thought to have been made by ancestral Bushmen.

C Because rock art was made so long ago, we do not know who the earliest artists were. However, there are some exceptions to this. We know that most of southern Africa's rock art was made by ancestors of modern San people.

In North Africa, we know that the earlier art, dating from more than 7,000 years ago, was made by people who hunted and gathered wild food. Paintings, including those of cattle dating from between 7,000 and 4,500 years ago, may have been made by ancestors of Black West Africans. Much of the art of the last 3,500 years, particularly the engravings of Niger and Mali, was produced by ancestors of the Amazie people.

D Rock art is the only way we can tell how our ancestors thought and how they saw their world. However, because most rock art belonged to cultures that disappeared long ago, it is now difficult to understand why the artists painted and carved, or what their art meant to them. Many researchers believe that the art had religious connections, expressing the artist's thoughts of reality and their position in the world around them.

It must have been a means of communication, but with whom? Bushmen artists showed their visions of a combined natural and spiritual world. Did they do this to tell others what they saw during dream-like states or was it a means to contact the earth's spirit and control nature? During the 20th century in eastern and central Africa, people used and still use rock paintings to bring rain, strengthen themselves and assist their souls through those difficult moments of birth, becoming adults, sickness and death. Perhaps our modern beliefs have ancient origins.

Glossary

occur – to exist or be found somewhere

engraving – a picture which is made by cutting into rock or metal

Stone-age – relating to a period of time when people made tools and weapons from stone

pastoralists – people who raise cattle and other domestic animals

ancestors – someone who is related to you and lived a long time ago

site – a place

Questions 5–8: Identifying information – True/False/Not Given

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

- TRUE** if the statement agrees with the information in the passage
FALSE if the statement contradicts the information in the passage
NOT GIVEN if there is no information about the statement in the passage

- 5 Rock art is found in all the continents of the world.
 6 In Africa, rock art is only located in the north and south of the continent.
 7 The most colourful rock art is in Algeria.
 8 Rock art is present throughout South Africa.

Questions 9–11: Choosing items from a list

Choose **THREE** letters, **A–F**. Which **THREE** types of early rock artists or possible rock artists are mentioned by the writer in the passage?

- | | |
|---|--------------------------------------|
| A ancestors of the Amazie | D early Black West Africans |
| B ancestors of later East African people | E late Central African people |
| C early South African people | F ancestors of Tanzanians |

Question 12 and 13: Short-answer questions

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

- 12 What do researchers believe rock art had?
 13 What does the writer suggest our modern beliefs have?

Follow the instructions and answer questions 1–13.

Ocean biodiversity:

Depths of ignorance

It is two decades since Norman Myers at the University of Oxford created the concept of biodiversity hotspots. Since then, around 25 hotspots have been identified as main targets for conservation. In contrast, the first major marine biodiversity survey dates back just six years. Then, researchers led by Callum Roberts at the University of York in the UK looked at the global distribution of more than 3000 species of coral and reef animals. "This is still the best analysis," says Roberts, and it is being used to direct conservation efforts.

It is hardly surprising that coral reefs are the best-studied underwater ecosystems since they are quite easy to access. Building a similar picture for the open oceans is much more difficult. Nevertheless, when Boris Worm at Dalhousie University, Halifax, Canada, was wondering whether biodiversity hotspots might exist further out to sea – and how to investigate this – he realised that useful information did already exist, from one of the biggest threats to some fish: long-line fishing.

So, what makes a hotspot for these fishes? Worm had expected to find that plentiful food was essential. Easter Island proved him wrong. "Who'd have guessed that one of the biggest biodiversity hotspots would be in a region that has less food at the surface than almost any other place on Earth?" In fact, he found sea surface temperature was the strongest forecaster of both species richness and the density of big fish. Warmer waters, with an ideal of about 22°C, generally allow for more species of large fish, provided there is sufficient oxygen in the water. These conditions seem to provide a biological optimum in which these big fish can best maintain their high metabolic rate. Easter Island aside, nutrients do seem to matter too. Another factor Worm found is that the location of most hotspots coincides with the presence of geological or water features that create currents in the water. These tend to concentrate plankton – the key nutrient at the base of the food chain.



Fish are not the only species drawn to such oceanographic “edges”. Marine mammals such as dolphins behave similarly, according to Lisa Ballance of the National Oceanic and Atmospheric Administration (NOAA) in La Jolla, California. At a meeting of the Society for Marine Mammalogy (SMM) in Cape Town, South Africa, last December she revealed the most detailed map of their diversity and distribution to date, based on information gathered by NOAA research vessels operating in the eastern tropical Pacific between 1986 and 2003. It covers 29 species of cetaceans over an area of more than 20 million square kilometres.

“When I went into this, I had no idea whether there would even be any hotspots, never mind where they might be,” says Ballance. Her team found three distinct regions where the density of cetaceans peaked significantly, and all were on edges. The Costa Rica Dome – an area to the west of the country measuring almost 200 kilometres north to south and 560 kilometres east to west – is in a region where the border between the warm surface water and the cold deep water is close to the sea surface, trapping nutrients near the top and making it an ideal place for plankton to gather. A second hotspot of similar size, around the Galapagos Islands, is located on the equatorial front where the warm waters of the northern and cool waters of the southern hemispheres meet. The third, in the waters to the west and east of the Baja California peninsula in Mexico, is where the California current intersects with the equatorial countercurrent, and also has a high concentration of plankton.

Questions 1–4: Identifying information – True/False/Not Given

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

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

- 1 Callum Roberts invented the idea of biodiversity hotspots.
- 2 Worm first thought that the quantity of food would be a factor in the creation of hotspots.
- 3 There is a link between hotspots and ocean features that affect water currents.
- 4 A constant change in water temperature helps the development of plankton.

Questions 5–9: Table completion

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

Biodiversity hotspots

Location	Environment	Comments
The Costa Rica Dome	Where the warm surface water and the cold deep water meet, close to the 5	best environment for 6
Around the Galapagos Islands	The meeting point of the 7 of the northern and southern hemispheres.	X
Around the Baja California peninsula in 8	The meeting point of the California current and the equatorial countercurrent.	high plankton 9

Questions 10–13: Matching

Look at the following statements (questions 10–13) and the list of researchers below. Match each statement with the correct researcher(s), **A–D**.

- 10 Marine mammals act in a similar way to fish.
- 11 The study on hotspots is still influencing conservation work to protect the environment.
- 12 The expense of protecting some remote hotspots could lead to the extinction of certain species.
- 13 Water temperature and the presence of oxygen are key factors controlling the range and numbers of big fish.

List of researchers

- A Callum Roberts
- B Boris Worm
- C Lisa Ballance
- D None of the above

Mind your language

۱. انتظار می‌رود دولت اقدامات موثری نسبت به حل مشکل زیست محیطی انجام دهد.

۲. این عقیده کلی میان پزشکان وجود دارد که سیگار کشیدن یکی از چندین دلیل بیماری‌هاست.

۳. درآمد شخص بایستی متناسب با خدمت (مشارکت) وی به جامعه باشد.

when; as soon as

We use *when* and *as soon as* instead of *if* to show that something is more likely:

*I'll give you a lift into town **if** I finish my work in time.* (= I am not sure if I will be able to give you a lift)

*give you a lift into town **when/as soon as** I finish this work.* (= I will give you a lift)

unless

We use *unless* to show a negative condition, with a similar meaning to *if ... not*:

*You won't earn much interest **unless** you invest it properly.* (= if you don't invest it properly)

provided/providing that; so/as long as

These phrases can be used instead of *if* for emphasis. *Provided/providing that* are more common in written than spoken English:

*You won't lose any money **provided that** you think of it as a long-term investment.* (= if you think)

***As long as** you get a second-hand car, you should still be able to invest some money.* (= if you get)

in case

We use *in case* to talk about precautions. Compare:

*You should keep this reference number **in case** there are any problems.* (= keep the reference number because there might be problems later)

*You should quote this reference number **if** there are any problems.* (= quote this reference number at the time of any problems)

⚠ We don't usually start a sentence with *in case*.

Describe a film you have just watched.

You should mention:

What the title of the film was

What kind of film it was

Who played in it

What lesson you got from it.

The other day I had the chance to watch this movie called The Truman Show. I can't remember exactly when it was but couple of years ago when the movie was out in theatres.. I mean in the United States and Europe.. I remember it was tipped as a great movie so I was really keen on watching it. Jim Carrey stars in the movie, maybe you've heard his name because he is mostly known as a comedian. I think he deserves his reputation really but... well I can't say I'm a fan of him. Anyway.. he played the role of a person who was chosen to be on TV screens round the clock! His 'show' started even before he was born. You know... when the baby is not yet born but you can see it in those black & white monitors in the hospital.. That was the beginning of his show, The Truman Show. And he didn't know! He didn't know he's being watched by millions of people. Really amazing you know ... the way they had created a place for him to live ... a city in an island, identical to a real city with shops, people and everything! I strongly recommend it to you. I think the movie wanted to say ... I mean what I got from it, that how important it is to be one's real self, living in a real world even if things are not always going to turn out the way we want them to ... it's worth watching.

Prime time rules

A People were not that long ago considered as entering their prime at 40. This was the age at which the peak of their wisdom and power was likely to be reached. Not any more. For an increasing number of people, it is now much later, between 50 and 65, which is effectively when people are thinking of retiring. And so, far from being the major problem that has been exercising politicians and individuals in recent years, the increasing numbers of active over fifties with a later and longer prime should be seen as assets to society, economically and socially. Provided, that is, that they are allowed to contribute to the community.



B Anxiety about funding 'older people' in general is based on a view of the over fifties and sixties living a life of decrepitude with costly nursing home care, and being a drain on the country's wealth. Stereotypical images of senior citizens haunt the general population. Perception tests in studies have shown that people who expect the so-called age-related illnesses like deafness and mental decline to happen in their old age conform to the stereotype and fulfil the prophecy. Thus, it is not surprising that negative images permeate society. More positive images of people in their prime or older in the media, etc would be a good start. There are encouraging signs that the boundaries of this stereotype are already being

challenged. There are already TV programmes, for example, about people in their seventies and eighties involved in sports like sky-diving more often associated with the young. Some adverts are pushing the boundaries further by using older models to target beauty products at older sections of the population. After all, who has the accumulated wealth?

C Before looking at what, if anything, can be done to make sure that people can enjoy their prime and feel they can make a contribution to society, we should look at the causes of longevity. Technological advances primarily in medical science are often held up as the principal cause. However, education, wealth and the wide range of leisure pursuits available, along with a host of other factors, have led to a marked improvement in living standards throughout the world. People are, as a result, arriving at the threshold of retirement more active, physically and mentally, than any previous generations and in greater numbers, challenging the view that being 50 or even 60 is old.

D And the magic recipe to enhance our prime? It's all very basic stuff and not really magic at all. It does not need government committees or armies of bureaucrats to devise training packages. People are enhancing their 'prime' time without unnecessary interference. Government and planners should seek to inform themselves of what is happening rather than imposing some clumsy 'innovation'. Research has shown that physical exercise causes changes in the structure of the brain. MRI scans on a cohort of patients aged 58 to 77 have shown increases in the substance of the brain itself are brought about by exercise. There is evidence that the areas of the brain involved in memory and attention benefit from exercise – the areas that show the greatest age-related decline in humans.

Matching information to paragraphs

Think of at least three strategies you have used before to match information to paragraphs and note them in your checklist.

Scan the previous passage and match phrases 1–5 to paragraphs A–D.

- 1 the fact that skydiving is more often seen as a pursuit for the young
- 2 a reference to research on exercise and brain function
- 3 the belief that being elderly means being infirm
- 4 the reasons why people live longer
- 5 the idea that the over fifties can be of use to society

Reading Passage 1

You should spend 20 minutes on questions 1–14, which are based on Reading Passage

Swallows in Migration



Every April, along with many other species of birds, the swallow arrives to spend the summer months in northern Europe, in Russia, Iran and parts of Siberia. Here it will breed and raise its young.

The swallow is well known for several reasons. Firstly, it is very distinctive, with its forked tail and characteristic acrobatic swooping flight. Secondly, it is very common, and, like its near relative the house martin, lives in close proximity to human habitation, at least in rural areas.

It is, however, rarely to be encountered in towns or cities.

For centuries, people have observed swallows, noted their arrival and their patterns of feeding. In several countries, these observations have passed into the language as proverbs or sayings. In England, people comment on unpredictable late spring weather by saying, 'one swallow does not a summer make'. Similarly, 'the swallows are flying low' was held to predict rainy, even stormy weather. There may be

some truth in this observation, though it is the insects the swallows feed on that seem to be more susceptible to the fall in barometric pressure that heralds a storm. Insects keep low in these conditions, and so do the swallows that hunt them. At the end of the summer season, when the swallows are about to leave, they frequently flock together in large numbers on convenient high open perches, like roof ridges and telegraph wires. When people remark that 'the swallows are gathering', they mean that autumn has arrived.

At some point in mid-September the swallows leave together, usually all on the same day. One day there are thousands, the next there are none, and none will be seen again until the following spring. For centuries, this was a complete mystery to people. The Hampshire naturalist Gilbert White, writing in the late eighteenth century, believed that the swallows dived into ponds and rivers in autumn and remained in the bottom mud the whole winter, re-emerging the following spring. This idea seems extraordinary to us, but White was not a stupid man: many of his other observations of natural life were informed and accurate. In this case, however, he simply had no means of determining the truth and was forced to make a random guess. The idea that swallows migrate to central or southern Africa would have seemed as fanciful to him as his theory seems to us.

Although we now know that swallows migrate, there are still unanswered questions. Why do they go so far? Why not stay on the shores of the Mediterranean? The majority continue to equatorial Africa, and some even further south. Also it appears that populations of swallows that have bred in different countries also spend the winter in different areas. Those from France, Germany and much of western

Europe have mostly been traced to East Africa, Kenya or Tanzania for example. Above all, how does a bird weighing approximately twenty grams find its way across mountain ranges, ocean and desert to winter in the south, and then return the following year to the very location it was born, in some cases to the very same nest?

Birds can navigate by the Sun, and are also able to detect the magnetic field of the Earth. Species that migrate at night are also able to navigate by the stars. By these means, they travel long distances. The close navigation that brings them back to the same field or nest appears to be related to memory of local landmarks imprinted on the minds of young birds as they crisscross the area in the weeks before departure.

Nevertheless, the journey is very dangerous. Long sea crossings, where there is little available food or water, are generally avoided. In western Europe, most swallows cross to Africa via the Straits of Gibraltar, or fly the length of Italy before tackling the relatively short crossing to Tunisia in North Africa. However, in storms they may be blown hundreds of kilometres off course. Exhausted swallows sometimes come to rest on ships way out in the Atlantic Ocean. They have to cross mountain ranges too, where again the weather may be unpredictable and food scarce. Along the coast of North Africa, many young swallows become the prey of Eleonora's falcons, which time their breeding to coincide with the migration of young birds southwards. But the most dangerous part of the journey is the crossing of the Sahara desert. Here, there is little food or water, sandstorms may delay and exhaust the already weakened birds, and many die. It is estimated that around 50 per cent of adult birds die, and up to 80 per cent of young birds, but enough survive to ensure the continuation of the species.

Questions 1–6

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

Write

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

- The swallow is the only species of bird that migrates to spend the summer in northern Europe.
- The swallow is easily noticeable because of its tail and the way it flies.
- The swallow is frequently seen in cities.
- The insects, not the swallows themselves, appear to predict stormy weather.
- Swallows form larger flocks than other birds when they depart in the autumn.
- White's theory seems strange to people now.

Questions 7–12

Complete the sentences.

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

- In the past, the destination of the swallows in autumn was a
- As White could not verify what happened to the swallows, he made a
- Despite knowing that swallows migrate, we are still left with
- Sometimes, swallows have been known to return not just to the same area, but even to the
- Birds that travel by night can find their way using the
- Bird navigation appears to be connected with the memory of

Questions 13 and 14

Choose **TWO** letters, **A–F**.

Which **TWO** of the following dangers faced by swallows during migration are mentioned in the text?

- | | |
|---------------------------------|----------------------------------|
| A The Sahara desert | D Hungry sailors |
| B Long sea crossings | E Eleonora's falcons |
| C Lack of nesting places | F The crossing to Tunisia |

Life/living

Complete each sentence with an expression from the box.

cost of living	in living memory	work-life balance
make a living	in later life	standard of living
living language	claims many lives	working life
		way of life

- 1 Every year, the cost of living goes up and not everyone can afford their basic needs.
- 2 The has improved considerably since our grandparents' day, and most people in my country are reasonably comfortable in their homes.
- 3 Under pressure to spend longer hours at the office, many people fail to maintain a good
- 4 For local people, it was the worst flood
- 5 Emigrating to a new country means adapting to a new culture and
- 6 While poor diet may not have immediate consequences, it may affect people
- 7 Children in certain countries by working long hours in factories.
- 8 Unfortunately, malaria still in countries where there are few medical facilities.
- 9 The campaign to promote spoken Maori in schools and on the television in New Zealand has meant it has become a once again.
- 10 A person's should ideally be mentally rewarding, although many employees are focused solely on their salary.

Wishes and regrets

We use *wish* + past verb to talk about situations that we would like to be different:

I wish I could help you. (= I can't help you and I am sorry about that)

I wish my father wasn't always right! (= he is always right and I find that annoying)

We use *wish* + something/someone + *would* + infinitive without *to* to show that we want something to happen or someone to change their behaviour. We do not use this with state verbs:

I wish they would stop talking so loudly! (= they are talking loudly and I want them to stop)

I wish this holiday would go on forever.

We use *wish* + past perfect to talk about past situations that we regret:

I wish I'd thought about the other costs before I bought it. (= I didn't think about the other costs and I regret it now)

We can use *never* for emphasis with a negative verb:

I wish I'd never bought the car. (= I did buy it and I really regret it now)

▲ We can use *if only* in place of *wish* with the same meaning. It is a little more formal:

If only I had listened to my father!

Should(n't) have

We use *should(n't) have* + past participle to say that what did or did not happen was a mistake or a bad thing:

I should have listened to him. (= but I didn't)

We can use *never* for emphasis with a negative verb:

I should never have bought it! (= I did buy it and now I regret it)



Mind your language

۱. حفاظت از محیط زیست بایستی در لیست اولویتهای بشر قرار گیرد.

۲. امروزه تکنولوژی یکی از مهمترین ویژگیهای جهان مدرن محسوب می شود.

۳. ترافیک سنگین، یکی از مهمترین مشکلاتی می باشد که شهروندان در شهرهای بزرگ با آن مواجه هستند.

Describe a recent party that you liked very much.

You should mention:

Where and when it was

Who were the participants

What was special about it

And explain why it was so attractive to you.

Ok, it was a week ago, it was my niece's birthday party. The family members, relatives, neighbours and some of her friends were among the guests. The special thing about the party was that the guests were from almost all age groups, at least you could see three generations there, the grand parents, parents and children. What was very interesting to me was the topics they used while speaking together, the elderly were talking about past experiences and how beautiful the world was when they were young and you know ... they live more in the past. The middle aged ones were discussing inflation, politics, election and similar stuff, though women were mainly involved with shopping malls, sales and TV serials. Children were busy with presents and then they started nagging about heavy assignments and all that. The very exciting point about this party was the language of different generations and their interests. I really enjoy paying attention to topics of communication in social gatherings and parties.

You should spend 20 minutes on questions 1–14 which are based on Reading Passage

Technique

Survey the title, the reading passage and the questions. Read the title and skim the text and then the questions. Decide what features the reading passage contains: historical information, description, problem, solution. Notice the order of these features. For example do you expect to find the description of something at the end or do you expect to find (a) solution(s) there? This helps you to navigate the reading passage.

Coffee rust

Why do the British drink so much tea? The answer to this question can be traced back, unexpectedly, to a humble fungus, *hemileia vastatrix*, which attacks the leaves of coffee plants causing a disease popularly known as coffee rust. The appearance of this disease was first reported in the British colony of Ceylon (now Sri Lanka) in 1867. Over the next twenty years, coffee production in Asia and Africa was virtually wiped out. Following a period of severe economic and social upheaval, planters in British colonies shifted to planting tea, and the British were gradually transformed into a nation of tea drinkers.



Under British rule, the island of Ceylon was stripped of its forests to turn over every available acre to coffee production. By the 1870s, Ceylon was exporting nearly 100 million pounds of coffee a year, much of it to England. This empire, however, was swiftly devastated by the arrival of the coffee rust fungus. The rust organism can be recognized by the presence of yellowish powdery lesions on the undersides of the leaves of the coffee plant. Occasionally, green shoots and even the green coffee berries can be infected. The infected leaves drop prematurely, leaving long expanses of bare twigs. This defoliation causes shoots and roots to starve and consequently to die back, reducing the number of nodes on which coffee can be produced the following season.

The rust fungus is dispersed by both wind and rain. By observing the patterns of infection on individual leaves, it can be deduced that splashing rain is the most important means of local, or short-range dispersal. Dispersal over wider areas is primarily by wind, although insects such as flies and wasps may also play a small part. How the fungus first made its way from its native Ethiopia to Ceylon is unknown, but human intervention seems to be the only plausible explanation. Insects as carriers can be ruled out, and it is doubtful whether the fungus could have been blown so far.

The coffee growers probably hoped at first that the disease would disappear as quickly and unaccountably as it had begun. By 1879, however, it was clear that it was not going away, and the Ceylon government made an appeal for someone to be sent to help. The British government responded by sending Harry Marshall Ward, whose brief was to investigate the coffee rust phenomenon and hopefully come up with a cure.

Ward recommended that to effectively protect the plant from invasion, the leaves should be treated with a coating of fungicide (lime-sulfur). Unfortunately, in the case of the Ceylon plantations, the rust epidemic was too well established for this protective measure to save the coffee trees. He also pointed out the risks of intensive monoculture. The continuous planting of coffee trees over the island, without

even the benefit of windbreaks, had created a perfect environment for a fungus epidemic to spread. Despite Ward's warning, when the coffee trees were replaced with tea bushes, they were planted at the same density. It was only by good fortune that no similar fungus arrived to invade the tea bushes and that improved fungicides were soon available to protect the crop.

40 With the destruction of the coffee plantations in Ceylon and subsequent arrival of coffee rust in Java and Sumatra, the world's coffee production shifted to the Americas. Plantations were swiftly established in the tropical highlands of Brazil, Colombia and Central America. Brazil soon became the world's major coffee supplier, closely followed by Colombia.

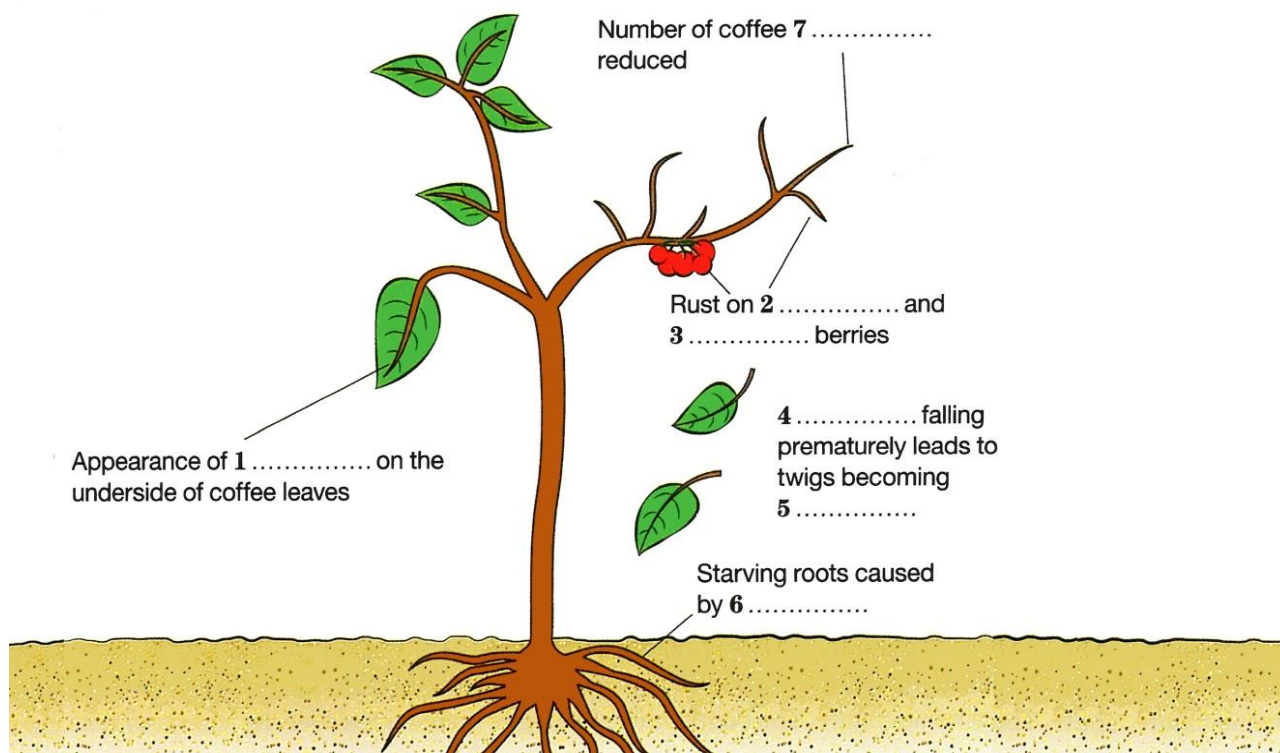
45 Coffee rust was successfully excluded from the Americas for over 100 years by careful quarantine measures. However, in 1970, the fungus was discovered in Brazil, again probably brought in accidentally by humans. Once the barrier of the oceans had been breached, wind dispersal came into play. Infected trees were isolated by creating an 80 km coffeeless 'safety zone' around the infected area, but within eighteen months the rust had jumped the gap in the direction of the prevailing winds. Today, the fungus has spread throughout all the coffee-growing areas, including
50 Colombia and the countries of Central America.

Fungicide applications are now part of the routine production practices on coffee plantations, despite the expense for small growers. Good cultural management, taking into account the density of planting and the climate, is also paramount. Rust-resistant strains of coffee have also been developed but the crop is of poorer quality. Unless a truly rust-resistant variety with more desirable genetic traits can be produced, coffee rust will have to be managed as a continuous epidemic on a perennial crop.

Questions 1–7

Complete the diagram below.

Choose **NO MORE THAN THREE WORDS** from Reading Passage 3 for each answer.



Questions 8 and 9

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

8 The most important means of long-range dispersal is

- A** rain.
- B** wind.
- C** wasps.
- D** flies.

9 Coffee rust spread easily in Ceylon

- A** due to the density of the coffee trees.
- B** due to the windbreaks.
- C** because the fungicide didn't work.
- D** because it was well established.

Questions 10–14

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

10 The move of coffee production to the Americas was triggered by

11 Before 1970, American plantations were protected through

12 Attempts in the Americas to isolate the infected trees failed due to

13 The coffee trees now have to be protected continuously by

14 In the management of the coffee crops, it is also important to consider

- A** the density of planting and the climate.
- B** the application of fungicide.
- C** the coffee rust devastation in Ceylon.
- D** the increased demand for coffee in Europe.
- E** careful quarantine measures.
- F** the genetic traits of the coffee tree.
- G** the prevailing winds.

You should spend 20 minutes on questions 1–13

Questions 1–7

The reading passage has nine paragraphs, A–I.

Choose the best headings for paragraphs B–H from the list of headings below.

List of headings

- i** The effect of emphasis on short-term educational goals
- ii** The limited effects of music
- iii** The future of music
- iv** Benefits for health
- v** The effects of early exposure to music
- vi** The skills involved in musical activity
- vii** A playwright's perception of music
- viii** Early exposure to music in the USA
- ix** Music without instruments
- x** The 'Mozart effect'
- xi** Order or chaos
- xii** The creation of The Voices Foundation
- xiii** A method for training singers
- xiv** The use of music in Shakespeare's plays

Example Paragraph A xi

- 1** Paragraph B
- 2** Paragraph C
- 3** Paragraph D
- 4** Paragraph E
- 5** Paragraph F
- 6** Paragraph G
- 7** Paragraph H

Example Paragraph I iii

A Even the Greeks couldn't agree about it. Was music a source of order and proportion in society, regulating its innate chaos in ways similar to the disciplines of geometry and architecture? Or did its ability to express passionate emotions beyond the reach of words create the potential for disorder and anarchy? Compare the behaviour of an audience listening to classical string quartets with headbangers at a rave, and the age-old conflict between Apollo and Dionysus is made manifest all over again in our own time.

B Shakespeare, though, came clean. For him, 'the man who hath no music in himself, Nor is not mov'd with concord of sweet sounds, Is fit for treasons, stratagems and spoils; The motions of his spirit are lull as night ...' Throughout his plays, Shakespeare perceives music as a healing force, an art whose practice makes man whole.

C Yet, despite the growth of the science of music therapy within the last two centuries, and despite the huge weight of books published on the miraculous 'Mozart effect', our schools and colleges have fallen strangely silent. The so-called 'Mozart effect' presents anecdotal and statistical evidence for advances in both social and academic skills in those children exposed in their formative years to the music of Mozart. But, in an age obsessed by pragmatism and by short-term vocational learning, music has been marginalized in both primary and secondary education. Compared with the holy trinity of reading, writing and arithmetic, music is regarded as an unimportant pastime. As a result, children are leaving school not only totally ignorant of their own musical heritage, but lacking in social, physical and mental skills which musical performance can uniquely promote.

D Playing an instrument requires a degree of concentration and coordination which brings into play a plethora of mental and physical skills which are being eroded in our push-button world. Socialization and teamwork are also involved. Schools with wind bands, string ensembles, jazz groups and orchestras are right up there at the top of the league tables. In excelling in musical activity, the students' performance in many other fields of learning is refocused and radically improved.

E There are medical aspects too. Long before British primary schools discovered the recorder – that most basic of all modern woodwind instruments –



Australian Aborigines had developed the didgeridoo. Like the clarinet and the flute, this haunting and beautiful instrument helped to overcome both upper and lower respiratory tract problems and encouraged better sleep. In playing a wind instrument, abdominal muscles are used to support the breathing system. And these are the very muscles which come into play when an asthmatic is experiencing an attack.

F But what of those individuals and schools which simply cannot afford a musical instrument? What of those institutions where not a single member of staff can read music? This is where the human being's most primitive form of music-making comes into its own. Singing is free. Everyone possesses a voice. And, with it, the body expresses itself in the most fundamental and organic way.

G The Hungarian composer Zoltan Kodaly knew this, and developed his own system of training ear and voice within a simple yet comprehensive system of body language. Today, an organization called The Voices Foundation adapts and applies Kodaly's methods, aiming to give children back their singing voices, and to make our schools ring with music-making once again. Their advisors and teachers have already achieved extraordinary turn-around effects the length and breadth of Britain and in schools in the troubled areas of South Africa.

H Important work is currently being done in Finland, Israel and the United States on pre-school, even pre-birth, musical education. Music in the womb is very much part of the life of the unborn future citizens of Finland. And one has only to look at the educational standards, health records and professional musical activity in this small nation to see what dividends music in education pays from the earliest days of human life.

I Mozart has been celebrated in his anniversary years of 1991 and again in 2006. By the time of the next Mozart-Year, shall we have allowed music to conjure a better society for us all? Or, relegated to the ranks of mere entertainment, will music be eroded of its unique power to heal and to make whole?

Questions 8–10

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

Write

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

- 8 In Shakespeare's dramas, music is seen in a positive light.
- 9 Schools lack the funds to buy luxury items like musical instruments.
- 10 Musical activity can only lead to a slight improvement in children's social, physical and mental skills.

Questions 11–13

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

- 11 According to the writer, studying music
 - A may not help all students to improve in other areas of their studies.
 - B means that students spend less time on reading, writing and arithmetic.
 - C helps students to improve enormously in other areas of their studies.
 - D means that students will excel as professional musicians.
- 12 The didgeridoo is an instrument that
 - A has a negative effect on those suffering with breathing problems.
 - B benefits those suffering with breathing problems.
 - C tends to send those who listen to it to sleep.
 - D sounds sad to most people.
- 13 Which of the following is the most suitable heading for Reading Passage 4?
 - A The growth of music in the school curriculum
 - B Music throughout the ages
 - C Music for everyone
 - D The beneficial effects of a musical education

Importance

Decide if the pairs of words in *italics* are synonyms (S) or antonyms (A) in the sentences below.

- 1 It is *vital/crucial* that we take steps to reduce carbon emissions. S/A
- 2 Education is *fundamental/irrelevant* to a long-term successful career. S/A
- 3 The *basic/simple* reason for landslides in this region is deforestation. S/A
- 4 One of the *key/minor* challenges that students face is the amount they have to read in their own time. S/A
- 5 'You've made a couple of *trivial/significant* errors in your introduction.' S/A
- 6 Wang has played a *major/substantial* role in the creation of this new technology. S/A
- 7 The differences between the two sets of results were *negligible/slight*. S/A
- 8 I think we've spent a(n) *essential/needless* amount of time adding graphs to our powerpoint presentation. S/A
- 9 'This part of the essay is rather *redundant/unnecessary*, I'm afraid.' S/A

Suffixes -hood, -ship

Complete the sentences using one of the suffixes above and a word from the box. Make any other spelling or form changes that are needed.

craftsman	champion	adult	intern
child	likely	scholar	life
			neighbour

- 1 Craftsmanship..... used to be valued, but now many goods are mass produced.
- 2 On reaching a person must be responsible for their own actions.
- 3 In small villages, there is more of a sense of community in the
- 4 I hope to receive a that will allow me to go to university.
- 5 Last year I did a brief in a company in the USA, which gave me valuable work experience.
- 6 There seems to be little of peace being achieved in our lifetime.
- 7 Competitive sport encourages young people to reach level, which provides them with a sense of purpose.
- 8 If the factory is moved overseas, this action will threaten the of hundreds of local people.
- 9 I spent my in Hong Kong, as my father was working there at the time.

Mind your language

۱. برای حل مشکلات زیست محیطی کار زیادی نمی توان انجام داد.

۲. از پیدایش اینترنت دو دهه میگذرد.

۳. برای حل مشکل ترافیک دولت هیچ راهی ندارد.

Talk about your favourite festival.

You should talk about:

When it is held

Whether it is national or international

How it is celebrated

Why you like it so much.

Well ... if you ask me, I say the Iranian New Year Festival is the most interesting one in the whole world. It starts every year at the beginning of spring, though it starts informally a few days before that, when people go shopping and clean their houses to welcome the new year. It is to some extent international since it is celebrated in other countries too, especially those around Iran. Moreover, it is accepted by the UN as an international festival. On the eve of the New Year or the next day, the younger members of the family visit the elderly and exchange gifts and presents. Usually they have a formal dinner or lunch together and express the best wishes for each other for the coming year. I like it so much because people are happy and children are delighted. It wipes out the enmity and brings joy and friendship to all. The last day of the ceremony, that is the 13th of the New Year people go to the country to respect nature and to remove evil fate from their lives. I strongly recommend you to attend the ceremony in an Iranian family this year, I'm sure you enjoy it a lot.

You should spend 20 minutes on questions 1–13, which are based on Reading Passage

Youth: The Future of Travel

Young people are invariably at the leading edge of change and innovation – and the travel industry is no exception. Young people think outside the box, push boundaries and experiment with the new. In an era of unprecedented challenge for the travel industry, youth travel represents not just an important market segment, but also a vital resource for innovation and change.

The travel industry is itself undergoing rapid change. Traditional vertical distribution chains are giving way to a more complex value network involving a wide range of different suppliers from within and beyond the travel sector. Travel is no longer solely dependent on the infrastructure of the old economy – airline seats, hotel beds and travel agents' shelves. We are entering a new, flexible, networked economy in which information and communications technology (ICT), local culture and society, education, work and play have become part of the tourism value chain. In fact, the inter-relationships between travel, other economic sectors and society as a whole have become so integrated that we might conceive of a 'value web' rather than the old value chain.

New value web

In the new tourism value web, value is created by linking actors inside and outside the tourism sector in different combinations to create and exploit new opportunities. Young people are often at the forefront of such innovation, because they are willing to cross boundaries and make new links. As early-adopting, heavy users of new technology, young people are pioneering the use of social networking sites and mobile media in searching for travel information and purchasing products.

Young people are the future of travel

Youth travel has grown rapidly in recent decades as living standards have risen and the populations of developing countries are starting to travel for the first time. Indeed, these first-time travellers are often characterized by being young and comparatively affluent. The global youth travel industry is now estimated to represent almost 190 million international trips a year, and the youth travel industry has grown faster than global travel overall. By 2020 there will be almost 300 million international youth trips per year, according to UNWTO forecasts.

The youth market therefore represents a major opportunity for future growth in the travel industry. With effective development and marketing, the potential of the youth market can be increased still further.

Why youth travel is important

Youth travel is important because it is a market for the future – not just for the future development of the young people themselves, but also the places they visit. WYSE Travel Confederation research shows that young travellers often spend more than other tourists and they are likely to return and give more value to the destination over their lifetime. Moreover, young travellers are a growth market globally, while the spending power of older generations in Western economies may decline in the long term. Another reason why young people are important is that they are less likely to be discouraged from travelling by factors such as disease or natural disasters. They are also the pioneers who discover new destinations and are at the cutting edge of using new technology. Last but not least, young travellers gain cultural benefits from their travel, and contribute to the places they visit.



UNWTO and WYSE Travel Confederation are convinced that youth travel has moved far beyond its original status as a specialized travel niche to become an important element of the travel mix in any tourism destination. One of the reasons for this is that travel underpins many different aspects of youth lifestyles. For young people:

- 45 · Travel is a form of learning
- Travel is a way of meeting other people
- Travel is a way of getting in touch with other cultures
- Travel is a source of career development
- Travel is a means of self-development
- 50 · Travel is part of their identity – you are where you’ve been.

Young people see travel as an essential part of their everyday lives, rather than just a brief escape from reality. This has far-reaching consequences for the places they visit. Because of the way they travel, the social and cultural consequences of hosting young people are becoming even more important than the economic effects. So the added value to be extracted from youth travel lies in innovation, positioning, cultural links, international trade and exchange, social support, education, learning support for local communities, and so on.

Questions 1–7

Complete the summary below using the list of words, (A–O) from the box below.

Youth travel: a force for change

In all fields, including the travel industry, young people are usually at the forefront of any new 1 They set trends and so are a 2 for innovation and change. This is important as the travel industry is also experiencing its own 3 The modern travel industry is not about airline seats and hotel beds any more, but a new more open economy where factors such as local culture and society have a 4 in tourism. Indeed, the 5 of travel and other parts of the economy and society means that traditional vertical distribution chains have been replaced by a 6, or value web. Due to increased numbers of fairly rich young travellers from developing countries, 7 now accounts for nearly 190 million trips annually.

- | | | |
|------------------|-----------------|--------------------|
| A transformation | B impact | C developments |
| D transforming | E crucial force | F conflict |
| G interest | H block | I role |
| J network | K link | L older travellers |
| M integration | N circumstances | O youth travel |

Questions 8–10

Choose three letters, **A–G**.

Which **THREE** of the following reasons for the importance of youth travel are given by the writer of the text?

- A** They make use of the latest technology that is available.
- B** They spend a large proportion of their money on travelling worldwide.
- C** They avoid conflicts with local people more than older people.
- D** They will probably return to the places they have visited later in their lives.
- E** They are more likely to learn the local language than older people are.
- F** They are experiencing a rapid increase in their disposable income.
- G** They give something back to the destinations they have been to.

Questions 11–13

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

- 11** Travel is central to young people's lifestyle, partly because
- A** it helps them to relax.
 - B** it is an educational experience.
 - C** it improves their confidence.
 - D** it makes them more mature.
- 12** According to the writer, the economic impact of hosting young people is
- A** of no consequence compared to the social and cultural effects.
 - B** of greater consequence than the social and cultural effects.
 - C** of lesser consequence than the social and cultural effects.
 - D** just as valuable as the social and cultural effects.
- 13** The writer concludes that
- A** youth travel is not an important area for the travel industry.
 - B** the main contribution of young people to the travel industry is in innovation.
 - C** young people value the cultural links gained from travelling more than anything else.
 - D** there is a wide range of additional benefits to be derived from youth travel.

You should spend 20 minutes on questions 1–13, which are based on Reading Passage

Questions 1–4

Reading Passage 6 has five sections, A–E.

Choose the correct heading for sections B–E from the list of headings below.

List of Headings

- i** Research into African community life
- ii** Views about intelligence in African societies
- iii** The limitations of Western intelligence tests
- iv** The Chinese concept of intelligence
- v** The importance of cultural context in test design
- vi** The disadvantages of non-verbal intelligence tests
- vii** A comparison between Eastern and Western understanding of intelligence
- viii** Words for ‘intelligence’ in African languages
- ix** The impossibility of a universal intelligence test

Example Section A iii

- 1** Section B
- 2** Section C
- 3** Section D
- 4** Section E

Views of intelligence across cultures

- A** In recent years, researchers have found that people in non-Western cultures often have ideas about intelligence that are considerably different from those that have shaped Western intelligence tests. This cultural bias may therefore work against certain groups of people. Researchers in cultural differences in intelligence, however, face a major dilemma, namely: how can the need to compare people according to a standard measure be balanced with the need to assess them in the light of their own values and concepts?
- B** For example, Richard Nesbitt of the University of Michigan concludes that East Asian and Western cultures have developed cognitive styles that differ in fundamental ways, including how intelligence is understood. People in Western cultures tend to view intelligence as a means for individuals to devise categories and engage in rational debate, whereas Eastern cultures see it as a way for members of a community to recognize contradiction and complexity and to play their social roles successfully. This view is backed up by

Sternberg and Shih-Ying, from the University of Taiwan, whose research shows that Chinese conceptions of intelligence emphasize understanding and relating to others, and knowing when to show or not show one's intelligence.

C The distinction between East Asia and the West is just one of many distinctions that separate different ways of thinking about intelligence. Robert Serpell spent a number of years studying concepts of intelligence in rural African communities. He found that people in many African communities, especially in those where Western-style schooling is still uncommon, tend to blur the distinction between intelligence and social competence. In rural Zambia, for instance, the concept of *nzulu* includes both cleverness and responsibility. Likewise, among the Luo people in rural Kenya, it has been found that ideas about intelligence consist of four broad concepts. These are named *paro* or practical thinking, *luoro*, which includes social qualities like respect and responsibility, *winjo* or comprehension and *rieko*. Only the fourth corresponds more or less to the Western idea of intelligence.

D In another study in the same community, Sternberg and Grogorenko have found that children who score highly on a test of knowledge about medicinal herbs, a test of practical intelligence, often score poorly on tests of academic intelligence. This suggests that practical and academic intelligence can develop independently of each other, and the values of a culture may shape the direction in which a child's intelligence develops.

It also tends to support a number of other studies which suggest that people who are unable to solve complex problems in the abstract can often solve them when they are presented in a familiar context. Ashley Maynard, for instance, now professor of psychology at the University of Hawaii, conducted studies of cognitive development among children in a Mayan village in Mexico using toy looms, spools of

thread and other materials drawn from the local environment. The research suggested that the children's development could be validly compared to the progression described by Western theories of development, but only by using materials and experimental designs based on their own culture.

E The original hope of many cognitive psychologists was that a test could be developed that was absent of cultural bias. However, there seems to be an increasing weight of evidence to suggest that this is unlikely. Raven's Progressive Matrices, for example, were originally advertised as 'culture free' but are now recognized as culturally loaded. Such non-verbal intelligence tests are based on cultural constructs which may not appear in a particular culture. It is doubtful whether cultural comparisons of concepts of intelligence will ever enable us to move towards creating a test which encompasses all aspects of intelligence as understood by all cultures. It seems even less likely that such a test could be totally free of cultural imbalance somewhere.

The solution to the dilemma seems to lie more in accepting that cultural neutrality is unattainable and that administering any valid intelligence test requires a deep familiarity with the relevant culture's values and practices.



Questions 5–9

Look at the following findings (Questions 5–9) and the list of researchers below.

Match each finding with the correct researcher, A–E.

List of findings

- 5 There is a clear relationship between intelligence and relationships with others in Chinese culture.
- 6 The difference between intelligence and social competence is not distinct in many African communities.
- 7 Children frequently scoring well in practical tests score less well in academic tests.
- 8 In experiments to measure cognitive development, there is a link between the materials used and the test results.
- 9 The way cognition is viewed in East Asian cultures differs fundamentally from those in Western cultures.

List of researchers

- | | | |
|----------------------------------|-----------------------------------|-------------------------|
| A Richard Nesbitt | B Robert Serpell | C Ashley Maynard |
| D Sternberg and Shih-Ying | E Sternberg and Grogorenko | |

Question 10–12

The list below gives statements about non-verbal intelligence tests.

Which **THREE** statements are mentioned by the writer of the passage?

- A** Raven's Progressive Matrices are widely considered to be culturally free.
- B** Cultural comparisons will allow the development of culturally neutral tests.
- C** The development of culturally neutral tests is unlikely.
- D** Raven's Progressive Matrices are culturally specific.
- E** The creation of culturally-free tests is sometimes possible.
- F** Many cognitive psychologists originally hoped tests could be developed free of cultural bias.

Question 13

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

Which of the following is the main argument of the article?

- A** Intelligence tests should include tests of social skills and responsibility.
- B** Test takers from any culture can learn the cognitive style required by Western intelligence tests.
- C** Intelligence tests cannot be free of cultural bias.
- D** More research is needed to develop an intelligence test which is valid for all cultures.



Mind your language

۱. بشر پیشرفتهای قابل ملاحظه ای در علوم و فناوری داشته است. دولت برای حل مشکلات بیکاری اقدامات زیادی انجام داده است.

۲. هر ساله بسیاری از افراد تحصیل کرده به کشورهای توسعه یافته مهاجرت می کنند.

۳. امروزه والدین بایستی به سختی کار کنند تا نیازهای اقتصادی خانواده خود را برآورده کنند.

Suffixes -sion, -tion, -ity

Complete each sentence with the word in CAPITALS, using one of the suffixes above. Make any other spelling or form changes that are needed.

- | | |
|--|-------------|
| 1 We can see a period of economic <i>stability</i> during this decade. | STABLE |
| 2 The of knowledge should be a lifetime goal. | ACQUIRE |
| 3 The continual of low-paid workers must stop. | EXPLOIT |
| 4 The annual of the whales begins in late November. | MIGRATE |
| 5 As an artist, he began to express his at an early age. | INDIVIDUAL |
| 6 There can be little for ignoring the destruction of our natural environment. | JUSTIFY |
| 7 The of the city began in the mid 17 th century. | EXPAND |
| 8 Reports about corruption now appear with increasing | REGULAR |
| 9 We expect your full in weekly seminars. | PARTICIPATE |
| 10 It is human nature to make about cultures we are unfamiliar with. | ASSUME |
| 11 As a synthetic material, plastic has incredible | DURABLE |
| 12 Most people have no of the full problem. | COMPREHEND |
| 13 There seems to be little to his argument. | VALID |

Describe a competition (or contest) that you have entered.

You should say:

When the competition took place

What you had to do

How well you did it

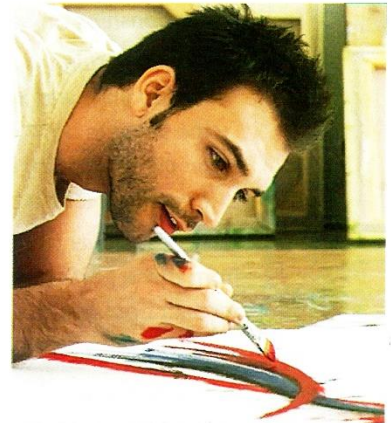
Describe how you felt about the competition.

When I was a freshman around 4 years ago, I took part in a novel-reading contest at university. There were about 50 students participating in the contest. We were to read a couple of novels; I think four books, for two weeks. The novels were: Madam Bovary, The Old Man and The Sea, Pride and Prejudice, and Gone With the Wind. I failed the competition, I mean I was the sixth in the final list and only the first three guys were awarded. I should confess that I got a bit disappointed at first, but later I thought about the benefits I gained. I mean I could read four good novels that were from among the best works of the world of literature. You see, in my opinion, mere participation in a competition or rivalry is an achievement in itself since in a competition you develop your self-confidence and self esteem. You learn to be an unselfish winner and a patient loser. As a matter of fact, you gain knowledge of your weak points and strong points. Last but not least, taking part in a competition adds variety to your life.

You should spend 20 minutes on questions 1–13, which are based on Reading Passage

Sciart – connections between two cultures

Sciart was originally established to fund 'visual arts projects which involved an artist and a scientist working in collaboration to research, develop and produce work which explored contemporary biological and medical science'. Over time, the programme expanded to cover a wider range of arts and science activity. In total, Sciart supported 118 projects with nearly £3 million of funding to increase interest and excitement in biomedical science among adults; to encourage collaborative creative practice between disciplines in the arts and science; and to create a group of artists looking at biomedical science and build capacity in this field.



Interview evidence from those involved in Sciart projects suggested that the collaborations between artists and scientists had helped to raise awareness among project participants and the wider public of connections between aspects of the arts and of the sciences. An effect of this had been to encourage, at policy making and funding levels, more interest to be taken and more resources to be devoted to encouraging interactions between the two. As one participant who was interviewed commented:

Connecting the sensory with the conceptual is something that is fundamental to artistic and scientific method. That awareness has got lost at a public level. And Sciart collaborations and the publicly visible outcomes help to demonstrate those connections, which have tended to become ignored. Sciart has made the similarities between science and art more evident.



Interviews with a significant number of artists and scientists who had participated in Sciart-funded projects revealed that the process of collaboration and of observing each other's professional practices and cultures had led to previously unnoticed similarities between the 'two cultures' being recognized. The process of recognition provided a point of familiarity that generally seemed to encourage or reassure those concerned. The combination of strangeness and familiarity was perceived by some as a basis on which to engage in collaboration across disciplines.

Scientists' testimonies:

It has made me think more about the coming together of art and science. At the centre of scientific and artistic thinking there are acts of creativity, and I don't think that those acts of creativity necessarily differ, although the content may differ. In designing an experiment, a thought will come to you that 'something is worth looking at, and I have to be able to recognise what the value is within that'.

There are surprising parallels with being a scientist. You spend a lot of time getting funding and writing reports, and only a small proportion doing the actual science. Each grant is for time-limited funding, so like the artists we are always thinking about where the next funding is going to come from.

Artists' testimonies:

I was intrigued by the radical differences between the artistic process and the scientific method, but also by the overlaps, such as the opening up of new ideas, the creative manipulation of materials and the process of experimentation. Both science and art require

creative thinking in their own ways, and they both require observation of the natural world. As an artist, as well as a scientist, you also need to pay attention to detail. There seems to be a lot in common but also a lot that is very different, and that seemed like a nice basis to form new relationships on ...

The main thing is the similarities not the differences. You spend 75 per cent of your time applying for funding, and 20 per cent writing reports, and just 5 per cent actually doing the work. That is the same in both fields. Also there is that commercial lure in science to make money by working on cures for things like obesity, which means that if you remain within the academic research you effectively take a pay cut to do that. That is the same in the art world as well.

It was very clear from the testimonies of interviewees from both sides of the art–science divide, and from those participating in projects as well as those observing them, that a great deal of mutual respect between the ‘two cultures’ had grown up as a consequence of Sciart-funded collaborations.

I’ve seen plenty of evidence that artists and scientists now view each other’s cultures differently. There is a lot of anecdotal evidence of scientists being astonished by the level of both skill and hard labour that goes into the creation of artwork, and similarly a degree of astonishment amongst the artists about the ability and excitement of scientists in dealing with ideas and with imaginative concepts. So, there was I think a process of mutual eye-opening ... (Scientist)

A strength is that it has enabled people from both sides of the Sciart divide to gain access to different ways of doing things, and that it has begun to break down some of the prejudices in the two camps. (Arts expert)

Questions 1–6

Complete the summary.

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

Background to the Sciart projects

The Sciart programme was basically launched to encourage **1** between scientists and artists, eventually covering 118 projects that were not just involved in art and biomedical science. When participants were interviewed about the Sciart projects, they felt the project increased **2** of the connections between the **3** and among themselves and the general public. The result of this was that attempts were made to increase **4** between both cultures. One interview comment was that Sciart had made the **5** between science and art **6**

Questions 7–10

Classify the following comments about Sciart according to whether they were made by:

- A Scientists
- B Artists
- C Both scientists and artists
- 7 Detail is important in both art and science.
- 8 The funding of projects takes up a lot of time.
- 9 Making money is attractive to both artists and scientists.
- 10 While the content may be different, the creative process isn't.

Questions 11–13

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

- 11 In both the artistic and scientific fields
 - A a majority of the time is devoted to work.
 - B only a small amount of time is spent working.
 - C funding applications require less time than writing reports.
 - D networking takes up a lot of valuable time.
- 12 The programmes funded by Sciart have resulted in
 - A a fall in respect between artists and scientists.
 - B government funding for similar collaborative projects.
 - C an increase in the divide between artists and scientists.
 - D an increase in respect between artists and scientists.
- 13 The amount of work involved in creating a piece of art
 - A made little impression on scientists.
 - B made scientists a little surprised.
 - C surprised scientists a lot.
 - D only impressed imaginative scientists.

Reading Passage

You should spend 20 minutes on questions 1–13, which are based on Reading Passage

The beauty of cats

For most people, a domestic cat is a more or less beautiful, usually affectionate but rarely useful member of the family. However, for the people who breed, show or simply admire them, the pedigree aristocrats of the cat world can easily become an obsession. As yet, there is a very much smaller range in the sizes and shapes of cats compared with dogs, which is not surprising when we consider that dogs have been selectively bred for hundreds, if not thousands, of years to develop physical and temperamental characteristics that can be put to work for man as well as admired. By contrast, all breeding of pedigree cats is for purely aesthetic reasons.



Only a few pedigree cat breeds date back beyond the late nineteenth century, and most have been developed since the 1950s. To achieve acceptance, any new breed must be officially recognized by the national and international organizations of 'cat fanciers' that regulate the breeding and showing of pedigree cats. To date, official recognition has been given worldwide to more than 100 different breeds. A fairly small number of these are what might be called 'natural' breeds, with distinctive characteristics that appeared spontaneously, and then became established in the cat population of a particular country or region. Examples include what is popularly known as the Persian, with its long-haired coat; the Russian Blue, with its plush grey 'double' coat; the Siamese, with its slender body, long, narrow face and distinctive colouring; and the Manx cat, with either no tail (a 'rumpy') or a small stump of a tail (a 'stumpy').

More usually, new pedigree cat breeds are the result of meticulously planned breeding programmes designed to establish or enhance attractive or unusual features occurring in non-pedigree cats. Without the intervention of the cat breeder, many of these features would occur only rarely or would have simply disappeared through natural selection. Even the so-called natural breeds have been considerably modified over the years by professional cat breeders striving to match or improve on the breed 'standard', a detailed description of the various points (length and colour of coat, body and head shape, etc) according to which a particular breed is judged in competition.

The majority of cats, both wild and domestic, have fur that is of short or medium length. Long fur in cats can occur either as the result of a 'one-off' genetic mutation, or through the inheritance of the recessive gene for long hair. Long-haired cats were well-established in Persia (now Iran) and Turkey

long before the ancestors of most modern long-haired show cats were taken to Europe and America towards the end of the nineteenth century. Today's pedigree longhairs of Persian type have a cobby (sturdy and rounded) body, a very luxuriant long coat, short, thick legs, a round head, round face, very short nose and large, round, orange or blue eyes. There are separate show classes for Persians of different colours. Also shown in their own classes are various non-Persian longhairs, including Chinchillas, Himalayans (also called Colourpoint Longhairs) and the Turkish Van.

Short-haired pedigree cats can be divided into three main categories: the British Shorthair, the American Shorthair and the Foreign or Oriental Shorthair. To the uninitiated, British and American Shorthairs appear to be no more than particularly fine examples of the non-pedigree family cat. The reality is that selective breeding programmes have achieved a consistency of conformation and coat characteristics in the different pedigree lines that could never be achieved by chance. Pedigree British Shorthairs have a cobby body, a dense, plush coat of a specified colour, short legs, round head, a somewhat short nose and large round eyes of a designated colour. By comparison, pedigree American Shorthairs have larger and less rounded bodies, slightly longer legs and a less round head with a square muzzle and medium-length nose.

The third main group of pedigree cats are the Foreign or Oriental Shorthairs. Some of these breeds, notably the Siamese, Korat and Burmese, did indeed originate in the East, but today these terms are used to describe any breed, of whatever origin, that displays a range of certain specified physical characteristics. Foreign and Oriental cats have a slim, supple body, a fine, short coat, long legs, a wedge-shaped head, long nose, large, pointed ears and slanting eyes. Finally, also included within the pedigree short-hairs, are various miscellaneous breeds which have been developed to satisfy a perhaps misplaced delight in the unusual. Examples include the Scottish Fold, with its forward-folded ears, the Munchkin, with its short, Dachshund-like legs and the apparently hairless Sphynx.

Questions 1–6

Complete the table below

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

Features	Coat	Body	Legs	Head	Nose	Eyes
Persian longhairs	luxuriant and long	cobby	1	round	very short	round orange or blue
British shorthairs	dense and plush	2	short	round	rather short	large and round, designated colour
American shorthairs	dense and plush	larger and less rounded	slightly longer	less round	3	
Foreign shorthairs	4	slim and supple	long	5	long	6

Questions 7–11

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

- 7 What name does the writer give to breeds such as the Persian, Russian Blue and Siamese?
- 8 What is the name given to the description of physical features by which a pedigree cat is judged?
- 9 In which century were long-haired cats first exported from Persia?
- 10 What class of cat does the Chinchilla belong to?
- 11 What remarkable characteristic do Scottish Fold cats have?

Questions 12 and 13

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

- 12 The distinctive features of most pedigree cats are the result of
 - A enhancing characteristics that appear naturally in cats from a particular region.
 - B using breeding schemes to promote features which are found in non-pedigree cats.
 - C genetic changes which occurred spontaneously in some cats in the late nineteenth century.
 - D a misplaced pleasure in producing unusual looking cats.
- 13 The writer's main purpose in this article is
 - A to outline the history of breeding pedigree cats.
 - B to criticize the practice of producing odd characteristics in cats.
 - C to classify the different breeds of pedigree cats.
 - D to compare the respective practices of cat and dog breeders.

Mind your language

۱. ترافیک سنگین، بار مالی بسیار زیادی را به دولت تحمیل می کند.

۲. از والدین انتظار میرود که زمان بیشتری را با کودکان خود بگذرانند.

۳. من دغدغه دانشمندان که بازیهای کامپیوتری را برای بهداشت جسمی و روحی کودکان مضر می دانند قبول دارم.

A

Describe a critical environmental problem in your country.

Try to include:

What it is

How it affects your society

What solutions you have in mind for that.

I think the most hazardous environmental problem here is air pollution. It is having a large number of victims each year. It is one of the principal causes of many heart diseases. Many babies are born premature or with serious mental or physical defects (problems) and it is regarded as one of the causes of psychological problems, problems such as stress, depression and anxiety. That is why they are very prevalent in large cities and very rare in urban areas. Various solutions have been proposed by the scholars in the field, but as usual they are hard to carry out, I mean they need a vigorous management. Old cars should be replaced by new ones, public transportation should be extended and popularised, regular check up for cars have to be mandatory and a lot more, but as I said it isn't difficult to list the solutions the critical point is to find ways and methods to carry them out. The last point, which I like to raise, is that people should not put all the responsibility on the government they have to be active participants. They should start campaigns, they should open NGOs (Non Governmental Organizations). I mean every body must play some role in this regard.

B

Describe a museum or art gallery that you have visited.

You should say:

Where it is

Why you went there

What you particularly remember about the place.

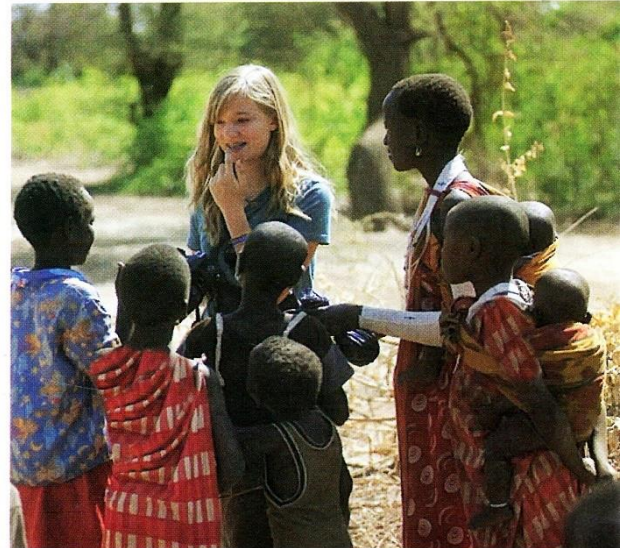
The museum I liked very much was Museum of Money in Tehran. It is located right above Vanak square. I visited there just by chance, actually I was waiting for a friend and he called me, I mean by mobile, to tell that he would be late for an hour. I looked around and incidentally I found the museum. At the gate, there was an old car belonging to one of our kings, I guess it was the first car imported to Iran. In the main hall, you could see old coins, bills and bank drafts dating back to hundreds or even thousands of years ago. Some of them were illegible with naked eyes, of course there were printed notes under the items. In another saloon, you could visit old clothes and garments belonging to royal families and ordinary people. In another you could get pleasure from watching old carpets and rugs. Some of them were worn out, but this couldn't hide the value of the artifacts. I strongly recommend you to visit there, you won't waste your time.

Reading Passage

You should spend 20 minutes on questions 1–14, which are based on Reading Passage

Professional strangers: medical anthropology in action

A Back in the 1970s, I was an anthropology student sitting in the library doggedly reading books and articles about the social lives of people in Africa, Asia, and the South Pacific. Why doggedly? The scholarly reading matter covered kinship systems, clan alliances, land tenure and farming and political systems. Rarely did the reader of these texts catch a glimpse of the day-to-day lives of the people written about or what it was like to live amongst them. However, some books started with a preface describing how the anthropologist arrived in the distant village or town of study, found somewhere to live, and started engaging with local people. These accounts were often the most interesting part of the book and whetted my flagging appetite for medical anthropological research.



B Since graduating, I have applied my anthropological training to health-related projects across Africa and Asia. Some contracts have lasted two years and some two weeks. The short-term research I have done is sometimes called 'quick and dirty'. 'Quick' means that surveys are carried out and people interviewed in a matter of weeks rather than years; 'dirty' means that the findings are analysed rapidly without too much concern for 'cleaning' the data so that exact percentages can be calculated and any inconsistencies in what people said can be accounted for. Quick and dirty research elicits the voices of the people for whom a development project is intended. The approach provides facts and figures that guide project design, but may not satisfy purist academics.

C A lot of books discuss the ethics and methods of research in more detail than in the past. Such accounts of fieldwork contain useful ideas and guidance, usually in the introductory chapters. There are a number of particularly sensitive areas that people interviewed may be reticent about, notably personal finance, sex and illegal activities. Yet, research of sensitive topics with people considered 'hard to reach' can be interesting and rewarding. There are some basic rules and approaches that should keep the researcher, especially in the medical field, safe and the data collection ethical and effective.

D Anybody going to do fieldwork should dress carefully. It is important to try and wear clothes that do not draw attention to yourself. You do not want to be more conspicuous than you need by being more smartly or formally attired than the people you are going to talk to. Equally, it may be inappropriate to copy the dress code of interviewees, as you risk looking ridiculous.

E It is always useful to work with local guides or gatekeepers who can help you reach people who are not part of mainstream society. For example, if you want to study the world of illegal drug users it is best to work with an insider. If you already know any drug users, ask one of them to introduce you to other people in his or her network and to vouch for you. Alternatively, you could approach drug or social service agency workers and ask them to make introductions.

- 40 **F** When you interview people, it is important that they are not worried about confidentiality. Often people
 will not tell you anything of great interest unless they receive assurances that you will not reveal their
 private business or their full names. When you ask sensitive questions, interviewees may want you
 to answer similar questions in return, so researchers should be prepared to disclose some personal
 information. It is important that you do not lie about yourself and what you are doing: this is unethical
 45 and you risk being caught out and losing credibility.
- G** Sensitive questions should be asked in a matter-of-fact manner because, if you appear embarrassed,
 the respondent will also be embarrassed and will 'clam up'. Do not be, or appear to be, judgemental
 or shocked, no matter what you hear, as the interviewee will sense your reaction and stop talking.
 In addition, you should not contradict people even if they have said something that you know to be
 50 incorrect. You are there to listen and collect data, not to enter into argument or discussion. When the
 interview is over you can correct any potentially harmful misconceptions that the interviewee holds. But
 the most important rule to remember is: if you get nervous or scared, leave the situation.
- H** Recently, I have started saying to colleagues that there are three qualities required in the anthropologist
 working in 'the field': liking people; respecting people; curiosity about people's lives. If you cultivate
 55 these qualities, the tips I have outlined will come naturally to your work.

Questions 1–6

Which paragraph, (A–H) contains the information in 1–6 below?

NB You may use any paragraph more than once.

- 1 ways to make contacts with interviewees
- 2 the fact that the interviewer should appear not to react to what the interviewee says
- 3 how to dress when talking to interviewees
- 4 how a deep interest in anthropological research commenced
- 5 the fact that the interviewer should not argue with the interviewee
- 6 research that is a rough estimate of a situation

Questions 7–13

Do the following statements agree with the views of the writer in Reading Passage 9?

Write

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

- 7 Accounts of anthropologists arriving in distant villages were frequently more interesting than any other book contents.
- 8 More research should be carried out in the field.
- 9 'Quick and dirty' research is necessary for planned development projects.
- 10 Contacts with people who are on the fringes of society should only be made through local guides or gatekeepers.
- 11 Researchers should never answer questions about themselves when they are interviewing.
- 12 It is better for researchers to continue with an interview even if they are frightened.
- 13 Researchers need to elicit information without making any apparent judgement on it.

Questions 14

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

- 14 Which of the following statements best summarizes the writer's conclusion?
 - A** Anthropologists who cultivate certain traits will find that good practice becomes instinctive.
 - B** Anthropologists working in the field will acquire certain interpersonal skills naturally.
 - C** Anthropologists' acquisition of the advice given depends on the cultivation of a wide range of qualities.
 - D** Anthropologists working in the field can easily acquire good habits.

Reading passage

You should spend 20 minutes on questions 1–13, which are based on Reading Passage

Animal personalities



- A** Any cat or dog owner will tell you that their pet has an individual personality, different from other people's pets. But recent research has indicated that different types of personalities are found amongst a far wider range of species than was previously supposed, including not only mammals, but also birds and fish.
- 5 **B** It was formerly believed that if behaviour varied between members of the same species, this was the result of adaption to different circumstances. Different animals within the same species might show different degrees of readiness to explore unknown territory, but this was just a response to the availability of food or potential mates. If an animal was lucky enough to be in a place where food was plentiful, it would not venture far, whereas in a different
- 10 environment, it would develop a bolder personality. One early piece of research to question this was published by Huntingford in 1976. She noticed that sticklebacks* often displayed the same degree of aggression or sociability towards others in their group at all stages in their life cycle. Such factors as whether they were seeking mates did not affect their behaviour. This seemed to imply that some sticklebacks were more bold and others less so, not because
- 15 of their circumstances or a predictable stage in their life but because of something more mysterious called 'personality'; they were simply made like that.
- C** Of course, there can be other reasons besides personality or environment which cause members of the same species to act differently. In the case of ants, individuals follow different developmental paths so that they take on different roles within the colony, such as soldiers or
- 20 workers. In some species of insects, an individual may even change its function over time, as in bees, some of whom start out as workers and later become food hunters. But these kinds of roles are not the same as personality. They exist within a large social organism so that it runs smoothly. Personality, on the other hand, is not aimed at maintaining any kind of larger whole.
- D** Personality differences are difficult to explain from an evolutionary point of view. Different
- 25 traits have both good and bad consequences, so there is no reason why evolution should favour one over another. Bolder individuals do better when it comes to searching for food but they are also more likely to be eaten by a predator. They may have more success in attracting mates but they are also more likely to fight with rivals and be injured.

- 30 E The presence of one trait will often go hand in hand with another, creating clusters of traits known in psychology as behavioural syndromes. For example, studies show that in the case of birds, adventurous individuals are also likely to be less effective at parenting and that their offspring are less likely to reach maturity, a further instance of how personality traits may work against the preservation of the species. In one study of sheep by Denis Reale, it was found that the male animals who showed more aggression reproduced earlier in life whereas the less aggressive ones bred later. At the same time, the first group tended to die at a younger age. 35 The more docile rams did not start breeding until later, but they generally lived longer, so in the end they produced the same number of young as their more aggressive peers.
- 40 F How exactly these complex syndromes come about is difficult to determine. One theory is that all personality traits arise from a choice between a small number of fundamental preferences, such as whether an animal tends to seek or avoid risk. It is an open question, too, as to what extent these choices might be the same for human personalities. The two types of ram as outlined in Reale's study could be said to reflect two different lifestyles that we also see in humans, something like 'live fast and die young' versus 'slow but sure wins the race'. Certainly the idea that personality is based on a limited number of basic preferences seems to be supported by many psychologists. 45 It is an interesting possibility that these oppositions may be the same across much of the animal kingdom, and only vary in the way they manifest themselves.
- *stickleback: a type of small fish

Questions 1–5

Which paragraph, (A–F) contains the following information?

NB You may use any letter more than once.

- 1 Examples of creatures which carry out specific jobs in a social structure
- 2 A link between personality and average lifespan
- 3 The claim that one personality trait will imply certain others
- 4 A reference to the theory that personality traits are the result of differences in environment
- 5 Possible dangers associated with boldness as a personality trait

Questions 6–11

Complete the sentences below. Use **NO MORE THAN TWO WORDS** from the passage for each answer.

- 6 Huntingford's study showed that the sticklebacks' personalities remained the same throughout their
- 7 Ants become soldiers or workers as a result of the that they take.
- 8 The roles within an ant colony are aimed at maintaining a complete
- 9 In Reale's study of rams, a tendency to start breeding earlier was linked with greater
- 10 One basic choice in determining personality may involve an animal's attitude to
- 11 It is possible that the same basic preferences create personalities throughout the

Questions 12 and 13

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

- 12 According to the writer, a personality trait
 - A is usually the result of either good or bad parenting.
 - B can work both for and against an animal's chance of survival.
 - C can help an animal to live effectively in a large social group.
 - D is probably the result of a process of natural selection.
- 13 Which is the writer's main idea in this text?
 - A Animal personality traits develop as a response to their environment.
 - B Individual personalities are not found in animals who live in social groups.
 - C Animals can have individual personality traits rather like humans do.
 - D Individual personality traits are a uniquely human phenomenon.

A Diet:

Effects:

A proper eating plan helps you enhance your overall health, increase your energy level, improve your immune system, reduce the risk of health problems, such as high blood pressure and diabetes.

Suggestions to achieve a healthy diet:

To have a good eating habit, to eat the right kinds of food, to avoid overeating; poor diets make body sluggish, to eat the right amount of food at each meal, to eat several meals to prevent hunger, to cut down on salt and sugar, to choose healthier cooking methods; This helps to maintain normal body weight. A good diet includes a variety of foods from the basic food groups. It should provide enough calories to ensure desirable weight and also it should contain all the necessary daily nutrients.

Food pyramid:

This is a basic guide which gives information about food and nutrition. It helps you follow a healthy balanced diet, each group is usually important and plays a unique role in health, if any piece is removed, like a puzzle, the pyramid will be incomplete.

B Traffic:

Causes and contributing factors:

Traffic congestion is used by different factors; bad weather, poor signal timing, car accidents, inadequate roadway capacity, insufficient number of roads, substandard road conditions, and increased number of cars; roads and transport services suffer when they are overused. Urban sprawl and unplanned urban growth contribute to the traffic congestion of large cities.

Suggestions to reduce traffic:

To apply automated traffic management systems, to improve public transport systems, to encourage people to use more public transport, to provide carpooling facilities, to establish car sharing schemes, to ease traffic jams through radio reports, to improve vehicle emission laws, a regulatory system planned to limit the number of cars on the roads should be introduced, to ban private cars from entering areas of the city to increase the number of roads, to provide a safe network of walking and cycling routes.

C Unemployment:

Causes and contributing factors:

High expectation of job seekers, low level of education, lack of job experience, personal laziness, unavailability of suitable jobs, inadequate vocational training, excessive unemployment benefits, overpopulation and lack of a planned balance between educational output and economic expansion. Depressed and unstable economy can lead to high unemployment rate.

Effects:

Individual effects: Low self-esteem, substantial loss of satisfaction, financial problems, divorce and ruined families, increased participation in illegal activities, psychological disorders, such as hopelessness, apathy and depression.

Social effects: poverty, higher crime rates, and internal and external migration of labour.

Economic effects: slowdown in economic growth, and recession.

Suggestions to address unemployment:

To increase economic growth, to improve job skills through education, (e.g., Offering training programmes for unskilled and low skilled workers) to open the market to national and private investments, to increase labour market flexibility, to encourage entrepreneurship programmes for increasing employment opportunities.

A

Section 3



Questions 21–25

Complete the notes below.

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

The Arts Association receives **21** £ million from the government.

The first issue the Arts Association tries to address is **22**

All the issues mean that the arts are for **23**

The government wants **24** in return for its contribution.

The **25** programme helps organizations with financial problems.

Questions 26–30

What is the subject of each of the books Mr Simpson recommended to Arthur?

Choose your answers from the list and write the letters **A–F** next to the question numbers.

- A financial information
- B psychology of art
- C art and other media
- D modern art
- E history of art
- F the art market

Greenberg **26**

Parliamentary report **27**

Dennison **28**

Hampton **29**

Frick **30**

B

Section 3



Questions 21–24

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

- 21** Mike is concerned about their assignment because
- A** there is too little time.
 - B** it's too difficult.
 - C** they have not prepared.
- 22** What aspect of social welfare does their assignment explore?
- A** a survey of the whole subject
 - B** a definition of the main terms
 - C** a comparison of different approaches
- 23** Which approach to the assignment does Fiona recommend?
- A** giving a personal view
 - B** taking a balanced approach
 - C** agreeing with the tutor
- 24** How long does the assignment have to be?
- A** at least 2,000 words
 - B** at least 3,000 words
 - C** at least 4,000 words

Questions 25 and 26

Complete the sentences below.

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

Professor Green's lecture is called **25**

It takes place in the Becket building at 10 a.m. on **26**

Questions 27–30

Complete the table below.

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

Title	Author	Publisher	Year
27	28	Glenfield University Press	2012
29 in Britain	Edward Jones	Polybus Publications	30

C

Section 3



Questions 21–25

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

The name of the assignment is 'Museums – their **21** and '.

The number one problem with local museums is **22**

The purpose of the museum shop is to **23**

The boat was approximately **24** years old.

The **25** are dark.

Questions 26–30

How does Tom think the museums should be funded?

A by the state

B by local government

C by private funding

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

26 local history museums

27 natural history museums

28 science museums

29 craft museums

30 working farms



Good evening everyone and thank you for coming to the _____. It's good to see so many parents and children here tonight, and I know you are _____ to a great football season. Now I'd like to take a few minutes to tell you about _____ to the Soccer Club for the _____.

Now, this season _____ for both the _____ and _____ at King's Park, _____, which was used _____.

Now for meetings, we're going to use the _____, and the next meeting _____ in the _____ on the _____.

_____, we hope to _____ the _____ with a picnic next _____ at the clubhouse. Please try and come to the picnic as it's always good fun. The _____ we usually have a dinner and _____ of _____ to the players, and more information about this will be given to you later in the season.

This season we have more teams _____. We hope to have ten teams, instead of five, in the _____ and they _____, _____ a.m. _____ will be _____ for the _____ and they will be _____ this year.

In the _____, there'll be four teams; the same as last year, and their games will be played on _____ starting _____, no sorry, it will be a 2-o'clock start, and the _____ for _____.

Now I'd like to introduce you to the _____ for the _____ for this season. Firstly, let me welcome Robert Young, the new President, who will _____ the meetings for the next two years. Robert's son _____ football with the club for over five years now, and many thanks to Robert for _____.

Next we have Gina Costello, she's the _____, and she will _____ from you for the season. Please try and give Gina your _____, as the _____ the money to buy some new _____.

Then there's David West who has _____ to be the club _____, and one of the many jobs _____ is to _____ to you _____. If you have any information that may be useful, please let David know _____ in these _____.

Also I'd like to introduce you to Jason Dokic who is the _____. _____, this is the _____ Jason has been with us as Head Coach, and we are very _____ to have such an _____ coach and _____ player at our club. He will continue to _____, at _____ and on match days.

Now before we finish and have some _____, does anyone have any questions they'd like to ask the new committee?



ANDREW: Excuse me, I was told to come here for _____ about, erm, _____
 _____ ?

MONICA: _____ to the _____. Hi, my name is Monica.

ANDREW: Nice to meet you. My name is Andrew, Andrew Harris.

MONICA: So, Andrew, have you seen our _____ ?

ANDREW: Yes, I've already looked at it. In fact, I thought the information on _____
 _____ was really useful, but _____ by all the
 _____ you can do the course: _____, _____ and so on.

MONICA: Well, let's see if I can help. I think _____ has its _____ and
 _____, so it really depends on you – your own _____, and your
 _____, of course. Are you working at the moment?

ANDREW: Yes. I've been working in the _____ of the _____
 _____. And before that I worked in the _____
 _____ for two years. So, I've got about five years of
 _____. And _____ is _____.

MONICA: I see. And are you planning to leave your _____, or are you
 thinking about just _____ ?

ANDREW: I want to know what my _____ are, really. I don't want to _____ my job or
 anything and my _____ some more
 but _____, it _____ if I could do a course _____.

MONICA: Right, so you don't really want to do the _____ ?

ANDREW: No, not really. It's _____. You see, my office have
 to pay _____, but I would have to take _____ if
 I want to study full-time and, well, I don't think _____
 _____ with _____ for a _____.

MONICA: OK. Well, you have two other _____: you could _____
 _____ – that would be over two years and you wouldn't have to _____
 _____ – or you could do what we call a _____. You could do that
 in _____ if you wanted – or _____ and it would
 be up to you.

ANDREW: Mmm. So what does the _____ ?

MONICA: _____ and _____. Then,
 you'd have to _____ a _____ or _____ one weekend a month.

ANDREW: What kind of _____ would I have to do?

MONICA: Well, it's a _____ to write _____, which
 _____. You have _____
 _____, _____ or something like that,
 and also you need to hand in _____.

ANDREW: So, that's quite a lot of work, then, _____. It
 _____ – and really tiring.

MONICA: Yes, you _____ !

ANDREW: What about the _____ ? What would I have to do for that?

MONICA: That's where you get the _____ to _____.
 That way you _____ and _____
 _____. And each _____, say, about _____
 _____. There are _____ in this – the _____ that you
 can study in a much more _____, which _____ some people much better.

ANDREW: And how many of these 'modules' would I have to do to get the diploma?

MONICA: The _____ is _____ – and then you have _____
 _____ – but you can _____, and so
 you don't need to be _____, and _____.

The important thing is that you don't have to study and work. You can _____ one thing at a time.

ANDREW: Yes, I can see that. It certainly _____ ! It _____ ,
_____ . I mean, I'd have to support myself _____ .

MONICA: That's true, so that might be a problem for you. Look, why don't you _____
_____ with your _____ and . . .



_____ in these lectures, we've been looking _____ like _____ and _____
– both from a _____ and also in _____ – and we've seen that the
_____ in _____ with crime and with _____ is part of
a long and _____ , rather than something which is _____ and _____ to modern
society.

_____ past _____ or _____ , there has been a _____ in one type of crime,
which is what's known as 'corporate crime'. Corporate crime is crime which, _____ name
_____, is _____ , with _____. It includes _____ of
_____ or a group within the company, but what is important
_____ these acts are normally _____ the _____ of the
company – they're for the good of the company _____ the individual. It _____ as,
_____, 'crime which is committed for the corporate organisations' – the company – 'not
against it', _____.

So crimes like _____ by employees – things like _____ or _____ against one's
_____ employer are _____ according to this _____. The
employees may be _____ but they're acting in the first place _____ Company – they
_____ realise they're _____ or they _____ realise but they feel it's
_____ because it's _____ , or because otherwise they may lose
_____. So here, _____ , _____ talking about _____ between power and crime.

Now, this is one area that much less is _____ about than _____ or _____
crime. It has been _____ by the _____ – for example,
_____ to be _____ in comparison with _____ crime in news
_____, and in crime _____ and films and so on – they very _____ deal
with _____ crime. And it _____ to _____ in _____ – there's been
far more research on conventional crime and far more _____ is available.

These are several reasons for this _____ in corporate crime, _____ other types of
crime. It's often very complex, _____ with conventional crime it's usually possible to
_____ without _____. As well as this, _____
conventional crime usually has a lot of _____ corporate crime often has _____
less. The third reason, _____ the most _____ one, is that very often the
_____ are _____ - they think their _____ is _____ or that it's
_____ of _____ in particular. They're _____ that they've been

So, when _____ the effects of corporate crime we may find it's very difficult to _____ the costs. But these costs can be very _____ in both their _____ and _____.

Let's look at the economic _____. For example, if a company is producing _____ and it _____ its product so that it's just a little below the _____. It should be, many millions of people may be paying a small _____ for _____ of _____ juice. Now small amounts like this may seem _____ for _____ - - too small to _____ – but for the company this _____ might result in _____. However, all studies of corporate crime agree that the individuals are in fact _____ far more money by such crime _____ by conventional crime like _____ and _____.

_____, we have to consider the social costs of corporate crime and these are _____ very difficult to _____, but they are _____. they're important because they can _____ the _____ of the public in the business _____ and also, _____, because the main group of people they _____, _____, not the richer sections of society but the poorer – so here companies _____ the poor to _____ the rich.

There are two more points to do with corporate crime that I'd like to _____ with reference to a _____ which occurred several years ago. This was an _____ of a _____ tanker which caused the _____ of more than _____ of the _____. It was an _____ which never should have happened and a _____ the _____ not on anyone _____ been on the tanker _____, but on the owners of the tanker. They had _____ decided not to carry out _____ on the tanker as it was _____ be sold, and it was this _____ of repair _____ was directly _____ the _____.

Now this _____ two points to do with corporate crime. _____, that _____ have to be _____. The owners of the tanker _____ did not _____ it to _____. But very _____ can _____ people or organisations not considering the possible results of their actions seriously enough. The main crime here was _____ to the _____ rather than _____ to _____ anyone, but that didn't make the results any _____.

And this _____ second point – that corporate crime can have very _____. It's _____ just a _____ companies making bigger _____ should do, _____ which may _____ the lives of _____ people, and _____ companies, because they say they _____ intend _____, can _____ taking _____ the results of their _____ and that has been a very dangerous _____ in _____.

A Famine:

Causes:

Famine is usually related to natural causes, such as droughts, earthquakes, poor weather and lack of rainfall. Famine can be due to civil war, overpopulation, unfair distribution of resources, inadequate food production, low agricultural productivity, failure of harvest due to climatic conditions. Lack of water resources leads to deforestation and famine.

Effects:

Famine can be the cause of poverty, starvation and malnutrition.
Famine causes extinction of animal and starvation of livestock.
Famine leads to outbreak of diseases, e.g. pestilence
Famine can lead to mass migration; illegal immigration is one of the consequences of famine.
Famine causes economic failure and increases the requests for overseas food.

Suggestions to prevent famine:

Famine can be eliminated by developing agriculture-related technologies, e.g. Mechanization of agriculture and irrigation systems. Population control is a long-term plan to combat famine.

B Overpopulation:

Causes:

Some causes such as high birth rate, high immigration rate, availability of health services, and an increase in life expectancy can be the result of improvement in public health.

Effects:

Decrease in life quality, unhygienic living conditions, housing shortage, higher rents, increased illiteracy, decline in education quality, lower quality of public services, decline in public health, high rate of unemployment, lower wages, deforestation, increased level of pollution, food and water shortage.

Suggestions to control population growth:

Increasing people's awareness, applying family planning and counseling programmes, making contraception devices available to the public, initiatives to control birth rate, e.g. giving special tax deduction for the couples who have only one or two children.

C Fashion:

Pros:

Fashion contributes to a better appearance that may help people make a stronger impression on their social contacts. Many industries benefit from fashion industry like clothing, cosmetic, etc. Mass production makes price lower. Fashion industry provides employment. Fashion adds colour and beauty to life. Fashion provides us with more choices. Most fashionable clothes are well-designed and stylish. Fashion is a means of self-expression that allows people to try different roles in life.

Cons:

Fashion can be against the values and norms of a community. Most clothes that come to fashion are just eye-catching, flashy, inferior and poor in quality. The produced clothes simply become discarded. Most designers are not interested in warmth, comfort and durability. Fashion is only intended to make profits therefore fashion slaves are simply exploited. New fashion imposes unwanted costs and considered a burden to the budget of family. A lot of time is spent to keep up with fashion. Fashion industry terribly influences people's purchasing decisions and shopping habits, fashion exists mainly to persuade people to spend money on things they don't really need.

A



Now listen and answer the questions.

SECTION 4

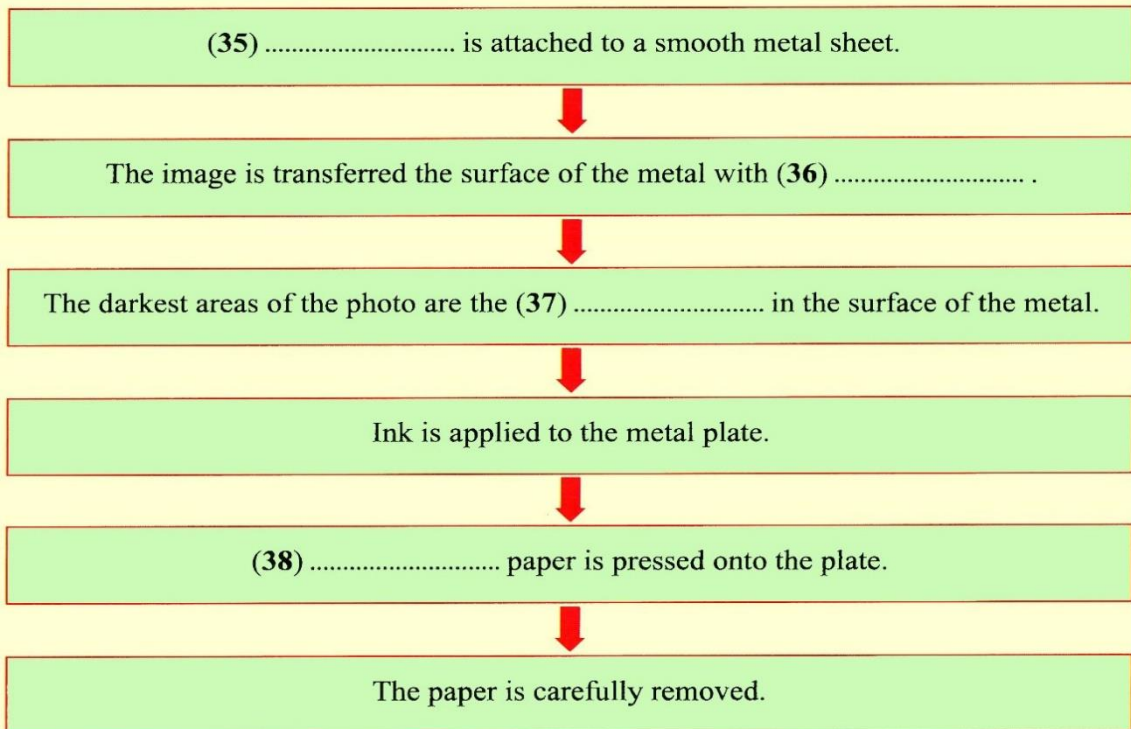
Questions 31–34

Complete the summary below. Write **NO MORE THAN THREE WORDS** in each space.

Photogravure was developed in the 1830s by one of the inventors of (31) This technique could make good-quality prints of photos, (32) and works of art. The process was refined in the 1870s and is still in use today, although only in (33) workshops. The production of photogravure images is currently (34)

Questions 35–38

Complete the flow chart. Write **NO MORE THAN TWO WORDS** in each space.



Questions 39 and 40

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

- 39** How many prints can one sheet of metal make?
A An almost unlimited number
B A few hundred
C About ten
- 40** What is photogravure mostly used to produce these days?
A Very large photographs
B Expensive works of art
C Images for special books and magazines

B Section 3



Questions 21–26

Choose the correct letter A, B or C.

- 21** What is the main topic of the assignment?
A the historical development of television
B the development of new media
C the cultural future of television
- 22** The main advantage of television is
A its flexible schedules
B its screen size
C its shopping and social contacts
- 23** According to the tutor, the average length of a television programme might become
A 45 minutes.
B four to five minutes.
C ten minutes.
- 24** What part of the library is going to be closed for one week?
A the Sociology section
B the Media Studies section
C the Journals section
- 25** Which body do they decide to complain to?
A the Premises Committee
B the Students' Union
C the library
- 26** What will the reprographics office do?
A send emails to your tutor
B send your dissertation to you
C send your dissertation to your tutor

Questions 27–30

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

- 27** What is the big challenge for television and the Internet?
- 28** What is the title of Mrs Jones's lecture?
- 29** Where is the lecture?
- 30** When is the final date for the assignment?

LISTENING TRANSCRIPTION EXERCISE



OFFICER: Hello. Er, I'm Dawn Matthews.

STUDENT: Yes, hello. I've been _____ you because I'm _____ the
_____. I'd like to _____ them.

OFFICER: OK. Well, we run _____ courses for students _____
returning to study or studying part-time. Um, tell me about your _____.

STUDENT: Well, I think that I really need some _____ for the _____, especially to
_____ my _____ a bit and help _____ study _____ because, you see, I've been
_____ the _____ for _____ years now, so it really is a _____ I was _____ a
student.

OFFICER: Yes, it can _____ like a long time, _____? Um, well, let me start by telling you what courses we
have _____ you. Are you an _____ or a _____? _____ or
_____?

STUDENT: Undergraduate, and I'm in the _____.

OFFICER: Right _____. _____, there's our _____ 'Study for _____' _____
on the _____ and _____ of _____. It's _____ at students like you who are _____ about what to
_____ at college, and looks at a _____ of _____ to university learning, to
_____ you to begin your study and build on your own _____.

STUDENT: Mm, that sounds good. What _____ some of the _____ that are _____?

OFFICER: Well, we _____ all _____ of study. Some of the strategies in writing for example,
would be improving your planning for writing, organising your thinking and building some _____ to
help you _____ more _____. With reading, there'll be sessions

_____ as you read it, and _____ to help you _____ and _____
what you _____. It really is very important to begin reading _____ the beginning.

STUDENT: Mm.

OFFICER: There's also advice _____ get _____ from your _____ and practice in giving
_____, as _____ to prepare for exams.

STUDENT: What about the _____ things?

OFFICER: Ah. Well, there's a range of _____ that we do to help the students feel _____
and _____ about their study. The _____ and _____ can lead to
_____ way of _____, and the study skills and _____ can be
_____ in _____ of different ways.

STUDENT: Actually, I . . . I'm very _____ about the _____ of _____ studying _____,
you know, I'm a little _____ about _____ manage to get everything _____. I suppose
it's the same for _____ students?

OFFICER: Of course it is. Two of the _____ of the course are _____ and
_____. People discover that, _____ they learn to plan their days, all the work can be
_____ and there'll still be time for _____.

STUDENT: Is there an _____?

OFFICER: Well, er, oh, just a minute, let's see . . . Ah, the cost is _____, which includes all course
_____ and _____. You have to _____ lunch.

STUDENT: That
_____ a problem. I already make sandwiches for my _____ and my wife and myself every
day. I won't have to change _____.

OFFICER: No. Now, I need to tell you that this is a very _____ and it's _____ that you
_____ of time. In fact, the Course Convener tells me that there are _____.

STUDENT: What other course _____ for me?

OFFICER: There is one other that you _____.
It's _____ and _____ three _____ mornings starting on a Monday, from _____, and costs _____. This _____ the _____ most school _____ have and help them _____ the _____ of university study. It focuses _____ making students more _____ for their _____.

STUDENT: What sort of things are _____ this course?

OFFICER: Well, _____ it's more _____, _____, reading and writing Strategies, but also some _____ about _____.

STUDENT: I think _____ starting from the _____ and looking at all the strategies, _____?

OFFICER: Yes, from what _____ me, I think that's _____ your situation.

STUDENT: _____, um, can I book a place on the 'Study for Success' seminar course now?

OFFICER: Yes. Let me just get out a _____ and _____ your details.



We're very _____ that the committee _____ that a _____ for the _____ can present students' suggestions about the _____ for the _____ new _____ building. We _____ that some of our _____ be _____ in the _____, but we do feel that it is important that the _____ of the _____ should have some _____ design.

If I _____ by _____ what _____ were taken to find out student _____ and how _____ arrived at _____. Firstly, a meeting _____ in the _____ for our _____ committee _____. Then we _____ students to _____ for the design, _____ in a suggestion box. These suggestions then provided _____ for the design of a _____, which was completed by _____ college students _____ of three weeks. Finally, the _____ committee _____ the results and _____ a _____. If I can just _____ a copy of that report. This _____ is _____ a summary and _____ of the _____ of this report.

So, _____, the _____ was _____. Firstly, _____ the _____ of the site, we presented the _____ that you have _____.
One: In the city center, near the _____ of _____; two: on the _____ of the city, near the park, and three: out of town, near the _____. We asked students _____ reasons _____ and _____ and, and there was _____ on all three. Site one was _____ because of _____ and _____. Site two had a _____, _____ because it was _____ rooms. And Site Three, _____, near the _____ of _____, was clearly the most popular because of _____ from _____. It was clear that the Union was mainly _____ lectures. It was also _____ that the _____ would _____ more room for a _____ of _____.
Our second _____ was _____ the _____: there was _____ in having a library on the _____, but one option _____ a reading room _____. We would like the _____ to be replaced with a _____. And, if possible, a _____ - not, of course, _____! There was a large number of _____ a _____ and _____. We also _____, moving this _____ the Refectory.

There was, _____, much _____ about whether to build a _____. Just over _____ of the _____ were in favour, but a _____ were _____ it,

Finally, given the number of _____ in the _____ over the past few months, a _____ was _____ made _____. The _____ would be _____ and _____ who would check Student Union _____. We _____ to have a check _____ of all people coming in. Well, this is the summary of the views of the student _____. As I say, _____ are given in our report but I'm happy to take any questions if you have them . . .

MIKE: Hi Sue.

SUE: Hi Mike, so what happened to you last week?

MIKE: Oh, I was sick with the _____. What's _____ about a big _____ we've got to do?

SUE: Well, _____, we've got to find two _____. To do with a group of _____ children at the _____ school, and we've got to complete it _____ of the week.

MIKE: Oh, that sounds like _____. Where are we _____ to get the ideas for these experiments from?

SUE: Well, I managed to _____ two books from the library.

MIKE: Oh, well done.

SUE: How about if we take a look at the experiments in this book first and see _____ anything looks _____. ? I can make notes _____, about _____ and the _____ of the experiments.

MIKE: OK, let's see, um, the first experiment is called 'Make your own _____' which sounds very _____. ! _____, you only need _____ and a table – you don't need any _____ or anything like that!

SUE: What do you do _____?

MIKE: Er, you _____ the _____ and you _____ the table on them, _____ of course, and the kids get to _____ on it. You know, the other kids sort of _____ the room. The _____ is to show how _____ work, and how things _____ around on just a _____.

SUE: OK, that doesn't sound too bad.

MIKE: OK, ready for number two?

SUE: Hmm, hmm.

MIKE: Now this one is called '_____', and you _____ use _____ paperclips. The kids go around the class _____ things – you know – how long the desk is, and _____, um, and then they all compare their answers. Er, and, basically, because not all paperclips are the same _____, they should _____ some _____. It _____ supposed to _____ the _____ of having _____ of _____.

SUE: Hmm, yes, that's not bad.

MIKE: OK, now for number three you need _____ or _____ sulphate.

SUE: Oh, I'm not sure about that!

MIKE: Well, just put down the _____ then, um, _____ that you only need a _____. Um, and _____ you _____ lots of _____ into the water and _____ the _____, so it basically teaches the kids about _____.

SUE: I suppose it would be nice to grow something. Hmm, let's move on and have a look at number four.

MIKE: OK, this one is called '_____' . It looks like you get some cardboard and draw a circle on it, divide it into six _____ and colour each one in different colours, then you _____ through the _____.

SUE: So, we'd need some _____.

MIKE: Yes, sorry . . . um . . . and you _____ the _____ around and if you can get

SUE: Hmm, well that _____ sound too bad. Now _____ only one more left in this book, isn't there? What _____ one say?

MIKE: Um, well it's another one where they'd get to make something.

SUE: Sounds very interesting.

MIKE: You need quite a lot of _____ actually – a _____, an old _____, a _____ or _____, some paper and a _____.

SUE: Hmm, go on, what _____ have to do?

MIKE: Well they basically make a record player. The _____ is to teach them about recording sound, but _____ also see that you need _____ and an _____ to make the sound _____.

SUE: OK, well it does sound interesting. _____ we go through all of those again and decide _____ are going to be _____?

MIKE: Right, number one. I thought this one _____: there' _____ lots of _____ and it doesn't need too much in the way _____ equipment.

SUE: Yes, that's true, but don't you think it's a _____ to get a group of _____ pushing each other around _____ classroom like that? Someone could _____. No, I don't like the sound of that one _____!

MIKE: Maybe you're right.

SUE: What about number two, with the paperclips? It sounds _____ enough.

MIKE: Yes, a bit too _____ if you _____. I think it needs to be something a bit more _____ and _____ than that, don't you?

SUE: Yes, I suppose you're right. We won't get a very good _____ if the children don't actually enjoy the experiments, and I suppose we could _____ science _____. Well, what about the next one, number three?

MIKE: Now, I _____ the idea of this one.

SUE: Yes, so do I, but I seem to remember when we _____ high school we had to wait up to a _____ before we _____ any _____.

MIKE: Oh, yes well, that _____ be any _____. We'll only see the kids for one or two hours at the most.

SUE: Yes, and we have to do the experiments and write up our results within a week, so that one _____ at _____.

MIKE: OK, well, what did you think of number four?

SUE: I like the idea of it, but do you think it will be a _____ for them?

MIKE: Well, they are _____ you know!

SUE: I know, but you know what I mean. Don't you think the _____ is a bit _____?

MIKE: Hmm, maybe you're right. SUE: They might have fun but, I mean, _____ a _____. And _____ it _____?

MIKE: OK, well, what about number five?

SUE: I thought this one sounded a bit too good to be true - _____!

MIKE: Yeah.

SUE: But don't you think it's a _____ for this age group? I mean, I don't want to _____ something and then have to _____ it if they just _____. It. I could see _____ doing just about all of the work for them.

MIKE: I guess you're right. Oh well, maybe we could store that idea _____ for later.

SUE: _____, let's hope this second book has something better!

Today we're going to look at one of my favourite fish – the _____. _____ know, sharks have a _____ for being very _____ of _____ or killing _____, and I'd like to talk about sharks in Australia.

Sharks are _____ large fish, often growing to over ten meters and the longest sharks _____ in Australia have _____. Sharks _____ in _____ with _____ and _____, of course, but the _____ shark _____ in Australia was a _____ – that _____ kilograms – _____! Sharks have a _____ fish: _____ a _____ made of _____, they have a _____ of _____. _____ bones, this _____, _____ is _____ like your _____, and _____ the shark to _____ it swims. The shark's skin _____ covered with _____, like other fish: instead the skin's covered with _____, giving _____ a _____ like _____. As you know, sharks are very _____. This is _____ by _____ their _____, one _____ side and another _____ the body, and the _____ also helps the shark move _____ quickly. _____ other fish, sharks have to keep swimming if they want _____ a _____, and they _____ swim at the _____. _____ they swim at the bottom of the _____ and _____ food that's _____ on the _____. _____ most other animals, including fish, _____ their _____ their _____, sharks _____ essentially by smell. They have a very _____ – and can _____ of food long before they can see it.

In Australia, _____ people spend a lot of time at the beach, the _____ realised that it must prevent sharks from swimming _____ beaches. As a result, they've introduced a _____ program. _____ or meshing, involves setting large nets _____; this means that the nets on New South Wales beaches _____ on one day, and then _____ and taken out to sea on the next day. When shark-netting first began in _____, only the Sydney _____ beaches were meshed-these beaches were chosen because near the city are _____ the most _____ with swimmers. Ten years later, in _____, _____ meshing was _____ to include the beaches to the _____ of Sydney. As a result of the _____ of the program in Sydney, shark-meshing was _____ to the state of Queensland around _____. The New Zealand _____ also looked _____, but considered meshing _____ - as _____ Tahiti in the _____. _____ the same time, _____ introduced meshing to some _____ most popular swimming beaches. When meshing began, approximately _____ sharks were _____ in the _____ year. However, this _____ in the years that followed, and since that time, the _____ catch has been only about a _____ a year. The _____ of sharks are caught _____ the _____, from _____ to _____, when sharks are most active and when _____ and the _____ are at their _____. _____ large catches, some people believe that shark meshing is not the best way to catch sharks. It's _____ they think sharks are _____ nets, or because they eat _____ in them, because _____ of these is true. But meshing does appear to be _____ than some other _____, especially when there are big seas with high _____ and _____, and anything that _____ sands move – the sands that's holding the nets down. When this moves the nets will also become _____.

A Child labour:

Causes:

Inefficient labour laws and lack of law enforcement can lead to child labour. The increase in child labour is usually the result of the decline in education opportunities. Child labour can be due to many economic problems, such as family poverty, family breakdown, and child abuse.

Effects:

- Child labour affects the mental development of a child.
- Child labour endangers the child's learning ability.
- Child labour is related to health issues; child labour damages children's mental health and causes physical harm. Child labour leads to adult unemployment as children are hired at lower wages. Child labour is against moral principles.

B Modern life:

Pros:

Modern life has made our life easier and more comfortable. New time-saving machines are being made to meet the specific needs of people. Modern life has brought about comfort. It has reduced household chores. People enjoy a higher standard of living.

Cons:

New technologies have made people of all ages less active which can lead to many health problems. Modern life is related to many problems, such as depression, stress, anxiety, tension, and mental disorders. One of the features of modern life is speed. Modern life is too fast-paced; life is usually mechanical and stressful. New technologies can result in environmental problems, e.g., air pollution.

C Natural disasters:

Natural disasters:

Examples of Natural disasters include droughts, earthquakes, floods, forest fires, tidal waves, hurricanes, severe storms, and volcanic eruptions.

Suggestions to minimize or deal with the effects of natural disasters:

Measures which must be taken are to enhance safety standards, increasing anti-earthquake construction standards, ensuring high standards of building. Buildings should be well-structured and resistant enough to withstand earthquakes. Building materials should be based on quality and durability. Natural disasters can be predicted; advance warning should be given to the inhabitants of the high-risk areas.

A Section 4



Questions 31–35

Complete the sentences below.

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

Recycling is principally the responsibility of **31**

The second stage in the cycle relates to **32** in general.

Harvesting includes cutting down trees and **33**

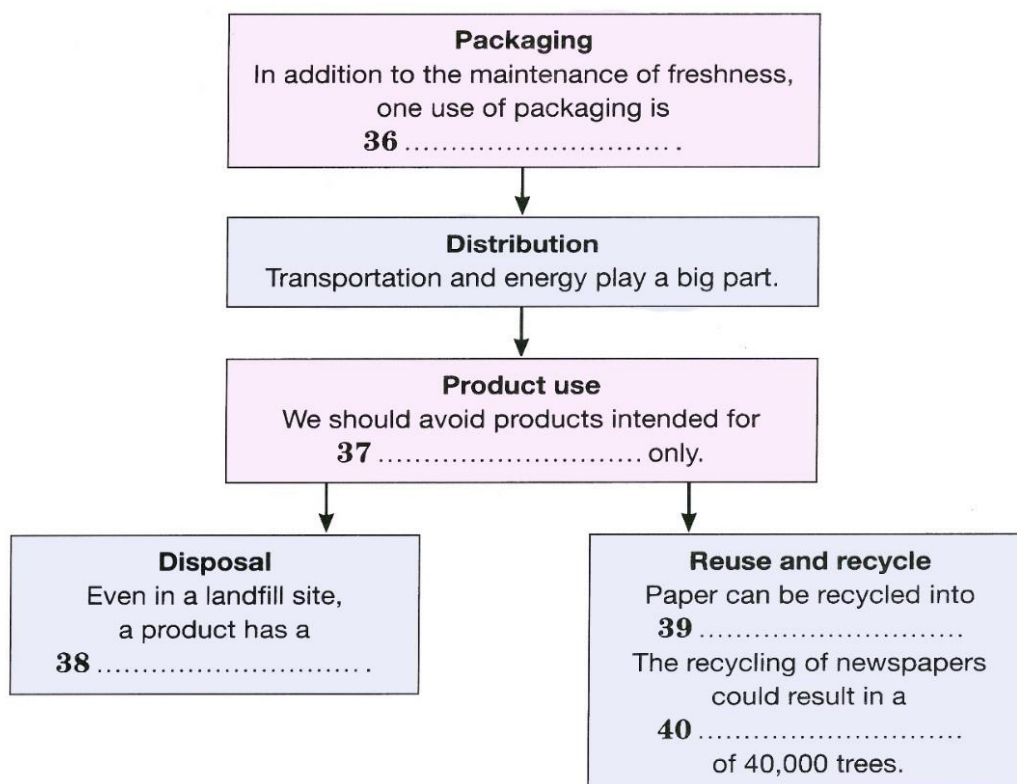
Chemical processes create **34**

A significant proportion of the **35** stage is unnecessary.

Questions 36–40

Complete the flow chart.

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



B Section 4



Questions 31–35

Choose the correct letter A, B or C.

- 31 How long would terms be under the six-term system?
 - A six weeks
 - B seven weeks
 - C thirteen weeks
- 32 What would happen to the summer holiday?
 - A It would disappear.
 - B It would be shortened.
 - C It would be lengthened.
- 33 How much was the average learning loss in the summer?
 - A two weeks
 - B three weeks
 - C seven weeks
- 34 In which subject was learning loss greatest among disadvantaged children?
 - A maths
 - B reading
 - C writing
- 35 According to Marchmont's research, in the six-term system pupils performed
 - A better than under the existing system.
 - B worse than under the existing system.
 - C the same as under the existing system.

Questions 36–40

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

The familiar school terms in use today originated when many people worked in
 36 Also, because of the heat, teaching children in July and
 August was difficult before the invention of 37 A different
 approach can be provided by the 38 An important factor in
 the success of these is the small 39 Also, the element of
 40 is usually present, which contributes greatly.

LISTENING TRANSCRIPTION EXERCISE



JACK: Lucy, we really need to get working on this _____ assignment. We've only got _____ to the end of _____ it, _____, and then _____ the _____.

LUCY: Sure. Well, let's _____. Let's _____ the _____. What exactly do we have to do?

JACK: Well, it says here we have to look at one area of the _____. There's a list of the different types.

LUCY: _____?

JACK: _____, _____, _____, _____, and _____.

LUCY: Is that all?

JACK: Looks like it.

LUCY: So we choose one _____ of the _____ and then we look at how _____ of people use it? Is that right?

JACK: Yes.

LUCY: And do we have to use _____ to get our data? Can we _____ a _____, or do _____, or maybe even _____?

JACK: Well actually, it looks like we don't have a choice. We have to do _____.

LUCY: OK, so _____ we don't have to _____ time _____ between the _____.

JACK: Yeah, that's right. Oh, and the other _____ is the number of _____.

LUCY: Not too many, I hope. Ten? Twenty?

JACK: Well, we have to do two groups, remember, and it looks like we have to _____.

LUCY: That's _____ then. It's _____.

JACK: Yes, but remember we're working on this together, so we'll only have to _____.

LUCY: OK, so those are all the _____?

JACK: Yes, looks like it.

LUCY: So, first, _____? My _____ would be cinema, _____.

JACK: Hmm, I don't think that's such a good idea. I don't think there are _____ in the market there. I mean you get young and old, male and female, _____ and _____ all going to the same movies.

LUCY: Yeah, maybe you're right. _____.

JACK: Right. So, what two groups will we _____ and _____?

LUCY: Male and female?

JACK: No. Most of my female friends like the same music as me. Different age groups would be _____ to _____, I think.

LUCY: Yeah, _____ . I'll _____?

So... Age Groups. Well. What do you think? Maybe _____ or _____, and _____ or _____? That _____.

JACK: Right.

LUCY: OK. Next. How about the kind of music they like – let's give them some choices and then we can just _____.

JACK: OK. Let's have _____, _____, _____, _____, _____?

LUCY: Well, we should _____. Some people like it, you know.

JACK: OK. OK. And then we should have how they listen to music.
 LUCY: The _____. Right. Let's include radio, CD – and then I guess there's TV.
 JACK: What about concerts? You know, in _____ and _____.
 LUCY: Oh yeah, we should _____ of course.
 JACK: OK, we're on a _____ now! Next point could be about where they actually get their music.
 LUCY: You mean like, do they buy it in music shops, or _____?
 JACK: Yes, or download it from _____.
 LUCY: Right. That could be for _____.
 for live music. _____?
 JACK: OK. Let's say _____, _____, _____, _____.
 LUCY: Or _____! And I guess we should include _____.
 JACK: Not many of them in this city!
 LUCY: OK. _____. So, _____?
 JACK: That's it. Well, now we can make a _____ for doing it.



Good morning everyone. Last week we were looking at the _____ in Ireland, across the _____ from England. Today, we're going to move on to the _____ between _____ years ago, _____ the Neolithic period, which is when a _____ was introduced in Ireland.

Now, there are _____ about the _____ of the first Neolithic _____ in Ireland, but most of these _____. _____, there are _____ about the _____ that they came from England. The _____ doesn't really _____. But there are even _____ about the _____ that they came directly from _____ Europe. For one thing, it's not clear just how _____ numbers of men and women _____ to Ireland to _____ a _____. As you know, the _____ which _____ was _____ small _____ groups. The _____ would almost _____ have _____ much larger _____ to do all the work needed to _____ and _____ to _____ them through the year.

The _____, including _____ and _____. There's also _____ of _____, but it is possible that these _____ the _____. Now, we know from _____ that if the level of _____ falls below about three hundred females, the future of the _____ is _____. So we must _____ that from the beginnings of Neolithic farming the number of _____ would have _____ three hundred, and the _____ must have been of a similar size. The question is how these were brought to the area and where they came from.

It's usually suggested that the Neolithic settlers used _____ to _____. But this method _____ the _____ the _____. The _____ of _____ necessary means it's _____ that this _____ from _____ than England.

What about _____ ? Well, two _____ were introduced to Ireland during this time: _____ and _____ both in _____. The _____ for their _____ of _____ on _____ where a _____ became _____ in the _____ of a _____ before it was _____. The _____ was _____ by the _____ but it left an _____ on the _____ which could be studied and _____ by _____.

Let's turn our _____ now to the _____ at that time. Before the _____ could be _____, it would have been necessary to clear the _____ and to break the ground by _____. The _____ of a _____ has been discovered _____ in County Mayo in _____. The body of the _____ would have been of _____ and could have been _____, but it's also likely that _____ were used.

Now, the _____ of _____ and the _____ of _____ brought about _____ in people's _____ such as the type of _____ they made. For one thing, _____ moving from place to place they needed _____. The _____ used to _____ trees to make these _____ were far _____ any that the Stone Age _____ used.

To make the axes, sources of suitable stone had to be found and _____. These _____ '_____ ' were really _____ rather than factories, as the _____ of the axes wasn't _____ on the _____. However, after the axe had been _____, they needed water and _____ for _____ and _____, so a high _____ wouldn't have been an _____ for this. So this _____ of the _____ must have been _____ close to water and sure enough, there's _____ of this at _____.

Now it's clear that these Neolithic axes were _____ all over Ireland, as well as to Scotland and the south of England. It's not really surprising that axes from 'axe factories' in England have also been found in Ireland. At the very least, this _____ that there was a _____ between the two _____ during that period.

One of the most _____ of the _____ was _____, which was _____ to Irish _____. The pottery was _____ made by _____ into a ball with the hand, and then _____ it until the walls were the right _____. After _____, the _____ was often polished. This _____ the pots to _____, as they _____. Now we know that the clay used usually came from _____, which suggests that _____ was on a _____ small _____, even though thousands of _____ are usually found at Neolithic sites.

In the _____ began to _____. At first this looked like a series of _____ and was just around the _____ of the _____. This could have been an _____ of earlier _____ which were made of _____ wood. Then _____ pots with decoration all over . . .



LIBRARIAN: Good afternoon. Can I help you?

STUDENT: Good afternoon. Yes, I've just _____ to the School of Education, and I'd like information about joining the library.

LIBRARIAN: Well, the School of Education has libraries on two sites, _____ you know. This one here is the Fordham Site, and the other is on _____.

STUDENT: And is there any difference between the two libraries?

LIBRARIAN: Not _____ their _____. _____ to _____ and the Internet is available at both sites and each site has _____ on education.

STUDENT: Oh yes. I see.

LIBRARIAN: But the _____ has books on the _____ of education and a _____ and _____ most of the subjects _____ in _____.

STUDENT: Ah, right, but I'm training to be a _____ so I need to look at _____ for the five to eleven age group.

LIBRARIAN: Then you've come to the right place. At Fordham we hold material _____ to _____, as well as _____, but of course you'll need to _____ yourself with both sites to make the most of our resources.

STUDENT: You haven't mentioned _____. Are they held at both sites?

LIBRARIAN: _____, yes but if you want to look at _____ you'll need to use the CD-ROM databases which _____ at Fordham.

STUDENT: I see. Now, about _____ books. I'm _____, so I'm hoping I can borrow _____ items, and _____ on the number of _____ I have to make.

LIBRARIAN: Right, well, members can borrow two books at a time from each site.

STUDENT: Only two books?

LIBRARIAN: Only two from each site, but that's four altogether.

STUDENT: Oh I see, and _____?

LIBRARIAN: The _____ is one month, but of course books can be renewed. You can _____ any item a _____ of three times.

STUDENT: Do I have to come to the library to do that?

LIBRARIAN: No, you can do it by telephone or email, but you _____ books this way, only before or on the _____ in the book. We'll need your full name, your borrower number and the name of the _____ you borrowed the items from.

STUDENT: So _____ I can borrow books for up to three months – is that what you're saying?

LIBRARIAN: Yes, _____ they're not _____.

STUDENT: So, what happens then?

LIBRARIAN: Well, sometimes an item is _____ by another borrower, _____, and you'd have to _____ the book _____ . Don't forget we're _____.

STUDENT: OK.

STUDENT: I _____ to find what I need. _____ here.

LIBRARIAN: Yes there is, but if you _____, this term we're running three study skills _____.

STUDENT: Oh? What are they on?

LIBRARIAN: Er, let me see. The first one's on resources – yes, here it is. How to use the library's resources. That includes everything, not and

STUDENT: That sounds useful. Is there anything on using the Internet?

LIBRARIAN: Er, let's see. The one on the Internet for beginners was last term. This term it's _____.

STUDENT: That sounds interesting too, hm, what's the last one?

LIBRARIAN: It's _____.

STUDENT: What do you mean – how to write one?

LIBRARIAN: Er, no it's more to do with _____, you know writing a _____ and how to refer to sources in your text. That _____. Anyway, here's a _____ with information about all three.

STUDENT: Thanks a lot. That'll be very useful.

LIBRARIAN: You're welcome.



Well, most people think that _____ only come from Africa. And you would be _____ for thinking this, because in fact most lions do come from Africa. But this hasn't _____ . If we go back _____ we would find that there were lions _____ of the _____. But now, unfortunately, only very small _____.

My _____ is Asiatic lions, which are a _____ of African lions. It's almost a hundred thousand years since the Asiatic lions and as a _____ . At one time the Asiatic lion was living as _____ and they were found from there in a _____ that _____ of the _____, all the way to _____.

A Education:

Role:

Basically, education provides people with sufficient knowledge of skills in reading and writing, and prepares us for life by providing relevant knowledge, skills, attitudes and ideas which will enable us to lead more productive and satisfying lives, direct children's growth mental skills, expand knowledge, sharpen, broaden and deepen the mind, provide us with real-life experiences, familiarize individuals with the norms and values of society .undoubtedly, higher education increases social movement.

Curriculum:

School curriculum should be more concerned with the needs of the society. School curriculum should enhance employment by proving life skills. Curriculum should offer essential knowledge that makes connection to real life; more practical courses should be included, lessons should be learner-friendly. A well-planned curriculum balances the theoretical and practical aspects of the course to help students achieve their future goals.

Features of a good university:

Being recognized by professional organizations, providing students with high quality education, having qualified teaching stuff, creating a supportive atmosphere; offering modern and available facilities and services.

B Family ties:

Role:

Family gatherings play an important role in family relationships. Family togetherness helps family members solve their problems more easily. Family ties build common interests and strengthen family relationships.

Suggestions for family ties:

Eating meals together whenever possible, helping family members with housework, attending their sports event or activity and giving positive feedback; no matter what the outcome is, watching a TV programme that family members like, having a family night out, exercising together, driving them whenever possible, sharing a hobby together, and going on family holiday.

C City life:

Pros:

City life gives us an opportunity to become familiar with different cultures, customs and traditions. Recreational facilities, cultural places and shopping opportunities are some of the advantages of city life. Higher standards of living in urban areas, e.g., better health care systems, better sanitation services, more educational facilities and more job opportunities compared with living in the country make city life more attractive and vibrant.

Cons:

Air pollution is a major problem in most mega cities; poor air quality has a large number of victims in big cities. Most large cities suffer from overcrowding and are heavily populated. Overcrowding can lead to many problems, e.g., Increased traffic jams and higher rate of crime. Depression, tension and mental disorders are the problems of most large cities. City life is usually fast-paced, hectic, stressful and mechanical. There is so much hurry which can make life confusing. It is said that there is not much community spirit in most large cities.

D Country life:

Pros:

Life in the country gives us an opportunity to enjoy nature, get peace and quiet far from urban stress, and get away from the hustle and bustle of city life. There are many natural areas in the countryside. Life in the countryside provides many outdoor leisure activities, such as swimming, fishing and hiking. Low cost of living is one of the positive points of living in the country. It is said that people who live in rural areas are friendlier than city inhabitants, and there is usually a stronger unity among them. Crime rate is usually lower in rural areas than in large cities.

Cons:

Living in the country means isolation. Shortage or lack of educational facilities, (e.g., fewer universities), medical facilities, (e.g., fewer hospitals), recreational and cultural facilities. There isn't much privacy; everyone knows one another. Low level of income is one of the negative aspects of living in the country. Generally speaking, life in rural areas is too slow-paced and boring.



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