Cambridge IELTS 4

Examination papers from University of Cambridge ESOL Examinations: English for Speakers of Other Languages

CAMBRIDGE
UNIVERSITY PRESS

CAMBRIDGE UNIVERSITY PRESS
Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo

Cambridge University Press
The Edinburgh Building, Cambridge CB2 2RU, UK

www.cambridge.org
Information on this title: www.cambridge.org/9780521544627

© Cambridge University Press 2005

It is normally necessary for written permission for copying to be obtained in advance from a publisher. The candidate answer sheets at the back of this book are designed to be copied and distributed in class. The normal requirements are waived here and it is not necessary to write to Cambridge University Press for permission for an individual teacher to make copies for use within his or her own classroom. Only those pages which carry the wording '© UCLES 2005 Photocopiable' may be copied.

First published 2005

Printed in the United Kingdom at the University Press, Cambridge

A catalogue record for this book is available from the British Library

ISBN-13 978-0-521-54462-7 Student's Book with answers
ISBN-10 0-521-54462-9 Student's Book with answers

ISBN-13 978-0-521-54464-1 Cassette Set
ISBN-10 0-521-54464-5 Cassette Set

ISBN-13 978-0-521-54465-8 Audio CD Set
ISBN-10 0-521-54465-3 Audio CD Set

ISBN-13 978-0-521-54463-4 Self-study Pack
ISBN-10 0-521-54463-7 Self-study Pack

Contents

Introduction 4

Test 1 10

Test 2 34

Test 3 57

Test 4 81

General Training: Reading and Writing Test A 103

General Training: Reading and Writing Test B 116

Tapescripts 130

Answer key 152

Model and sample answers for Writing tasks 162

Sample answer sheets 174

Acknowledgements 176

Test 1

LISTENING

SECTION 1 *Questions 1–10*

Questions 1–4

Complete the notes below.

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

NOTES ON SOCIAL PROGRAMME

Example	*Answer*
Number of trips per month:	**5**
	……

Visit places which have:

- historical interest
- good **1** ……
- **2** ……

Cost:	between £5.00 and £15.00 per person
Note:	special trips organised for groups of **3** …… people
Time:	departure – 8.30 a.m. return – 6.00 p.m.
To reserve a seat:	sign name on the **4** …… 3 days in advance

Questions 5–10

Complete the table below.

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

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

SECTION 2 *Questions 11–20*

Questions 11–13

Complete the sentences below.

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

RIVERSIDE INDUSTRIAL VILLAGE

11 Riverside Village was a good place to start an industry because it had water, raw materials and fuels such as …… and …… .

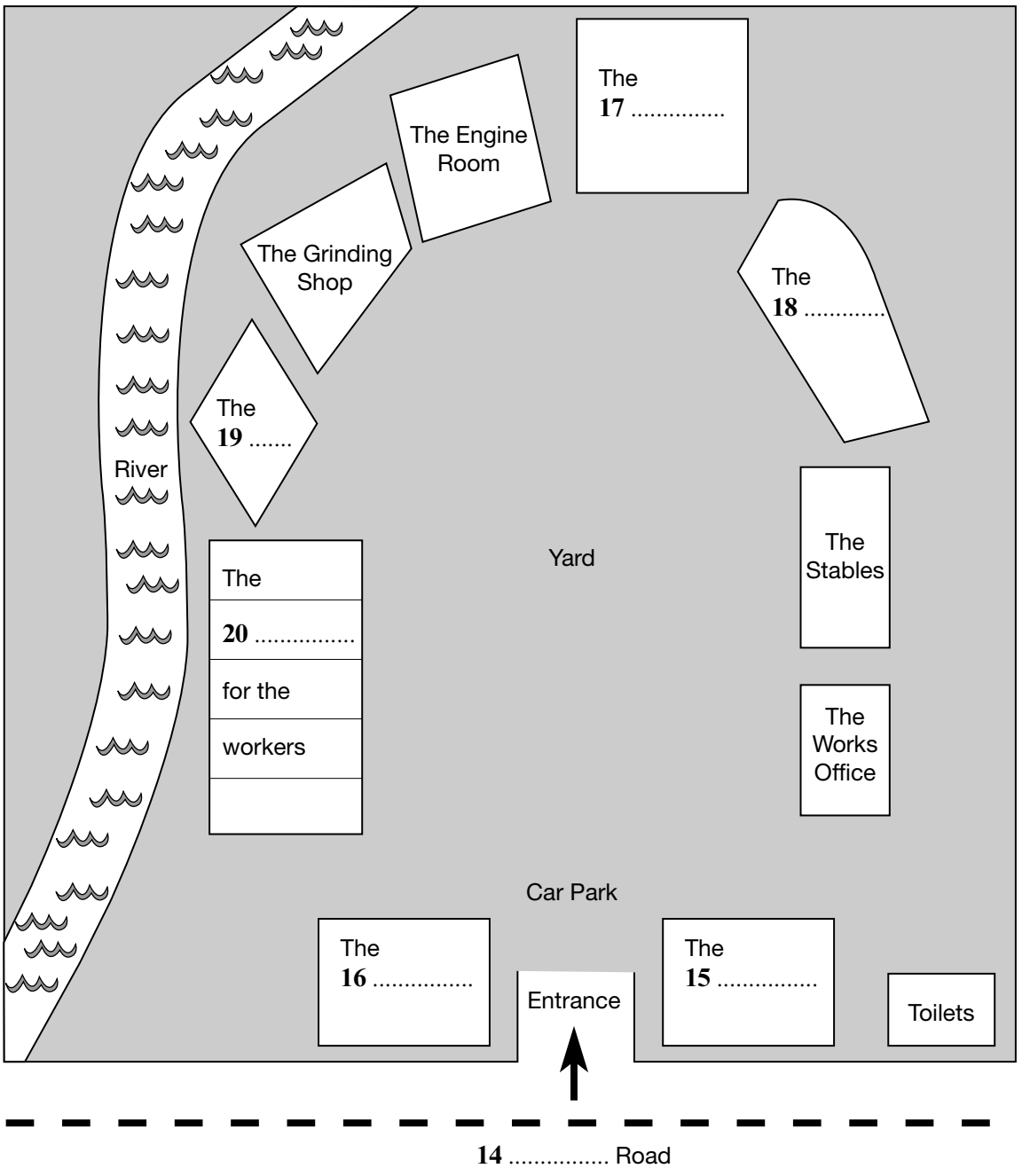
12 The metal industry was established at Riverside Village by …… who lived in the area.

13 There were over …… water-powered mills in the area in the eighteenth century.

Questions 14–20

Label the plan below.

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



SECTION 3 *Questions 21–30*

Questions 21 and 22

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

Example

Melanie could not borrow any books from the library because

A the librarian was out.
B she didn't have time to look.
C the books had already been borrowed.

21 Melanie says she has not started the assignment because

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

22 The lecturer says that reasonable excuses for extensions are

A planning problems.
B problems with assignment deadlines.
C personal illness or accident.

Questions 23–27

What recommendations does Dr Johnson make about the journal articles?

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

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

Example	*Answer*
Anderson and Hawker:	**A**

Jackson: **23** ……

Roberts: **24** ……

Morris: **25** ……

Cooper: **26** ……

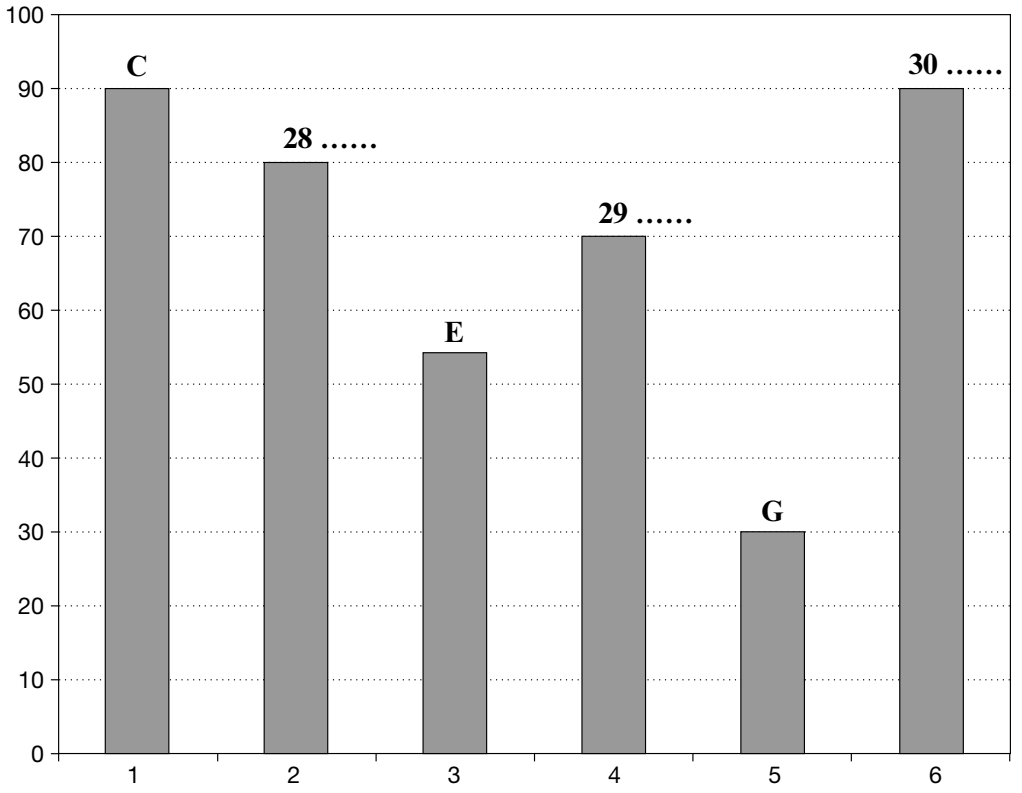
Forster: **27** ……

Questions 28–30

Label the chart below.

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

Population studies
Reasons for changing accommodation



Possible reasons

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

SECTION 4 *Questions 31–40*

Complete the notes below.

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

THE URBAN LANDSCAPE

Two areas of focus:
- the effect of vegetation on the urban climate
- ways of planning our **31** …… better

Large-scale impact of trees:
- they can make cities more or less **32** ……
- in summer they can make cities cooler
- they can make inland cities more **33** ……

Local impact of trees:
- they can make local areas
  - more **34** ……
  - cooler
  - more humid
  - less windy
  - less **35** ……

Comparing trees and buildings

Temperature regulation:
- trees evaporate water through their **36** ……
- building surfaces may reach high temperatures

Wind force:
- tall buildings cause more wind at **37** …… level
- trees **38** …… the wind force

Noise:
- trees have a small effect on traffic noise
- **39** …… frequency noise passes through trees

Important points to consider:
- trees require a lot of sunlight, water and **40** …… to grow

READING

READING PASSAGE 1

You should spend about 20 minutes on ***Questions 1–14*** *which are based on Reading Passage 1 below.*



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

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

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

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

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

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

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

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

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

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

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

Questions 1–8

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

In boxes 1–8 on your answer sheet write

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

1 The plight of the rainforests has largely been ignored by the media.

2 Children only accept opinions on rainforests that they encounter in their classrooms.

3 It has been suggested that children hold mistaken views about the 'pure' science that they study at school.

4 The fact that children's ideas about science form part of a larger framework of ideas means that it is easier to change them.

5 The study involved asking children a number of yes/no questions such as 'Are there any rainforests in Africa?'

6 Girls are more likely than boys to hold mistaken views about the rainforests' destruction.

7 The study reported here follows on from a series of studies that have looked at children's understanding of rainforests.

8 A second study has been planned to investigate primary school children's ideas about rainforests.

Questions 9–13

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

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

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

9 What was the children's most frequent response when asked where the rainforests were?

10 What was the most common response to the question about the importance of the rainforests?

11 What did most children give as the reason for the loss of the rainforests?

12 Why did most children think it important for the rainforests to be protected?

13 Which of the responses is cited as unexpectedly uncommon, given the amount of time spent on the issue by the newspapers and television?

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

Question 14

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

Write your answer in box 14 on your answer sheet.

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

A The development of a programme in environmental studies within a science curriculum

B Children's ideas about the rainforests and the implications for course design

C The extent to which children have been misled by the media concerning the rainforests

D How to collect, collate and describe the ideas of secondary school children

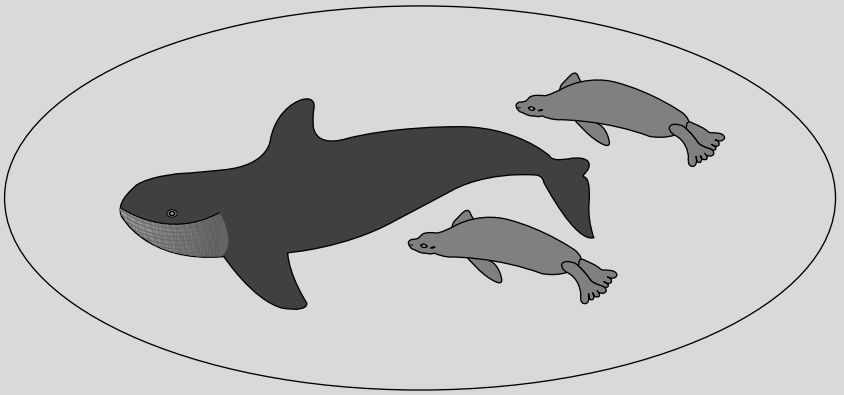
E The importance of the rainforests and the reasons for their destruction

READING PASSAGE 2

*You should spend about 20 minutes on **Questions 15–26** which are based on Reading Passage 2 below.*

What Do Whales Feel?

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



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

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

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

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

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

Although the senses of taste and smell appear to have deteriorated, and vision in water appears to be uncertain, such weaknesses are more than compensated for by cetaceans' well-developed acoustic sense. Most species are highly vocal, although they vary in the range of sounds they produce, and many forage for food using echolocation[1]. Large baleen whales primarily use the lower frequencies and are often limited in their repertoire. Notable exceptions are the nearly song-like choruses of bowhead whales in summer and the complex, haunting utterances of the humpback whales. Toothed species in general employ more of the frequency spectrum, and produce a wider variety of sounds, than baleen species (though the sperm whale apparently produces a monotonous series of high-energy clicks and little else). Some of the more complicated sounds are clearly communicative, although what role they may play in the social life and 'culture' of cetaceans has been more the subject of wild speculation than of solid science.

1. echolocation: the perception of objects by means of sound wave echoes.

Questions 15–21

Complete the table below.

*Choose **NO MORE THAN THREE WORDS** from Reading Passage 2 for each answer.*

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

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

Questions 22–26

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

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

22 Which of the senses is described here as being involved in mating?

23 Which species swims upside down while eating?

24 What can bottlenose dolphins follow from under the water?

25 Which type of habitat is related to good visual ability?

26 Which of the senses is best developed in cetaceans?

READING PASSAGE 3

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

Visual Symbols and the Blind

Part 1

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

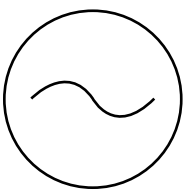


Fig. 1

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

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

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

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

Part 2

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

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

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

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

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

Questions 27–29

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

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

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

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

28 The writer was surprised because the blind woman

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

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

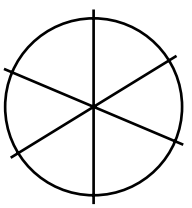
A had good understanding of symbols representing movement.
B could control the movement of wheels very accurately.
C worked together well as a group in solving problems.
D got better results than the sighted undergraduates.

Questions 30–32

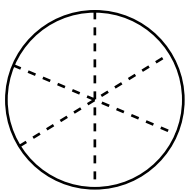
Look at the following diagrams (Questions 30–32), and the list of types of movement below.

*Match each diagram to the type of movement **A–E** generally assigned to it in the experiment.*

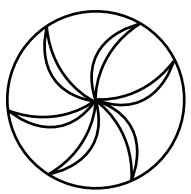
*Choose the correct letter **A–E** and write them in boxes 30–32 on your answer sheet.*



30



31



32

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

Questions 33–39

Complete the summary below using words from the box.

Write your answers in boxes 33–39 on your answer sheet.

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

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

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

Question 40

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

Write your answer in box 40 on your answer sheet.

Which of the following statements best summarises the writer's general conclusion?

A The blind represent some aspects of reality differently from sighted people.
B The blind comprehend visual metaphors in similar ways to sighted people.
C The blind may create unusual and effective symbols to represent reality.
D The blind may be successful artists if given the right training.

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.

Family type	**Proportion of people from each household type living in poverty**
single aged person	6% (54,000)
aged couple	4% (48,000)
single, no children	19% (359,000)
couple, no children	7% (211,000)
sole parent	21% (232,000)
couple with children	12% (933,000)
all households	**11% (1,837,000)**

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

> ***Compare the advantages and disadvantages of three of the following as media for communicating information. State which you consider to be the most effective.***
>
> - ***comics***
> - ***books***
> - ***radio***
> - ***television***
> - ***film***
> - ***theatre***

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

Write at least 250 words.

SPEAKING

PART 1

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

EXAMPLE

Friends

- Are your friends mostly your age or different ages? [Why?]
- Do you usually see your friends during the week or at weekends? [Why?]
- The last time you saw your friends, what did you do together?
- In what ways are your friends important to you?

PART 2

Describe an interesting historic place.
You should say:
what it is
where it is located
what you can see there now
and explain why this place is interesting.

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

PART 3

Discussion topics:

Looking after historic places

Example questions:
How do people in your country feel about protecting historic buildings?
Do you think an area can benefit from having an interesting historic place locally? In what way?
What do you think will happen to historic places or buildings in the future? Why?

The teaching of history at school

Example questions:
How were you taught history when you were at school?
Are there other ways people can learn about history, apart from at school? How?
Do you think history will still be a school subject in the future? Why?

Test 2

LISTENING

SECTION 1 *Questions 1–10*

Questions 1–5

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

Example

How long has Sally been waiting?

A five minutes
B twenty minutes
C thirty minutes

1 What does Peter want to drink?

A tea
B coffee
C a cold drink

2 What caused Peter problems at the bank?

A The exchange rate was down.
B He was late.
C The computers weren't working.

3 Who did Peter talk to at the bank?

A an old friend
B an American man
C a German man

4 Henry gave Peter a map of

A the city.
B the bus routes.
C the train system.

5 What do Peter and Sally decide to order?

A food and drinks
B just food
C just drinks

Questions 6–8

Complete the notes below using words from the box.

Art Gallery Cathedral Castle Gardens Markets

Tourist attractions open all day: **6** …… and Gardens

Tourist attractions NOT open on Mondays: **7** …… and Castle

Tourist attractions which have free entry: **8** …… and Markets

Questions 9 and 10

Complete the sentences below.

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

9 The first place Peter and Sally will visit is the…… .

10 At the Cathedral, Peter really wants to …… .

TEST 2

LISTENING:

NUMBER OF QUESTIONS: 42

TIME ALLOWED: 40 minutes (听力 30 分钟，抄答案 10 分钟)

READING:

NUMBER OF QUESTIONS: 40

TIME ALLOWED: 60 minutes

WRITING:

TIME ALLOWED: 60 minutes

Test 2

LISTENING

SECTION 1 *Questions 1–10*

Questions 1–5

Choose the correct letter, A, B or C.

Example

How long has Sally been waiting?

A five minutes
B twenty minutes
C thirty minutes

1 What does Peter want to drink?

A tea
B coffee
C a cold drink

2 What caused Peter problems at the bank?

A The exchange rate was down.
B He was late.
C The computers weren't working.

3 Who did Peter talk to at the bank?

A an old friend
B an American man
C a German man

4 Henry gave Peter a map of

A the city.
B the bus routes.
C the train system.

5 What do Peter and Sally decide to order?

A food and drinks
B just food
C just drinks

SECTION 2 *Questions 11–20*

Questions 11–20

Choose the correct letter, A, B or C.

11 The Counselling Service may contact tutors if

- A they are too slow in marking assignments.
- B they give students a lot of work.
- C they don't inform students about their progress.

12 Stress may be caused by

- A new teachers.
- B time pressure.
- C unfamiliar subject matter.

13 International students may find stress difficult to handle because

- A they lack support from family and friends.
- B they don't have time to make new friends.
- C they find it difficult to socialise.

14 A personal crisis may be caused by

- A studying for too long overseas.
- B business problems in the student's own country.
- C disruptions to personal relationships.

15 Students may lose self-esteem if

- A they have to change courses.
- B they don't complete a course.
- C their family puts too much pressure on them.

16 Students should consult Glenda Roberts if

- A their general health is poor.
- B their diet is too strict.
- C they can't eat the local food.

17 Students in financial difficulties can receive

- A assistance to buy books.
- B a loan to pay their course fees.
- C a no-interest loan to cover study expenses.

18 Loans are also available to students who

A can't pay their rent.
B need to buy furniture.
C can't cover their living expenses.

19 The number of students counselled by the service last year was

A 214.
B 240.
C 2,600.

20 The speaker thinks the Counselling Service

A has been effective in spite of staff shortages.
B is under-used by students.
C has suffered badly because of staff cuts.

SECTION 3 *Questions 21–30*

Questions 21–24

Complete the notes below.

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

DETAILS OF ASSIGNMENT

Part 1 Essay

Title: 'Assess the two main methods of **21** ..... in social science research'

Number of words: **22** .....

Part 2 Small-scale study

Choose one method.

Gather data from at least **23** ..... subjects.

Part 3 Report on study

Number of words: **24** .....

Questions 25 and 26

Choose ***TWO letters A–E.***

What **TWO** disadvantages of the questionnaire form of data collection do the students discuss?

A The data is sometimes invalid.
B Too few people may respond.
C It is less likely to reveal the unexpected.
D It can only be used with literate populations.
E There is a delay between the distribution and return of questionnaires.

Questions 27–30

Complete the table below.

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

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION
27	'Sample Surveys in Social Science Research'		
Bell	**28**	**29**	
Wilson	'Interviews that work'	Oxford University Press	**30** .....

SECTION 4 *Questions 31–40*

Questions 31 and 32

Choose the correct letter, A, B or C.

31 Corporate crime is generally committed

A against individuals.
B by groups.
C for companies.

32 Corporate crime does **NOT** include

A employees stealing from their company.
B unintentional crime by employees.
C fraud resulting from company policy.

Questions 33–38

Complete the notes below.

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

Corporate crime has been ignored by:

a) the **33** ..... e.g. films

b) **34** .....

Reasons:

a) often more complex, and needing **35** .....

b) less human interest than conventional crime

c) victims often **36** .....

Effects:

a) Economic costs

- may appear unimportant to **37** .....
- can make large **38** ..... for company
- cause more losses to individuals than conventional crimes

b) Social costs

- make people lose trust in business world
- affect poorer people most

Questions 39 and 40

Choose TWO letters A–F.

The oil tanker explosion was an example of a crime which

A was no-one's fault.
B was not a corporate crime.
C was intentional.
D was caused by indifference.
E had tragic results.
F made a large profit for the company.

READING

READING PASSAGE 1

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

Lost for Words

Many minority languages are on the danger list

In the Native American Navajo nation, which sprawls across four states in the American south-west, the native language is dying. Most of its speakers are middle-aged or elderly. Although many students take classes in Navajo, the schools are run in English. Street signs, supermarket goods and even their own newspaper are all in English. Not surprisingly, linguists doubt that any native speakers of Navajo will remain in a hundred years' time.

Navajo is far from alone. Half the world's 6,800 languages are likely to vanish within two generations – that's one language lost every ten days. Never before has the planet's linguistic diversity shrunk at such a pace. 'At the moment, we are heading for about three or four languages dominating the world,' says Mark Pagel, an evolutionary biologist at the University of Reading. 'It's a mass extinction, and whether we will ever rebound from the loss is difficult to know.'

Isolation breeds linguistic diversity: as a result, the world is peppered with languages spoken by only a few people. Only 250 languages have more than a million speakers, and at least 3,000 have fewer than 2,500. It is not necessarily these small languages that are about to disappear. Navajo is considered endangered despite having 150,000 speakers. What makes a language endangered is not just the number of speakers, but how old they are. If it is spoken by children it is relatively safe. The critically endangered languages are those that are only spoken by the elderly, according to Michael Krauss, director of the Alassk Native Language Center, in Fairbanks.

Why do people reject the language of their parents? It begins with a crisis of confidence, when a small community finds itself alongside a larger, wealthier society, says Nicholas Ostler, of Britain's Foundation for Endangered Languages, in Bath. 'People lose faith in their culture,' he says. 'When the next generation reaches their teens, they might not want to be induced into the old traditions.'

The change is not always voluntary. Quite often, governments try to kill off a minority language by banning its use in public or discouraging its use in schools, all to promote national unity.

The former US policy of running Indian reservation schools in English, for example, effectively put languages such as Navajo on the danger list. But Salikoko Mufwene, who chairs the Linguistics department at the University of Chicago, argues that the deadliest weapon is not government policy but economic globalisation. 'Native Americans have not lost pride in their language, but they have had to adapt to socio-economic pressures,' he says. 'They cannot refuse to speak English if most commercial activity is in English.' But are languages worth saving? At the very least, there is a loss of data for the study of languages and their evolution, which relies on comparisons between languages, both living and dead. When an unwritten and unrecorded language disappears, it is lost to science.

Language is also intimately bound up with culture, so it may be difficult to preserve one without the other. 'If a person shifts from Navajo to English, they lose something,' Mufwene says. 'Moreover, the loss of diversity may also deprive us of different ways of looking at the world,' says Pagel. There is mounting evidence that learning a language produces physiological changes in the brain. 'Your brain and mine are different from the brain of someone who speaks French, for instance,' Pagel says, and this could affect our thoughts and perceptions. 'The patterns and connections we make among various concepts may be structured by the linguistic habits of our community.'

So despite linguists' best efforts, many languages will disappear over the next century. But a growing interest in cultural identity may prevent the direst predictions from coming true. 'The key to fostering diversity is for people to learn their ancestral tongue, as well as the dominant language,' says Doug Whalen, founder and president of the Endangered Language Fund in New Haven, Connecticut. 'Most of these languages will not survive without a large degree of bilingualism,' he says. In New Zealand, classes for children have slowed the erosion of Maori and rekindled interest in the language. A similar approach in Hawaii has produced about 8,000 new speakers of Polynesian languages in the past few years. In California, 'apprentice' programmes have provided life support to several indigenous languages. Volunteer 'apprentices' pair up with one of the last living speakers of a Native American tongue to learn a traditional skill such as basket weaving, with instruction exclusively in the endangered language. After about 300 hours of training they are generally sufficiently fluent to transmit the language to the next generation. But Mufwene says that preventing a language dying out is not the same as giving it new life by using it every day. 'Preserving a language is more like preserving fruits in a jar,' he says.

However, preservation can bring a language back from the dead. There are examples of languages that have survived in written form and then been revived by later generations. But a written form is essential for this, so the mere possibility of revival has led many speakers of endangered languages to develop systems of writing where none existed before.

Questions 1–4

Complete the summary below.

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

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

There are currently approximately 6,800 languages in the world. This great variety of languages came about largely as a result of geographical 1..... . But in today's world, factors such as government initiatives and 2..... are contributing to a huge decrease in the number of languages. One factor which may help to ensure that some endangered languages do not die out completely is people's increasing appreciation of their 3..... . This has been encouraged through programmes of language classes for children and through 'apprentice' schemes, in which the endangered language is used as the medium of instruction to teach people a 4..... . Some speakers of endangered languages have even produced writing systems in order to help secure the survival of their mother tongue.

Questions 5–9

Look at the following statements (Questions 5–9) and the list of people in the box below.

Match each statement with the correct person A–E.

*Write the appropriate letter **A–E** in boxes 5–9 on your answer sheet.*

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

5 Endangered languages cannot be saved unless people learn to speak more than one language.

6 Saving languages from extinction is not in itself a satisfactory goal.

7 The way we think may be determined by our language.

8 Young people often reject the established way of life in their community.

9 A change of language may mean a loss of traditional culture.

A	Michael Krauss
B	Salikoko Mufwene
C	Nicholas Ostler
D	Mark Pagel
E	Doug Whalen

Questions 10–13

Do the following statements agree with the views of the writer in Reading Passage 1?

In boxes 10–13 on your answer sheet write

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

10 The Navajo language will die out because it currently has too few speakers.

11 A large number of native speakers fails to guarantee the survival of a language.

12 National governments could do more to protect endangered languages.

13 The loss of linguistic diversity is inevitable.

READING PASSAGE 2

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

ALTERNATIVE MEDICINE IN AUSTRALIA

The first students to study alternative medicine at university level in Australia began their four-year, full-time course at the University of Technology, Sydney, in early 1994. Their course covered, among other therapies, acupuncture. The theory they learnt is based on the traditional Chinese explanation of this ancient healing art: that it can regulate the flow of 'Qi' or energy through pathways in the body. This course reflects how far some alternative therapies have come in their struggle for acceptance by the medical establishment.



Australia has been unusual in the Western world in having a very conservative attitude to natural or alternative therapies, according to Dr Paul Laver a lecturer in Public Health at the University of Sydney. 'We've had a tradition of doctors being fairly powerful and I guess they are pretty loath to allow any pretenders to their position to come into it.' In many other industrialised countries, orthodox and alternative medicine have worked 'hand in glove' for years. In Europe, only orthodox doctors can prescribe herbal medicine. In Germany, plant remedies account for 10% of the national turnover of pharmaceuticals. Americans made more visits to alternative therapists than to orthodox doctors in 1990, and each year they spend about $US12 billion on therapies that have not been scientifically tested.

Disenchantment with orthodox medicine has seen the popularity of alternative therapies in Australia climb steadily during the past 20 years. In a 1983 national health survey, 1.9% of people said they had contacted a chiropractor, naturopath, osteopath, acupuncturist or herbalist in the two weeks prior to the survey. By 1990, this figure had risen to 2.6% of the population. The 550,000 consultations with alternative therapists reported in the 1990 survey represented about an eighth of the total number of consultations with medically qualified personnel covered by the survey, according to Dr Laver and colleagues writing in the *Australian Journal of Public Health* in 1993. 'A better educated and less accepting public has become

disillusioned with the experts in general, and increasingly sceptical about science and empirically based knowledge,' they said. 'The high standing of professionals, including doctors, has been eroded as a consequence.'

Rather than resisting or criticising this trend, increasing numbers of Australian doctors, particularly younger ones, are forming group practices with alternative therapists or taking courses themselves, particularly in acupuncture and herbalism. Part of the incentive was financial, Dr Laver said. 'The bottom line is that most general practitioners are business people. If they see potential clientele going elsewhere, they might want to be able to offer a similar service.'

In 1993, Dr Laver and his colleagues published a survey of 289 Sydney people who attended eight alternative therapists' practices in Sydney. These practices offered a wide range of alternative therapies from 25 therapists. Those surveyed had experienced chronic illnesses, for which orthodox medicine had been able to provide little relief. They commented that they liked the holistic approach of their alternative therapists and the friendly, concerned and detailed attention they had received. The cold, impersonal manner of orthodox doctors featured in the survey. An increasing exodus from their clinics, coupled with this and a number of other relevant surveys carried out in Australia, all pointing to orthodox doctors' inadequacies, have led mainstream doctors themselves to begin to admit they could learn from the personal style of alternative therapists. Dr Patrick Store, President of the Royal College of General Practitioners, concurs that orthodox doctors could learn a lot about bedside manner and advising patients on preventative health from alternative therapists.

According to the *Australian Journal of Public Health*, 18% of patients visiting alternative therapists do so because they suffer from musculo-skeletal complaints, 12% suffer from digestive problems, which is only 1% more than those suffering from emotional problems. Those suffering from respiratory complaints represent 7% of their patients, and candida sufferers represent an equal percentage. Headache sufferers and those complaining of general ill health represent 6% and 5% of patients respectively, and a further 4% see therapists for general health maintenance.

The survey suggested that complementary medicine is probably a better term than alternative medicine. Alternative medicine appears to be an adjunct, sought in times of disenchantment when conventional medicine seems not to offer the answer.

Questions 14 and 15

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

Write your answers in boxes 14 and 15 on your answer sheet.

14 Traditionally, how have Australian doctors differed from doctors in many Western countries?

A They have worked closely with pharmaceutical companies.
B They have often worked alongside other therapists.
C They have been reluctant to accept alternative therapists.
D They have regularly prescribed alternative remedies.

15 In 1990, Americans

A were prescribed more herbal medicines than in previous years.
B consulted alternative therapists more often than doctors.
C spent more on natural therapies than orthodox medicines.
D made more complaints about doctors than in previous years.

Questions 16–23

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

In boxes 16–23 on your answer sheet write

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

16 Australians have been turning to alternative therapies in increasing numbers over the past 20 years.

17 Between 1983 and 1990 the numbers of patients visiting alternative therapists rose to include a further 8% of the population.

18 The 1990 survey related to 550,000 consultations with alternative therapists.

19 In the past, Australians had a higher opinion of doctors than they do today.

20 Some Australian doctors are retraining in alternative therapies.

21 Alternative therapists earn higher salaries than doctors.

22 The 1993 Sydney survey involved 289 patients who visited alternative therapists for acupuncture treatment.

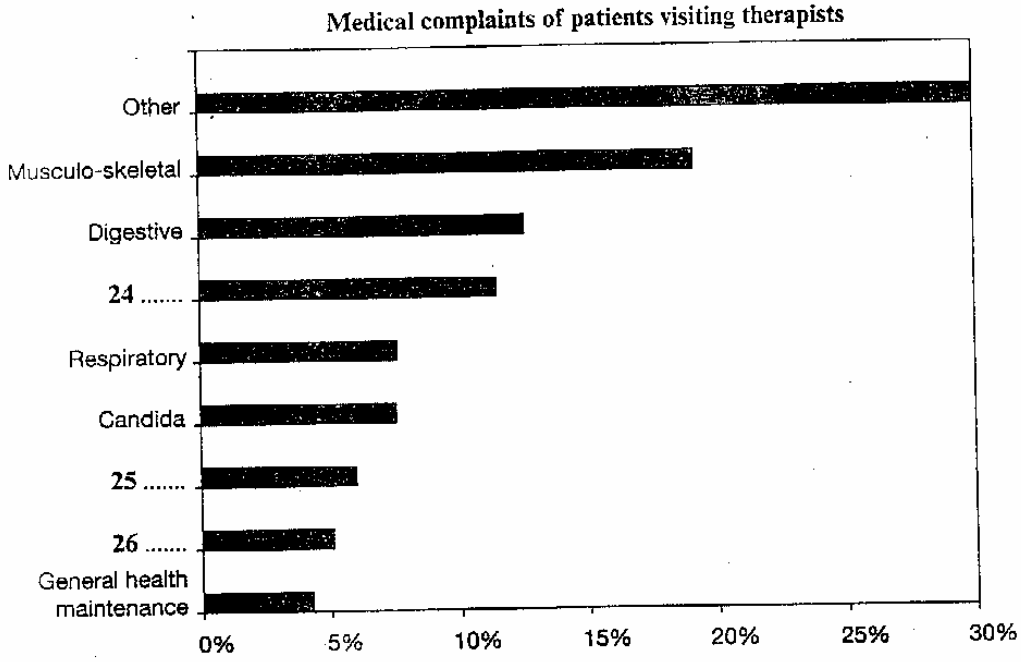
23 All the patients in the 1993 Sydney survey had long-term medical complaints.

Questions 24–26

Complete the vertical axis on the table below.

Choose ***NO MORE THAN THREE WORDS*** *from Reading Passage 2 for each answer.*

Write your answers in boxes 24–26 on your answer sheet.



READING PASSAGE 3

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

PLAY IS A SERIOUS BUSINESS



Does play help develop bigger, better brains? Bryant Furlow investigates

A Playing is a serious business. Children engrossed in a make-believe world, fox cubs play-fighting or kittens teasing a ball of string aren't just having fun. Play may look like a carefree and exuberant way to pass the time before the hard work of adulthood comes along, but there's much more to it than that. For a start, play can even cost animals their lives. Eighty per cent of deaths among juvenile fur seals occur because playing pups fail to spot predators approaching. It is also extremely expensive in terms of energy. Playful young animals use around two or three per cent of their energy cavorting, and in children that figure can be closer to fifteen per cent. 'Even two or three per cent is huge,' says John Byers of Idaho University. 'You just don't find animals wasting energy like that,' he adds. There must be a reason.

B But if play is not simply a developmental hiccup, as biologists once thought, why did it evolve? The latest idea suggests that play has evolved to build big brains. In other words, playing makes you intelligent. Playfulness, it seems, is common only among mammals, although a few of the larger-brained birds also indulge. Animals at play often use unique signs – tail-wagging in dogs, for example – to indicate that activity superficially resembling adult behaviour is not really in earnest. A popular explanation of play has been that it helps juveniles develop the skills they will need to hunt, mate and socialise as adults. Another has been that it allows young animals to get in shape for adult life by improving their respiratory endurance. Both these ideas have been questioned in recent years.

C Take the exercise theory. If play evolved to build muscle or as a kind of endurance training, then you would expect to see permanent benefits. But Byers points out that the benefits of increased exercise disappear rapidly after training stops, so any improvement in endurance resulting from juvenile play would be lost by adulthood. 'If the function of play was to get into shape,' says Byers, 'the optimum time for playing would depend on when it was most advantageous for the young of a particular species to do so. But it doesn't work like that.' Across species, play tends to peak about halfway through the suckling stage and then decline.

D Then there's the skills-training hypothesis. At first glance, playing animals do appear to be practising the complex manoeuvres they will need in adulthood. But a closer inspection reveals this interpretation as too simplistic. In one study, behavioural ecologist Tim Caro, from the University of California, looked at the predatory play of kittens and their predatory

behaviour when they reached adulthood. He found that the way the cats played had no significant effect on their hunting prowess in later life.

E Earlier this year, Sergio Pellis of Lethbridge University, Canada, reported that there is a strong positive link between brain size and playfulness among mammals in general. Comparing measurements for fifteen orders of mammal, he and his team found larger brains (for a given body size) are linked to greater playfulness. The converse was also found to be true. Robert Barton of Durham University believes that, because large brains are more sensitive to developmental stimuli than smaller brains, they require more play to help mould them for adulthood. 'I concluded it's to do with learning, and with the importance of environmental data to the brain during development,' he says.

F According to Byers, the timing of the playful stage in young animals provides an important clue to what's going on. If you plot the amount of time a juvenile devotes to play each day over the course of its development, you discover a pattern typically associated with a 'sensitive period' – a brief development window during which the brain can actually be modified in ways that are not possible earlier or later in life. Think of the relative ease with which young children – but not infants or adults – absorb language. Other researchers have found that play in cats, rats and mice is at its most intense just as this 'window of opportunity' reaches its peak.

G 'People have not paid enough attention to the amount of the brain activated by play,' says Marc Bekoff from Colorado University. Bekoff studied coyote pups at play and found that the kind of behaviour involved was markedly more variable and unpredictable than that of adults. Such behaviour activates many different parts of the brain, he reasons. Bekoff likens it to a behavioural kaleidoscope, with animals at play jumping rapidly between activities. 'They use behaviour from a lot of different contexts – predation, aggression, reproduction,' he says. 'Their developing brain is getting all sorts of stimulation.'

H Not only is more of the brain involved in play than was suspected, but it also seems to activate higher cognitive processes. 'There's enormous cognitive involvement in play,' says Bekoff. He points out that play often involves complex assessments of playmates, ideas of reciprocity and the use of specialised signals and rules. He believes that play creates a brain that has greater behavioural flexibility and improved potential for learning later in life. The idea is backed up by the work of Stephen Siviy of Gettysburg College. Siviy studied how bouts of play affected the brain's levels of a particular chemical associated with the stimulation and growth of nerve cells. He was surprised by the extent of the activation. 'Play just lights everything up,' he says. By allowing link-ups between brain areas that might not normally communicate with each other, play may enhance creativity.

I What might further experimentation suggest about the way children are raised in many societies today? We already know that rat pups denied the chance to play grow smaller brain components and fail to develop the ability to apply social rules when they interact with their peers. With schooling beginning earlier and becoming increasingly exam-orientated, play is likely to get even less of a look-in. Who knows what the result of that will be?

Questions 27–32

Reading Passage 3 has nine paragraphs labelled A–I.

Which paragraph contains the following information?

Write the correct letter A–I in boxes 27–32 on your answer sheet.

NB You may use any letter more than once.

27 the way play causes unusual connections in the brain which are beneficial

28 insights from recording how much time young animals spend playing

29 a description of the physical hazards that can accompany play

30 a description of the mental activities which are exercised and developed during play

31 the possible effects that a reduction in play opportunities will have on humans

32 the classes of animals for which play is important

Questions 33–35

*Choose **THREE** letters A–F.*

Write your answers in boxes 33–35 on your answer sheet.

The list below gives some ways of regarding play.

Which **THREE** ways are mentioned by the writer of the text?

A a rehearsal for later adult activities
B a method animals use to prove themselves to their peer group
C an activity intended to build up strength for adulthoood
D a means of communicating feelings
E a defensive strategy
F an activity assisting organ growth

Questions 36–40

Look at the following researchers (Questions 36–40) and the list of findings below.

Match each researcher with the correct finding.

*Write the correct letter **A–H** in boxes 36–40 on your answer sheet.*

36 Robert Barton

37 Marc Bekoff

38 John Byers

39 Sergio Pellis

40 Stephen Siviy

List of Findings

A There is a link between a specific substance in the brain and playing.
B Play provides input concerning physical surroundings.
C Varieties of play can be matched to different stages of evolutionary history.
D There is a tendency for mammals with smaller brains to play less.
E Play is not a form of fitness training for the future.
F Some species of larger-brained birds engage in play.
G A wide range of activities are combined during play.
H Play is a method of teaching survival techniques.

WRITING

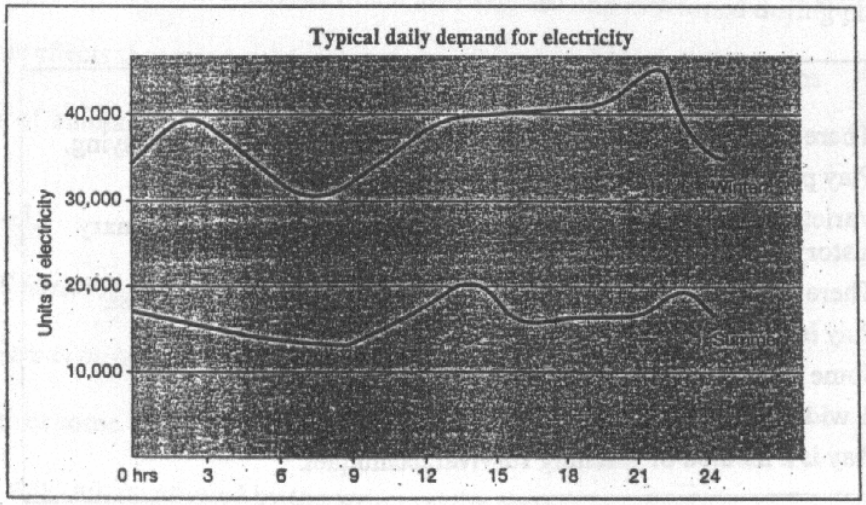
WRITING TASK 1

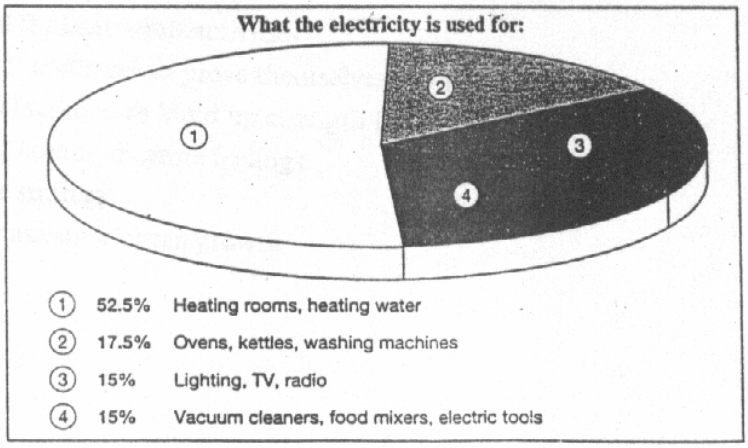
You should spend about 20 minutes on this task.

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

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

Write at least 150 words.





WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Happiness is considered very important in life.

Why is it difficult to define?

What factors are important in achieving happiness?

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

Write at least 250 words.

SPEAKING

PART 1

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

EXAMPLE

Food and cooking

- What kinds of food do you like to eat?
- What kind of new food would you like to try? [Why?]
- Do you like cooking? [Why/Why not?]
- What was the last meal you cooked?
- Do you prefer home-cooked food or food from restaurants? [Why?]

PART 2

Describe an interest or hobby that you enjoy.
You should say:
how you became interested in it
how long you have been doing it
why you enjoy it
and explain what benefits you get from this interest or hobby.

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

PART 3

Discussion topics:

The social benefits of hobbies

Example questions:
Do you think having a hobby is good for people's social life? In what way?
Are there any negative effects of a person spending too much time on their hobby? What are they?
Why do you think people need to have an interest or hobby?

Leisure time

Example questions:
In your country, how much time do people spend on work and how much time on leisure? Is this a good balance, do you think?
Would you say the amount of free time has changed much in the last fifty years?
Do you think people will have more or less free time in the future? Why?

Test 3

LISTENING

SECTION 1 *Questions 1–10*

Questions 1–4

Complete the form below.

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

Accommodation Request Form

Example	*Answer*
Name:	Sara Lim
Age:	23
Length of time in Australia:	1 .....
Present address:	Flat 1, 539, 2 ..... Road Canterbury 2036
Present course:	3 ..... English
Accommodation required from:	4 ....., 7th September

Questions 5–7

Choose the correct letter, A, B or C.

5 Sara requires a

A single room.
B twin room.
C triple room.

6 She would prefer to live with a

A family.
B single person.
C couple.

7 She would like to live in a

A flat.
B house.
C studio apartment.

Questions 8–10

Complete the sentences below.

*Write **NO MORE THAN ONE WORD** for each answer.*

8 The ..... will be $320.

9 She needs to pay the rent by cash or cheque on a ..... basis.

10 She needs to pay her part of the ..... bill.

SECTION 2 *Questions 11–20*

Questions 11–14

Choose the correct letter, A, B or C.

11 When is this year's festival being held?

A 1–13 January
B 5–17 January
C 25–31 January

12 What will the reviewer concentrate on today?

A theatre
B dance
C exhibitions

13 How many circuses are there in the festival?

A one
B two
C several

14 Where does Circus Romano perform?

A in a theatre
B in a tent
C in a stadium

Questions 15–20

Complete the notes below.

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

	Where	Type of performance	Highlights	Type of audience
Circus Romano		Clowns and acrobats	Music and **15**	**16** .....
Circus Electrica	**17**	Dancers and magicians	Aerial displays	**18** .....
Mekong Water Puppets	**19**	Puppets	Seeing the puppeteers at the end	**20** ....

SECTION 3 *Questions 21–30*

Questions 21–25

Choose the correct letter, A, B or C.

21 The man wants information on courses for

- **A** people going back to college.
- **B** postgraduate students.
- **C** business executives.

22 The 'Study for Success' seminar lasts for

- **A** one day.
- **B** two days.
- **C** three days.

23 In the seminar the work on writing aims to improve

- **A** confidence.
- **B** speed.
- **C** clarity.

24 Reading sessions help students to read

- **A** analytically.
- **B** as fast as possible.
- **C** thoroughly.

25 The seminar tries to

- **A** prepare learners physically.
- **B** encourage interest in learning.
- **C** develop literacy skills.

Questions 26–30

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

26 A key component of the course is learning how to

- **A** use time effectively.
- **B** stay healthy.
- **C** select appropriate materials.

27 Students who want to do the 'Study for Success' seminar should

- **A** register with the Faculty Office.
- **B** contact their Course Convenor.
- **C** reserve a place in advance.

28 The 'Learning Skills for University Study' course takes place on

- **A** Monday, Wednesday and Friday.
- **B** Monday, Tuesday and Wednesday.
- **C** Monday, Thursday and Friday.

29 A feature of this course is

- **A** a physical training component.
- **B** advice on coping with stress.
- **C** a detailed weekly planner.

30 The man chooses the 'Study for Success' seminar because

- **A** he is over forty.
- **B** he wants to start at the beginning.
- **C** he seeks to revise his skills.

SECTION 4 *Questions 31–40*

Questions 31 and 32

Complete the notes below.

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

New Union Building

Procedures to establish student opinion:

- **students were asked to give written suggestions on the building's design**
- **these points informed the design of a 31 .....**
  (there were 32 ..... respondents)
- **results collated and report produced by Union Committee**

Questions 33–37

Complete the table below.

Write NO MORE THAN THREE WORDS for each answer.

CHOICE OF SITE			
	Site One	**Site Two**	**Site Three**
Location	City centre near Faculty of 33	Outskirts near park	Out of town near the 34 ....
Advantages and/or disadvantages	Problems with 35 ..... and	Close to 36	Access to living quarters. Larger site, so more 37 ....

Question 38

Choose TWO letters A–G.

Which **TWO** facilities did the students request in the new Union building?

A a library
B a games room
C a student health centre
D a mini fitness centre
E a large swimming pool
F a travel agency
G a lecture theatre

Question 39

Choose the correct letter, A, B or C.

Which argument was used **AGAINST** having a drama theatre?

A It would be expensive and no students would use it.
B It would be a poor use of resources because only a minority would use it.
C It could not accommodate large productions of plays.

Question 40

Choose TWO letters A–E.

Which **TWO** security measures have been requested?

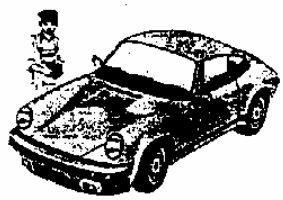
A closed-circuit TV
B show Union Card on entering the building
C show Union Card when asked
D spot searches of bags
E permanent Security Office on site

READING

READING PASSAGE 1

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

Micro-Enterprise Credit for Street Youth



'I am from a large, poor family and for many years we have done without breakfast. Ever since I joined the Street Kids International program I have been able to buy my family sugar and buns for breakfast. I have also bought myself decent second-hand clothes and shoes.'
Doreen Soko

'We've had business experience. Now I'm confident to expand what we've been doing. I've learnt cash management, and the way of keeping money so we save for re-investment. Now business is a part of our lives. As well, we didn't know each other before – now we've made new friends.'
Fan Kaoma

Participants in the Youth Skills Enterprise Initiative Program, Zambia

Introduction
Although small-scale business training and credit programs have become more common throughout the world, relatively little attention has been paid to the need to direct such opportunities to young people. Even less attention has been paid to children living on the street or in difficult circumstances.

Over the past nine years, Street Kids International (S.K.I.) has been working with partner organisations in Africa, Latin America and India to support the economic lives of street children. The purpose of this paper is to share some of the lessons S.K.I. and our partners have learned.

Background
Typically, children do not end up on the streets due to a single cause, but to a combination of factors: a dearth of adequately funded schools, the demand for income at home, family breakdown and violence. The street may be attractive to children as a place to find adventurous play and money. However, it is also a place where some children are exposed, with little or no protection, to exploitative employment, urban crime, and abuse.

Children who work on the streets are generally involved in unskilled, labour-intensive tasks which require long hours, such as shining shoes, carrying goods, guarding or washing cars, and informal trading. Some may also earn income through begging, or through theft and other illegal activities. At the same time, there are street children who take pride in supporting themselves and their families and who often enjoy their work. Many children may choose entrepreneurship because it allows them a degree of independence, is less exploitative than many forms of paid employment, and is flexible enough to allow them to participate in other activities such as education and domestic tasks.

Street Business Partnerships

S.K.I. has worked with partner organisations in Latin America, Africa and India to develop innovative opportunities for street children to earn income.

- The S.K.I. Bicycle Courier Service first started in the Sudan. Participants in this enterprise were supplied with bicycles, which they used to deliver parcels and messages, and which they were required to pay for gradually from their wages. A similar program was taken up in Bangalore, India.
- Another successful project, The Shoe Shine Collective, was a partnership program with the Y.W.C.A. in the Dominican Republic. In this project, participants were lent money to purchase shoe shine boxes. They were also given a safe place to store their equipment, and facilities for individual savings plans.
- The Youth Skills Enterprise initiative in Zambia is a joint program with the Red Cross Society and the Y.W.C.A. Street youths are supported to start their own small business through business training, life skills training and access to credit.

Lessons learned

The following lessons have emerged from the programs that S.K.I. and partner organisations have created.

- Being an entrepreneur is not for everyone, nor for every street child. Ideally, potential participants will have been involved in the organisation's programs for at least six months, and trust and relationship-building will have already been established.
- The involvement of the participants has been essential to the development of relevant programs. When children have had a major role in determining procedures, they are more likely to abide by and enforce them.
- It is critical for all loans to be linked to training programs that include the development of basic business and life skills.
- There are tremendous advantages to involving parents or guardians in the program, where such relationships exist. Home visits allow staff the opportunity to know where the participants live, and to understand more about each individual's situation.
- Small loans are provided initially for purchasing fixed assets such as bicycles, shoe shine kits and basic building materials for a market stall. As the entrepreneurs gain experience, the enterprises can be gradually expanded and consideration can be given to increasing loan amounts. The loan amounts in S.K.I. programs have generally ranged from US$30–$100.
- All S.K.I. programs have charged interest on the loans, primarily to get the entrepreneurs used to the concept of paying interest on borrowed money. Generally the rates have been modest (lower than bank rates).

Conclusion

There is a need to recognise the importance of access to credit for impoverished young people seeking to fulfil economic needs. The provision of small loans to support the entrepreneurial dreams and ambitions of youth can be an effective means to help them change their lives. However, we believe that credit must be extended in association with other types of support that help participants develop critical life skills as well as productive businesses.

Questions 1–4

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

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

1 The quotations in the box at the beginning of the article

- **A** exemplify the effects of S.K.I.
- **B** explain why S.K.I. was set up.
- **C** outline the problems of street children.
- **D** highlight the benefits to society of S.K.I.

2 The main purpose of S.K.I. is to

- **A** draw the attention of governments to the problem of street children.
- **B** provide schools and social support for street children.
- **C** encourage the public to give money to street children.
- **D** give business training and loans to street children.

3 Which of the following is mentioned by the writer as a reason why children end up living on the streets?

- **A** unemployment
- **B** war
- **C** poverty
- **D** crime

4 In order to become more independent, street children may

- **A** reject paid employment.
- **B** leave their families.
- **C** set up their own businesses.
- **D** employ other children.

Questions 5–8

Complete the table below.

Choose ***NO MORE THAN THREE WORDS*** *from Reading Passage 1 for each answer.*

Write your answers in boxes 5–8 on your answer sheet.

Country	***Organisations Involved***	***Type of Project***	***Support Provided***
5 ..... and	• S.K.I.	courier service	• provision of **6** .....
Dominican Republic	• S.K.I. • Y.W.C.A.	**7**	• loans • storage facilities • savings plans
Zambia	• S.K.I. • The Red Cross • Y.W.C.A.	setting up small businesses	• business training • **8** ..... training • access to credit

Questions 9–12

Do the following statements agree with the claims of the writer in Reading Passage 1?

In boxes 9–12 on your answer sheet write

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

9 Any street child can set up their own small business if given enough support.

10 In some cases, the families of street children may need financial support from S.K.I.

11 Only one fixed loan should be given to each child.

12 The children have to pay back slightly more money than they borrowed.

Question 13

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

Write your answer in box 13 on your answer sheet.

The writers conclude that money should only be lent to street children

A as part of a wider program of aid.
B for programs that are not too ambitious.
C when programs are supported by local businesses.
D if the projects planned are realistic and useful.

READING PASSAGE 2

You should spend about 20 minutes on Questions 14–26 which are based on Reading Passage 2 on the following pages.

Questions 14–17

Reading Passage 2 has four sections **A–D**.

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

*Write the correct number **i–vi** in boxes 14–17 on your answer sheet.*

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

14 Section **A**

15 Section **B**

16 Section **C**

17 Section **D**

Volcanoes – earth-shattering news



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

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

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

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

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

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

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

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

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

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

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

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

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

Questions 18–21

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

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

18 What are the sections of the earth's crust, often associated with volcanic activity, called?

19 What is the name given to molten rock from the mantle?

20 What is the earthquake zone on the Pacific Ocean called?

21 For how many years did Mount Pinatubo remain inactive?

Questions 22–26

Complete the summary below.

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

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

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

READING PASSAGE 3

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

Obtaining Linguistic Data



A Many procedures are available for obtaining data about a language. They range from a carefully planned, intensive field investigation in a foreign country to a casual introspection about one's mother tongue carried out in an armchair at home.

B In all cases, someone has to act as a source of language data – an *informant*. Informants are (ideally) native speakers of a language, who provide utterances for analysis and other kinds of information about the language (e.g. translations, comments about correctness, or judgements on usage). Often, when studying their mother tongue, linguists act as their own informants, judging the ambiguity, acceptability, or other properties of utterances against their own intuitions. The convenience of this approach makes it widely used, and it is considered the norm in the generative approach to linguistics. But a linguist's personal judgements are often uncertain, or disagree with the judgements of other linguists, at which point recourse is needed to more objective methods of enquiry, using non-linguists as informants. The latter procedure is unavoidable when working on foreign languages, or child speech.

C Many factors must be considered when selecting informants – whether one is working with single speakers (a common situation when languages have not been described before), two people interacting, small groups or large-scale samples. Age, sex, social background and other aspects of identity are important, as these factors are known to influence the kind of language used. The topic of conversation and the characteristics of the social setting (e.g. the level of formality) are also highly relevant, as are the personal qualities of the informants (e.g. their fluency and consistency). For larger studies, scrupulous attention has been paid to the sampling theory employed, and in all cases, decisions have to be made about the best investigative techniques to use.

D Today, researchers often tape-record informants. This enables the linguist's claims about the language to be checked, and provides a

way of making those claims more accurate ('difficult' pieces of speech can be listened to repeatedly). But obtaining naturalistic, good-quality data is never easy. People talk abnormally when they know they are being recorded, and sound quality can be poor. A variety of tape-recording procedures have thus been devised to minimise the 'observer's paradox' (how to observe the way people behave when they are not being observed). Some recordings are made without the speakers being aware of the fact – a procedure that obtains very natural data, though ethical objections must be anticipated. Alternatively, attempts can be made to make the speaker forget about the recording, such as keeping the tape recorder out of sight, or using radio microphones. A useful technique is to introduce a topic that quickly involves the speaker, and stimulates a natural language style (e.g. asking older informants about how times have changed in their locality).

E An audio tape recording does not solve all the linguist's problems, however. Speech is often unclear and ambiguous. Where possible, therefore, the recording has to be supplemented by the observer's written comments on the non-verbal behaviour of the participants, and about the context in general. A facial expression, for example, can dramatically alter the meaning of what is said. Video recordings avoid these problems to a large extent, but even they have limitations (the camera cannot be everywhere), and transcriptions always benefit from any additional commentary provided by an observer.

F Linguists also make great use of structured sessions, in which they systematically ask their informants for utterances that describe certain actions, objects or behaviours. With a bilingual informant, or through use of an interpreter, it is possible to use translation techniques ('How do you say *table* in your language?'). A large number of points can be covered in a short time, using interview worksheets and questionnaires. Often, the researcher wishes to obtain information about just a single variable, in which case a restricted set of questions may be used: a particular feature of pronunciation, for example, can be elicited by asking the informant to say a restricted set of words. There are also several direct methods of elicitation, such as asking informants to fill in the blanks in a substitution frame (e.g. *I ___ see a car*), or feeding them the wrong stimulus for correction ('Is it possible to say *I no can see*?').

G A representative sample of language, compiled for the purpose of linguistic analysis, is known as a *corpus*. A corpus enables the linguist to make unbiased statements about frequency of usage, and it provides accessible data for the use of different researchers. Its range and size are variable. Some corpora attempt to cover the language as a whole, taking extracts from many kinds of text; others are extremely selective, providing a collection of material that deals only with a particular linguistic feature. The size of the corpus depends on practical factors, such as the time available to collect, process and store the data: it can take up to several hours to provide an accurate transcription of a few minutes of speech. Sometimes a small sample of data will be enough to decide a linguistic hypothesis; by contrast, corpora in major research projects can total millions of words. An important principle is that all corpora, whatever their size, are inevitably limited in their coverage, and always need to be supplemented by data derived from the intuitions of native speakers of the language, through either introspection or experimentation.

Questions 27–31

Reading Passage 3 has seven paragraphs labelled A–G.

Which paragraph contains the following information?

Write the correct letter A–G in boxes 27–31 on your answer sheet.

NB You may use any letter more than once.

27 the effect of recording on the way people talk

28 the importance of taking notes on body language

29 the fact that language is influenced by social situation

30 how informants can be helped to be less self-conscious

31 various methods that can be used to generate specific data

Questions 32–36

Complete the table below.

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

Write your answers in boxes 32–36 on your answer sheet.

METHODS OF OBTAINING LINGUISTIC DATA	ADVANTAGES	DISADVANTAGES
32..... as informant	convenient	method of enquiry not objective enough
non-linguist as informant	necessary with 33..... and child speech	the number of factors to be considered
recording an informant	allows linguists' claims to be checked	34..... of sound
videoing an informant	allows speakers' 35..... to be observed	36..... might miss certain things

Questions 37–40

Complete the summary of paragraph G below.

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

Write your answers in boxes 37–40 on your answer sheet.

A linguist can use a corpus to comment objectively on **37**..... . Some corpora include a wide range of language while others are used to focus on a **38**..... . The length of time the process takes will affect the **39**..... of the corpus. No corpus can ever cover the whole language and so linguists often find themselves relying on the additional information that can be gained from the **40**..... of those who speak the language concerned.

WRITING

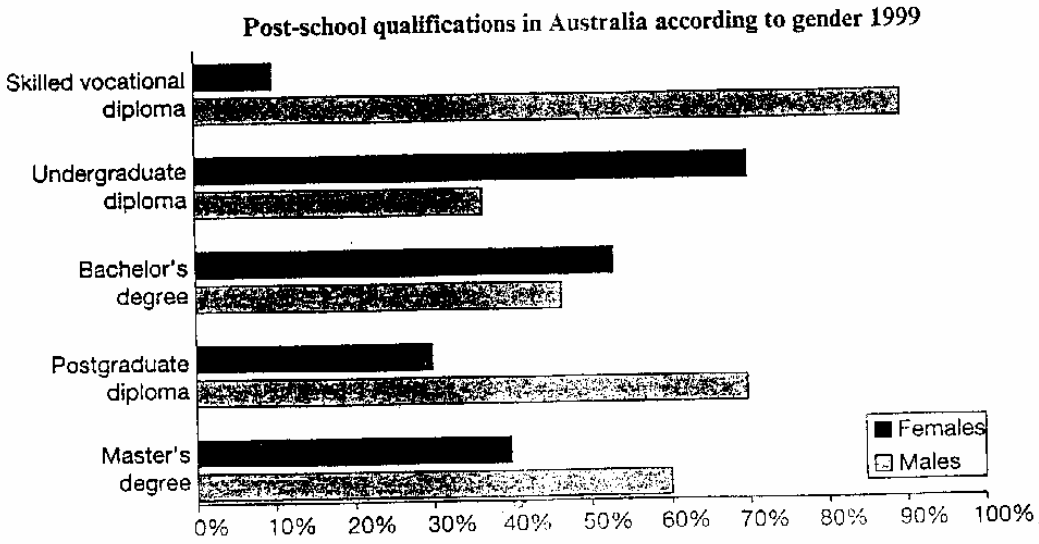
WRITING TASK 1

You should spend about 20 minutes on this task.

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

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

Write at least 150 words.



WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

> ***Creative artists should always be given the freedom to express their own ideas (in words, pictures, music or film) in whichever way they wish. There should be no government restrictions on what they do.***
>
> ***To what extent do you agree or disagree with this opinion?***

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

Write at least 250 words.

SPEAKING

PART 1

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

EXAMPLE

Leisure

- Do you have any hobbies or interests? [What are they?]
- How did you become interested in (*whatever hobby/interest the candidate mentions*)?
- What is there to do in your free time in (*candidate's home town/village*)?
- How do you usually spend your holidays?
- Is there anywhere you would particularly like to visit? [Why?]

PART 2

Describe a river, lake or sea which you like.
You should say:
what the river, lake or sea is called
where it is
what the land near it is like
and explain why you like this river, lake or sea.

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

PART 3

Discussion topics:

Water-based leisure activities

Example questions:
What do people enjoy doing when they visit rivers, lakes or the sea? Why do you think these activities are popular?
What benefits do you think people get from the activities they enjoy in the water?
What are the different advantages of going to the sea or to a swimming pool to enjoy yourself? What do you think the disadvantages are?

The economic importance of rivers, lakes and the sea

Example questions:
How does water transport, like boats and ships, compare with other kinds? Are there any advantages/disadvantages of water transport?
How important is it for a town or city to be located near a river or the sea? Why?
Have there been any changes in the number of jobs available in fishing and water transport industries, do you think? Why do you think this is?

Test 4

LISTENING

SECTION 1 *Questions 1–10*

Questions 1–10

Complete the notes below.

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

GOODBYE PARTY FOR JOHN

Date: 22nd December

Venue: 1 .....

Invitations (Tony)

Who to invite:
- John and his wife
- Director
- the 2 .....
- all the teachers
- all the 3 .....

Date for sending invitations: 4 .....

Present (Lisa)

Collect money during the: 5 .....

Suggested amount per person: 6 $ .....

Check prices for:
- CD players
- 7 .....
- coffee maker

Ask guests to bring:
- snacks
- 8 .....
- 9 .....

Ask student representative to prepare a 10 .....

SECTION 2 *Questions 11–20*

Questions 11–15

Choose the correct letter, A, B or C.

11 To find out how much holidays cost, you should press button

- **A** one.
- **B** two.
- **C** three.

12 Travelite currently offer walking holidays

- **A** only in Western Europe.
- **B** all over Europe.
- **C** outside Europe.

13 The walks offered by Travelite

- **A** cater for a range of walking abilities.
- **B** are planned by guides from the local area.
- **C** are for people with good fitness levels.

14 On Travelite holidays, people holidaying alone pay

- **A** the same as other clients.
- **B** only a little more than other clients.
- **C** extra only if they stay in a large room.

15 Entertainment is provided

- **A** when guests request it.
- **B** most nights.
- **C** every night.

Questions 16–20

Complete the table below.

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

Length of holiday	**Cost per person (including all accommodation costs)**	**Special offers included in price**
3 days	**16** $.....	Pick up from the **17** .....
7 days	$350	As above plus • book of **18** ..... • maps
14 days	**19** $.....	As above plus membership of a **20** .....

SECTION 3 *Questions 21–30*

Questions 21–26

Complete the table below.

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

Experiment number	Equipment	Purpose
Experiment 1	**21** ..... and a table	To show how things move on a cushion of air
Experiment 2	Lots of paperclips	To show why we need standard **22** .....
Experiment 3	**23** ..... and a jar of water	To show how **24** ..... grow
Experiment 4	Cardboard, coloured pens and a **25**	To teach children about how **26** ..... is made up
Experiment 5	A drill, an old record, a pin/needle, paper, a bolt	To make a record player in order to learn about recording sound

Questions 27–30

What problems do the speakers identify for each experiment?

*Choose your answers from the box and write the letters **A–H** next to questions 27–30.*

Problems	
A	too messy
B	too boring
C	too difficult
D	too much equipment
E	too long
F	too easy ✔
G	too noisy
H	too dangerous

Experiment 1: **27** .....

Experiment 2: **28** .....

Experiment 3: **29** .....

Experiment 4: *Example* **F**

Experiment 5: **30** .....

SECTION 4 *Questions 31–40*

Questions 31–34

Complete the notes below.

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

Sharks in Australia

Length	largest caught:	16 metres
Weight	heaviest:	31 ..... kg
Skeleton	cartilage	
Skin texture	rough barbs	
Swimming aide	fins and 32	
Food	gathered from the ocean 33	
	sharks locate food by using their 34	

Questions 35–38

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

35 Shark meshing uses nets laid

- **A** along the coastline.
- **B** at an angle to the beach.
- **C** from the beach to the sea.

36 Other places that have taken up shark meshing include

- **A** South Africa.
- **B** New Zealand.
- **C** Tahiti.

37 The average number of sharks caught in nets each year is

- **A** 15.
- **B** 150.
- **C** 1,500.

38 Most sharks are caught in

- **A** spring.
- **B** summer.
- **C** winter.

Questions 39 and 40

*Choose **TWO** letters **A–G**.*

*Which **TWO** factors reduce the benefits of shark nets?*

- **A** nets wrongly positioned
- **B** strong waves and currents
- **C** too many fish
- **D** sharks eat holes in nets
- **E** moving sands
- **F** nets too short
- **G** holes in nets scare sharks

READING

READING PASSAGE 1

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

How much higher? How much faster?

— Limits to human sporting performance are not yet in sight —



Since the early years of the twentieth century, when the International Athletic Federation began keeping records, there has been a steady improvement in how fast athletes run, how high they jump and how far they are able to hurl massive objects, themselves included, through space. For the so-called power events – that require a relatively brief, explosive release of energy, like the 100-metre sprint and the long jump – times and distances have improved ten to twenty per cent. In the endurance events the results have been more dramatic. At the 1908 Olympics, John Hayes of the U.S. team ran a marathon in a time of 2:55:18. In 1999, Morocco's Khalid Khannouchi set a new world record of 2:05:42, almost thirty per cent faster.

No one theory can explain improvements in performance, but the most important factor has been genetics. 'The athlete must choose his parents carefully,' says Jesus Dapena, a sports scientist at Indiana University, invoking an oft-cited adage. Over the past century, the composition of the human gene pool has not changed appreciably, but with increasing global participation in athletics – and greater rewards to tempt athletes – it is more likely that individuals possessing the unique complement of genes for athletic performance can be identified early. 'Was there someone like [sprinter] Michael Johnson in the 1920s?' Dapena asks. 'I'm sure there was, but his talent was probably never realised.'

Identifying genetically talented individuals is only the first step. Michael Yessis, an emeritus professor of Sports Science at California State University at Fullerton, maintains that 'genetics only determines about one third of what an athlete can do. But with the right training we can go much further with that one third than we've been going.' Yessis believes that U.S. runners, despite their impressive achievements, are 'running on their genetics'. By applying more scientific methods, 'they're going to go much faster'. These methods include strength training that duplicates what they are doing in their running events as well as plyometrics, a technique pioneered in the former Soviet Union.

Whereas most exercises are designed to build up strength or endurance, plyometrics focuses on increasing power – the rate at which an athlete can expend energy. When a sprinter runs, Yessis explains, her foot stays in contact with the ground for just under a tenth of a second, half of which is devoted to landing and the other half to pushing off. Plyometric exercises help athletes make the best use of this brief interval.

Nutrition is another area that sports trainers have failed to address adequately. 'Many athletes are not getting the best nutrition, even through supplements,' Yessis insists. Each activity has its own nutritional needs. Few coaches, for instance, understand how deficiencies in trace minerals can lead to injuries.

Focused training will also play a role in enabling records to be broken. 'If we applied the Russian training model to some of the outstanding runners we have in this country,' Yessis asserts, 'they would be breaking records left and right.' He will not predict by how much, however: 'Exactly what the limits are it's hard to say, but there will be increases even if only by hundredths of a second, as long as our training continues to improve.'

One of the most important new methodologies is biomechanics, the study of the body in motion. A biomechanic films an athlete in action and then digitizes her performance, recording the motion of every joint and limb in three dimensions. By applying Newton's laws to these motions, 'we can say that this athlete's run is not fast enough; that this one is not using his arms strongly enough during take-off,' says Dapena, who uses these methods to help high

[illegible] to date, however, it [illegible] has made only a small difference to athletic performance.

Revolutionary ideas still come from the athletes themselves. For example, during the 1968 Olympics in Mexico City, a relatively unknown high jumper named Dick Fosbury won the gold by going over the bar backwards, in complete contradiction of all the received high-jumping wisdom, a move instantly dubbed the Fosbury flop. Fosbury himself did not know what he was doing. That understanding took the later analysis of biomechanics specialists, who put their minds to comprehending something that was too complex and unorthodox ever to have been invented through their own mathematical simulations. Fosbury also required another element that lies behind many improvements in athletic performance: an innovation in athletic equipment. In Fosbury's case, it was the cushions that jumpers land on. Traditionally, high jumpers would land in pits filled with sawdust. But by Fosbury's time, sawdust pits had been replaced by soft foam cushions, ideal for flopping.

In the end, most people who examine human performance are humbled by the resourcefulness of athletes and the powers of the human body. 'Once you study athletics, you learn that it's a vexingly complex issue,' says John S. Raglin, a sports psychologist at Indiana University. 'Core performance is not a simple or mundane thing of higher, faster, longer. So many variables enter into the equation, and our understanding in many cases is fundamental. We've got a long way to go.' For the foreseeable future, records will be made to be broken.

Questions 1–6

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

In boxes 1–6 on your answer sheet write

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

1 Modern official athletic records date from about 1900.

2 There was little improvement in athletic performance before the twentieth century.

3 Performance has improved most greatly in events requiring an intensive burst of energy.

4 Improvements in athletic performance can be fully explained by genetics.

5 The parents of top athletes have often been successful athletes themselves.

6 The growing international importance of athletics means that gifted athletes can be recognised at a younger age.

Questions 7–10

Complete the sentences below with words taken from Reading Passage 1.

*Use **ONE WORD** for each answer.*

Write your answers in boxes 7–10 on your answer sheet.

7 According to Professor Yessis, American runners are relying for their current success on ..... .

8 Yessis describes a training approach from the former Soviet Union that aims to develop an athlete's ..... .

9 Yessis links an inadequate diet to ..... .

10 Yessis claims that the key to setting new records is better ..... .

Questions 11–13

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

Write your answers in boxes 11–13 on your answer sheet.

11 Biomechanics films are proving particularly useful because they enable trainers to

- **A** highlight areas for improvement in athletes.
- **B** assess the fitness levels of athletes.
- **C** select top athletes.
- **D** predict the success of athletes.

12 Biomechanics specialists used theoretical models to

- **A** soften the Fosbury flop.
- **B** create the Fosbury flop.
- **C** correct the Fosbury flop.
- **D** explain the Fosbury flop.

13 John S. Raglin believes our current knowledge of athletics is

- **A** mistaken.
- **B** basic.
- **C** diverse.
- **D** theoretical.

READING PASSAGE 2

*You should spend about 20 minutes on **Questions 14–27** which are based on Reading Passage 2 below.*



THE NATURE AND AIMS OF ARCHAEOLOGY

Archaeology is partly the discovery of the treasures of the past, partly the careful work of the scientific analyst, partly the exercise of the creative imagination. It is toiling in the sun on an excavation in the Middle East, it is working with living Inuit in the snows of Alaska, and it is investigating the sewers of Roman Britain. But it is also the painstaking task of interpretation, so that we come to understand what these things mean for the human story. And it is the conservation of the world's cultural heritage against looting and careless harm.

Archaeology, then, is both a physical activity out in the field, and an intellectual pursuit in the study or laboratory. That is part of its great attraction. The rich mixture of danger and detective work has also made it the perfect vehicle for fiction writers and film-makers, from Agatha Christie with *Murder in Mesopotamia* to Stephen Spielberg with *Indiana Jones*. However far from reality such portrayals are, they capture the essential truth that archaeology is an exciting quest – the quest for knowledge about ourselves and our past.

But how does archaeology relate to disciplines such as anthropology and history, that are also concerned with the human story? Is archaeology itself a science? And what are the responsibilities of the archaeologist in today's world?

Anthropology, at its broadest, is the study of humanity – our physical characteristics as animals and our unique non-biological characteristics that we call culture. Culture in this sense includes what the anthropologist, Edward Tylor, summarised in 1871 as 'knowledge, belief, art, morals, custom and any other capabilities and habits acquired by man as a member of society'. Anthropologists also use the term 'culture' in a more restricted sense when they refer to the 'culture' of a particular society, meaning the non-biological characteristics unique to that society, which distinguish it from other societies. Anthropology is thus a broad discipline – so broad that it is generally broken down into three smaller disciplines: physical anthropology, cultural anthropology and archaeology.

Physical anthropology, or biological anthropology as it is also called, concerns the study of human biological or physical characteristics and how they evolved. Cultural anthropology – or social anthropology – analyses human culture and society. Two of its branches are ethnography (the study at first hand of individual living cultures) and ethnology (which sets out to compare cultures using ethnographic evidence to derive general principles about human society).

Archaeology is the 'past tense of cultural anthropology'. Whereas cultural anthropologists will often base their conclusions on the experience of living within contemporary communities, archaeologists study past societies primarily through their material remains – the buildings, tools, and other artefacts that constitute what is known as the material culture left over from former societies.

Nevertheless, one of the most important tasks for the archaeologist today is to know how to interpret material culture in human terms. How were those pots used? Why are some dwellings round and others square? Here the methods of archaeology and ethnography overlap. Archaeologists in recent decades have developed 'ethnoarchaeology', where, like ethnographers, they live among contemporary communities, but with the specific purpose of learning how such societies use material culture – how they make their tools and weapons, why they build their settlements where they do, and so on. Moreover, archaeology has an active role to play in the field of conservation. Heritage studies constitutes a developing field, where it is realised that the world's cultural heritage is a diminishing resource which holds different meanings for different people.

If, then, archaeology deals with the past, in what way does it differ from history? In the broadest sense, just as archaeology is an aspect of anthropology, so too is it a part of history – where we mean the whole history of humankind from its beginnings over three million years ago. Indeed, for more than ninety-nine per cent of that huge span of time, archaeology – the study of past material culture – is the only significant source of information. Conventional historical sources begin only with the introduction of written records around 3,000 BC in western Asia, and much later in most other parts of the world.

A commonly drawn distinction is between pre-history, i.e. the period before written records – and history in the narrow sense, meaning the study of the past using written evidence. To archaeology, which studies all cultures and periods, whether with or without writing, the distinction between history and pre-history is a convenient dividing line that recognises the importance of the written word, but in no way lessens the importance of the useful information contained in oral histories.

Since the aim of archaeology is the understanding of humankind, it is a humanistic study, and since it deals with the human past, it is a historical discipline. But it differs from the study of written history in a fundamental way. The material the archaeologist finds does not tell us directly what to think. Historical records make statements, offer opinions and pass judgements. The objects the archaeologists discover, on the other hand, tell us nothing directly in themselves. In this respect, the practice of the archaeologist is rather like that of the scientist, who collects data, conducts experiments, formulates a hypothesis, tests the hypothesis against more data, and then, in conclusion, devises a model that seems best to summarise the pattern observed in the data. The archaeologist has to develop a picture of the past, just as the scientist has to develop a coherent view of the natural world.

Questions 14–19

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

In boxes 14–19 on your answer sheet write

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

14 Archaeology involves creativity as well as careful investigative work.

15 Archaeologists must be able to translate texts from ancient languages.

16 Movies give a realistic picture of the work of archaeologists.

17 Anthropologists define culture in more than one way.

18 Archaeology is a more demanding field of study than anthropology.

19 The history of Europe has been documented since 3,000 BC.

Questions 20 and 21

Choose TWO letters A–E.

Write your answers in boxes 20 and 21 on your answer sheet.

The list below gives some statements about anthropology.

Which TWO statements are mentioned by the writer of the text?

A It is important for government planners.
B It is a continually growing field of study.
C It often involves long periods of fieldwork.
D It is subdivided for study purposes.
E It studies human evolutionary patterns.

Questions 22 and 23

*Choose **TWO** letters A–E.*

Write your answers in boxes 22 and 23 on your answer sheet.

The list below gives some of the tasks of an archaeologist.

Which **TWO** of these tasks are mentioned by the writer of the text?

A examining ancient waste sites to investigate diet
B studying cave art to determine its significance
C deducing reasons for the shape of domestic buildings
D investigating the way different cultures make and use objects
E examining evidence for past climate changes

Questions 24–27

Complete the summary of the last two paragraphs of Reading Passage 2.

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

Write your answers in boxes 24–27 on your answer sheet.

Much of the work of archaeologists can be done using written records but they find **24**..... equally valuable. The writer describes archaeology as both a **25**..... and a **26**..... . However, as archaeologists do not try to influence human behaviour, the writer compares their style of working to that of a **27**..... .

READING PASSAGE 3

You should spend about 20 minutes on ***Questions 28–40*** *which are based on Reading Passage 3 on the following pages.*

Questions 28–31

Reading Passage 3 has five sections **A–E.**

Choose the correct heading for sections ***A*** *and* ***C–E*** *from the list of headings below.*

Write the correct number ***i–viii*** *in boxes 28–31 on your answer sheet.*

List of Headings

i	The connection between health-care and other human rights
ii	The development of market-based health systems
iii	The role of the state in health-care
iv	A problem shared by every economically developed country
v	The impact of recent change
vi	The views of the medical establishment
vii	The end of an illusion
viii	Sustainable economic development

28 Section **A**

Example	*Answer*
Section **B**	**viii**

29 Section **C**

30 Section **D**

31 Section **E**

The Problem of Scarce Resources



Section A

The problem of how health-care resources should be allocated or apportioned, so that they are distributed in both the most just and most efficient way, is not a new one. Every health system in an economically developed society is faced with the need to decide (either formally or informally) what proportion of the community's total resources should be spent on health-care; how resources are to be apportioned; what diseases and disabilities and which forms of treatment are to be given priority; which members of the community are to be given special consideration in respect of their health needs; and which forms of treatment are the most cost-effective.

Section B

What is new is that, from the 1950s onwards, there have been certain general changes in outlook about the finitude of resources as a whole and of health-care resources in particular, as well as more specific changes regarding the clientele of health-care resources and the cost to the community of those resources. Thus, in the 1950s and 1960s, there emerged an awareness in Western societies that resources for the provision of fossil fuel energy were finite and exhaustible and that the capacity of nature or the environment to sustain economic development and population was also finite. In other words, we became aware of the obvious fact that there were 'limits to growth'. The new consciousness that there were also severe limits to health-care resources was part of this general revelation of the obvious. Looking back, it now seems quite incredible that in the national health systems that emerged in many countries in the years immediately after the 1939–45 World War, it was assumed without question that all the basic health needs of any community could be satisfied, at least in principle; the 'invisible hand' of economic progress would provide.

Section C

However, at exactly the same time as this new realisation of the finite character of health-care resources was sinking in, an awareness of a contrary kind was developing in Western societies: that people have a basic right to health-care as a necessary condition of a proper human life. Like education, political and legal processes and institutions, public order, communication, transport and money supply, health-care came to be seen as one of the fundamental social facilities necessary for people to exercise

their other rights as autonomous human beings. People are not in a position to exercise personal liberty and to be self-determining if they are poverty-stricken, or deprived of basic education, or do not live within a context of law and order. In the same way, basic health-care is a condition of the exercise of autonomy.

Section D

Although the language of 'rights' sometimes leads to confusion, by the late 1970s it was recognised in most societies that people have a right to health-care (though there has been considerable resistance in the United States to the idea that there is a formal right to health-care). It is also accepted that this right generates an obligation or duty for the state to ensure that adequate health-care resources are provided out of the public purse. The state has no obligation to provide a health-care system itself, but to ensure that such a system is provided. Put another way, basic health-care is now recognised as a 'public good', rather than a 'private good' that one is expected to buy for oneself. As the 1976 declaration of the World Health Organisation put it: 'The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social condition.' As has just been remarked, in a liberal society basic health is seen as one of the indispensable conditions for the exercise of personal autonomy.

Section E

Just at the time when it became obvious that health-care resources could not possibly meet the demands being made upon them, people were demanding that their fundamental right to health-care be satisfied by the state. The second set of more specific changes that have led to the present concern about the distribution of health-care resources stems from the dramatic rise in health costs in most OECD[1] countries, accompanied by large-scale demographic and social changes which have meant, to take one example, that elderly people are now major (and relatively very expensive) consumers of health-care resources. Thus in OECD countries as a whole, health costs increased from 3.8% of GDP[2] in 1960 to 7% of GDP in 1980, and it has been predicted that the proportion of health costs to GDP will continue to increase. (In the US the current figure is about 12% of GDP, and in Australia about 7.8% of GDP.)

As a consequence, during the 1980s a kind of doomsday scenario (analogous to similar doomsday extrapolations about energy needs and fossil fuels or about population increases) was projected by health administrators, economists and politicians. In this scenario, ever-rising health costs were matched against static or declining resources.

1 Organisation for Economic Cooperation and Development

2 Gross Domestic Product

Questions 32–35

Classify the following as first occurring

A between 1945 and 1950
B between 1950 and 1980
C after 1980

Write the correct letter A, B or C in boxes 32–35 on your answer sheet.

32 the realisation that the resources of the national health systems were limited

33 a sharp rise in the cost of health-care

34 a belief that all the health-care resources the community needed would be produced by economic growth

35 an acceptance of the role of the state in guaranteeing the provision of health-care

Questions 36–40

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

In boxes 36–40 on your answer sheet write

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

36 Personal liberty and independence have never been regarded as directly linked to health-care.

37 Health-care came to be seen as a right at about the same time that the limits of health-care resources became evident.

38 In OECD countries population changes have had an impact on health-care costs in recent years.

39 OECD governments have consistently underestimated the level of health-care provision needed.

40 In most economically developed countries the elderly will have to make special provision for their health-care in the future.

WRITING

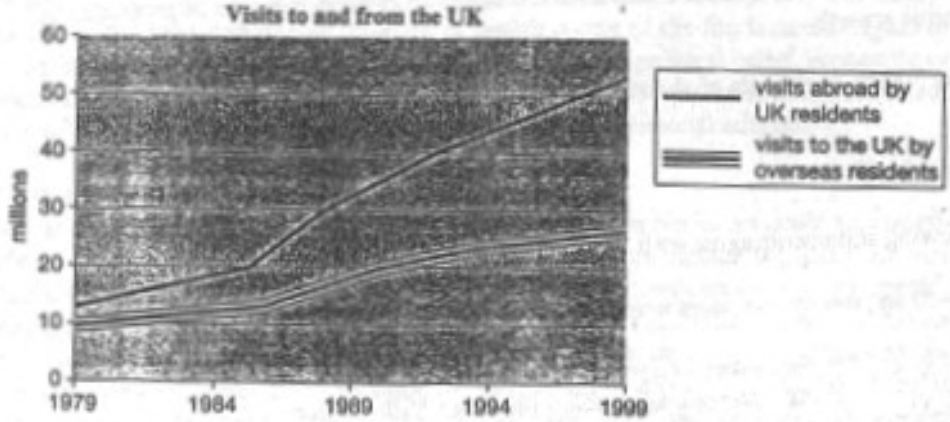
WRITING TASK 1

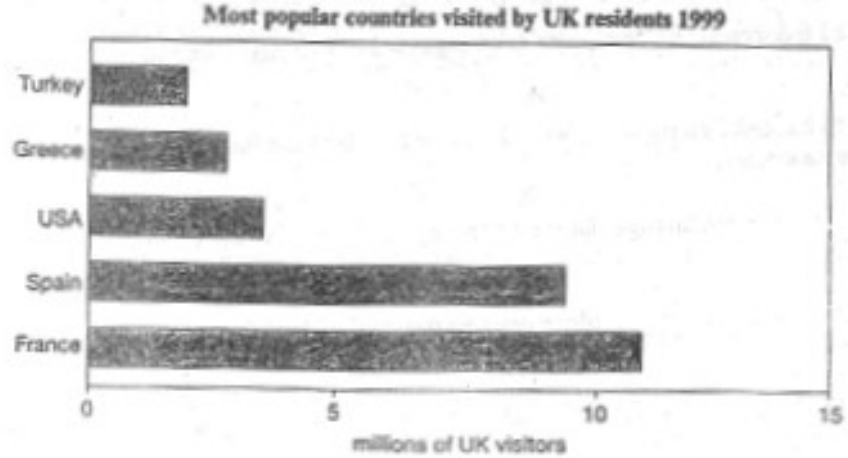
You should spend about 20 minutes on this task.

The charts below give information about travel to and from the UK, and about the most popular countries for UK residents to visit.

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

Write at least 150 words.





WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

> ***In many countries schools have severe problems with student behaviour.***
>
> ***What do you think are the causes of this?***
>
> ***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.

SPEAKING

PART 1

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

EXAMPLE

Your favourite place

- What place do you most like to visit?
- How often do you visit this place?
- Why do you like it so much?
- Is it popular with many other people?
- Has it changed very much since you first went there? [In what way?]

PART 2

Describe a useful website you have visited.
You should say:
what the website was
how you found the address for this website
what the website contained
and explain why it was useful to you.

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

PART 3

Discussion topics:

The internet and communication

Example questions:
What effect has the internet had on the way people generally communicate with each other?
Why do you think the internet is being used more and more for communication?
How reliable do you think information from the internet is? Why? What about the news on the internet?

The internet and shopping

Example questions:
Why do you think some people use the internet for shopping? Why doesn't everyone use it in this way?
What kinds of things are easy to buy and sell online? Can you give me some examples?
Do you think shopping on the internet will be more or less popular in the future? Why?