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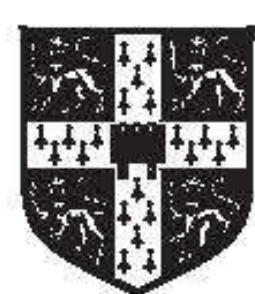
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**IELTS 12**

**ACADEMIC**

**WITH ANSWERS**

**AUTHENTIC EXAMINATION PAPERS**



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# Introduction

The International English Language Testing System (IELTS) is widely recognised as a reliable means of assessing the language ability of candidates who need to study or work where English is the language of communication. These Practice Tests are designed to give future IELTS candidates an idea of whether their English is at the required level.

IELTS is owned by three partners, Cambridge English Language Assessment, part of the University of Cambridge, the British Council and IDP Education Pty Limited (through its subsidiary company, IELTS Australia Pty Limited). Further information on IELTS can be found on the IELTS website [www.ielts.org](http://www.ielts.org).

## WHAT IS THE TEST FORMAT?

IELTS consists of four components. All candidates take the same Listening and Speaking tests. There is a choice of Reading and Writing tests according to whether a candidate is taking the Academic or General Training module.

<b>Academic</b> For candidates wishing to study at undergraduate or postgraduate levels, and for those seeking professional registration.	<b>General Training</b> For candidates wishing to migrate to an English-speaking country (Australia, Canada, New Zealand, UK), and for those wishing to train or study at below degree level.
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The test components are taken in the following order:

<b>Listening</b> 4 sections, 40 items, approximately 30 minutes	
<b>Academic Reading</b> 3 sections, 40 items 60 minutes	<b>General Training Reading</b> 3 sections, 40 items 60 minutes
<b>Academic Writing</b> 2 tasks 60 minutes	<b>General Training Writing</b> 2 tasks 60 minutes
<b>Speaking</b> 11 to 14 minutes	
<b>Total Test Time</b> 2 hours 44 minutes	



## ACADEMIC TEST FORMAT

### Listening

This test consists of four sections, each with ten questions. The first two sections are concerned with social needs. The first section is a conversation between two speakers and the second section is a monologue. The final two sections are concerned with situations related to educational or training contexts. The third section is a conversation between up to four people and the fourth section is a monologue.

A variety of question types is used, including: multiple choice, matching, plan/map/diagram labelling, form completion, note completion, table completion, flow-chart completion, summary completion, sentence completion and short-answer questions.

Candidates hear the recording once only and answer the questions as they listen. Ten minutes are allowed at the end for candidates to transfer their answers to the answer sheet.

### Reading

This test consists of three sections with 40 questions. There are three texts, which are taken from journals, books, magazines and newspapers. The texts are on topics of general interest. At least one text contains detailed logical argument.

A variety of question types is used, including: multiple choice, identifying information (True/False/Not Given), identifying the writer's views/claims (Yes/No/Not Given), matching information, matching headings, matching features, matching sentence endings, sentence completion, summary completion, note completion, table completion, flow-chart completion, diagram label completion and short-answer questions.

### Writing

This test consists of two tasks. It is suggested that candidates spend about 20 minutes on Task 1, which requires them to write at least 150 words, and 40 minutes on Task 2, which requires them to write at least 250 words. Task 2 contributes twice as much as Task 1 to the Writing score.

Task 1 requires candidates to look at a diagram or some data (in a graph, table or chart) and to present the information in their own words. They are assessed on their ability to organise, present and possibly compare data, and are required to describe the stages of a process, describe an object or event, or explain how something works.

In Task 2, candidates are presented with a point of view, argument or problem. They are assessed on their ability to present a solution to the problem, present and justify an opinion, compare and contrast evidence and opinions, and to evaluate and challenge ideas, evidence or arguments.

Candidates are also assessed on their ability to write in an appropriate style. More information on assessing the Writing test, including Writing assessment criteria (public version), is available on the IELTS website.



## *Introduction*

### **Speaking**

This test takes between 11 and 14 minutes and is conducted by a trained examiner.

There are three parts:

#### *Part 1*

The candidate and the examiner introduce themselves. Candidates then answer general questions about themselves, their home/family, their job/studies, their interests and a wide range of similar familiar topic areas. This part lasts between four and five minutes.

#### *Part 2*

The candidate is given a task card with prompts and is asked to talk on a particular topic. The candidate has one minute to prepare and they can make some notes if they wish, before speaking for between one and two minutes. The examiner then asks one or two questions on the same topic.

#### *Part 3*

The examiner and the candidate engage in a discussion of more abstract issues which are thematically linked to the topic in Part 2. The discussion lasts between four and five minutes.

The Speaking test assesses whether candidates can communicate effectively in English. The assessment takes into account Fluency and Coherence, Lexical Resource, Grammatical Range and Accuracy, and Pronunciation. More information on assessing the Speaking test, including Speaking assessment criteria (public version), is available on the IELTS website.



## HOW IS IELTS SCORED?

IELTS results are reported on a nine-band scale. In addition to the score for overall language ability, IELTS provides a score in the form of a profile for each of the four skills (Listening, Reading, Writing and Speaking). These scores are also reported on a nine-band scale. All scores are recorded on the Test Report Form along with details of the candidate's nationality, first language and date of birth. Each Overall Band Score corresponds to a descriptive statement which gives a summary of the English language ability of a candidate classified at that level. The nine bands and their descriptive statements are as follows:

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



## MARKING THE PRACTICE TESTS

### Listening and Reading

The Answer Keys are on pages 116–123.

Each question in the Listening and Reading tests is worth one mark.

#### *Questions which require letter / Roman numeral answers*

- For questions where the answers are letters or Roman numerals, you should write *only* the number of answers required. For example, if the answer is a single letter or numeral you should write only one answer. If you have written more letters or numerals than are required, the answer must be marked wrong.

#### *Questions which require answers in the form of words or numbers*

- Answers may be written in upper or lower case.
- Words in brackets are *optional* – they are correct, but not necessary.
- Alternative answers are separated by a slash (/).
- If you are asked to write an answer using a certain number of words and/or (a) number(s), you will be penalised if you exceed this. For example, if a question specifies an answer using NO MORE THAN THREE WORDS and the correct answer is 'black leather coat', the answer 'coat of black leather' is *incorrect*.
- In questions where you are expected to complete a gap, you should only transfer the necessary missing word(s) onto the answer sheet. For example, to complete 'in the ...', where the correct answer is 'morning', the answer 'in the morning' would be *incorrect*.
- All answers require correct spelling (including words in brackets).
- Both US and UK spelling are acceptable and are included in the Answer Key.
- All standard alternatives for numbers, dates and currencies are acceptable.
- All standard abbreviations are acceptable.
- You will find additional notes about individual answers in the Answer Key.

### Writing

The sample answers are on pages 124–131. It is not possible for you to give yourself a mark for the Writing tasks. We have provided sample answers (written by candidates), showing their score and the examiner's comments. These sample answers will give you an insight into what is required for the Writing test.



## HOW SHOULD YOU INTERPRET YOUR SCORES?

At the end of each Listening and Reading Answer Key you will find a chart which will help you assess whether, on the basis of your Practice Test results, you are ready to take the IELTS test.

In interpreting your score, there are a number of points you should bear in mind. Your performance in the real IELTS test will be reported in two ways: there will be a Band Score from 1 to 9 for each of the components and an Overall Band Score from 1 to 9, which is the average of your scores in the four components. However, institutions considering your application are advised to look at both the Overall Band Score and the Bands for each component in order to determine whether you have the language skills needed for a particular course of study. For example, if your course involves a lot of reading and writing, but no lectures, listening skills might be less important and a score of 5 in Listening might be acceptable if the Overall Band Score was 7. However, for a course which has lots of lectures and spoken instructions, a score of 5 in Listening might be unacceptable even though the Overall Band Score was 7.

Once you have marked your tests, you should have some idea of whether your listening and reading skills are good enough for you to try the IELTS test. If you did well enough in one component, but not in others, you will have to decide for yourself whether you are ready to take the test.

The Practice Tests have been checked to ensure that they are of approximately the same level of difficulty as the real IELTS test. However, we cannot guarantee that your score in the Practice Tests will be reflected in the real IELTS test. The Practice Tests can only give you an idea of your possible future performance and it is ultimately up to you to make decisions based on your score.

Different institutions accept different IELTS scores for different types of courses. We have based our recommendations on the average scores which the majority of institutions accept. The institution to which you are applying may, of course, require a higher or lower score than most other institutions.

### Further information

For more information about IELTS or any other Cambridge English Language Assessment examination, write to:

Cambridge English Language Assessment  
1 Hills Road  
Cambridge  
CB1 2EU  
United Kingdom

<https://support.cambridgeenglish.org>  
<http://www.ielts.org>



# Test 5

## LISTENING

### SECTION 1 Questions 1–10

Complete the notes below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

#### FAMILY EXCURSIONS

##### Cruise on a lake

*Example*

- Travel on an old ..... *steamship* .....

- Can take photos of the **1** ..... that surround the lake

##### Farm visit

- Children can help feed the sheep
- Visit can include a 40-minute ride on a **2** .....
- Visitors can walk in the farm's **3** ..... by the lake
- **4** ..... is available at extra cost

##### Cycling trips

- Cyclists explore the Back Road
- A **5** ..... is provided
- Only suitable for cyclists who have some **6** .....
  - Bikes can be hired from **7** ..... (near the Cruise Ship Terminal)



- Cyclists need:
  - a repair kit
  - food and drink
  - a **8** ..... (can be hired)
- There are no **9** ..... or accommodation in the area

**Cost**

- Total cost for whole family of cruise and farm visit: **10** \$ .....



## SECTION 2      Questions 11–20

### Questions 11–14

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

### Talk to new kitchen assistants

- 11 According to the manager, what do most people like about the job of kitchen assistant?
- A the variety of work
  - B the friendly atmosphere
  - C the opportunities for promotion
- 12 The manager is concerned about some of the new staff's
- A jewellery.
  - B hair styles.
  - C shoes.
- 13 The manager says that the day is likely to be busy for kitchen staff because
- A it is a public holiday.
  - B the head chef is absent.
  - C the restaurant is almost fully booked.
- 14 Only kitchen staff who are 18 or older are allowed to use
- A the waste disposal unit.
  - B the electric mixer.
  - C the meat slicer.

### Questions 15 and 16

Choose **TWO** letters, **A–E**.

According to the manager, which **TWO** things can make the job of kitchen assistant stressful?

- A They have to follow orders immediately.
- B The kitchen gets very hot.
- C They may not be able to take a break.
- D They have to do overtime.
- E The work is physically demanding.



Questions 17–20

What is the responsibility of each of the following restaurant staff?

Choose **FOUR** answers from the box and write the correct letter, **A–F**, next to Questions 17–20.

Responsibilities	
<b>A</b>	training courses
<b>B</b>	food stocks
<b>C</b>	first aid
<b>D</b>	breakages
<b>E</b>	staff discounts
<b>F</b>	timetables

Restaurant staff

- 17

Joy Parkins

.....
- 18

David Field

.....
- 19

Dexter Wills

.....
- 20

Mike Smith

.....



## SECTION 3      Questions 21–30

### Questions 21–23

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

### Paper on Public Libraries

- 21** What will be the main topic of Trudie and Stewart's paper?
- A** how public library services are organised in different countries
  - B** how changes in society are reflected in public libraries
  - C** how the funding of public libraries has changed
- 22** They agree that one disadvantage of free digitalised books is that
- A** they may take a long time to read.
  - B** they can be difficult to read.
  - C** they are generally old.
- 23** Stewart expects that in the future libraries will
- A** maintain their traditional function.
  - B** become centres for local communities.
  - C** no longer contain any books.

### Questions 24–30

Complete the notes below.

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

### Study of local library: possible questions

- whether it has a **24** ..... of its own
- its policy regarding noise of various kinds
- how it's affected by laws regarding all aspects of **25** .....
- how the design needs to take the **26** ..... of customers into account
- what **27** ..... is required in case of accidents
- why a famous person's **28** ..... is located in the library
- whether it has a **29** ..... of local organisations
- how it's different from a library in a **30** .....



## SECTION 4      Questions 31–40

Complete the notes below.

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

### Four business values

Many business values can result in 31 .....

Senior managers need to understand and deal with the potential 32 ..... that may result.

#### Collaboration

During a training course, the speaker was in a team that had to build a 33 .....

Other teams experienced 34 ..... from trying to collaborate.

The speaker's team won because they reduced collaboration.

Sales of a 35 ..... were poor because of collaboration.

#### Industriousness

Hard work may be a bad use of various company 36 .....

The word 'lazy' in this context refers to people who avoid doing tasks that are 37 .....

#### Creativity

An advertising campaign for a 38 ..... was memorable but failed to boost sales.

Creativity should be used as a response to a particular 39 .....

#### Excellence

According to one study, on average, pioneers had a 40 ..... that was far higher than that of followers.

Companies that always aim at excellence may miss opportunities.



## READING

## READING PASSAGE 1

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

## Cork

Cork – the thick bark of the cork oak tree (*Quercus suber*) – is a remarkable material. It is tough, elastic, buoyant, and fire-resistant, and suitable for a wide range of purposes. It has also been used for millennia: the ancient Egyptians sealed their sarcophagi (stone coffins) with cork, while the ancient Greeks and Romans used it for anything from beehives to sandals.

And the cork oak itself is an extraordinary tree. Its bark grows up to 20 cm in thickness, insulating the tree like a coat wrapped around the trunk and branches and keeping the inside at a constant 20°C all year round. Developed most probably as a defence against forest fires, the bark of the cork oak has a particular cellular structure – with about 40 million cells per cubic centimetre – that technology has never succeeded in replicating. The cells are filled with air, which is why cork is so buoyant. It also has an elasticity that means you can squash it and watch it spring back to its original size and shape when you release the pressure.

Cork oaks grow in a number of Mediterranean countries, including

Portugal, Spain, Italy, Greece and Morocco. They flourish in warm, sunny climates where there is a minimum of 400 millimetres of rain per year, and not more than 800 millimetres. Like grape vines, the trees thrive in poor soil, putting down deep roots in search of moisture and nutrients. Southern Portugal's Alentejo region meets all of these requirements, which explains why, by the early 20th century, this region had become the world's largest producer of cork, and why today it accounts for roughly half of all cork production around the world.

Most cork forests are family-owned. Many of these family businesses, and indeed many of the trees themselves, are around 200 years old. Cork production is, above all, an exercise in patience. From the planting of a cork sapling to the first harvest takes 25 years, and a gap of approximately a decade must separate harvests from an individual tree. And for top-quality cork, it's necessary to wait a further 15 or 20 years. You even have to wait for the right kind of summer's day to harvest cork. If the bark is stripped on a day when it's too cold – or when the air is damp – the tree will be damaged.



Cork harvesting is a very specialised profession. No mechanical means of stripping cork bark has been invented, so the job is done by teams of highly skilled workers. First, they make vertical cuts down the bark using small sharp axes, then lever it away in pieces as large as they can manage. The most skilful cork-strippers prise away a semi-circular husk that runs the length of the trunk from just above ground level to the first branches. It is then dried on the ground for about four months, before being taken to factories, where it is boiled to kill any insects that might remain in the cork. Over 60% of cork then goes on to be made into traditional bottle stoppers, with most of the remainder being used in the construction trade. Corkboard and cork tiles are ideal for thermal and acoustic insulation, while granules of cork are used in the manufacture of concrete.

Recent years have seen the end of the virtual monopoly of cork as the material for bottle stoppers, due to concerns about the effect it may have on the contents of the bottle. This

is caused by a chemical compound called 2,4,6-trichloroanisole (TCA), which forms through the interaction of plant phenols, chlorine and mould. The tiniest concentrations – as little as three or four parts to a trillion – can spoil the taste of the product contained in the bottle. The result has been a gradual yet steady move first towards plastic stoppers and, more recently, to aluminium screw caps. These substitutes are cheaper to manufacture and, in the case of screw caps, more convenient for the user.

The classic cork stopper does have several advantages, however. Firstly, its traditional image is more in keeping with that of the type of high quality goods with which it has long been associated. Secondly – and very importantly – cork is a sustainable product that can be recycled without difficulty. Moreover, cork forests are a resource which support local biodiversity, and prevent desertification in the regions where they are planted. So, given the current concerns about environmental issues, the future of this ancient material once again looks promising.



Test 5

Questions 1–5

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

*In boxes 1–5 on your answer sheet, write*

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

- 1 The cork oak has the thickest bark of any living tree.
- 2 Scientists have developed a synthetic cork with the same cellular structure as natural cork.
- 3 Individual cork oak trees must be left for 25 years between the first and second harvest.
- 4 Cork bark should be stripped in dry atmospheric conditions.
- 5 The only way to remove the bark from cork oak trees is by hand.



## Questions 6–13

Complete the notes below.

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

Write your answers in boxes 6–13 on your answer sheet.

## Comparison of aluminium screw caps and cork bottle stoppers

### Advantages of aluminium screw caps

- do not affect the 6 ..... of the bottle contents
- are 7 ..... to produce
- are 8 ..... to use

### Advantages of cork bottle stoppers

- suit the 9 ..... of quality products
- made from a 10 ..... material
- easily 11 .....
- cork forests aid 12 .....
- cork forests stop 13 ..... happening



## READING PASSAGE 2

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

# COLLECTING AS A HOBBY

Collecting must be one of the most varied of human activities, and it's one that many of us psychologists find fascinating. Many forms of collecting have been dignified with a technical name: an archtophilist collects teddy bears, a philatelist collects postage stamps, and a deltiologist collects postcards. Amassing hundreds or even thousands of postcards, chocolate wrappers or whatever, takes time, energy and money that could surely be put to much more productive use. And yet there are millions of collectors around the world. Why do they do it?

There are the people who collect because they want to make money – this could be called an instrumental reason for collecting; that is, collecting as a means to an end. They'll look for, say, antiques that they can buy cheaply and expect to be able to sell at a profit. But there may well be a psychological element, too – buying cheap and selling dear can give the collector a sense of triumph. And as selling online is so easy, more and more people are joining in.

Many collectors collect to develop their social life, attending meetings of a group of collectors and exchanging information on items. This is a variant on joining a bridge club or a gym, and similarly brings them into contact with like-minded people.

Another motive for collecting is the desire to find something special, or a particular example of the collected item, such as a rare early recording by a particular singer.

Some may spend their whole lives in a hunt for this. Psychologically, this can give a purpose to a life that otherwise feels aimless. There is a danger, though, that if the individual is ever lucky enough to find what they're looking for, rather than celebrating their success, they may feel empty, now that the goal that drove them on has gone.

If you think about collecting postage stamps, another potential reason for it – or, perhaps, a result of collecting – is its educational value. Stamp collecting opens a window to other countries, and to the plants, animals, or famous people shown on their stamps. Similarly, in the 19<sup>th</sup> century, many collectors amassed fossils, animals and plants from around the globe, and their collections provided a vast amount of information about the natural world. Without those collections, our understanding would be greatly inferior to what it is.

In the past – and nowadays, too, though to a lesser extent – a popular form of collecting, particularly among boys and men, was trainspotting. This might involve trying to see every locomotive of a particular type, using published data that identifies each one, and ticking off each engine as it is seen. Trainspotters exchange information, these days often by mobile phone, so they can work out where to go to, to see a particular engine. As a by-product, many practitioners of the hobby become very knowledgeable about railway



operations, or the technical specifications of different engine types.

Similarly, people who collect dolls may go beyond simply enlarging their collection, and develop an interest in the way that dolls are made, or the materials that are used. These have changed over the centuries from the wood that was standard in 16th century Europe, through the wax and porcelain of later centuries, to the plastics of today's dolls. Or collectors might be inspired to study how dolls reflect notions of what children like, or ought to like.

Not all collectors are interested in learning from their hobby, though, so what we might call a psychological reason for collecting is the need for a sense of control, perhaps as a way of dealing with insecurity. Stamp collectors, for instance, arrange their stamps in albums, usually very neatly, organising their collection according to certain commonplace principles –

perhaps by country in alphabetical order, or grouping stamps by what they depict – people, birds, maps, and so on.

One reason, conscious or not, for *what* someone chooses to collect is to show the collector's individualism. Someone who decides to collect something as unexpected as dog collars, for instance, may be conveying their belief that they must be interesting themselves. And believe it or not, there is at least one dog collar museum in existence, and it grew out of a personal collection.

Of course, all hobbies give pleasure, but the common factor in collecting is usually passion: pleasure is putting it far too mildly. More than most other hobbies, collecting can be totally engrossing, and can give a strong sense of personal fulfilment. To non-collectors it may appear an eccentric, if harmless, way of spending time, but potentially, collecting has a lot going for it.



## Test 5

### Questions 14–21

Complete the sentences below.

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

Write your answers in boxes 14–21 on your answer sheet.

- 14 The writer mentions collecting ..... as an example of collecting in order to make money.
- 15 Collectors may get a feeling of ..... from buying and selling items.
- 16 Collectors' clubs provide opportunities to share .....
- 17 Collectors' clubs offer ..... with people who have similar interests.
- 18 Collecting sometimes involves a life-long ..... for a special item.
- 19 Searching for something particular may prevent people from feeling their life is completely .....
- 20 Stamp collecting may be ..... because it provides facts about different countries.
- 21 ..... tends to be mostly a male hobby.

### Questions 22–26

Do the following statements agree with the information given in the passage on pages 20 and 21?

In boxes 22–26 on your answer sheet, write

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

- 22 The number of people buying dolls has grown over the centuries.
- 23 Sixteenth century European dolls were normally made of wax and porcelain.
- 24 Arranging a stamp collection by the size of the stamps is less common than other methods.
- 25 Someone who collects unusual objects may want others to think he or she is also unusual.
- 26 Collecting gives a feeling that other hobbies are unlikely to inspire.



## READING PASSAGE 3

You should spend about 20 minutes on **Questions 27–40**, which are based on Reading Passage 3 on pages 24 and 25.

### Questions 27–32

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

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

Write the correct number, **i–viii**, in boxes 27–32 on your answer sheet.

#### List of Headings

- i** Courses that require a high level of commitment
- ii** A course title with two meanings
- iii** The equal importance of two key issues
- iv** Applying a theory in an unexpected context
- v** The financial benefits of studying
- vi** A surprising course title
- vii** Different names for different outcomes
- viii** The possibility of attracting the wrong kind of student

**27** Section **A**

**28** Section **B**

**29** Section **C**

**30** Section **D**

**31** Section **E**

**32** Section **F**



## What's the purpose of gaining knowledge?

- A** 'I would found an institution where any person can find instruction in any subject.' That was the founder's motto for Cornell University, and it seems an apt characterization of the different university, also in the USA, where I currently teach philosophy. A student can prepare for a career in resort management, engineering, interior design, accounting, music, law enforcement, you name it. But what would the founders of these two institutions have thought of a course called 'Arson for Profit'? I kid you not: we have it on the books. Any undergraduates who have met the academic requirements can sign up for the course in our program in 'fire science'.
- B** Naturally, the course is intended for prospective arson investigators, who can learn all the tricks of the trade for detecting whether a fire was deliberately set, discovering who did it, and establishing a chain of evidence for effective prosecution in a court of law. But wouldn't this also be the perfect course for prospective arsonists to sign up for? My point is not to criticize academic programs in fire science: they are highly welcome as part of the increasing professionalization of this and many other occupations. However, it's not unknown for a firefighter to torch a building. This example suggests how dishonest and illegal behavior, with the help of higher education, can creep into every aspect of public and business life.
- C** I realized this anew when I was invited to speak before a class in marketing, which is another of our degree programs. The regular instructor is a colleague who appreciates the kind of ethical perspective I can bring as a philosopher. There are endless ways I could have approached this assignment, but I took my cue from the title of the course: 'Principles of Marketing'. It made me think to ask the students, 'Is marketing principled?' After all, a subject matter can have principles in the sense of being codified, having rules, as with football or chess, without being principled in the sense of being ethical. Many of the students immediately assumed that the answer to my question about marketing principles was obvious: *no*. Just look at the ways in which everything under the sun has been marketed; obviously it need not be done in a *principled* (=ethical) fashion.
- D** Is that obvious? I made the suggestion, which may sound downright crazy in light of the evidence, that perhaps marketing is *by definition* principled. My inspiration for this judgement is the philosopher Immanuel Kant, who argued that any body of knowledge consists of an end (or purpose) and a means.



- E** Let us apply both the terms ‘means’ and ‘end’ to marketing. The students have signed up for a course in order to learn how to market effectively. But to what *end*? There seem to be two main attitudes toward that question. One is that the answer is obvious: the purpose of marketing is to sell things and to make money. The other attitude is that the *purpose* of marketing is irrelevant: Each person comes to the program and course with his or her own plans, and these need not even concern the acquisition of marketing expertise as such. My proposal, which I believe would also be Kant’s, is that *neither* of these attitudes captures the significance of the end to the means for marketing. A field of knowledge or a professional endeavor is defined by both the means *and* the end; hence *both* deserve scrutiny. Students need to study both how to achieve X, and also what X is.
- F** It is at this point that ‘Arson for Profit’ becomes supremely relevant. That course is presumably all about *means*: how to detect and prosecute criminal activity. It is therefore assumed that the *end* is good in an ethical sense. When I ask fire science students to articulate the end, or purpose, of their field, they eventually generalize to something like, ‘The safety and welfare of society,’ which seems right. As we have seen, someone could use the very same knowledge of *means* to achieve a much less noble end, such as personal profit via destructive, dangerous, reckless activity. But *we would not call that firefighting*. We have a separate word for it: *arson*. Similarly, if you employed the ‘principles of marketing’ in an unprincipled way, *you would not be doing marketing*. We have another term for it: *fraud*. Kant gives the example of a doctor and a poisoner, who use the identical knowledge to achieve their divergent ends. We would say that one is practicing medicine, the other, murder.



## Test 5

### Questions 33–36

Complete the summary below.

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

Write your answers in boxes 33–36 on your answer sheet.

### The 'Arson for Profit' course

This is a university course intended for students who are undergraduates and who are studying **33** ..... . The expectation is that they will become **34** ..... specialising in arson. The course will help them to detect cases of arson and find **35** ..... of criminal intent, leading to successful **36** ..... in the courts.

### Questions 37–40

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

In boxes 37–40 on your answer sheet, write

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

- 37** It is difficult to attract students onto courses that do not focus on a career.
- 38** The 'Arson for Profit' course would be useful for people intending to set fire to buildings.
- 39** Fire science courses are too academic to help people to be good at the job of firefighting.
- 40** The writer's fire science students provided a detailed definition of the purpose of their studies.



WRITING

WRITING TASK 1

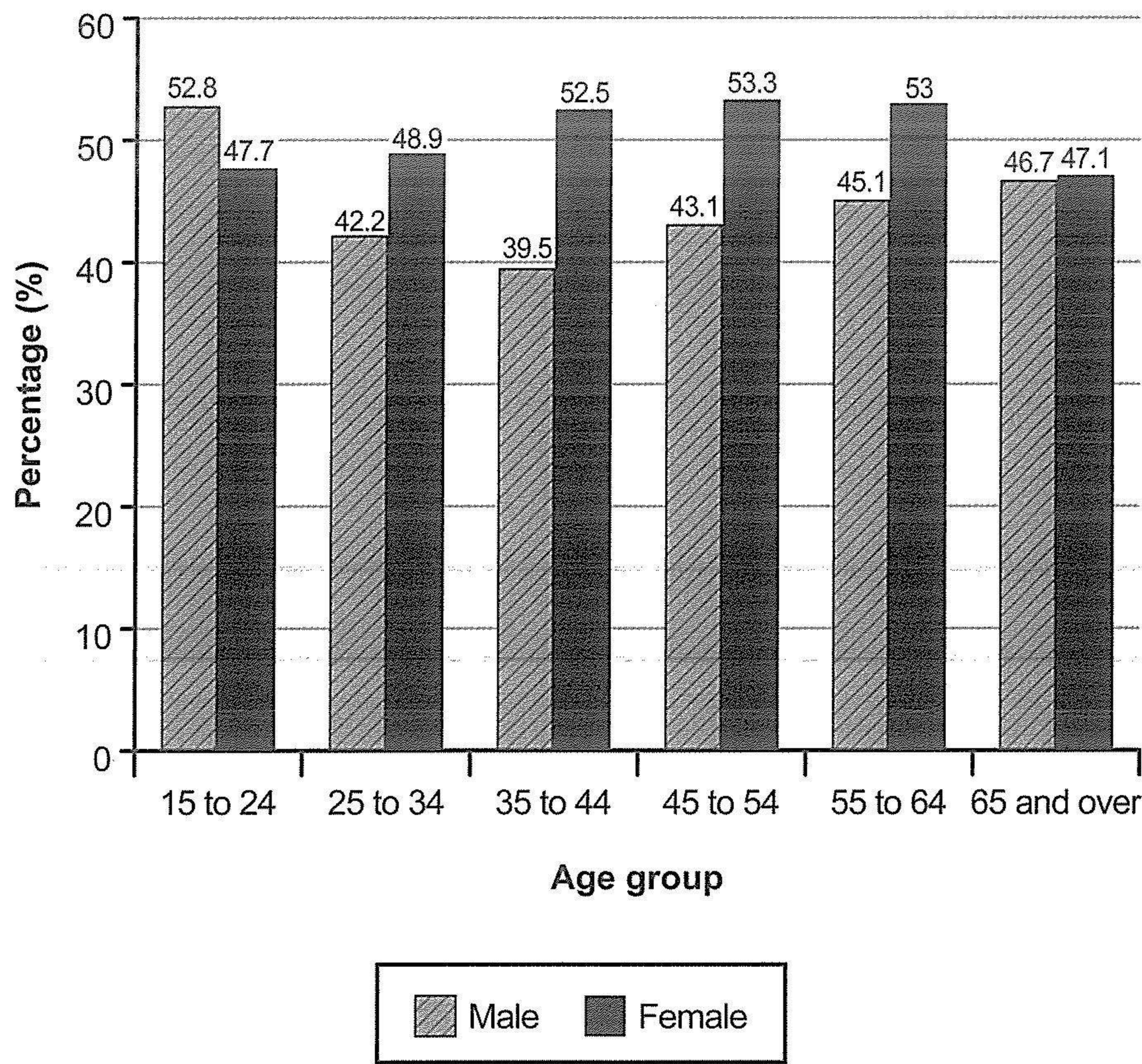
You should spend about 20 minutes on this task.

*The bar chart below shows the percentage of Australian men and women in different age groups who did regular physical activity in 2010.*

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

Write at least 150 words.

Percentage of Australian men and women doing regular physical activity: 2010





## WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

***Some people believe that it is good to share as much information as possible in scientific research, business and the academic world. Others believe that some information is too important or too valuable to be shared freely.***

***Discuss both these views and give your own opinion.***

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

Write at least 250 words.



## SPEAKING

### PART 1

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

#### EXAMPLE

##### Health

- Is it important to you to eat healthy food? [Why?/Why not?]
- If you catch a cold, what do you do to help you feel better? [Why?]
- Do you pay attention to public information about health? [Why?/Why not?]
- What could you do to have a healthier lifestyle?

### PART 2

**Describe an occasion when you had to wait a long time for someone or something to arrive.**

**You should say:**

**who or what you were waiting for**  
**how long you had to wait**  
**why you had to wait a long time**  
**and explain how you felt about waiting a long time.**

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

### PART 3

#### *Discussion topics:*

##### **Arriving early**

##### *Example questions:*

In what kinds of situations should people always arrive early?

How important it is to arrive early in your country?

How can modern technology help people to arrive early?

##### **Being patient**

##### *Example questions:*

What kinds of jobs require the most patience?

Is it always better to be patient in work (or studies)?

Do you agree or disagree that the older people are, the more patient they are?



# Test 6

## LISTENING

### SECTION 1 Questions 1–10

Complete the notes below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

#### Events during Kenton Festival

*Example*

Start date: .....16th..... May

#### Opening ceremony (first day)

- In town centre, starting at 1 .....  
The mayor will make a speech  
A 2 ..... will perform  
Performance of a 3 ..... about Helen Tungate (a 4 .....)  
Evening fireworks display situated across the 5 .....

#### Other events

- Videos about relationships that children have with their 6 .....  
Venue: 7 ..... House
- Performance of 8 ..... dances  
Venue: the 9 ..... market in the town centre  
Time: 2 and 5 pm every day except 1st day of festival
- Several professional concerts and one by children  
Venue: library  
Time: 6.30 pm on the 18th

Tickets available online from festival box office and from shops which have the festival 10 ..... in their windows



## SECTION 2      Questions 11–20

### Questions 11–15

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

### Theatre trip to Munich

- 11** When the group meet at the airport they will have
- A** breakfast.
  - B** coffee.
  - C** lunch.
- 12** The group will be met at Munich Airport by
- A** an employee at the National Theatre.
  - B** a theatre manager.
  - C** a tour operator.
- 13** How much will they pay per night for a double room at the hotel?
- A** 110 euros
  - B** 120 euros
  - C** 150 euros
- 14** What type of restaurant will they go to on Tuesday evening?
- A** an Italian restaurant
  - B** a Lebanese restaurant
  - C** a typical restaurant of the region
- 15** Who will they meet on Wednesday afternoon?
- A** an actor
  - B** a playwright
  - C** a theatre director



Test 6

Questions 16–20

What does the man say about the play on each of the following days?

Choose **FIVE** answers from the box and write the correct letter, **A–G**, next to Questions 16–20.

Comments	
<b>A</b>	The playwright will be present.
<b>B</b>	The play was written to celebrate an anniversary.
<b>C</b>	The play will be performed inside a historic building.
<b>D</b>	The play will be accompanied by live music.
<b>E</b>	The play will be performed outdoors.
<b>F</b>	The play will be performed for the first time.
<b>G</b>	The performance will be attended by officials from the town.

Days		
16	Wednesday	.....
17	Thursday	.....
18	Friday	.....
19	Saturday	.....
20	Monday	.....



**SECTION 3      Questions 21–30****Questions 21–25**

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

**Scandinavian Studies**

- 21** James chose to take Scandinavian Studies because when he was a child
- A** he was often taken to Denmark.
  - B** his mother spoke to him in Danish.
  - C** a number of Danish people visited his family.
- 22** When he graduates, James would like to
- A** take a postgraduate course.
  - B** work in the media.
  - C** become a translator.
- 23** Which course will end this term?
- A** Swedish cinema
  - B** Danish television programmes
  - C** Scandinavian literature
- 24** They agree that James's literature paper this term will be on
- A** 19th century playwrights.
  - B** the Icelandic sagas.
  - C** modern Scandinavian novels.
- 25** Beth recommends that James's paper should be
- A** a historical overview of the genre.
  - B** an in-depth analysis of a single writer.
  - C** a study of the social background to the literature.



Test 6

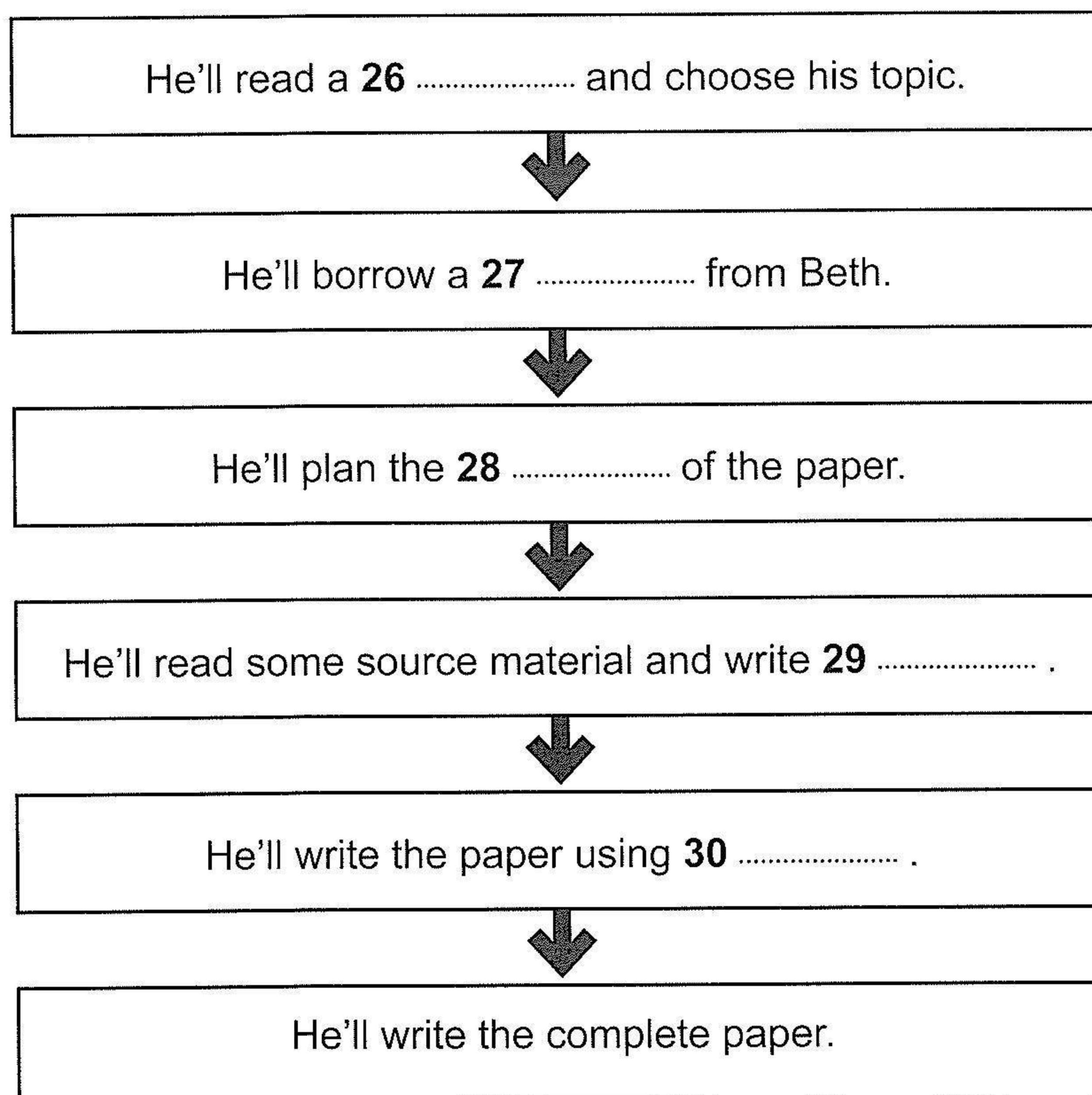
Questions 26–30

Complete the flow-chart below.

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

- A** bullet points
- B** film
- C** notes
- D** structure
- E** student paper
- F** textbook
- G** documentary

**How James will write his paper on the Vikings**





## SECTION 4      Questions 31–40

Complete the notes below.

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

### Conflict at work

Conflict mostly consists of behaviour in the general category of **31** .....

Often a result of people wanting to prove their **32** .....

Also caused by differences in **33** ..... between people

**34** '.....' conflicts: people more concerned about own team than about company

Conflict-related stress can cause **35** ..... that may last for months

#### Chief Executives (CEOs)

Many have both **36** ..... and anxiety

May not like to have their decisions questioned

There may be conflict between people who have different **37** .....

#### Other managers

A structure that is more **38** ..... may create a feeling of uncertainty about who staff should report to.

#### Minimising conflict

Bosses need to try hard to gain **39** .....

Someone from outside the company may be given the role of **40** ..... in order to resolve conflicts.



**READING**

**READING PASSAGE 1**

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

**The risks agriculture faces in developing countries**

*Synthesis of an online debate\**

- A** Two things distinguish food production from all other productive activities: first, every single person needs food each day and has a right to it; and second, it is hugely dependent on nature. These two unique aspects, one political, the other natural, make food production highly vulnerable and different from any other business. At the same time, cultural values are highly entrenched in food and agricultural systems worldwide.
- B** Farmers everywhere face major risks, including extreme weather, long-term climate change, and price volatility in input and product markets. However, smallholder farmers in developing countries must in addition deal with adverse environments, both natural, in terms of soil quality, rainfall, etc., and human, in terms of infrastructure, financial systems, markets, knowledge and technology. Counter-intuitively, hunger is prevalent among many smallholder farmers in the developing world.
- C** Participants in the online debate argued that our biggest challenge is to address the underlying causes of the agricultural system's inability to ensure sufficient food for all, and they identified as drivers of this problem our dependency on fossil fuels and unsupportive government policies.
- D** On the question of mitigating the risks farmers face, most essayists called for greater state intervention. In his essay, Kanayo F. Nwanze, President of the International Fund for Agricultural Development, argued that governments can significantly reduce risks for farmers by providing basic services like roads to get produce more efficiently to markets, or water and food storage facilities to reduce losses. Sophia Murphy, senior advisor to the Institute for Agriculture and Trade Policy, suggested that the procurement and holding of stocks by governments can also help mitigate wild swings in food prices by alleviating uncertainties about market supply.

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\*The personal names in the text refer to the authors of written contributions to the online debate.



- E** Shenggen Fan, Director General of the International Food Policy Research Institute, held up social safety nets and public welfare programmes in Ethiopia, Brazil and Mexico as valuable ways to address poverty among farming families and reduce their vulnerability to agriculture shocks. However, some commentators responded that cash transfers to poor families do not necessarily translate into increased food security, as these programmes do not always strengthen food production or raise incomes. Regarding state subsidies for agriculture, Rokeya Kabir, Executive Director of Bangladesh Nari Progati Sangha, commented in her essay that these 'have not compensated for the stranglehold exercised by private traders. In fact, studies show that sixty percent of beneficiaries of subsidies are not poor, but rich landowners and non-farmer traders.'
- F** Nwanze, Murphy and Fan argued that private risk management tools, like private insurance, commodity futures markets, and rural finance can help small-scale producers mitigate risk and allow for investment in improvements. Kabir warned that financial support schemes often encourage the adoption of high-input agricultural practices, which in the medium term may raise production costs beyond the value of their harvests. Murphy noted that when futures markets become excessively financialised they can contribute to short-term price volatility, which increases farmers' food insecurity. Many participants and commentators emphasised that greater transparency in markets is needed to mitigate the impact of volatility, and make evident whether adequate stocks and supplies are available. Others contended that agribusiness companies should be held responsible for paying for negative side effects.
- G** Many essayists mentioned climate change and its consequences for small-scale agriculture. Fan explained that 'in addition to reducing crop yields, climate change increases the magnitude and the frequency of extreme weather events, which increase smallholder vulnerability.' The growing unpredictability of weather patterns increases farmers' difficulty in managing weather-related risks. According to this author, one solution would be to develop crop varieties that are more resilient to new climate trends and extreme weather patterns. Accordingly, Pat Mooney, co-founder and executive director of the ETC Group, suggested that 'if we are to survive climate change, we must adopt policies that let peasants diversify the plant and animal species and varieties/breeds that make up our menus.'



- H** Some participating authors and commentators argued in favour of community-based and autonomous risk management strategies through collective action groups, co-operatives or producers' groups. Such groups enhance market opportunities for small-scale producers, reduce marketing costs and synchronise buying and selling with seasonal price conditions. According to Murphy, 'collective action offers an important way for farmers to strengthen their political and economic bargaining power, and to reduce their business risks.' One commentator, Giel Ton, warned that collective action does not come as a free good. It takes time, effort and money to organise, build trust and to experiment. Others, like Marcel Vernooij and Marcel Beukeboom, suggested that in order to 'apply what we already know', all stakeholders, including business, government, scientists and civil society, must work together, starting at the beginning of the value chain.
- I** Some participants explained that market price volatility is often worsened by the presence of intermediary purchasers who, taking advantage of farmers' vulnerability, dictate prices. One commentator suggested farmers can gain greater control over prices and minimise price volatility by selling directly to consumers. Similarly, Sonali Bisht, founder and advisor to the Institute of Himalayan Environmental Research and Education (INHERE), India, wrote that community-supported agriculture, where consumers invest in local farmers by subscription and guarantee producers a fair price, is a risk-sharing model worth more attention. Direct food distribution systems not only encourage small-scale agriculture but also give consumers more control over the food they consume, she wrote.



**Questions 1–3**

Reading Passage 1 has nine paragraphs, **A–I**.

Which paragraph contains the following information?

*Write the correct letter, **A–I**, in boxes 1–3 on your answer sheet.*

- 1** a reference to characteristics that only apply to food production
- 2** a reference to challenges faced only by farmers in certain parts of the world
- 3** a reference to difficulties in bringing about co-operation between farmers



## Test 6

### Questions 4–9

Look at the following statements (Questions 4–9) and the list of people below.

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

Write the correct letter, **A–G**, in boxes 4–9 on your answer sheet.

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

- 4 Financial assistance from the government does not always go to the farmers who most need it.
- 5 Farmers can benefit from collaborating as a group.
- 6 Financial assistance from the government can improve the standard of living of farmers.
- 7 Farmers may be helped if there is financial input by the same individuals who buy from them.
- 8 Governments can help to reduce variation in prices.
- 9 Improvements to infrastructure can have a major impact on risk for farmers.

#### List of People

- A** Kanayo F. Nwanze
- B** Sophia Murphy
- C** Shenggen Fan
- D** Rokeya Kabir
- E** Pat Mooney
- F** Giel Ton
- G** Sonali Bisht



Questions 10 and 11

Choose **TWO** letters, **A–E**.

Write the correct letters in boxes 10 and 11 on your answer sheet.

Which **TWO** problems are mentioned which affect farmers with small farms in developing countries?

- A** lack of demand for locally produced food
- B** lack of irrigation programmes
- C** being unable to get insurance
- D** the effects of changing weather patterns
- E** having to sell their goods to intermediary buyers

Questions 12 and 13

Choose **TWO** letters, **A–E**.

Write the correct letters in boxes 12 and 13 on your answer sheet.

Which **TWO** actions are recommended for improving conditions for farmers?

- A** reducing the size of food stocks
- B** attempting to ensure that prices rise at certain times of the year
- C** organising co-operation between a wide range of interested parties
- D** encouraging consumers to take a financial stake in farming
- E** making customers aware of the reasons for changing food prices



## READING PASSAGE 2

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

*Questions 14–20*

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

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

*Write the correct number, **i–viii**, in boxes 14–20 on your answer sheet.*

### List of Headings

- i** Different accounts of the same journey
- ii** Bingham gains support
- iii** A common belief
- iv** The aim of the trip
- v** A dramatic description
- vi** A new route
- vii** Bingham publishes his theory
- viii** Bingham's lack of enthusiasm

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



## The Lost City

*An explorer's encounter with the ruined city of Machu Picchu, the most famous icon of the Inca civilisation*

- A** When the US explorer and academic Hiram Bingham arrived in South America in 1911, he was ready for what was to be the greatest achievement of his life: the exploration of the remote hinterland to the west of Cusco, the old capital of the Inca empire in the Andes mountains of Peru. His goal was to locate the remains of a city called Vitcos, the last capital of the Inca civilisation. Cusco lies on a high plateau at an elevation of more than 3,000 metres, and Bingham's plan was to descend from this plateau along the valley of the Urubamba river, which takes a circuitous route down to the Amazon and passes through an area of dramatic canyons and mountain ranges.
- B** When Bingham and his team set off down the Urubamba in late July, they had an advantage over travellers who had preceded them: a track had recently been blasted down the valley canyon to enable rubber to be brought up by mules from the jungle. Almost all previous travellers had left the river at Ollantaytambo and taken a high pass across the mountains to rejoin the river lower down, thereby cutting a substantial corner, but also therefore never passing through the area around Machu Picchu.
- C** On 24 July they were a few days into their descent of the valley. The day began slowly, with Bingham trying to arrange sufficient mules for the next stage of the trek. His companions showed no interest in accompanying him up the nearby hill to see some ruins that a local farmer, Melchor Arteaga, had told them about the night before. The morning was dull and damp, and Bingham also seems to have been less than keen on the prospect of climbing the hill. In his book *Lost City of the Incas*, he relates that he made the ascent without having the least expectation that he would find anything at the top.
- D** Bingham writes about the approach in vivid style in his book. First, as he climbs up the hill, he describes the ever-present possibility of deadly snakes, 'capable of making considerable springs when in pursuit of their prey'; not that he sees any. Then there's a sense of mounting discovery as he comes across great sweeps of terraces, then a mausoleum, followed by monumental staircases and, finally, the grand ceremonial buildings of Machu Picchu. 'It seemed like an unbelievable dream ... the sight held me spellbound ...' he wrote.



## Test 6

- E** We should remember, however, that *Lost City of the Incas* is a work of hindsight, not written until 1948, many years after his journey. His journal entries of the time reveal a much more gradual appreciation of his achievement. He spent the afternoon at the ruins noting down the dimensions of some of the buildings, then descended and rejoined his companions, to whom he seems to have said little about his discovery. At this stage, Bingham didn't realise the extent or the importance of the site, nor did he realise what use he could make of the discovery.
- F** However, soon after returning it occurred to him that he could make a name for himself from this discovery. When he came to write the National Geographic magazine article that broke the story to the world in April 1913, he knew he had to produce a big idea. He wondered whether it could have been the birthplace of the very first Inca, Manco the Great, and whether it could also have been what chroniclers described as 'the last city of the Incas'. This term refers to Vilcabamba, the settlement where the Incas had fled from Spanish invaders in the 1530s. Bingham made desperate attempts to prove this belief for nearly 40 years. Sadly, his vision of the site as both the beginning and end of the Inca civilisation, while a magnificent one, is inaccurate. We now know that Vilcabamba actually lies 65 kilometres away in the depths of the jungle.
- G** One question that has perplexed visitors, historians and archaeologists alike ever since Bingham, is why the site seems to have been abandoned before the Spanish Conquest. There are no references to it by any of the Spanish chroniclers – and if they had known of its existence so close to Cusco they would certainly have come in search of gold. An idea which has gained wide acceptance over the past few years is that Machu Picchu was a *moya*, a country estate built by an Inca emperor to escape the cold winters of Cusco, where the elite could enjoy monumental architecture and spectacular views. Furthermore, the particular architecture of Machu Picchu suggests that it was constructed at the time of the greatest of all the Incas, the emperor Pachacuti (c. 1438–71). By custom, Pachacuti's descendants built other similar estates for their own use, and so Machu Picchu would have been abandoned after his death, some 50 years before the Spanish Conquest.



Questions 21–24

Do the following statements agree with the information given in Reading Passage 2?

In boxes 21–24 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

- 21 Bingham went to South America in search of an Inca city.
- 22 Bingham chose a particular route down the Urubamba valley because it was the most common route used by travellers.
- 23 Bingham understood the significance of Machu Picchu as soon as he saw it.
- 24 Bingham returned to Machu Picchu in order to find evidence to support his theory.

Questions 25–26

Complete the sentences below.

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

Write your answers in boxes 25–26 on your answer sheet.

- 25 The track that took Bingham down the Urubamba valley had been created for the transportation of .....
- 26 Bingham found out about the ruins of Machu Picchu from a ..... in the Urubamba valley.



## READING PASSAGE 3

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

### The Benefits of Being Bilingual

- A** According to the latest figures, the majority of the world's population is now bilingual or multilingual, having grown up speaking two or more languages. In the past, such children were considered to be at a disadvantage compared with their monolingual peers. Over the past few decades, however, technological advances have allowed researchers to look more deeply at how bilingualism interacts with and changes the cognitive and neurological systems, thereby identifying several clear benefits of being bilingual.
- B** Research shows that when a bilingual person uses one language, the other is active at the same time. When we hear a word, we don't hear the entire word all at once: the sounds arrive in sequential order. Long before the word is finished, the brain's language system begins to guess what that word might be. If you hear 'can', you will likely activate words like 'candy' and 'candle' as well, at least during the earlier stages of word recognition. For bilingual people, this activation is not limited to a single language; auditory input activates corresponding words regardless of the language to which they belong. Some of the most compelling evidence for this phenomenon, called 'language co-activation', comes from studying eye movements. A Russian-English bilingual asked to 'pick up a marker' from a set of objects would look more at a stamp than someone who doesn't know Russian, because the Russian word for 'stamp', *marka*, sounds like the English word he or she heard, 'marker'. In cases like this, language co-activation occurs because what the listener hears could map onto words in either language.
- C** Having to deal with this persistent linguistic competition can result in difficulties, however. For instance, knowing more than one language can cause speakers to name pictures more slowly, and can increase 'tip-of-the-tongue states', when you can almost, but not quite, bring a word to mind. As a result, the constant juggling of two languages creates a need to control how much a person accesses a language at any given time. For this reason, bilingual people often perform better on tasks that require conflict management. In the classic Stroop Task, people see a word and are asked to name the colour of the word's font. When the colour and the word match (i.e., the word 'red' printed in red), people correctly name the colour more quickly than when the colour and the word don't match (i.e., the word 'red' printed in blue). This occurs because the word itself ('red') and its font colour (blue) conflict. Bilingual people often excel at tasks such as this, which tap into the ability to ignore competing perceptual information and focus on the relevant aspects of the input. Bilinguals are also better at switching between two tasks; for example, when bilinguals have to switch from categorizing objects by colour (red or green)



to categorizing them by shape (circle or triangle), they do so more quickly than monolingual people, reflecting better cognitive control when having to make rapid changes of strategy.

- D** It also seems that the neurological roots of the bilingual advantage extend to brain areas more traditionally associated with sensory processing. When monolingual and bilingual adolescents listen to simple speech sounds without any intervening background noise, they show highly similar brain stem responses. When researchers play the same sound to both groups in the presence of background noise, however, the bilingual listeners' neural response is considerably larger, reflecting better encoding of the sound's fundamental frequency, a feature of sound closely related to pitch perception.
- E** Such improvements in cognitive and sensory processing may help a bilingual person to process information in the environment, and help explain why bilingual adults acquire a third language better than monolingual adults master a second language. This advantage may be rooted in the skill of focussing on information about the new language while reducing interference from the languages they already know.
- F** Research also indicates that bilingual experience may help to keep the cognitive mechanisms sharp by recruiting alternate brain networks to compensate for those that become damaged during aging. Older bilinguals enjoy improved memory relative to monolingual people, which can lead to real-world health benefits. In a study of over 200 patients with Alzheimer's disease, a degenerative brain disease, bilingual patients reported showing initial symptoms of the disease an average of five years later than monolingual patients. In a follow-up study, researchers compared the brains of bilingual and monolingual patients matched on the severity of Alzheimer's symptoms. Surprisingly, the bilinguals' brains had more physical signs of disease than their monolingual counterparts, even though their outward behaviour and abilities were the same. If the brain is an engine, bilingualism may help it to go farther on the same amount of fuel.
- G** Furthermore, the benefits associated with bilingual experience seem to start very early. In one study, researchers taught seven-month-old babies growing up in monolingual or bilingual homes that when they heard a tinkling sound, a puppet appeared on one side of a screen. Halfway through the study, the puppet began appearing on the opposite side of the screen. In order to get a reward, the infants had to adjust the rule they'd learned; only the bilingual babies were able to successfully learn the new rule. This suggests that for very young children, as well as for older people, navigating a multilingual environment imparts advantages that transfer far beyond language.



## Test 6

### Questions 27–31

Complete the table below.

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

Write your answers in boxes 27–31 on your answer sheet.

Test	Findings
Observing the <b>27</b> ..... of Russian-English bilingual people when asked to select certain objects	Bilingual people engage both languages simultaneously: a mechanism known as <b>28</b> .....
A test called the <b>29</b> ..... , focusing on naming colours	Bilingual people are more able to handle tasks involving a skill called <b>30</b> .....
A test involving switching between tasks	When changing strategies, bilingual people have superior <b>31</b> .....

### Questions 32–36

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

In boxes 32–36 on your answer sheet, write

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

- 32** Attitudes towards bilingualism have changed in recent years.
- 33** Bilingual people are better than monolingual people at guessing correctly what words are before they are finished.
- 34** Bilingual people consistently name images faster than monolingual people.
- 35** Bilingual people's brains process single sounds more efficiently than monolingual people in all situations.
- 36** Fewer bilingual people than monolingual people suffer from brain disease in old age.



Questions 37–40

Reading Passage 3 has seven paragraphs, **A–G**.

Which paragraph contains the following information?

*Write the correct letter, **A–G**, in boxes 37–40 on your answer sheet.*

- 37** an example of how bilingual and monolingual people's brains respond differently to a certain type of non-verbal auditory input
- 38** a demonstration of how a bilingual upbringing has benefits even before we learn to speak
- 39** a description of the process by which people identify words that they hear
- 40** reference to some negative consequences of being bilingual

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WRITING

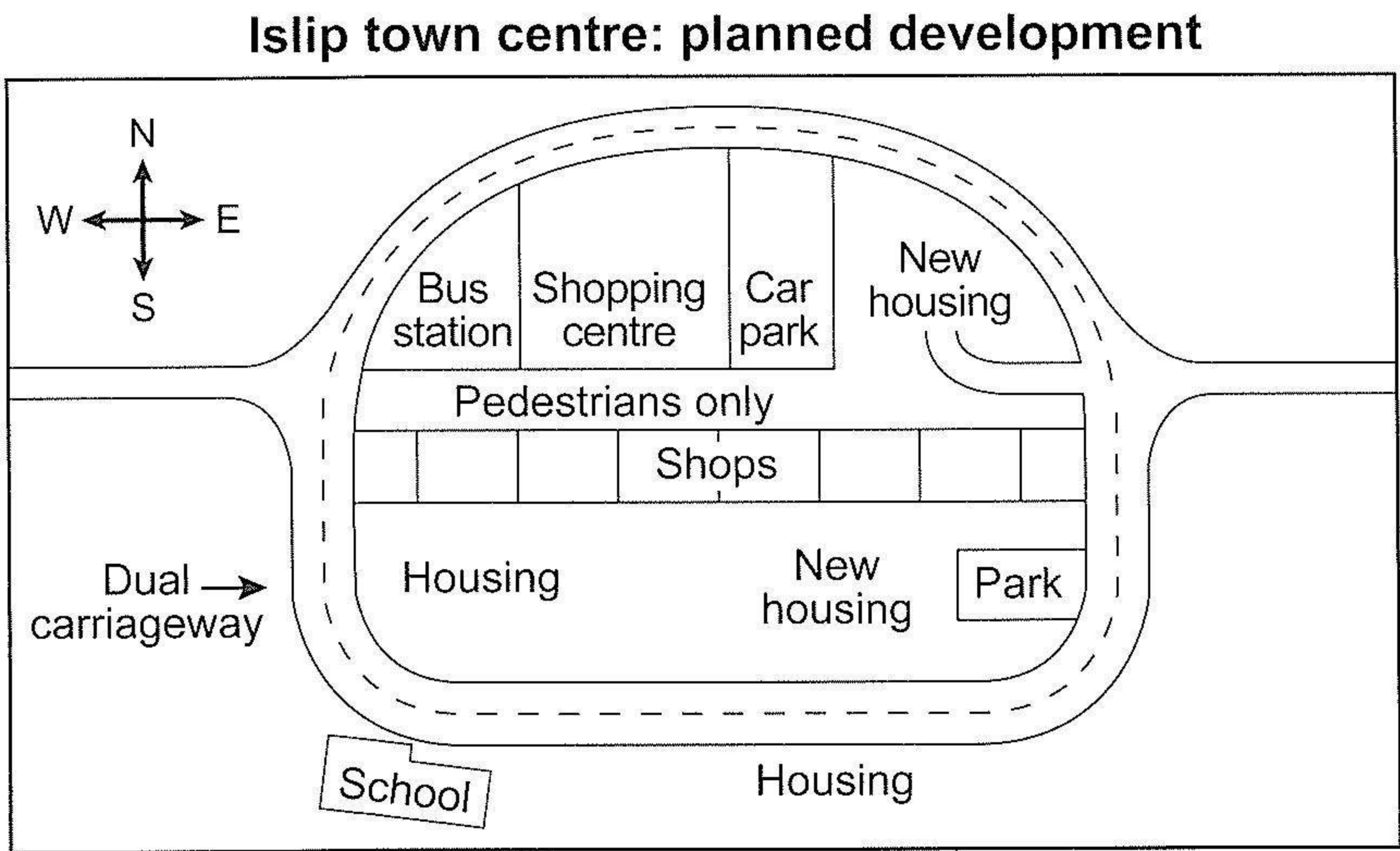
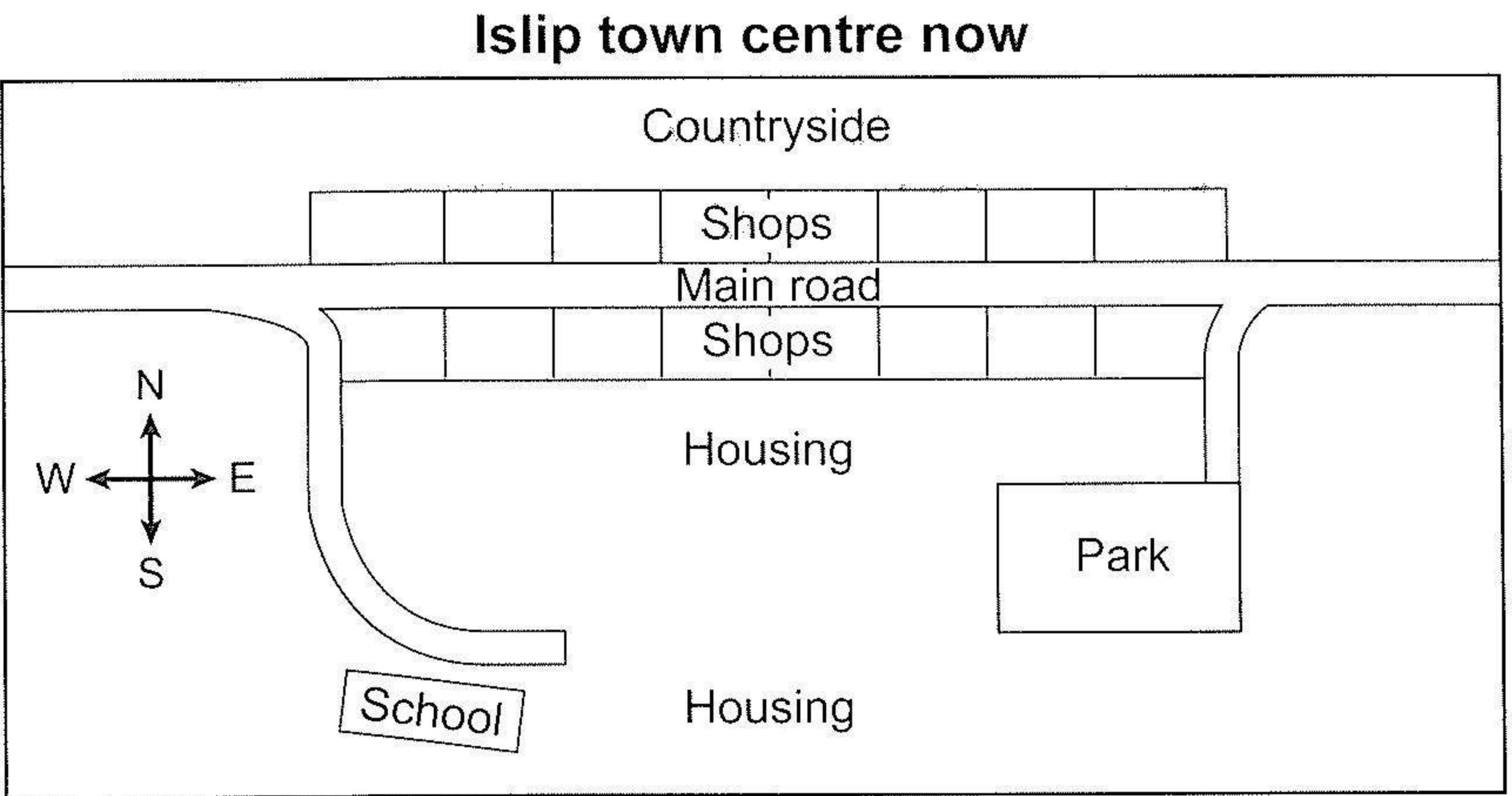
WRITING TASK 1

You should spend about 20 minutes on this task.

*The maps below show the centre of a small town called Islip as it is now, and plans for its development.*

*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:

***At the present time, the population of some countries includes a relatively large number of young adults, compared with the number of older people.***

***Do the advantages of this situation outweigh the disadvantages?***

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

##### Songs and singing

- Did you enjoy singing when you were younger? [Why?/Why not?]
- How often do you sing now? [Why?]
- Do you have a favourite song you like listening to? [Why?/Why not?]
- How important is singing in your culture? [Why?]

### PART 2

**Describe a film/movie actor from your country who is very popular.**

**You should say:**

**who this actor is  
what kinds of films/movies he/she acts in  
what you know about this actor's life  
and explain why this actor is so popular.**

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

### PART 3

#### *Discussion topics:*

##### Watching films/movies

*Example questions:*

What are the most popular types of films in your country?

What is the difference between watching a film in the cinema and watching a film at home?

Do you think cinemas will close in the future?

##### Theatre

*Example questions:*

How important is the theatre in your country's history?

How strong a tradition is it today in your country to go to the theatre?

Do you think the theatre should be run as a business or as a public service?