Test 7

LISTENING

SECTION 1 *Questions 1–10*

Complete the notes below.

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

PUBLIC LIBRARY

Example

The library re-opened last .....month.....

The library now has

- a seating area with magazines
- an expanded section for books on **1** .....
- a new section on local **2** .....
- a community room for meetings (also possible to **3** ..... there)
- a new section of books for **4** .....

For younger children

- the next Science Club meeting: experiments using things from your **5** .....
- Reading Challenge: read six books during the holidays

For adults

- this Friday: a local author talks about a novel based on a real **6** .....
- IT support is available on Tuesdays – no **7** ..... is necessary
- free check of blood **8** ..... and cholesterol levels (over 60s only)

Other information

- the library shop sells wall-charts, cards and **9** .....
- evenings and weekends: free **10** ..... is available

SECTION 2 *Questions 11–20*

Questions 11 and 12

*Choose **TWO** letters, **A–E**.*

Which **TWO** age groups are taking increasing numbers of holidays with BC Travel?

A 16–30 years
B 31–42 years
C 43–54 years
D 55–64 years
E over 65 years

Questions 13 and 14

*Choose **TWO** letters, **A–E**.*

Which **TWO** are the main reasons given for the popularity of activity holidays?

A Clients make new friends.
B Clients learn a useful skill.
C Clients learn about a different culture.
D Clients are excited by the risk involved.
E Clients find them good value for money.

Questions 15–17

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

15 How does BC Travel plan to expand the painting holidays?

A by adding to the number of locations
B by increasing the range of levels
C by employing more teachers

16 Why are BC Travel's cooking holidays unusual?

A They only use organic foods.
B They have an international focus.
C They mainly involve vegetarian dishes.

17 What does the speaker say about the photography holidays?

A Clients receive individual tuition.
B The tutors are also trained guides.
C Advice is given on selling photographs.

Questions 18–20

Complete the table below.

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

Fitness Holidays

Location	Main focus	Other comments
Ireland and Italy	general fitness	• personally designed programme • also reduces **18** .....
Greece	**19** ..... control	• includes exercise on the beach
Morocco	mountain biking	• wide variety of levels • one holiday that is specially designed for **20** .....

SECTION 3 *Questions 21–30*

Questions 21–26

Complete the flow-chart below.

*Choose **SIX** answers from the box and write the correct letter, **A–H**, next to Questions 21–26.*

A	patterns	**B**	names	**C**	sources	**D**	questions
E	employees	**F**	solutions	**G**	headings	**H**	officials

STAGES IN DOING A TOURISM CASE STUDY

RESEARCH

Locate and read relevant articles, noting key information and also **21** .....
Identify a problem or need

Select interviewees – these may be site **22** ..... , visitors or city **23** .....

Prepare and carry out interviews. If possible, collect statistics.

Check whether **24** ..... of interviewees can be used

↓

ANALYSIS

Select relevant information and try to identify **25** .....

Decide on the best form of visuals

↓

WRITING THE CASE STUDY

Give some background before writing the main sections

Do NOT end with **26** .....

Questions 27–30

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

The Horton Castle site

27 Natalie and Dave agree one reason why so few people visit Horton Castle is that

A the publicity is poor.
B it is difficult to get to.
C there is little there of interest.

28 Natalie and Dave agree that the greatest problem with a visitor centre could be

A covering the investment costs.
B finding a big enough space for it.
C dealing with planning restrictions.

29 What does Dave say about conditions in the town of Horton?

A There is a lot of unemployment.
B There are few people of working age.
C There are opportunities for skilled workers.

30 According to Natalie, one way to prevent damage to the castle site would be to

A insist visitors have a guide.
B make visitors keep to the paths.
C limit visitor numbers.

SECTION 4 *Questions 31–40*

Complete the notes below.

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

The effects of environmental change on birds

Mercury (Hg)

- Highly toxic
- Released into the atmosphere from coal
- In water it may be consumed by fish
- It has also recently been found to affect birds which feed on **31** .....

Research on effects of mercury on birds

- Claire Varian-Ramos is investigating:
  - the effects on birds' **32** ..... or mental processes, e.g. memory
  - the effects on bird song (usually learned from a bird's **33** .....)
- Findings:
  - songs learned by birds exposed to mercury are less **34** .....
  - this may have a negative effect on birds' **35** .....
- Lab-based studies:
  - allow more **36** ..... for the experimenter

Implications for humans

- Migrating birds such as **37** ..... containing mercury may be eaten by humans
- Mercury also causes problems in learning **38** .....
- Mercury in a mother's body from **39** ..... may affect the unborn child
- New regulations for mercury emissions will affect everyone's energy **40** .....

READING

READING PASSAGE 1

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

Questions 1–7

Reading Passage 1 has seven paragraphs, **A–G**.

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

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

List of Headings

i The importance of getting the timing right

ii Young meets old

iii Developments to the disadvantage of tortoise populations

iv Planning a bigger idea

v Tortoises populate the islands

vi Carrying out a carefully prepared operation

vii Looking for a home for the islands' tortoises

viii The start of the conservation project

1 Paragraph **A**

2 Paragraph **B**

3 Paragraph **C**

4 Paragraph **D**

5 Paragraph **E**

6 Paragraph **F**

7 Paragraph **G**

Flying tortoises

An airborne reintroduction programme has helped conservationists take significant steps to protect the endangered Galápagos tortoise.

A Forests of spiny cacti cover much of the uneven lava plains that separate the interior of the Galápagos island of Isabela from the Pacific Ocean. With its five distinct volcanoes, the island resembles a lunar landscape. Only the thick vegetation at the skirt of the often cloud-covered peak of Sierra Negra offers respite from the barren terrain below. This inhospitable environment is home to the giant Galápagos tortoise. Some time after the Galápagos's birth, around five million years ago, the islands were colonised by one or more tortoises from mainland South America. As these ancestral tortoises settled on the individual islands, the different populations adapted to their unique environments, giving rise to at least 14 different subspecies. Island life agreed with them. In the absence of significant predators, they grew to become the largest and longest-living tortoises on the planet, weighing more than 400 kilograms, occasionally exceeding 1.8 metres in length and living for more than a century.

B Before human arrival, the archipelago's tortoises numbered in the hundreds of thousands. From the 17th century onwards, pirates took a few on board for food, but the arrival of whaling ships in the 1790s saw this exploitation grow exponentially. Relatively immobile and capable of surviving for months without food or water, the tortoises were taken on board these ships to act as food supplies during long ocean passages. Sometimes, their bodies were processed into high-grade oil. In total, an estimated 200,000 animals were taken from the archipelago before the 20th century. This historical exploitation was then exacerbated when settlers came to the islands. They hunted the tortoises and destroyed their habitat to clear land for agriculture. They also introduced alien species – ranging from cattle, pigs, goats, rats and dogs to plants and ants – that either prey on the eggs and young tortoises or damage or destroy their habitat.

C Today, only 11 of the original subspecies survive and of these, several are highly endangered. In 1989, work began on a tortoise-breeding centre just outside the town of Puerto Villamil on Isabela, dedicated to protecting the island's tortoise populations. The centre's captive-breeding programme proved to be extremely successful, and it eventually had to deal with an overpopulation problem.

D The problem was also a pressing one. Captive-bred tortoises can't be reintroduced into the wild until they're at least five years old and weigh at least 4.5 kilograms, at which point their size and weight – and their hardened shells – are sufficient to protect them from predators. But if people wait too long after that point, the tortoises eventually become too large to transport.

E For years, repatriation efforts were carried out in small numbers, with the tortoises carried on the backs of men over weeks of long, treacherous hikes along narrow trails. But in November 2010, the environmentalist and Galápagos National Park liaison officer Godfrey Merlin, a visiting private motor yacht captain and a helicopter pilot gathered around a table in a small café in Puerto Ayora on the island of Santa Cruz to work out more ambitious reintroduction. The aim was to use a helicopter to move 300 of the breeding centre's tortoises to various locations close to Sierra Negra.

F This unprecedented effort was made possible by the owners of the 67-metre yacht White Cloud, who provided the Galápagos National Park with free use of their helicopter and its experienced pilot, as well as the logistical support of the yacht, its captain and crew. Originally an air ambulance, the yacht's helicopter has a rear double door and a large internal space that's well suited for cargo, so a custom crate was designed to hold up to 33 tortoises with a total weight of about 150 kilograms. This weight, together with that of the fuel, pilot and four crew, approached the helicopter's maximum payload, and there were times when it was clearly right on the edge of the helicopter's capabilities. During a period of three days, a group of volunteers from the breeding centre worked around the clock to prepare the young tortoises for transport. Meanwhile, park wardens, dropped off ahead of time in remote locations, cleared landing sites within the thick brush, cacti and lava rocks.

G Upon their release, the juvenile tortoises quickly spread out over their ancestral territory, investigating their new surroundings and feeding on the vegetation. Eventually, one tiny tortoise came across a fully grown giant who had been lumbering around the island for around a hundred years. The two stood side by side, a powerful symbol of the regeneration of an ancient species.

Questions 8–13

Complete the notes below.

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

Write your answers in boxes 8–13 on your answer sheet.

The decline of the Galápagos tortoise

- Originally from mainland South America
- Numbers on Galápagos islands increased, due to lack of predators
- 17th century: small numbers taken onto ships used by **8** .....
- 1790s: very large numbers taken onto whaling ships, kept for **9** ..... , and also used to produce **10** .....
- Hunted by **11** ..... on the islands
- Habitat destruction: for the establishment of agriculture and by various **12** ..... not native to the islands, which also fed on baby tortoises and tortoises' **13** .....

READING PASSAGE 2

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

The Intersection of Health Sciences and Geography

A While many diseases that affect humans have been eradicated due to improvements in vaccinations and the availability of healthcare, there are still areas around the world where certain health issues are more prevalent. In a world that is far more globalised than ever before, people come into contact with one another through travel and living closer and closer to each other. As a result, super-viruses and other infections resistant to antibiotics are becoming more and more common.

B Geography can often play a very large role in the health concerns of certain populations. For instance, depending on where you live, you will not have the same health concerns as someone who lives in a different geographical region. Perhaps one of the most obvious examples of this idea is malaria-prone areas, which are usually tropical regions that foster a warm and damp environment in which the mosquitos that can give people this disease can grow. Malaria is much less of a problem in high-altitude deserts, for instance.

C In some countries, geographical factors influence the health and well-being of the population in very obvious ways. In many large cities, the wind is not strong enough to clear the air of the massive amounts of smog and pollution that cause asthma, lung problems, eyesight issues and more in the people who live there. Part of the problem is, of course, the massive number of cars being driven, in addition to factories that run on coal power. The rapid industrialisation of some countries in recent years has also led to the cutting down of forests to allow for the expansion of big cities, which makes it even harder to fight the pollution with the fresh air that is produced by plants.

D It is in situations like these that the field of health geography comes into its own. It is an increasingly important area of study in a world where diseases like polio are re-emerging, respiratory diseases continue to spread, and malaria-prone areas are still fighting to find a better cure. Health geography is the combination of, on the one hand, knowledge regarding geography and methods used to analyse and interpret geographical information, and on the other, the study of health, diseases and healthcare practices around the world. The aim of this hybrid science is to create solutions for common geography-based health problems. While people will always be prone to illness, the study of how geography affects our health could lead to the eradication of certain illnesses, and the prevention of others in the future. By understanding why and how we get sick, we can change the way we treat illness and disease specific to certain geographical locations.

E The geography of disease and ill health analyses the frequency with which certain diseases appear in different parts of the world, and overlays the data with the geography of the region, to see if there could be a correlation between the two. Health geographers also study factors that could make certain individuals or a population more likely to be taken ill with a specific health concern or disease, as compared with the population of another area. Health geographers in this field are usually trained as healthcare workers, and have an understanding of basic epidemiology as it relates to the spread of diseases among the population.

F Researchers study the interactions between humans and their environment that could lead to illness (such as asthma in places with high levels of pollution) and work to create a clear way of categorising illnesses, diseases and epidemics into local and global scales. Health geographers can map the spread of illnesses and attempt to identify the reasons behind an increase or decrease in illnesses, as they work to find a way to halt the further spread or re-emergence of diseases in vulnerable populations.

G The second subcategory of health geography is the geography of healthcare provision. This group studies the availability (or lack thereof) of healthcare resources to individuals and populations around the world. In both developed and developing nations there is often a very large discrepancy between the options available to people in different social classes, income brackets, and levels of education. Individuals working in the area of the geography of healthcare provision attempt to assess the levels of healthcare in the area (for instance, it may be very difficult for people to get medical attention because there is a mountain between their village and the nearest hospital). These researchers are on the frontline of making recommendations regarding policy to international organisations, local government bodies and others.

H The field of health geography is often overlooked, but it constitutes a huge area of need in the fields of geography and healthcare. If we can understand how geography affects our health no matter where in the world we are located, we can better treat disease, prevent illness, and keep people safe and well.

Questions 14–19

Reading Passage 2 has eight sections, **A–H**.

Which paragraph contains the following information?

*Write the correct letter, **A–H**, in boxes 14–19 on your answer sheet.*

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

14 an acceptance that not all diseases can be totally eliminated

15 examples of physical conditions caused by human behaviour

16 a reference to classifying diseases on the basis of how far they extend geographically

17 reasons why the level of access to healthcare can vary within a country

18 a description of health geography as a mixture of different academic fields

19 a description of the type of area where a particular illness is rare

Questions 20–26

Complete the sentences below.

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

20 Certain diseases have disappeared, thanks to better ..... and healthcare.

21 Because there is more contact between people, ... are losing their usefulness.

22 Disease-causing ..... are most likely to be found in hot, damp regions.

23 One cause of pollution is ..... that burn a particular fuel.

24 The growth of cities often has an impact on nearby ..... .

25 ..... is one disease that is growing after having been eradicated.

26 A physical barrier such as a ..... can prevent people from reaching a hospital.

READING PASSAGE 3

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

Music and the emotions

Neuroscientist Jonah Lehrer considers the emotional power of music

Why does music make us feel? On the one hand, music is a purely abstract art form, devoid of language or explicit ideas. And yet, even though music says little, it still manages to touch us deeply. When listening to our favourite songs, our body betrays all the symptoms of emotional arousal. The pupils in our eyes dilate, our pulse and blood pressure rise, the electrical conductance of our skin is lowered, and the cerebellum, a brain region associated with bodily movement, becomes strangely active. Blood is even re-directed to the muscles in our legs. In other words, sound stirs us at our biological roots.

A recent paper in *Nature Neuroscience* by a research team in Montreal, Canada, marks an important step in revealing the precise underpinnings of 'the potent pleasurable stimulus' that is music. Although the study involves plenty of fancy technology, including functional magnetic resonance imaging (fMRI) and ligand-based positron emission tomography (PET) scanning, the experiment itself was rather straightforward. After screening 217 individuals who responded to advertisements requesting people who experience 'chills' to instrumental music, the scientists narrowed down the subject pool to ten. They then asked the subjects to bring in their playlist of favourite songs – virtually every genre was represented, from techno to tango – and played them the music while their brain activity was monitored. Because the scientists were combining methodologies (PET and fMRI), they were able to obtain an impressively exact and detailed portrait of music in the brain. The first thing they discovered is that music triggers the production of dopamine – a chemical with a key role in setting people's moods – by the neurons (nerve cells) in both the dorsal and ventral regions of the brain. As these two regions have long been linked with the experience of pleasure, this finding isn't particularly surprising.

What is rather more significant is the finding that the dopamine neurons in the caudate – a region of the brain involved in learning stimulus-response associations, and in anticipating food and other 'reward' stimuli – were at their most active around 15 seconds before the participants' favourite moments in the music. The researchers call this the 'anticipatory phase' and argue that the purpose of this activity is to help us predict the arrival of our favourite part. The question, of course, is what all these dopamine neurons are up to. Why are they so active in the period *preceding* the acoustic climax? After all, we typically associate surges of dopamine with pleasure, with the processing of *actual* rewards. And yet, this cluster of cells is most active when the 'chills' have yet to arrive, when the melodic pattern is still unresolved.

One way to answer the question is to look at the music and not the neurons. While music can often seem (at least to the outsider) like a labyrinth of intricate patterns, it turns out that the most important part of every song or symphony is when the patterns break down, when the sound becomes unpredictable. If the music is too obvious, it is annoyingly boring, like an alarm clock. Numerous studies, after all, have demonstrated that dopamine neurons quickly adapt to predictable rewards. If we know what's going to happen next, then we don't get excited. This is why composers often introduce a key note in the beginning of a song, spend most of the rest of the piece in the studious avoidance of the pattern, and then finally repeat it only at the end. The longer we are denied the pattern we expect, the greater the emotional release when the pattern returns, safe and sound.

To demonstrate this psychological principle, the musicologist Leonard Meyer, in his classic book *Emotion and Meaning in Music* (1956), analysed the 5th movement of Beethoven's String Quartet in C-sharp minor, Op. 131. Meyer wanted to show how music is defined by its flirtation with – but not submission to – our expectations of order. Meyer dissected 50 measures (bars) of the masterpiece, showing how Beethoven begins with the clear statement of a rhythmic and harmonic pattern and then, in an ingenious tonal dance, carefully holds off repeating it. What Beethoven does instead is suggest variations of the pattern. He wants to preserve an element of uncertainty in his music, making our brains beg for the one chord he refuses to give us. Beethoven saves that chord for the end.

According to Meyer, it is the suspenseful tension of music, arising out of our unfulfilled expectations, that is the source of the music's feeling. While earlier theories of music focused on the way a sound can refer to the real world of images and experiences – its 'connotative' meaning – Meyer argued that the emotions we find in music come from the unfolding events of the music itself. This 'embodied meaning' arises from the patterns the symphony invokes and then ignores. It is this uncertainty that triggers the surge of dopamine in the caudate, as we struggle to figure out what will happen next. We can predict some of the notes, but we can't predict them all, and that is what keeps us listening, waiting expectantly for our reward, for the pattern to be completed.

Questions 27–31

Complete the summary below.

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

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

The Montreal Study

Participants, who were recruited for the study through advertisements, had their brain activity monitored while listening to their favourite music. It was noted that the music stimulated the brain's neurons to release a substance called **27** ..... in two of the parts of the brain which are associated with feeling **28** ..... .

Researchers also observed that the neurons in the area of the brain called the **29** ..... were particularly active just before the participants' favourite moments in the music – the period known as the **30** ..... . Activity in this part of the brain is associated with the expectation of 'reward' stimuli such as **31** ..... .

Questions 32–36

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

Write the correct letter in boxes 32–36 on your answer sheet.

32 What point does the writer emphasise in the first paragraph?

A how dramatically our reactions to music can vary
B how intense our physical responses to music can be
C how little we know about the way that music affects us
D how much music can tell us about how our brains operate

33 What view of the Montreal study does the writer express in the second paragraph?

A Its aims were innovative.
B The approach was too simplistic.
C It produced some remarkably precise data.
D The technology used was unnecessarily complex.

34 What does the writer find interesting about the results of the Montreal study?

A the timing of participants' neural responses to the music
B the impact of the music on participants' emotional state
C the section of participants' brains which was activated by the music
D the type of music which had the strongest effect on participants' brains

35 Why does the writer refer to Meyer's work on music and emotion?

A to propose an original theory about the subject
B to offer support for the findings of the Montreal study
C to recommend the need for further research into the subject
D to present a view which opposes that of the Montreal researchers

36 According to Leonard Meyer, what causes the listener's emotional response to music?

A the way that the music evokes poignant memories in the listener
B the association of certain musical chords with certain feelings
C the listener's sympathy with the composer's intentions
D the internal structure of the musical composition

Questions 37–40

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

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

37 The Montreal researchers discovered that

38 Many studies have demonstrated that

39 Meyer's analysis of Beethoven's music shows that

40 Earlier theories of music suggested that

A	our response to music depends on our initial emotional state.
B	neuron activity decreases if outcomes become predictable.
C	emotive music can bring to mind actual pictures and events.
D	experiences in our past can influence our emotional reaction to music.
E	emotive music delays giving listeners what they expect to hear.
F	neuron activity increases prior to key points in a musical piece.

WRITING

WRITING TASK 1

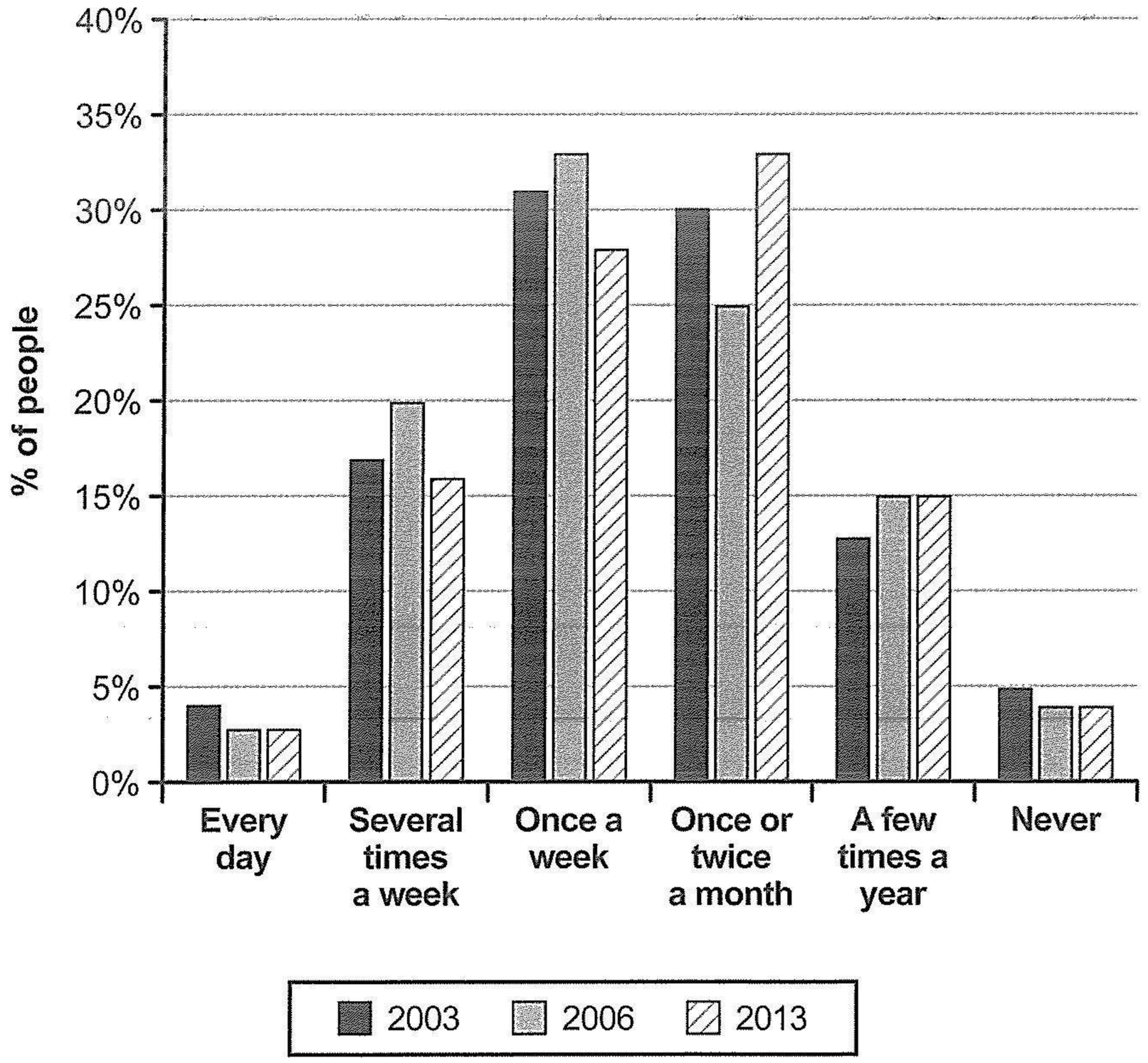
You should spend about 20 minutes on this task.

The chart below shows how frequently people in the USA ate in fast food restaurants between 2003 and 2013.

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

Write at least 150 words.

Frequency of eating at fast food restaurants among people in the USA (2003–2013)



WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

> ***In a number of countries, some people think it is necessary to spend large sums of money on constructing new railway lines for very fast trains between cities. Others believe the money should be spent on improving existing public transport.***
>
> ***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

Clothes

- Where do you buy most of your clothes? [Why?]
- How often do you buy new clothes for yourself? [Why?]
- How do you decide which clothes to buy? [Why?]
- Have the kinds of clothes you like changed in recent years? [Why?/Why not?]

PART 2

Describe an interesting discussion you had about how you spend your money.

You should say:
who you had the discussion with
why you discussed this topic
what the result of the discussion was
and explain why this discussion was interesting for you.

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:

Money and young people

Example questions:
Why do some parents give their children money to spend each week?
Do you agree that schools should teach children how to manage money?
Do you think it is a good idea for students to earn money while studying?

Money and society

Example questions:
Do you think it is true that in today's society money cannot buy happiness?
What disadvantages are there in a society where the gap between rich and poor is very large?
Do you think richer countries have a responsibility to help poorer countries?

Test 8

LISTENING

SECTION 1 ***Questions 1–10***

Complete the notes below.

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

Cycle tour leader: Applicant enquiry

Example

Name: Margaret ..Smith..

About the applicant:

- wants a **1** ..... job
- will soon start work as a **2** .....
- has led cycle trips in **3** .....
- interested in being a leader of a cycling trip for families
- is currently doing voluntary work with members of a **4** ..... club
- available for five months from the 1st of **5** .....
- can't eat **6** .....

Contact details:

- address: 27 **7** ..... Place, Dumfries
- postcode: **8** .....

Interview:

- interview at 2.30 pm on **9** .....
- will plan a short **10** ..... about being a tour guide

SECTION 2 *Questions 11–20*

Questions 11–14

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

Visiting the Sheepmarket area

11 Which is the most rapidly-growing group of residents in the Sheepmarket area?

A young professional people
B students from the university
C employees in the local market

12 The speaker recommends the side streets in the Sheepmarket for their

A international restaurants.
B historical buildings.
C arts and crafts.

13 Clothes designed by entrants for the Young Fashion competition must

A be modelled by the designers themselves.
B be inspired by aspects of contemporary culture.
C be made from locally produced materials.

14 Car parking is free in some car parks if you

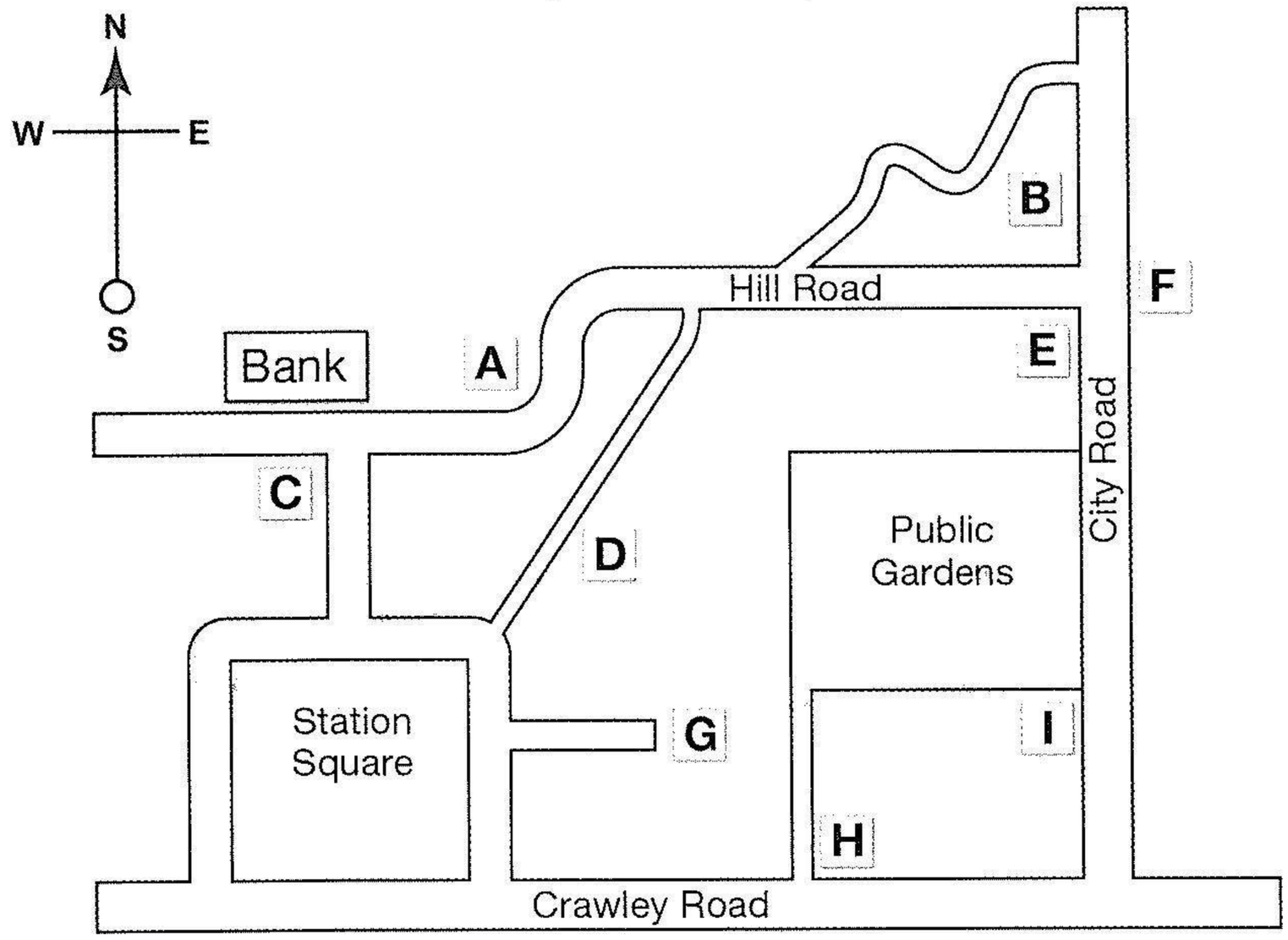
A stay for less than an hour.
B buy something in the shops.
C park in the evenings or at weekends.

Questions 15–20

Label the map below.

Write the correct letter, ***A–I****, next to Questions 15–20.*

Art and History in the Sheepmarket



15 The Reynolds House .....

16 The Thumb .....

17 The Museum .....

18 The Contemporary Art Gallery .....

19 The Warner Gallery .....

20 Nucleus .....

SECTION 3 *Questions 21–30*

Questions 21–24

Complete the table below.

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

Presentation on film adaptations of Shakespeare's plays

Stages of presentation	**Work still to be done**
Introduce Giannetti's book containing a **21** ..... of adaptations	Organise notes
Ask class to suggest the **22** ..... adaptations	No further work needed
Present Rachel Malchow's ideas	Prepare some **23** .....
Discuss relationship between adaptations and **24** ..... at the time of making the film	No further work needed

Questions 25–30

What do the speakers say about each of the following films?

*Choose **SIX** answers from the box and write the correct letter, **A–G**, next to questions 25–30.*

	Comments
A	clearly shows the historical period
B	contains only parts of the play
C	is too similar to another kind of film
D	turned out to be unpopular with audiences
E	presents the play in a different period from the original
F	sets the original in a different country
G	incorporates a variety of art forms

	Films	
25	*Ran*	.....
26	*Much Ado About Nothing*	.....
27	*Romeo & Juliet*	.....
28	*Hamlet*	.....
29	*Prospero's Books*	.....
30	*Looking for Richard*	.....

SECTION 4 *Questions 31–40*

Complete the notes below.

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

Noise in Cities

Past research focused on noise level (measured in decibels) and people's responses.

Noise 'maps'

- show that the highest noise levels are usually found on roads
- do not show other sources of noise, e.g. when windows are open or people's neighbours are in their **31** .....
- ignore variations in people's perceptions of noise
- have made people realize that the noise is a **32** ..... issue that must be dealt with

Problems caused by noise

- sleep disturbance
- increase in amount of stress
- effect on the **33** ..... of schoolchildren

Different types of noise

Some noises can be considered pleasant e.g. the sound of a **34** ..... in a town

To investigate this, researchers may use methods from **35** ..... sciences e.g. questionnaires

What people want

Plenty of activity in urban environments which are **36** ..... , but also allow people to relax

But architects and town planners

- do not get much **37** ..... in acoustics
- regard sound as the responsibility of engineers

Understanding sound as an art form

We need to know

- how sound relates to **38** .....
- what can be learnt from psychology about the effects of sound
- whether physics can help us understand the **39** ..... of sound

Virtual reality programs

- advantage: predict the effect of buildings
- current disadvantage: they are **40** .....

READING

READING PASSAGE 1

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

The History of Glass

From our earliest origins, man has been making use of glass. Historians have discovered that a type of natural glass – obsidian – formed in places such as the mouth of a volcano as a result of the intense heat of an eruption melting sand – was first used as tips for spears. Archaeologists have even found evidence of man-made glass which dates back to 4000 BC; this took the form of glazes used for coating stone beads. It was not until 1500 BC, however, that the first hollow glass container was made by covering a sand core with a layer of molten glass.

Glass blowing became the most common way to make glass containers from the first century BC. The glass made during this time was highly coloured due to the impurities of the raw material. In the first century AD, methods of creating colourless glass were developed, which was then tinted by the addition of colouring materials. The secret of glass making was taken across Europe by the Romans during this century. However, they guarded the skills and technology required to make glass very closely, and it was not until their empire collapsed in 476 AD that glass-making knowledge became widespread throughout Europe and the Middle East. From the 10th century onwards, the Venetians gained a reputation for technical skill and artistic ability in the making of glass bottles, and many of the city's craftsmen left Italy to set up glassworks throughout Europe.

A major milestone in the history of glass occurred with the invention of lead crystal glass by the English glass manufacturer George Ravenscroft (1632–1683). He attempted to counter the effect of clouding that sometimes occurred in blown glass by introducing lead to the raw materials used in the process. The new glass he created was softer and easier to decorate, and had a higher refractive index, adding to its brilliance and beauty, and it proved invaluable to the optical industry. It is thanks to Ravenscroft's invention that optical lenses, astronomical telescopes, microscopes and the like became possible.

In Britain, the modern glass industry only really started to develop after the repeal of the Excise Act in 1845. Before that time, heavy taxes had been placed on the amount of glass melted in a glasshouse, and were levied continuously from 1745 to 1845. Joseph Paxton's Crystal Palace at London's Great Exhibition of 1851 marked the beginning of glass as a material used in the building industry. This revolutionary new building encouraged the use of glass in public, domestic and horticultural architecture. Glass

manufacturing techniques also improved with the advancement of science and the development of better technology.

From 1887 onwards, glass making developed from traditional mouth-blowing to a semi-automatic process, after factory-owner HM Ashley introduced a machine capable of producing 200 bottles per hour in Castleford, Yorkshire, England – more than three times quicker than any previous production method. Then in 1907, the first fully automated machine was developed in the USA by Michael Owens – founder of the Owens Bottle Machine Company (later the major manufacturers Owens-Illinois) – and installed in its factory. Owens' invention could produce an impressive 2,500 bottles per hour. Other developments followed rapidly, but it was not until the First World War, when Britain became cut off from essential glass suppliers, that glass became part of the scientific sector. Previous to this, glass had been seen as a craft rather than a precise science.

Today, glass making is big business. It has become a modern, hi-tech industry operating in a fiercely competitive global market where quality, design and service levels are critical to maintaining market share. Modern glass plants are capable of making millions of glass containers a day in many different colours, with green, brown and clear remaining the most popular. Few of us can imagine modern life without glass. It features in almost every aspect of our lives – in our homes, our cars and whenever we sit down to eat or drink. Glass packaging is used for many products, many beverages are sold in glass, as are numerous foodstuffs, as well as medicines and cosmetics.

Glass is an ideal material for recycling, and with growing consumer concern for green issues, glass bottles and jars are becoming ever more popular. Glass recycling is good news for the environment. It saves used glass containers being sent to landfill. As less energy is needed to melt recycled glass than to melt down raw materials, this also saves fuel and production costs. Recycling also reduces the need for raw materials to be quarried, thus saving precious resources.

Questions 1–8

Complete the notes below.

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

Write your answers in boxes 1–8 on your answer sheet.

The History of Glass

- Early humans used a material called **1** ..... to make the sharp points of their **2** ..... .
- 4000 BC: **3** ..... made of stone were covered in a coating of man-made glass.
- First century BC: glass was coloured because of the **4** ..... in the material.
- Until 476 AD: Only the **5** ..... knew how to make glass.
- From 10th century: Venetians became famous for making bottles out of glass.
- 17th century: George Ravenscroft developed a process using **6** ..... to avoid the occurrence of **7** ..... in blown glass.
- Mid-19th century: British glass production developed after changes to laws concerning **8** ..... .

Questions 9–13

In boxes 9–13 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*

9 In 1887, HM Ashley had the fastest bottle-producing machine that existed at the time.

10 Michael Owens was hired by a large US company to design a fully-automated bottle manufacturing machine for them.

11 Nowadays, most glass is produced by large international manufacturers.

12 Concern for the environment is leading to an increased demand for glass containers.

13 It is more expensive to produce recycled glass than to manufacture new glass.

READING PASSAGE 2

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

Bring back the big cats

It's time to start returning vanished native animals to Britain, says John Vesty

There is a poem, written around 598 AD, which describes hunting a mystery animal called a *llewyn*. But what was it? Nothing seemed to fit, until 2006, when an animal bone, dating from around the same period, was found in the Kinsey Cave in northern England. Until this discovery, the lynx – a large spotted cat with tasselled ears – was presumed to have died out in Britain at least 6,000 years ago, before the inhabitants of these islands took up farming. But the 2006 find, together with three others in Yorkshire and Scotland, is compelling evidence that the lynx and the mysterious *llewyn* were in fact one and the same animal. If this is so, it would bring forward the tassel-eared cat's estimated extinction date by roughly 5,000 years.

However, this is not quite the last glimpse of the animal in British culture. A 9th-century stone cross from the Isle of Eigg shows, alongside the deer, boar and aurochs pursued by a mounted hunter, a speckled cat with tasselled ears. Were it not for the animal's backside having worn away with time, we could have been certain, as the lynx's stubby tail is unmistakable. But even without this key feature, it's hard to see what else the creature could have been. The lynx is now becoming the totemic animal of a movement that is transforming British environmentalism: rewilding.

Rewilding means the mass restoration of damaged ecosystems. It involves letting trees return to places that have been denuded, allowing parts of the seabed to recover from trawling and dredging, permitting rivers to flow freely again. Above all, it means bringing back missing species. One of the most striking findings of modern ecology is that ecosystems without large predators behave in completely different ways from those that retain them. Some of them drive dynamic processes that resonate through the whole food chain, creating niches for hundreds of species that might otherwise struggle to survive. The killers turn out to be bringers of life.

Such findings present a big challenge to British conservation, which has often selected arbitrary assemblages of plants and animals and sought, at great effort and expense, to prevent them from changing. It has tried to preserve the living world as if it were a jar of pickles, letting nothing in and nothing out, keeping nature in a state of arrested development. But ecosystems are not merely collections of species; they are also the dynamic and ever-shifting relationships between them. And this dynamism often depends on large predators.

At sea the potential is even greater: by protecting large areas from commercial fishing, we could once more see what 18th-century literature describes: vast shoals of fish being chased by fin and

sperm whales, within sight of the English shore. This policy would also greatly boost catches in the surrounding seas; the fishing industry's insistence on scouring every inch of seabed, leaving no breeding reserves, could not be more damaging to its own interests.

Rewilding is a rare example of an environmental movement in which campaigners articulate what they are for rather than only what they are against. One of the reasons why the enthusiasm for rewilding is spreading so quickly in Britain is that it helps to create a more inspiring vision than the green movement's usual promise of 'Follow us and the world will be slightly less awful than it would otherwise have been.'

The lynx presents no threat to human beings: there is no known instance of one preying on people. It is a specialist predator of roe deer, a species that has exploded in Britain in recent decades, holding back, by intensive browsing, attempts to re-establish forests. It will also winkle out sika deer: an exotic species that is almost impossible for human beings to control, as it hides in impenetrable plantations of young trees. The attempt to reintroduce this predator marries well with the aim of bringing forests back to parts of our bare and barren uplands. The lynx requires deep cover, and as such presents little risk to sheep and other livestock, which are supposed, as a condition of farm subsidies, to be kept out of the woods.

On a recent trip to the Cairngorm Mountains, I heard several conservationists suggest that the lynx could be reintroduced there within 20 years. If trees return to the bare hills elsewhere in Britain, the big cats could soon follow. There is nothing extraordinary about these proposals, seen from the perspective of anywhere else in Europe. The lynx has now been reintroduced to the Jura Mountains, the Alps, the Vosges in eastern France and the Harz mountains in Germany, and has re-established itself in many more places. The European population has tripled since 1970 to roughly 10,000. As with wolves, bears, beavers, boar, bison, moose and many other species, the lynx has been able to spread as farming has left the hills and people discover that it is more lucrative to protect charismatic wildlife than to hunt it, as tourists will pay for the chance to see it. Large-scale rewilding is happening almost everywhere – except Britain.

Here, attitudes are just beginning to change. Conservationists are starting to accept that the old preservation-jar model is failing, even on its own terms. Already, projects such as Trees for Life in the Highlands provide a hint of what might be coming. An organisation is being set up that will seek to catalyse the rewilding of land and sea across Britain, its aim being to reintroduce that rarest of species to British ecosystems: hope.

Questions 14–18

*Write the correct letter, **A**, **B**, **C** or **D**, in boxes 14–18 on your answer sheet.*

14 What did the 2006 discovery of the animal bone reveal about the lynx?

A Its physical appearance was very distinctive.
B Its extinction was linked to the spread of farming.
C It vanished from Britain several thousand years ago.
D It survived in Britain longer than was previously thought.

15 What point does the writer make about large predators in the third paragraph?

A Their presence can increase biodiversity.
B They may cause damage to local ecosystems.
C Their behaviour can alter according to the environment.
D They should be reintroduced only to areas where they were native.

16 What does the writer suggest about British conservation in the fourth paragraph?

A It has failed to achieve its aims.
B It is beginning to change direction.
C It has taken a misguided approach.
D It has focused on the most widespread species.

17 Protecting large areas of the sea from commercial fishing would result in

A practical benefits for the fishing industry.
B some short-term losses to the fishing industry.
C widespread opposition from the fishing industry.
D certain changes to techniques within the fishing industry.

18 According to the author, what distinguishes rewilding from other environmental campaigns?

A Its objective is more achievable.
B Its supporters are more articulate.
C Its positive message is more appealing.
D It is based on sounder scientific principles.

Questions 19–22

*Complete the summary using the list of words and phrases **A–F** below.*

*Write the correct letter, **A–F**, in boxes 19–22 on your answer sheet.*

Reintroducing the lynx to Britain

There would be many advantages to reintroducing the lynx to Britain. While there is no evidence that the lynx has ever put **19** ..... in danger, it would reduce the numbers of certain **20** ..... whose populations have increased enormously in recent decades. It would present only a minimal threat to **21** ..... , provided these were kept away from lynx habitats. Furthermore, the reintroduction programme would also link efficiently with initiatives to return native **22** ..... to certain areas of the country.

A	trees	**B**	endangered species	**C**	hillsides
D	wild animals	**E**	humans	**F**	farm animals

Questions 23–26

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

In boxes 23–26 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*

23 Britain could become the first European country to reintroduce the lynx.

24 The large growth in the European lynx population since 1970 has exceeded conservationists' expectations.

25 Changes in agricultural practices have extended the habitat of the lynx in Europe.

26 It has become apparent that species reintroduction has commercial advantages.

READING PASSAGE 3

*You should spend about 20 minutes on **Questions 27–40**, which are based on Reading Passage 3 on pages 89 and 90.*

Questions 27–33

Reading Passage 3 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 27–33 on your answer sheet.*

List of Headings

i	Disputes over financial arrangements regarding senior managers
ii	The impact on companies of being subjected to close examination
iii	The possible need for fundamental change in every area of business
iv	Many external bodies being held responsible for problems
v	The falling number of board members with broad enough experience
vi	A risk that not all directors take part in solving major problems
vii	Boards not looking far enough ahead
viii	A proposal to change the way the board operates

27 Paragraph **A**

28 Paragraph **B**

29 Paragraph **C**

30 Paragraph **D**

31 Paragraph **E**

32 Paragraph **F**

33 Paragraph **G**

UK companies need more effective boards of directors

A After a number of serious failures of governance (that is, how they are managed at the highest level), companies in Britain, as well as elsewhere, should consider radical changes to their directors' roles. It is clear that the role of a board director today is not an easy one. Following the 2008 financial meltdown, which resulted in a deeper and more prolonged period of economic downturn than anyone expected, the search for explanations in the many post-mortems of the crisis has meant blame has been spread far and wide. Governments, regulators, central banks and auditors have all been in the frame. The role of bank directors and management and their widely publicised failures have been extensively picked over and examined in reports, inquiries and commentaries.

B The knock-on effect of this scrutiny has been to make the governance of companies in general an issue of intense public debate and has significantly increased the pressures on, and the responsibilities of, directors. At the simplest and most practical level, the time involved in fulfilling the demands of a board directorship has increased significantly, calling into question the effectiveness of the classic model of corporate governance by part-time, independent non-executive directors. Where once a board schedule may have consisted of between eight and ten meetings a year, in many companies the number of events requiring board input and decisions has dramatically risen. Furthermore, the amount of reading and preparation required for each meeting is increasing. Agendas can become overloaded and this can mean the time for constructive debate must necessarily be restricted in favour of getting through the business.

C Often, board business is devolved to committees in order to cope with the workload, which may be more efficient but can mean that the board as a whole is less involved in fully addressing some of the most important issues. It is not uncommon for the audit committee meeting to last longer than the main board meeting itself. Process may take the place of discussion and be at the expense of real collaboration, so that boxes are ticked rather than issues tackled.

D A radical solution, which may work for some very large companies whose businesses are extensive and complex, is the professional board, whose members would work up to three or four days a week, supported by their own dedicated staff and advisers. There are obvious risks to this and it would be important to establish clear guidelines for such a board to ensure that it did not step on the toes of management by becoming too engaged in the day-to-day running of the company. Problems of recruitment, remuneration and independence could also arise and this structure would not be appropriate for all companies. However, more professional and better-informed boards would have been particularly appropriate for banks where the executives had access to information that part-time non-executive directors lacked, leaving the latter unable to comprehend or anticipate the 2008 crash.

E One of the main criticisms of boards and their directors is that they do not focus sufficiently on longer-term matters of strategy, sustainability and governance, but instead concentrate too much on short-term financial metrics. Regulatory requirements and the structure of the market encourage this behaviour. The tyranny of quarterly reporting can distort board decision-making, as directors have to 'make the numbers' every four months to meet the insatiable appetite of the market for more data. This serves to encourage the trading methodology of a certain kind of investor who moves in and out of a stock without engaging in constructive dialogue with the company about strategy or performance, and is simply seeking a short-term financial gain. This effect has been made worse by the changing profile of investors due to the globalisation of capital and the increasing use of automated trading systems. Corporate culture adapts and management teams are largely incentivised to meet financial goals.

F Compensation for chief executives has become a combat zone where pitched battles between investors, management and board members are fought, often behind closed doors but increasingly frequently in the full glare of press attention. Many would argue that this is in the interest of transparency and good governance as shareholders use their muscle in the area of pay to pressure boards to remove underperforming chief executives. Their powers to vote down executive remuneration policies increased when binding votes came into force. The chair of the remuneration committee can be an exposed and lonely role, as Alison Carnwath, chair of Barclays Bank's remuneration committee, found when she had to resign, having been roundly criticised for trying to defend the enormous bonus to be paid to the chief executive; the irony being that she was widely understood to have spoken out against it in the privacy of the committee.

G The financial crisis stimulated a debate about the role and purpose of the company and a heightened awareness of corporate ethics. Trust in the corporation has been eroded and academics such as Michael Sandel, in his thoughtful and bestselling book *What Money Can't Buy*, are questioning the morality of capitalism and the market economy. Boards of companies in all sectors will need to widen their perspective to encompass these issues and this may involve a realignment of corporate goals. We live in challenging times.

Questions 34–37

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

In boxes 34–37 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*

34 Close scrutiny of the behaviour of boards has increased since the economic downturn.

35 Banks have been mismanaged to a greater extent than other businesses.

36 Board meetings normally continue for as long as necessary to debate matters in full.

37 Using a committee structure would ensure that board members are fully informed about significant issues.

Questions 38–40

Complete the sentences below.

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

Write your answers in boxes 38–40 on your answer sheet.

38 Before 2008, non-executive directors were at a disadvantage because of their lack of ..... .

39 Boards tend to place too much emphasis on ..... considerations that are only of short-term relevance.

40 On certain matters, such as pay, the board may have to accept the views of ..... .

WRITING

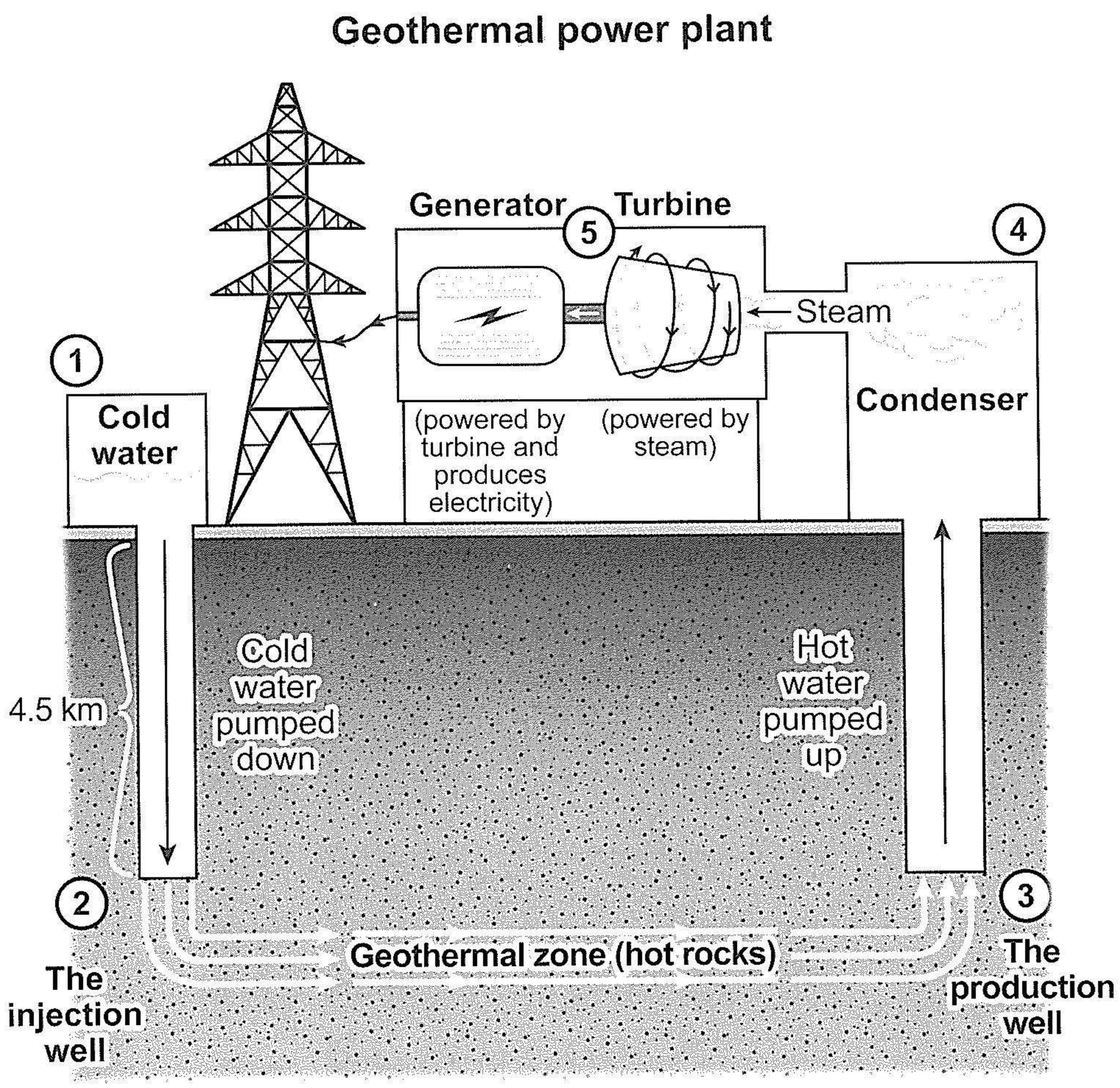
WRITING TASK 1

You should spend about 20 minutes on this task.

The diagram below shows how geothermal energy is used to produce electricity.

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:

> ***Some people believe that allowing children to make their own choices on everyday matters (such as food, clothes and entertainment) is likely to result in a society of individuals who only think about their own wishes. Other people believe that it is important for children to make decisions about matters that affect them.***
>
> ***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

Art

- Did you enjoy doing art lessons when you were a child? [Why?/Why not?]
- Do you ever draw or paint pictures now? [Why?/Why not?]
- When was the last time you went to an art gallery or exhibition? [Why?]
- What kind of pictures do you like having in your home? [Why?]

PART 2

Describe a time when you visited a friend or family member at their workplace.

You should say:
who you visited
where this person worked
why you visited this person's workplace
and explain how you felt about visiting this person's workplace.

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:

Different kinds of workplaces

Example questions:
What things make an office comfortable to work in?
Why do some people prefer to work outdoors?
Do you agree that the building people work in is more important than the colleagues they work with?

The importance of work

Example questions:
What would life be like if people didn't have to work?
Are all jobs of equal importance?
Why do some people become workaholics?