



SCHOOL OF FOREIGN LANGUAGES, THAI NGUYEN UNIVERSITY

ENGLISH DEPARTMENT

English Written Proficiency Advanced 3

WORKBOOK

The first edition

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PART I: READING**UNIT 1: PARAGRAPH HEADING & TRUE/FALSE/NOT GIVEN QUESTIONS****PARAGRAPH HEADING QUESTIONS**

Task 1: Choose the correct heading for the paragraph from the list below.

Passage 1: An estuary is a partly enclosed Coastal body of water with one or more rivers or streams flowing into it, and with a free connection to the open sea. Estuaries are amongst the most heavily populated areas throughout the world, with about 60% of the world's population living along estuaries and the coast. As a result, estuaries are suffering degradation by many factors, including overgrazing and other poor farming practices; overfishing; drainage and filling of wetlands; pollutants from sewage inputs; and diking or damming for flood control or water diversion.

- a) The environmental impact of estuaries
- b) The human impact on certain coastal areas
- c) Why estuaries will disappear

Passage 2: For the first time, dictionary publishers are incorporating real, spoken English into their data. It gives lexicographers (people who write dictionaries) access to a more vibrant, up - to - date vernacular language which has never really been studied before. In one project, 150 volunteers each agreed to discreetly tie a Walkman recorder to their waist and leave it running for anything up to two weeks. Every conversation they had was recorded. When the data was collected, the length of tapes was 35 times the depth of the Atlantic Ocean. Teams of audio typists transcribed the tapes to produce a computerised database of ten million words.

Which paragraph heading would you chose, and why?

- 1. New method of research
- 2. The first study of spoken language

Task 2: Read the passage and choose the correct heading for sections A - D from the list of headings below.

List of Headings

- i. The role of video violence
- ii. The failure of government policy
- iii. Reasons for the increased rate of bullying
- iv. Research into how common bullying is in British schools
- v. The reaction from schools to enquiries about bullying
- vi. The effect of bullying on the children involved
- vii. Developments that have led to a new approach by schools

1. Section A
2. Section B
3. Section C
4. Section D

Passage: Persistent bullying is one of the worst experiences a child can face.

How can it be prevented?

A Bullying can take a variety of forms, from the verbal - being taunted or called hurtful names - to the physical - being kicked or shoved - as well as indirect forms, such as being excluded from social groups. A survey I conducted with Irene Whitney found that in British primary schools up to a quarter of pupils reported experience of bullying, which in about one in ten cases was persistent. There was less bullying in secondary schools, with about one in twenty - five suffering persistent bullying, but these cases may be particularly recalcitrant.

B Bullying is clearly unpleasant, and can make the child experiencing it feel unworthy and depressed. In extreme cases it can even lead to suicide, though this is thankfully rare. Victimised pupils are more likely to experience difficulties with interpersonal relationships as adults, while children who persistently bully are more likely to grow up to be physically violent, and convicted of anti - social offences.

C Until recently, not much was known about the topic, and little help was available to teachers to deal with bullying. Perhaps as a consequence, schools would often deny the problem. "There is no bullying at this school has been a common refrain, almost certainly untrue. Fortunately more schools are now saying: There is not much bullying here, but when it occurs we have a clear policy for dealing with it.

D Three factors are involved in this change. First is an awareness of the severity of the problem. Second, a number of resources to help tackle bullying have become available in Britain. For example, the Scottish Council for Research in Education produced a package of materials, Action Against Bullying, circulated to all schools in England and Wales as well as in Scotland in summer 1992, with a second pack, Supporting Schools Against Bullying, produced the following year. In Ireland, Guidelines on Countering Bullying Behaviour in Post - Primary Schools was published in 1993. Third, there is evidence that these materials work, and that schools can achieve something. This comes from carefully conducted 'before and after' evaluations of interventions in schools, monitored by a research team. In Norway, after an intervention campaign was introduced nationally, an evaluation of forty - two schools suggested that, over a two - year period, bullying was halved. The Sheffield investigation, which involved sixteen primary schools and seven secondary schools, found that most schools succeeded in reducing bullying.

Task 3: Read the passage and choose the correct heading for sections A - G from the list of headings below.

Organic food: why?

Today, many governments are promoting organic or natural farming methods that avoid the use of pesticides and other artificial products. The aim is to show that they care about the environment and about people's health. But is this the right approach?

A Europe is now the biggest market for organic food in the world, expanding by 25 percent a year over the past 10 years. So what is the attraction of organic food for some people? The really important thing is that organic sounds more 'natural'. Eating organic is a way of defining oneself as natural, good, caring, different from the junk - food - scoffing masses. As one journalist puts it: It feels closer to the source, the beginning, the start of things.' The real desire is to be somehow close to the soil, to Mother Nature.

B Unlike conventional farming, the organic approach means farming with natural, rather than man - made, fertilisers and pesticides. Techniques such as crop rotation improve soil quality and help organic farmers compensate for the absence of man - made chemicals. As a method of food production, organic is, however, inefficient in its use of labour and land; there are severe limits to how much food can be produced. Also, the environmental benefits of not using artificial fertiliser are tiny compared with the amount of carbon dioxide emitted by transporting food (a great deal of Britain's organic produce is shipped in from other countries and transported from shop to home by car).

C Organic farming is often claimed to be safer than conventional farming - for the environment and for consumers. Yet studies into organic farming worldwide continue to reject this claim. An extensive review by the UK Food Standards Agency found that there was no statistically significant difference between organic and conventional crops. Even where results indicated there was evidence of a difference, the reviewers found no sign that these differences would have any noticeable effect on health.

D The simplistic claim that organic food is more nutritious than conventional food was always likely to be misleading. Food is a natural product, and the health value of different foods will vary for a number of reasons, including freshness, the way the food is cooked, the type of soil it is grown in, the amount of sunlight and rain crops have received, and so on. Likewise, the flavour of a carrot has less to do with whether it was fertilised with manure or something out of a plastic sack than with the variety of carrot and how long ago it was dug up. The differences created by these things are likely to be greater than any differences brought about by using an organic or nonorganic system of production. Indeed, even some 'organic' farms are quite different from one another.

E The notion that organic food is safer than 'normal' food is also contradicted by the fact that many of our most common foods are full of natural toxins. Parsnips cause blisters on the skin of agricultural workers. Toasting bread creates carcinogens. As one research expert says: 'People think that the more natural something is, the better it is for them. That is simply not the case. In fact, it is the opposite that is true: the closer a plant is to its natural state, the more likely it is that it will poison you. Naturally, many plants do not want to be eaten, so we have spent 10,000 years developing agriculture and breeding out harmful traits from crops.'

F Yet educated Europeans are more scared of eating traces of a few, strictly regulated, man - made chemicals than they are of eating the ones that nature created directly. Surrounded by plentiful food, it's not nature they worry about, but technology. Our obsessions with the ethics and safety of what we eat - concerns about antibiotics in animals, additives in food, GM crops and so on - are symptomatic of a highly technological society that has little faith in its ability to use this technology wisely. In this context, the less something is touched by the human hand, the healthier people assume it must be.

G Ultimately, the organic farming movement is an expensive luxury for shoppers in well - manicured Europe. For developing parts of the world, it is irrelevant. To European environmentalists, the fact that organic methods require more labour and land than conventional ones to get the same yields is a good thing; to a farmer in rural

Africa, it is a disaster. Here, land tends to be so starved and crop yields so low that there simply is not enough organic matter to put back into the soil. Perhaps the focus should be on helping these countries to gain access to the most advanced farming techniques, rather than going back to basics.

Questions 1 - 6

The reading passage has seven paragraphs, A - G.

Choose the correct heading for paragraphs B - G from the list of headings below.

Example: Paragraph A: viii

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

List of Headings

- i. Research into whether organic food is better for us
- ii. Adding up the cost of organic food
- iii. The factors that can affect food quality
- iv. The rich and poor see things differently
- v. A description of organic farming
- vi. Testing the taste of organic food
- vii. Fear of science has created the organic trend
- viii. The main reason for the popularity of organic food
- ix. The need to remove hidden dangers from food

TRUE/FALSE/NOT GIVEN QUESTIONS

Task 1: Read the following sentences and the passages and then decide whether the sentences are True/False/Not given.

1. Several species of wildlife in the British countryside are declining.

Passage: In Britain, for example, many of our best - loved farmland birds, such

as the skylark, the grey partridge, the lapwing and the corn bunting, have vanished from huge stretches of countryside, as have even more wild flowers and insects.

2. In experiments, rats who ate what they wanted led shorter lives than rats on a lowcalorie diet.

Passage: Scientists first recognized the value of the practice more than 60 years ago, when they found that rats fed a low - calorie diet lived longer on average than free - feeding rats and also had a reduced incidence of conditions that become increasingly common in old age.

3. Private schools in Japan are more modern and spacious than state - run lower secondary schools.

Passage: Lower secondary schools in Japan cover three school years, from the seventh grade (age 13) to the ninth grade (age 15). Virtually all pupils at this stage attend state schools: only 3 per cent are in the private sector. Schools are usually modern in design, set well back from the road and spacious inside.

4. People feel more strongly about language education than about small differences in language usage.

Passage: Arguments can start as easily over minor points of usage as over major policies of linguistic education.

5. It is always difficult to determine where an animal lived when its fossilised remains are incomplete.

Passage: You might wonder how we can tell whether fossil animals lived on land or in water, especially if only fragments are found. Sometimes it's obvious.

6. Alien civilisations may be able to help the human race to overcome serious problems.

Passage: It is even possible that the alien civilisation may pass on the benefits of their experience in dealing with threats to survival such as nuclear war and global pollution, and other threats that we haven't yet discovered.

7. The Lumiere Brothers' film about the train was one of the greatest films ever made.

Passage: One of the Lumiere Brothers' earliest films was a 30 - second piece which showed a section of a railway platform flooded with sunshine. A train appears and heads straight for the camera. And that is all that happens. Yet the Russian director Andrei Tarkovsky, one of the greatest of all film artists, described the film as a 'work of genius'.

8. Consumers prefer theme parks which avoid serious issues.

Passage: Theme parks are undergoing other changes, too, as they try to present more serious social and cultural issues, and move away from fantasy. This development is a response to market forces.

9. Doctors make decisions according to the symptoms that a patient describes.

Passage: We are constantly required to process a wide range of information to make decisions. Sometimes, these decisions are trivial, such as what marmalade to buy. At other times, the stakes are higher, such as deciding which symptoms to report to the doctor.

10. Scientists have concluded that we try to take in as much detail as possible from our surroundings.

Passage: Drawing from change blindness research, scientists have come to the conclusion that we perceive the world in much less detail than previously thought. Rather than monitoring all of the visual details that surround us, we seem to focus our attention only on those features that are currently meaningful or important, ignoring those that are irrelevant to our current needs and goals.

Task 2: Read the following passage and decide whether the sentence is T/F/NG.

Passage 1: Thousands of experiments have been performed to study the preferences of hungry and thirsty animals. The results are universal: all animals are highly sensitive to subtle differences in amount of food or water.

Consider experiments using hungry pigeons. A pigeon is trained to peck at an illuminated button on the wall of its cage, and the experimenter follows each peck with delivery to the pigeon of a small amount of mixed grain. The pigeon soon learns to peck the button. Then the experimenter puts two illuminated buttons, a red one and a green one, side by side on the wall. If the pigeon pecks the red button, it gets 2 ounces of food; if it pecks the green button, it gets 1 ounce of food. Almost all pigeons soon learn to peck the red one and ignore the green one.

However, the results are completely different when a time delay is introduced after the red button is pecked. Virtually all pigeons strongly prefer 1 ounce of food delivered immediately to ounces delayed by only 4 seconds.

(adapted from 'The Science of Self Control' by Howard Rachlin)

Are the statements below true, false or not given?

1. Experiments using hungry and thirsty animals give inconsistent results.
2. Pigeons can be taught to do simple actions in order to get a reward.
3. Hungry pigeons choose the larger reward, regardless of whether they have to wait for it.

Passage 2: The travel industry includes: hotels, motels and other types of accommodation; restaurants and other food services; transportation services and facilities; amusements, attractions and other leisure facilities; gift shops and a large number of other enterprises. Since many of these businesses also serve local residents, the impact of spending by visitors can easily be overlooked or underestimated. In addition, Meis (1992) points out that the tourism industry involves concepts that have remained amorphous to both analysts and decision makers. Moreover, in all nations this problem has made it difficult for the industry to develop any type of reliable or credible tourism information base in order to estimate the contribution it makes to regional, national and global economies.

Are the two statements below true, false, or not given?

1. Visitor spending is always greater than the spending of residents in tourist areas.
2. It is easy to show statistically how tourism affects individual economies.

Passage 3: In a recent study published in the journal *Medicine & Science in Sports & Exercise*, researchers looked at 10 pairs of male identical twins in their 30s. Each twin was similar to his brother in most ways, right down to their eating habits - except that one in each pair had stopped exercising regularly in adulthood.

Despite the fact that the less active twins had the exact same DNA as their fit brothers, after just three sedentary years, they had begun to develop insulin resistance (a precursor to diabetes), had more body fat and lower endurance - and, perhaps most notably, had less grey matter in the brain regions responsible for motor control and coordination. While the study was small, it is evidence that exercise may have as large an effect on your health as your genes do.

Are the following statements true, false, or not given?

1. The twins in the study were very similar, but they had different diets.
2. The fitter twins had less body fat than their brothers.
3. The less active twins performed badly in tests of coordination.
4. The size of the study means that no conclusions can be drawn.

Passage 4:**Chores for children**

Assigning new jobs for children as they mature will develop their work ethic, says Gregg Murset, CEO of BusyKid, a chore and allowance tracking app. "The most important thing is to challenge them," he says. "Once they have some proficiency you need to make them stretch to do the next job" Mr. Murset, a father of six children ages 10 to 20, believes parents should teach children to do housework when they're young, no matter if it yields imperfect results. "Even though it's easier to just clean the toilet by yourself and be done with it, you have to take the long view and realise that these fundamental life skills are so important," he says.

Attaching an allowance to chores teaches children not to expect handouts, says Michael Eisenberg, a financial advisor and member of the National Financial Literacy Commission. "At earlier ages, it instills within children the reality that you do something and you get paid for it," he says. "Later on in life, they learn that the only way we get money is if we produce stuff at our jobs" Some 68% of U.S. parents say they pay an allowance to their children, at an average rate of \$67.80 per month, according to a 2016 survey of 1,005 adults. More than 80% of respondents who pay an allowance say they want to teach their child the value of money and financial responsibility, the survey found.

Are the following statements true, false or not given?

1. Gregg Murset's experiences of fatherhood led him to develop the BusyKid app.
2. Michael Eisenberg believes in giving children financial incentives to do certain tasks.
3. The majority of U.S. parents give their children pocket money.

UNIT 2: MATCHING & SENTENCE COMPLETION QUESTIONS

MATCHING FEATURES

Task 1:

Holidays with a difference

Tribal tourism is becoming more popular. But at what cost to the locals?

Tribal tourism is a relatively new type of tourism. It involves travellers going to remote destinations, staying with local people and learning about their culture and way of life. They stay in local accommodation, share facilities with local people, and join in with meals and celebrations. At the moment, less than one percent of holidays are tribal tourism holidays, but this is set to change.

Tribal tourism is often compared with foreign foreign exchange visits. However, a foreign exchange involves staying with people who often share the same values. Tribal tourism takes visitors to places where the lifestyle is very different from that in their home location. Those who have been on a tribal holiday explain that experiencing this lifestyle is the main attraction. They say that it offers them the chance to live in a way they never have before.

Not everyone is convinced that tribal tourism is a good thing, and opinions are divided. The argument is about whether or not it helps the local population, or whether it exploits them. The main problem is that, because tribal tourism is relatively new, the long - term effects on local populations have not been studied in much detail. Where studies have been carried out, the effects have been found to be negative.

Travel writer Ian Coleman recalls a recent trip to Guatemala, where he saw an example of this. 'There is a village with a statue of a man called Maximon, who has a special spiritual meaning for the local tribe,' he explains. 'The statue is kept indoors, and once a year the locals bring him out and carry him around the village. However, visitors now pay money for them to bring the statue out and carry it around, while they take photographs. As a result, Maximon has lost his original meaning, and is now just another tourist attraction.'

So, is it possible to experience an exotic culture without harming it in some way? 'With a bit of thought, we can maximise the positive impacts and minimise the negative,' says travel company director Hilary Waterhouse. 'Remember that you are there not only to experience a different culture, but to help it in some way. Tourists

bring money to the community, which the community can invest in local projects. However, this does not mean you can act the way you might do back home. The most important thing is to show respect, learn about, and be aware of, local customs and traditions. Always remember you're a guest'.

Dawn Baker, manager of travel company Footprints, runs tours to tribal areas in Peru. 'Good companies specialising in tribal tours are very careful about who they allow on their tours,' she says. 'They won't take anyone they feel is unsuitable.' Baker offers reading recommendations so that visitors can read about the country and its cultures. 'The rewards of a trip to this country are priceless, and the more you know in advance, the more priceless they are.'

Tribal tourism travellers are often surprised at how basic their facilities are when they get there. 'It's not for everyone, but for me was all part of the experience' say Jamie White, who has recently returned from a trip to Borneo. 'We stayed in the same huts that everyone was living in, with no running water and no electricity. It was basic, but it was an ethical way to travel. Being comfortable means you use more local resources and so have more of an environmental impact'.

Questions 1 - 5: Look at the following statements and the list of people below. Match each statement with the correct person, A - D.

NB You may use any letter more than once.

1. Travellers may need to change the way they behave.....
2. Some travellers would not enjoy living the way that the local people do.....
3. Tribal tourism can have benefits for local people.....
4. Some travellers make local people do things that they would not normally do.....
5. Learning about a place before you go there makes your trip much more satisfying.....

List of People

- A Ian Coleman
- B Hilary Waterhouse
- C Dawn Baker
- D Jamie White

Task 2:

Light years ahead
Charlotte Denny in Kampala

Cheap solar panels could be the answer to Uganda's power shortage, but they are proving to be a hard sell.

A Uganda may be one of the world's poorest countries, but it has been blessed with a climate that is almost perfect. With sunshine going spare, one Ugandan electrician believes he has the solution to the country's power shortage - low - tech solar panels that can run anything from a radio to a mobile phone.

B The electrician, Fred Kajubi, belongs to an organisation known as the Uganda Change Agents Association, which helps local people learn skills that can make a difference to their lives and their communities. Members of the organisation, who are known as Change Agents, run credit unions, set up self - help groups in villages become active in local politics and, in Mr. Kajubi's case, promote the use of solar power. He has set up his own small company, Sunshine Solutions, which offers customers a solar panel to meet their every need.

C The materials for the solar panels come from a company in Britain called Bio Design, set up five years ago by a retired inventor, Graham Knight. After seeing a TV programme on the invention of a radio powered by clockwork, Mr Knight decided that in some parts of the world, solar power would be a more effective energy resource for radios and similar everyday equipment. He set up a firm to make the components for low - cost solar panels for use in Africa and South America. These are sent out in kit form, together with instructions on how to assemble them. Graham Knight's panels, which use amorphous silicon, are ten times cheaper than the crystalline silicon panels more commonly used for large - scale solar power production. Sunshine solutions can therefore sell solar panels that are much less expensive than the ones available in the shops.

D Only a small minority of Ugandans currently have access to mains electricity, which leaves most families reliant on batteries to power their radios and on kerosene lamps to light their houses. But for just 15,000 shillings (\$8.50), the same price as two months' supply of batteries, one of the solar panels sold by Sunshine Solutions can run a radio for several years. In spite of this, it's proving a struggle for the company to persuade people to invest in their solar panels. Although the solar panels work out cheaper than batteries in the long term, the initial cost is more than many people can afford.

E Uganda plans to bring power to poor villages over the next five years, with the building of a big dam on the Nile. But even if the ambitious plans for rural electrification succeed, there will still be sections of the population that cannot afford to hook up to the national grid. The experience of the last couple of decades in developing countries is that ambitious schemes are not effective in getting power to the poorest people,' says Andrew Simms, an expert from the New Economics Foundation in London. 'Small - scale enterprises have a better track record at getting energy to the people who need it.' Better still, solar and other renewable energy sources allow countries to avoid the effects of pollution caused by heavy reliance on fossil fuels, Mr Simms says.

F Even the World Bank, often criticised for being obsessed with large - scale power projects, recognises that there is place for solar power. According to a World Bank representative, solar power can be an effective complement to grid - based electricity, which is often too costly for sparsely settled and remote areas.

G But even cheap technology is hard to sell in a country where half the population lives below the poverty line and there are few effective marketing and distribution channels. Mr Simms believes that the only solution to spreading solar energy more widely is government subsidies, because the initial costs of the solar power panels are beyond most household budgets.

H In the meantime, Mr Kajubi is pinning his hopes on the spread of micro - credit schemes that will loan money to families to help them raise the cash for his products. His company has yet to make a profit, although he says sales are picking up. He is planning another trip into the countryside to demonstrate his solar panels as well as a new solar cooker. Asked if he ever gets downhearted he points to the motto on his workshop wall: Never give up, it says.

Questions 1 - 7: Look at the following descriptions and the list of people below. Match each person with the description which relates to them

1. He has set up a business selling solar panels.
2. He believes that small - scale projects are the most effective way of providing people with power.
3. He believes he can solve a problem affecting his country,
4. He says that solar power is more suitable than electricity for far - off places where very few people live.
5. He uses a very inexpensive method to produce the components for solar panels.

6. He thinks that the government should help people by paying part of the cost of solar power products.

7. He supports the idea of lending money to people to help them buy solar panels.

List of People

A Fred Kajubi

B Graham Knight

C Andrew Simms

D a World Bank representative

SENTENCE COMPLETION QUESTIONS

Task 1:

The man who tried to destroy Paris

Le Corbusier was one of the most influential architects of the 20th century. But many may wish he had never built anything

Born Charles-Edouard Jeanneret in Switzerland in 1887, the architect Le Corbusier used his grandfather's name when he went to Paris at the age of 29. As Jeanneret, he had been a fairly successful small-town architect; as Le Corbusier, he had bigger ideas. He disliked the architectural styles that were popular at the time, and considered them to be out of date in an industrial age. He believed that the 20th century deserved a brand - new style of architecture. "We must start again from zero," he said.

The new style of architecture was called the International Style, and it attracted many followers in the architectural world. However, nobody was as enthusiastic about it as Le Corbusier at the beginning. He worked hard to promote his ideas at exhibitions, at talks, in books and in his own magazine. He loved machines, and believed that, like a machine, a building should have a function. He is famous for saying: "A house is a machine for living in."

The machines he admired the most were ships, and his early buildings tried to capture the spirit of the sea with their white walls, exposed rooms, shining glass and flat roofs. He called this style of architecture 'purism'. The first building to embrace this style was the Villa Savoye in France. Le Corbusier believed that it was one of the

best, most functional houses ever built. Unfortunately, this turned out to be an exaggeration. The flat roof was a particular problem, as water poured in every time it rained, and it needed constant repairs. Nevertheless, its design was revolutionary, and it should be considered a significant piece of early 20th - century architecture.

In 1935, Le Corbusier visited New York City. He loved the city, and especially its tall buildings. He had only one reservation, which he explained to a journalist for the *Herald Tribune* newspaper. American skyscrapers were the biggest, tallest buildings in the world at that time, but Le Corbusier was a man who always thought big, and as far as he was concerned, they were "just too small". Le Corbusier had always admired tall buildings. Now, inspired by his visit, he abandoned purism. It is doubtful that he could have created anything as grand as the skyscrapers he had seen in the city, but from now on Le Corbusier started designing buildings that sent out a more powerful message.

He first started using bright colours, and then experimented with concrete. Le Corbusier loved the look and flexibility of concrete, and found it hard to hide it behind brick or paint, preferring to leave it on full view. At a time when concrete was seen as modern and exciting, his designs made him world famous, and he was asked to design several important buildings around the world. Altogether, he designed about 60 major buildings worldwide, in a style that became known as 'modernism'.

However, while many admired and copied his new style of architecture, many more hated it. They turned against him, and tried to block his plans. Buildings should inspire people and make them feel good, they said, and Le Corbusier's ugly, depressing buildings often had the opposite effect. In this respect, the people of Paris had a lucky escape. Early in his career, Le Corbusier had wanted to knock down the centre of Paris and replace the old buildings with huge towers. Fortunately, his plan was rejected. Justifiably, in view of his plans to transform one of the world's most beautiful cities into a hideous concrete jungle, Le Corbusier is still known as 'the man who tried to destroy Paris'.

Despite the criticism, he had an enormous effect on the world of architecture, and attracted a large number of followers. As a result, many places were subjected to his style. In the Paris suburbs of Bobigny, for example, huge towers were built to house some of the city's poorer inhabitants. Other European cities such as London, Berlin and Dublin also felt his influence.

Apart from the buildings that were directly influenced by Le Corbusier, something else happened that the architect never planned: there was a return to older styles of architecture. Today, many people live in modern houses that look like

they are much older. This look may represent a return to traditional tastes and values. More likely, however, it represents a reaction against modernist architecture.

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

1. Le Corbusier's Villa Savoye
2. The concrete in Le Corbusier's later buildings
3. Le Corbusier's style of architecture
4. Le Corbusier had a large following which

A copied the style that he had invented.

B is a classic example of modernist architecture.

C made him friends and enemies.

D was not as good as he claimed.

E was covered in bright colours.

F was left exposed so that people could see it.

Task 2:

Making a loss is the height of fashion

In this topsy - turvy world, selling a dress at an enormous discount turns out to be very good business indeed, says William Langley.

Given that a good year in the haute couture business is one where you lose even more money than usual, the prevailing mood in Paris last week was of recession - busting buoyancy. The big-name designers were falling over themselves to boast of how many outfits they had sold at below cost price, and how this proved that the fashion business was healthier than ever. Jean - Paul Gaultier reported record sales, "but we don't make any money out of it," the designer assured journalists backstage. "No matter how successful you are, you can't make a profit from couture," explained Jean-Jacques Picart, a veteran fashion PR man, and co-founder of the now-bankrupt Lacroix house.

Almost 20 years have passed since the bizarre economics of the couture business were first exposed. Outraged that he was losing money on evening dresses costing tens of thousands of pounds, the couturier Jean-Louis Scherrer-to howls of "treason" from his colleagues-published a detailed summary of his costs. One outfit he

described contained over half a mile of gold thread, 18,000 sequins, and had required hundreds of hours of hand-stitching in an atelier. A fair price would have been £50,000, but the couturier could only get £35,000 for it. Rather than riding high on the follies of the super-rich, he and his team could barely feed their hungry families.

The result was an outcry and the first of a series of government-and industry-sponsored inquiries into the surreal world of ultimate fashion. The trade continues to insist that-relatively speaking-couture offers you more than you pay for, but it's not as simple as that. When such a temple of old wealth starts talking about value for money, it isn't to convince anyone that dresses costing as much as houses are a bargain. Rather, it is to preserve the peculiar mystique, lucrative associations and threatened interests that couture represents.

Essentially, the arguments couldn't be simpler. On one side are those who say that the business will die if it doesn't change. On the other are those who say it will die if it does. What's not in doubt is that haute couture-the term translates as "high sewing"-is a spectacular anachronism. Colossal in its costs, tiny in its clientele and questionable in its influence, it still remains one of the great themes of Parisian life. In his book, *The Fashion Conspiracy*, Nicholas Coleridge estimates that the entire couture industry rests on the whims of less than 30 immensely wealthy women, and although the number may have grown in recent years with the new prosperity of Asia, the number of couture customers worldwide is no more than 4,000.

To qualify as couture, a garment must be entirely hand-made by one of the 11 Paris couture houses registered to the Chambre Syndicale de la Haute Couture. Each house must employ at least 20 people, and show a minimum of 75 new designs a year. So far, so traditional, but the Big Four operators -Chanel, Dior, Givenchy and Gaultier - increasingly use couture as a marketing device for their far more profitable ready-to-wear, fragrance and accessory lines.

It isn't hard to see how this works in practice. "Haute couture is what gives our business its essential essence of luxury," says Bernard Arnault, the head of LVMH, which owns both Dior and Givenchy. "The cash it soaks up is largely irrelevant. Set against the money we lose has to be the value of the image couture gives us. Look at the attention the collections attract. It is where you get noticed. You have to be there. It's where we set our ideas in motion."

The big idea being the one known in the trade as "name association". Couture outfits may be unaffordable, even unwearable, but the whiff of glamour and exclusivity is hard to resist. The time-starved modern woman who doesn't make enough in a year to afford a single piece of couture can still buy a share of the dream for the price of a Chanel lipstick or a Givenchy scarf.

For all this, couture has been in decline-the optimists would say readjusting to changed conditions-for years. The number of houses registered to the Syndicale has halved in the last two decades. Pierre Cardin once had almost 500 people working full time on couture, but by the Eighties the number had fallen to 50, and today the house is no longer registered.

Modern life tells the story. Younger women, even the seriously wealthy ones, find ready-to-wear clothes invariably more practical and usually more fun. Couture's market has dwindled. "Haute couture is a joke," scoffs Pierre Bergé, the former head of Yves St Laurent-another house that no longer creates it. "Anyone who tells you it still matters is fantasising. You can see it dropping dead all around you. Nobody buys it any more. The prices are ridiculous. The rules for making it are nonsensical. It belongs to another age. Where are today's couturiers? A real couturier is someone who founds and runs their own house. No one does that any more."

Why, then, are the surviving couture houses smiling? Because they trade in fantasy, and, in these times, more people want to fantasise. "We've received so many orders we may not be able to deliver them all," says Sidney Toledano, head of Dior. So the clothes are rolled out and the couture losses roll in, and everyone agrees that it's good business.

Questions 1 - 4: Complete each sentence with the correct ending, A - F, below.

1. In his book, Nicholas Coleridge claims that
2. The head of LVMH believes that
3. The former head of Yves St Laurent feels that
4. The head of Dior states that

- | |
|--|
| <p>A there is great demand for haute couture.</p> <p>B people who defend haute couture are wrong.</p> <p>C the cost of haute couture is likely to come down.</p> <p>D haute couture is dependent on a very small number of customers.</p> <p>E more companies will start producing haute couture.</p> <p>F it is important to continue with haute couture.</p> |
|--|

UNIT 3: PARAGRAPH HEADING & MULTIPLE CHOICE QUESTIONS**PARAGRAPH HEADING QUESTIONS**

Task 1: You are going to read a passage about city streets.

Pedestrians only*How traffic - free shopping streets developed*

A The concept of traffic-free shopping areas goes back a long time. During the Middle Ages, traffic-free shopping areas known as souks were built in Middle Eastern countries to allow people to shop in comfort and, more importantly, safety. As far back as 2,000 years ago, road traffic was banned from central Rome during the day to allow for the free movement of pedestrians, and was only allowed in at night when shops and markets had closed for the day. In most other cities, however, pedestrians were forced to share the streets with horses, coaches and, later, with cars and other motorised vehicles.

B The modern, traffic-free shopping street was born in Europe in the 1960s, when both city populations and car ownership increased rapidly. Dirty exhaust fumes from cars and the risks involved in crossing the road were beginning to make shopping an unpleasant and dangerous experience. Many believed the time was right for experimenting with car-free streets, and shopping areas seemed the best place to start.

C At first, there was resistance from shopkeepers. They believed that such a move would be bad for business. They argued that people would avoid streets if they were unable to get to them in their cars. When the first streets in Europe were closed to traffic, there were even noisy demonstrations, as many shopkeepers predicted they would lose customers.

D However, research carried out afterwards in several European cities revealed some unexpected statistics. In Munich, Cologne and Hamburg, visitors to shopping areas increased by 50 percent. On Copenhagen's main shopping street, shopkeepers reported sales increases of 25-40 percent. Shopkeepers in Minneapolis, USA, were so impressed when they learnt this that they even offered to pay for the construction and maintenance costs of their own traffic - free streets.

E With the arrival of the traffic-free shopping street, many shops, especially those selling things like clothes, food and smaller luxury items, prospered. Unfortunately, it wasn't good news for everyone, as shops selling furniture and larger electrical appliances actually saw their sales drop. Many of these were forced to move

elsewhere, away from the city centre. Today they are a common feature on the outskirts of towns and cities, often situated in out-of-town retail zones with their own car parks and other local facilities.

Match the heading i-vii below with paragraphs A-E in the passage.

List of Headings

- i. Facing local opposition
- ii. Some reasons for success
- iii. Winners and losers
- iv. A need for change
- v. An experiment that went wrong
- vi. An idea from ancient history
- vii. North America learns from Europe

Task 2: Read the passage and match the headings with the paragraphs

South - East Asia on Track with Mass Transit Railways

A number of cities, including Toronto and Vancouver, are constructing mass transit railways in an attempt to overcome the inadequate road system, where simply travelling five blocks can take over an hour. In this article, we take a look at this form of transport in three South - East Asian cities: Bangkok, Kuala Lumpur and Singapore.

A Bangkok is a thriving city with a population of six million and a further two million who travel into the city every day. Well-known for the terrible daily traffic jams, the Thai government desperately needed a transport system that would reduce pressure on the already busy roads. In 1992, city administrators embarked upon the Sky train project, notable for several reasons.

B First of all, the government was reluctant to invest public funds in the huge project (around \$ 1.7 billion), so private investment had to be found. In the end, a conglomerate including Siemens and the Italian - Thai Construction Company won the contract but in 1997, when the Asian economic crisis hit, the whole enterprise nearly collapsed when nervous investors wanted to pull the plug. A second major issue was the actual construction, which was taking place in the middle of the road and whilst accidents were rare, a taxi driver was killed when a beam fell from one of the viaducts. Construction was stopped for two months and stricter safety rules were implemented.

A further difficulty involved personnel who all had to be trained from scratch.

C Yet despite all the problems, the Sky Train opened ahead of schedule. Now, though, there is a further challenge for the operators: persuading the people to use the system. Compared to the buses, tickets are not particularly cheap. In order to pay the debt, the operators need to aim for a minimum of 680,000 trips a day which presents a real marketing challenge. And the Sky Train is only the first part of an ambitious plan: a further 240 kilometres of track, including an underground portion, is already in the pipeline.

D Private investment in the rail system proved to be an unsuccessful approach for Malaysia, whose government was forced to take over the finances of Kuala Lumpur's mass transit system in 2001. Although construction had already been completed, severe financial problems hit the companies responsible for the transit system. Now, the government has arranged a \$ 5.5 billion bond to buy the assets, which will then be leased back to the companies.

E The Light Rail Transit (LRT) system has 24 stations and is a combination of tunnel and elevated track, designed to avoid impacting on existing roads. At present, around 10,000 people ride the train daily, but the target figure is 30,000. Safety and automation feature heavily: the trains are driverless, the signalling is fully automated and it is able to provide a service level of 90 seconds between trains during peak hours. In term of safety, passengers can communicate directly with the control centre from two - way phones and every platform has emergency buttons and CCTV cameras. There is even an 'intrusion detection system' which can detect when passengers get too close to the moving trains or tracks. As well as extending the system, the government is looking at introducing an integrated ticketing system for buses and LRT as well as merging six competing bus services.

F Adding to Singapore's existing Mass Rapid Transit (MRT) is the new North East Line: a \$ 2.6 billion, 20-kilometre underground system which was opened in 2003 by the state's Land Transport Authority. The line, including the stations, is fully automatic. It can carry 40,000 people per hour in each direction without anyone operating the trains or opening the doors at the station. Like the Malaysian system, an operating time of 90 seconds can be achieved during peak times, although currently, trains reach the stations every three minutes.

G A concept that is being explored is the use of 'multi - modal' stations. These would incorporate bus stations, MRT interchange stations, residential developments and retail space. This would allow total integration of transport systems as well as ease of transfer and should be in place by 2008. For a small country like Singapore,

encouraging the community to use public transport instead of cars makes nothing but sense.

List of Headings

- i. Using technology to increase safety
- ii. Training drivers from abroad
- iii. Making public transport affordable
- iv. Linking different forms of public transport
- v. An efficient automated system
- vi. Convincing the customers
- vii. A series of difficulties
- viii. A need for government help
- ix. A badly needed solution
- x. A project cancelled

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

MULTIPLE CHOICE QUESTIONS

Task 1: Read the passage “South - East Asia on Track with Mass Transit Railways” above and answer the following questions

- 1. The Thai government did not want to
 - A use foreign investment for a mass transit railway.
 - B rely on private investment.
 - C build a mass transit railway.
 - D spend public money on a mass transit railway.

2. What serious problem was there during the Sky Train's construction?
- A Workers were injured.
 - B It caused significant traffic delays.
 - C A motorist was killed.
 - D Workers disregarded safety procedures.
3. When did the Sky Train open?
- A before the due date.
 - B on the due date.
 - C after the due date.
 - D The passage doesn't say.
4. The biggest problem the Sky Train faces now is that
- A it isn't very popular.
 - B too many people use it everyday.
 - C the underground section of the network still need to be finished.
 - D investors have withdraw funds from the project.
5. When did the Malaysian government put money into the LRT project?
- A before it was built.
 - B while it was being built.
 - C after it was built.
 - D It was paid for completely using private investment.
6. The number of passengers using the Malaysian LRT is
- A well below what was hoped for.
 - B slightly below what was hoped for.
 - C slightly more than was hoped for.
 - D well above what was hoped for.
7. One reason the Malaysian LRT is safe is because
- A passengers can let someone know if there is a problem.
 - B drivers are well - trained in safety procedures.
 - C the signalling is manually controlled.
 - D it has a service level of ninety seconds between trains
8. The opening of the first part of the Singapore MRT system
- A was before 2003.

B was in 2003.

C will take place in 2008.

D has yet to be determined.

Questions 9 - 10: Choose TWO letters A - E

9. According to the passage, Malaysia and Singapore both

A have automated mass transit systems.

B want a more integrated transport system in the future.

C have trains every ninety seconds.

D had financial difficulties with their mass transit railways.

E have mass transit railways that go above ground only.

10. Singapore's multi - modal stations would

A be a waste of space.

B be close to shops and people's homes.

C allow quick transfers from one form of transport to another.

D only work in small countries like Singapore .

E make no sense.

Task 2: Read the passage and answer the following questions

Making a loss is the height of fashion

In this topsy - turvy world, selling a dress at an enormous discount turns out to be very good business indeed, says William Langley.

Given that a good year in the haute couture business is one where you lose even more money than usual, the prevailing mood in Paris last week was of buoyancy. The big-name designers were falling over themselves to boast of how many outfits they had sold at below cost price, and how this proved that the fashion business was healthier than ever. Jean-Paul Gaultier reported record sales, "but we don't make any money out of it," the designer assured journalists backstage. "No matter how successful you are, you can't make a profit from couture," explained Jean-Jacques Picart, a veteran fashion PR man, and co-founder of the now-bankrupt Lacroix house.

Almost 20 years have passed since the bizarre economics of the couture business were first exposed. Outraged that he was losing money on evening dresses costing tens of thousands of pounds, the couturier Jean-Louis Scherrer-to howls of "treason" from his colleagues-published a detailed summary of his costs. One outfit he

described contained over half a mile of gold thread, 18,000 sequins, and had required hundreds of hours of hand-stitching in an atelier. A fair price would have been £50,000, but the couturier could only get £35,000 for it. Rather than riding high on the follies of the super-rich, he and his team could barely feed their hungry families.

The result was an outcry and the first of a series of government-and industry-sponsored inquiries into the surreal world of ultimate fashion. The trade continues to insist that-relatively speaking-couture offers you more than you pay for, but it's not as simple as that. When such a temple of old wealth starts talking about value for money, it isn't to convince anyone that dresses costing as much as houses are a bargain. Rather, it is to preserve the peculiar mystique, lucrative associations and threatened interests that couture represents.

Essentially, the arguments couldn't be simpler. On one side are those who say that the business will die if it doesn't change. On the other are those who say it will die if it does. What's not in doubt is that haute couture-the term translates as "high sewing"-is a spectacular anachronism. Colossal in its costs, tiny in its clientele and questionable in its influence, it still remains one of the great themes of Parisian life. In his book, *The Fashion Conspiracy*, Nicholas Coleridge estimates that the entire couture industry rests on the whims of less than 30 immensely wealthy women, and although the number may have grown in recent years with the new prosperity of Asia, the number of couture customers worldwide is no more than 4,000.

To qualify as couture, a garment must be entirely hand - made by one of the 11 Paris couture houses registered to the Chambre Syndicale de la Haute Couture. Each house must employ at least 20 people, and show a minimum of 75 new designs a year. So far, so traditional, but the Big Four operators -Chanel, Dior, Givenchy and Gaultier-increasingly use couture as a marketing device for their far more profitable ready-to-wear, fragrance and accessory lines.

It isn't hard to see how this works in practice. "Haute couture is what gives our business its essential essence of luxury," says Bernard Arnault, the head of LVMH, which owns both Dior and Givenchy. "The cash it soaks up is largely irrelevant. Set against the money we lose has to be the value of the image couture gives us. Look at the attention the collections attract. It is where you get noticed. You have to be there. It's where we set our ideas in motion."

The big idea being the one known in the trade as "name association". Couture outfits may be unaffordable, even unwearable, but the whiff of glamour and exclusivity is hard to resist. The time-starved modern woman who doesn't make

enough in a year to afford a single piece of couture can still buy a share of the dream for the price of a Chanel lipstick or a Givenchy scarf.

For all this, couture has been in decline-the optimists would say readjusting to changed conditions-for years. The number of houses registered to the Syndicale has halved in the last two decades. Pierre Cardin once had almost 500 people working full time on couture, but by the Eighties the number had fallen to 50, and today the house is no longer registered.

Modern life tells the story. Younger women, even the seriously wealthy ones, find ready-to-wear clothes invariably more practical and usually more fun. Couture's market has dwindled. "Haute couture is a joke," scoffs Pierre Bergé, the former head of Yves St Laurent-another house that no longer creates it. "Anyone who tells you it still matters is fantasising. You can see it dropping dead all around you. Nobody buys it any more. The prices are ridiculous. The rules for making it are nonsensical. It belongs to another age. Where are today's couturiers? A real couturier is someone who founds and runs their own house. No one does that any more."

Why, then, are the surviving couture houses smiling? Because they trade in fantasy, and, in these times, more people want to fantasise. "We've received so many orders we may not be able to deliver them all," says Sidney Toledano, head of Dior. So the clothes are rolled out and the couture losses roll in, and everyone agrees that it's good business.

Questions 1 - 5: Choose the correct letter A, B, C or D.

1. What is the main topic of the first paragraph?

- A the difference between haute couture and other areas of the fashion industry
- B contrasting views on haute couture
- C the losses made on haute couture
- D the negative attitude towards haute couture of people in the fashion industry

2. The writer says that Jean - Louis Scherrer

- A upset other couturiers.
- B was in a worse financial position than other couturiers.
- C was one of the best - known couturiers.
- D stopped producing haute couture dresses.

3. The writer says that the outfit Jean - Louis Scherrer described
- A was worth the price that was paid for it.
 - B cost more to make than it should have.
 - C was never sold to anyone.
 - D should have cost more to buy than it did.
4. In the third paragraph, the writer states that haute couture makers
- A think that the term 'value for money' has a particular meaning for them.
 - B prefer to keep quiet about the financial aspect of the business.
 - C have changed because of inquiries into how they operate.
 - D want to expand their activities to attract new customers.
5. The writer says in the fourth paragraph that there is disagreement over
- A the popularity of haute couture.
 - B the future of haute couture.
 - C the real costs of haute couture.
 - D the changes that need to be made in haute couture.

UNIT 4: SHORT ANSWER & SUMMARY COMPLETION QUESTIONS

SHORT ANSWER QUESTIONS

Task 1: Read the following passage and answer the questions

Sylvia Earle, underwater hero

She has spent her working life studying the world's oceans

Sylvia Earle is an underwater explorer and marine biologist who was born in the USA in 1935. She became interested in the world's oceans from an early age. As a child, she liked to stand on the beach for hours and look at the sea, wondering what it must be like under the surface.

When she was 16, she finally got a chance to make her first dive. It was this dive that inspired her to become an underwater explorer. Since then, she has spent more than 6,500 hours under water, and has led more than seventy expeditions worldwide. She has also made the deepest dive ever, reaching a record - breaking depth of 381 metres.

In 1970, she became famous around the world when she became the captain of the first all-female team to live under water. The team spent two weeks in an underwater 'house'. The research they carried out showed the damage that pollution was causing to marine life, and especially to coral reefs. Her team also studied the problem of over - fishing. Fishing methods meant that people were catching too many fish, Earle warned, and many species were in danger of becoming extinct.

Since then she has written several books and magazine articles in which she suggests ways of reducing the damage that is being done to the world's oceans. One way, she believes, is to rely on fish farms for seafood, and reduce the amount of fishing that is done out at sea. Although she no longer eats seafood herself, she realises the importance it plays in our diets. It would be wrong to tell people they should stop eating fish from the sea, she says. However, they need to reduce the impact they are having on the ocean's supplies.

Read the passage. Choose NO MORE THAN TWO WORDS AND/OR A NUMBER FROM THE PASSAGE for each answer.

1. What career did Sylvia decide to follow after her first dive?
2. How far under water did she go in order to break a world record?

3. What was causing harm to everything living in the sea?

4. Where does Sylvia think we should get our fish from?

Task 2:

Ancient Societies Classification

A Although humans have established many types of societies throughout history sociologists and anthropologists tend to classify different societies according to the degree to which different groups within a society have unequal access to advantages such as resources, prestige or power, and usually refer to four basic types of societies. From least to most socially complex, they are: clans, tribes, chiefdoms and states.

Clan

B These are small-scale societies of hunters and gatherers, generally of fewer than 100 people, who move seasonally to exploit wild (undomesticated) food resources. Most surviving hunter-gatherer groups are of this kind, such as the Hadza of Tanzania or the San of southern Africa. Clan members are generally kinsfolk, related by descent or marriage. Clans lack formal leaders, so there are no marked economic differences or disparities in status among their members.

C Because clans are composed of mobile groups of hunter-gatherers, their sites consist mainly of seasonally occupied camps, and other smaller and more specialised sites. Among the latter are kill or butchery sites -locations where large mammals are killed and sometimes butchered-and work sites, where tools are made or other specific activities carried out. The base camp of such a group may give evidence of rather insubstantial dwellings or temporary shelters, along with the debris of residential occupation.

Tribe

D These are generally larger than mobile hunter-gatherer groups, but rarely number more than a few thousand, and their diet or subsistence is based largely on cultivated plants and domesticated animals. Typically, they are settled farmers, but they may be nomadic with a very different, mobile economy based on the intensive exploitation of livestock. These are generally multi-community societies, with the individual communities integrated into the large society through kinship ties. Although some tribes have officials and even a "Capital" or seat of government, such officials lack the economic base necessary for effective use of power.

E The typical settlement pattern for tribes is one of settled agricultural homesteads or villages. Characteristically, no one settlement dominates any of the others in the region. Instead, the archaeologist finds evidence for isolated, permanently occupied houses or for permanent villages. Such villages may be made up of a collection of free-standing houses, like those of the first farms of the Danube valley in Europe. Or they may be clusters of buildings grouped together, for example, the pueblos of the American Southwest, and the early farming village or small town of Catalhoyuk in modern Turkey.

Chiefdom

F These operate on the principle of ranking-differences in social status between people. Different lineages (a lineage is a group claiming descent from a common ancestor) are graded on a scale of prestige, and the senior lineage, and hence the society as a whole, is governed by a chief. Prestige and rank are determined by how closely related one is to the chief, and there is no true stratification into classes. The role of the chief is crucial.

G Often, there is local specialisation in craft products, and surpluses of these and of foodstuffs are periodically paid as obligation to the chief. He uses these to maintain his retainers, and may use them for redistribution to his subjects. The chiefdom generally has a center of power, often with temples, residences of the chief and his retainers, and craft specialists. Chiefdoms vary greatly in size, but the range is generally between about 5000 and 20,000 persons.

Early State

H These preserve many of the features of chiefdoms, but the ruler (perhaps a king or sometimes a queen) has explicit authority to establish laws and also to enforce them by the use of a standing army. Society no longer depends totally upon kin relationships: it is now stratified into different classes. Agricultural workers and the poorer urban dwellers form the lowest classes, with the craft specialists above, and the priests and kinsfolk of the ruler higher still. The functions of the ruler are often separated from those of the priest: palace is distinguished from temple. The society is viewed as a territory owned by the ruling lineage and populated by tenants who have an obligation to pay taxes. The central capital houses a bureaucratic administration of officials; one of their principal purposes is to collect revenue (often in the form of taxes and tolls) and distribute it to government, army and craft specialists. Many early states developed complex redistribution systems to support these essential services.

This rather simple social typology, set out by Elman Service and elaborated by William Sanders and Joseph Marino, can be criticised, and it should not be used unthinkingly. Nevertheless, if we are seeking to talk about early societies, we must use words and hence concepts to do so. Service's categories provide a good framework to help organise our thoughts.

Questions 1 - 6: Answer the questions below. Choose NO MORE THAN TWO WORDS from the passage for each answer.

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

1. What are made at the clan work sites?
2. What is the other way of life for tribes besides settled farming?
3. How are Catalhoyuk's housing units arranged?
4. What does a chief give to his subjects as rewards besides crafted goods?
5. What is the largest possible population of a chiefdom?
6. Which group of people is at the bottom of an early state but higher than the farmers?

SUMMARY COMPLETION QUESTIONS

Task 1: Read the passage and answer the following questions

Holidays with a difference

Tribal tourism is becoming more popular. But at what cost to the locals?

Tribal tourism is a relatively new type of tourism. It involves travellers going to remote destinations, staying with local people and learning about their culture and way of life. They stay in local accommodation, share facilities with local people, and join in with meals and celebrations. At the moment, less than one percent of holidays are tribal tourism holidays, but this is set to change.

Tribal tourism is often compared with foreign foreign exchange visits. However, a foreign exchange involves staying with people who often share the same values. Tribal tourism takes visitors to places where the lifestyle is very different from that in their home location. Those who have been on a tribal holiday explain that experiencing this lifestyle is the main attraction. They say that it offers them the chance to live in a way they never have before.

Not everyone is convinced that tribal tourism is a good thing, and opinions are divided. The argument is about whether or not it helps the local population, or whether it exploits them. The main problem is that, because tribal tourism is relatively new, the long-term effects on local populations have not been studied in much detail. Where studies have been carried out, the effects have been found to be negative.

Travel writer Ian Coleman recalls a recent trip to Guatemala, where he saw an example of this. 'There is a village with a statue of a man called Maximon, who has a special spiritual meaning for the local tribe,' he explains. 'The statue is kept indoors, and once a year the locals bring him out and carry him around the village. However, visitors now pay money for them to bring the statue out and carry it around, while they take photographs. As a result, Maximon has lost his original meaning, and is now just another tourist attraction.'

So, is it possible to experience an exotic culture without harming it in some way? 'With a bit of thought, we can maximise the positive impacts and minimise the negative,' says travel company director Hilary Waterhouse. 'Remember that you are there not only to experience a different culture, but to help it in some way. Tourists bring money to the community, which the community can invest in local projects. However, this does not mean you can act the way you might do back home. The most important thing is to show respect, learn about, and be aware of, local customs and traditions. Always remember you're a guest'.

Dawn Baker, manager of travel company Footprints, runs tours to tribal areas in Peru. 'Good companies specialising in tribal tours are very careful about who they allow on their tours,' she says. 'They won't take anyone they feel is unsuitable.' Baker offers reading recommendations so that visitors can read about the country and its cultures. 'The rewards of a trip to this country are priceless, and the more you know in advance, the more priceless they are.'

Tribal tourism travellers are often surprised at how basic their facilities are when they get there. 'It's not for everyone, but for me was all part of the experience' say Jamie White, who has recently returned from a trip to Borneo. 'We stayed in the same huts that everyone was living in, with no running water and no electricity. It was basic, but it was an ethical way to travel. Being comfortable means you use more local resources and so have more of an environmental impact'.

Complete the summary below.

Choose NO MORE THAN TWO WORDS AND/OR A NUMBER from the passage for each answer.

Tribal tourism

People who take a tribal tourism holiday visit places that are 1..... When they are there, they find out about the local 2..... and how people live. Currently, tribal tourism accounts for less than 3..... of the tourism industry.

Tribal tourism holidays are different from foreign exchange visits because the travellers and the people they meet have different 4..... Tribal tourism travellers experience a 5..... that they are not familiar with. For them, this is its 6..... However, some people argue that 7..... do not benefit from this kind of tourism. 8..... show that the effects of tribal tourism are not good.

Task 2:

Stress of workplace

A How busy is too busy? For some it means having to miss the occasional long lunch; for others it means missing lunch altogether. For a few, it is not being able to take a "sickie" once a month. Then there is a group of people for whom working every evening and weekend is normal, and frantic is the tempo of their lives. For most senior executives, workloads swing between extremely busy and frenzied. The vice-president of the management consultancy AT Kearney and its head of telecommunications for the Asia-Pacific region, Neil Plumridge, says his work weeks vary from a "manageable" 45 hours to 80 hours, but average 60 hours.

B Three warning signs alert Plumridge about his workload: sleep, scheduling and family. He knows he has too much on when he gets less than six hours of sleep for three consecutive nights; when he is constantly having to reschedule appointments; "and the third one is on the family side", says Plumridge, the father of a three-year-old daughter, and expecting a second child in October. "If I happen to miss a birthday or anniversary, I know things are out of control." Being-too busy" is highly subjective. But for any individual, the perception of being "too busy" over a prolonged period can start showing up as stress: disturbed sleep, and declining mental and physical health. National workers' compensation figures show stress causes the most lost time of any workplace injury. Employees suffering stress are off work an average of 16.6 weeks.

The effects of stress are also expensive. Comcare, the Federal Government insurer, reports that in 2003 - 04, claims for psychological injury accounted for 7% of claims but almost 27% of claim costs. Experts say the key to dealing with stress is not to focus on relief-a game of golf or a massage-but to reassess workloads. Neil Plumridge says he makes it a priority to work out what has to change; that might mean allocating extra resources to a job, allowing more time or changing expectations. The decision may take several days. He also relies on the advice of colleagues, saying his peers coach each other with business problems. "Just a fresh pair of eyes over an issue can help," he says.

C Executive stress is not confined to big organisations. Vanessa Stoykov has been running her own advertising and public relations business for seven years, specialising in work for financial and professional services firms. Evolution Media has grown so fast that it debuted on the BRW Fast 100 list of fastest-growing small enterprises last year-just after Stoykov had her first child. Stoykov thrives on the mental stimulation of running her own business. "Like everyone, I have the occasional day when I think my head's going to blow off," she says. Because of the growth phase the business is in, Stoykov has to concentrate on short-term stress relief-weekends in the mountains, the occasional "mental health" day-rather than delegating more work. She says: " We're hiring more people, but you need to train them, teach them about the culture and the clients, so it's actually more work rather than less."

D Identify the causes: Jan Elsner, Melbourne psychologist who specialises in executive coaching, says thriving on a demanding workload is typical of senior executives and other high-potential business people. She says there is no one-size-fits-all approach to stress: some people work best with high-adrenalin periods followed by quieter patches, while others thrive under sustained pressure. - "We could take urine and blood hormonal measures and pass a judgment of whether someone's physiologically stressed or not," she says. - "But that's not going to give us an indicator of what their experience of stress is, and what the emotional and cognitive impacts of stress are going to be."

E Eisner's practice is informed by a movement known as positive psychology, a school of thought that argues "positive" experiences-feeling engaged, challenged, and that one is making a contribution to something meaningful-do not balance out negative ones such as stress; instead, they help people increase their resilience over time. Good stress, or positive experiences of being challenged and rewarded, is thus cumulative in the same way as bad stress. Elsner says many of the senior business

people she coaches are relying more on regulating bad stress through methods such as meditation and yoga. She points to research showing that meditation can alter the biochemistry of the brain and actually help people “retrain” the way their brains and bodies react to stress. “Meditation and yoga enable you to shift the way that your brain reacts, so if you get proficient at it you’re in control!”

F The Australian vice-president of AT Kearney, Neil Plumridge, says: “Often stress is caused by our setting unrealistic expectations of ourselves. I’ll promise a client I’ll do something tomorrow, and then promise another client the same thing, when I really know it’s not going to happen. I’ve put stress on myself when I could have said to the clients: ‘Why don’t I give that to you in 48 hours?’ The client doesn’t care.” Over-committing is something people experience as an individual problem. We explain it as the result of procrastination or Parkinson’s law: that work expands to fill the time available. New research indicates that people may be hard-wired to do it.

G A study in the February issue of the Journal of Experimental Psychology shows that people always believe they will be less busy in the future than now. This is a misapprehension, according to the authors of the report, Professor Gal Zauberman, of the University of North Carolina, and Professor John Lynch, of Duke University. “On average, an individual will be just as busy two weeks or a month from now as he or she is today. But that is not how it appears to be in everyday life,” they wrote. “People often make commitments long in advance that they would never make if the same commitments required immediate action. That is, they discount future time investments relatively steeply.” Why do we perceive a greater “surplus” of time in the future than in the present? The researchers suggest that people underestimate completion times for tasks stretching into the future, and that they are bad at imagining future competition for their time.

Questions 1 - 6: Complete the following summary of the paragraphs of Reading Passage, using NO MORE THAN TWO WORDS from the Reading Passage for each answer.

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

Statistics from National worker’s compensation indicate stress plays the most important role in 1..... which cause the time losses. Staffs take about 2..... for absence from work caused by stress. Not just time is our main concern but great expenses generated consequently. An official insurer wrote sometime that about 3..... of all claims were mental issues whereas nearly 27% costs in all claims, Sports such as 4..... as well as 5..... could be a treatment to release stress; However, specialists recommended another practical way out, analyse 6..... once again.

**UNIT 5: TABLE COMPLETION & SENTENCE
COMPLETION QUESTIONS**

TABLE COMPLETION QUESTIONS

Task 1:

EATING UP THE TITANIC

Colonies of iron - loving bacteria are eating up the most famous shipwreck in the world. But the news isn't all bad.

A In 1985, seventy-three years after it had sunk on its maiden voyage from Southampton to New York, the Titanic was discovered lying 3,800 metres below the surface of the sea. The first images the world saw of the wreck showed the metal hull or body of the ship, draped in what look like strange underwater icicles. These structures are called 'rusticles' from rust (the reddish brown substance that forms on iron when it is in contact with water) and icicle.

B A decade later, microbial ecologist Roy Cullimore was called on to investigate biological activity on the *Titanic* after the salvage company recovering objects from the wreck noticed it seemed to be deteriorating. By carefully guiding the robotic claws of the French submarine, Cullimore was able to collect some rusticles to bring back to his laboratory for analysis. Gathering them was a tricky business- rusticles are brittle and have a tendency to snap in the fast water flow created by the propellers of the submarine. A second expedition brought up more rusticles when a large section of hull was lifted from the sea bed. The largest of these, measuring 45 centimetres long, now hangs on Cullimore's office wall.

C Each rusticle is made up of communities of bacteria, fungi and other microbes that have joined forces to build a sort of rusting tower block to sustain them and protect them from the outside world. The outer walls have a layered appearance, much like the annular growth rings in trees. Inside, each rusticle seems to contain at least five distinct communities of bacteria, or 'consorms', that live in harmony, with each type of consorm performing a specific task. They are mostly clustered around water channels that run through the structure. There are also fungal growths towards the outside of the structure where the channels meet the surface. Along with the microbes, rusticles contain up to 35 per cent iron compounds in the form of ribbons that permeate the entire structure, in much the same way that nerves or blood vessels do in an animal. Chemically, these compounds are dominated by various ferric oxides, hydroxides and carbonates.

D Cullimore's work has revealed that the microbial communities work together to 'feed' on the ship, actively removing iron from it. And the effects can be dramatic. In 1996, he estimated that they were removing 100 kilograms of iron a day. As the rusticles grow, the decay rate accelerates, and Cullimore predicts that the wreck will be unrecognisable within 100 years or so.

E However, the rusticles colonise some parts of the ship but leave others alone. To find out why, Cullimore has placed various steel samples on the *Titanic's* deck. His findings suggest that the most susceptible areas are where the steel was ripped or twisted when the ship sank, because the fractures allow microbes to get in more easily. The rusticles also seem to consume the parts of the ship made of wrought iron, such as the rivets, more easily than steel. This is bad news not just for the *Titanic*, but for other ships and undersea structures such as oil rigs, because it is the rivets which hold the whole thing together. 'When you destroy a rivet, you're weakening the whole section,' says Cullimore.

F Iron-loving bacteria such as those found in rusticles can also be useful, however. Sean Tyrrel from Cranfield University has worked on projects to design iron filters for wells in developing countries, to prevent problems caused by iron-rich water. There's been a great interest in using groundwater to provide drinking water because it is generally regarded as unpolluted and can be safely consumed without the need for treatment. But iron-bearing groundwaters are often noticeably orange in colour, causing discoloration of laundry, and have an unpleasant taste which is apparent when the water is drunk or used for food preparation. 'If there's a lot of iron in the water, people reject it,' Tyrrel says. He and his colleagues have found that under the right conditions, certain bacteria will take up the iron from the water and consume it, leaving it clear. The rusticles research should provide more clues about how to harness these bacteria for good.

G And the reach of rusticles doesn't end there. Cullimore's research has convinced him that iron-loving bacteria could be harnessed for all sorts of industrial uses. He sees rusticles as a sort of biological concrete, which has given him the idea that microbes could be added to normal concrete to improve its performance. Such bioconcrete might even be grown using microbes, instead of being mixed and allowed to harden as it is at present, before being used for buildings.

H Scientists still have much to learn about the specific types of microbes present in rusticles and how they interact with each other. But what is certain is that the various consorts must use a common language to successfully build and sustain their mutual community. Cullimore ultimately hopes to begin to understand this language,

'If we could learn how they communicate, then we could say "Hey, you shouldn't be growing here, wouldn't you rather be growing over there?"

Complete the table below. Choose NO MORE THAN TWO WORDS AND/OR A NUMBER from the passage for each answer.

Structure of a rusticle

Component	Description	Location
Walls	appear 1.....	outer surface of rusticle
Consorms	<ul style="list-style-type: none"> • bacterial 2..... • work together • each does a different 3..... 	mainly near water channels
water channels		throughout the rusticle
fungal growths		at junction of water channels and 4..... of rusticle
5.....	ribbons	throughout the rusticle

Task 3:

The Romantic Poets

One of the most evocative eras in the history of poetry must surely be that of the Romantic Movement. During the late eighteenth and early nineteenth centuries a group of poets created a new mood in literary objectives, casting off their predecessors' styles in favour of a gripping and forceful art which endures with us to this day.

Five poets emerged as the main constituents of this movement-William Wordsworth, Samuel Taylor Coleridge, George Gordon Byron, Percy Bysshe Shelley and John Keats. The strength of their works lies undoubtedly in the power of their imagination. Indeed, imagination was the most critical attribute of the Romantic poets. Each poet had the ability to portray remarkable images and visions, although differing to a certain degree in their intensity and presentation. Nature, mythology and emotion were of great importance and were used to explore the feelings of the poet himself.

The lives of the poets often overlapped and tragedy was typical in most of them. Byron was born in London in 1788. The family moved to Aberdeen soon after, where Byron was brought up until he inherited the family seat of Newstead Abbey in Nottinghamshire from his great uncle. He graduated from Cambridge University in 1808 and left England the following year to embark on a tour of the Mediterranean. During this tour, he developed a passion for Greece which would later lead to his death in 1824. He left for Switzerland in 1816 where he was introduced to Shelley.

Shelley was born to a wealthy family in 1792. He was educated at Eton and then went on to Oxford. Shelley was not happy in England, where his colourful lifestyle and unorthodox beliefs made him unpopular with the establishment. In 1818 he left for Italy, where he was reunited with Byron. However, the friendship was tragically brought to an end in July 1822, when Shelley was drowned in a boating accident off the Italian coast. In somewhat dramatic form, Shelley's body was cremated on the beach, witnessed by a small group of friends, including Byron.

Historically, Shelley and Byron are considered to have been the most outspoken and radical of the Romantic poets. By contrast, Wordsworth appears to have been of a pleasant and acceptable personality, even receiving the status of Poet Laureate in 1843. He was born in 1770 in Cockermouth, Cumbria. By the time he entered his early teens, both his parents had died. As he grew older, Wordsworth developed a passion for writing.

In 1798 Wordsworth published a collection of poems with Coleridge, whom he had met, a few years earlier, when he settled in Somerset with his sister Dorothy. He married in 1802 and, as time passed, he deserted his former political views and became increasingly acceptable to popular society. Indeed, at the time of his death in the spring of 1850, he had become one of the most sought-after poets of his time.

Wordsworth shared some of the years at Dove Cottage in Somerset with his friend and poetical contemporary, Coleridge. Coleridge was born in Devon in 1772. He was a bright young scholar but never achieved the same prolific output of his fellow Romantic poets. In 1804 he left for a position in Malta for three years. On his return he separated from his wife and went to live with the Wordsworths, where he produced a regular periodical.

With failing health, he later moved to London. In 1816 he went to stay with a doctor and his family. He remained with them until his death in 1834. During these latter years, his poetry was abandoned for other forms of writing equally outstanding in their own right.

Perhaps the most tragic of the Romantic poets was Keats. Keats was born in London in 1795. Similar to Wordsworth, both his parents had died by his early teens. He studied as a surgeon, qualifying in 1816. However, poetry was his great passion and he decided to devote himself to writing. For much of his adult life Keats was in poor health and fell gravely ill in early 1820. He knew he was dying and in the September of that year he left for Rome hoping that the more agreeable climate might ease his suffering. Keats died of consumption in February 1821 at the age of twenty - five.

It is sad that such tragedy often accompanies those of outstanding artistic genius. We can only wonder at the possible outcome had they all lived to an old age. Perhaps even Byron and Shelley would have mellowed with the years, like Wordsworth. However, the contribution to poetry by all five writers is immeasurable. They introduced the concepts of individualism and imagination, allowing us to explore our own visions of beauty without retribution. We are not now required to restrain our thoughts and poetry to that of the socially acceptable.

Questions 1 - 6 Complete the table below

Write NO MORE THAN THREE WORDS for each answer.

	Date of birth	Education	
Byron	1788	Cambridge University	went on a journey around 1.....; came to love 2.....
Shelley	1792	Eton and Oxford University	some people disapproved of 3..... and he believes he held
Wordsworth	1770		became more accepted when he changed his 4.....
Coleridge	1772	bright scholar	his 5..... was smaller than the other Romantic poets'; left the Wordsworths due to 6.....
Keats	1795	qualified as a surgeon	left England for a change of 7.....

SENTENCE COMPLETION QUESTIONS**Task 1: Read the passages and answer the following questions****Passage 1:**

The roots of clog dancing go back several hundred years, and lie in traditional dances of the Dutch, Native Americans and African - Americans, in which the dancer strikes the ground with their heel or toes, to produce a rhythm that's audible to everyone around. In England, clogging is believed to have first developed in the mid - 19th century in the cotton mills of Lancashire, in the north - west, where workers created a dance that imitated the sound of the machinery. The style quickly spread and developed a number of regional variations. In Northumberland, it became a recreation for miners, who danced solo or to the accompaniment of a fiddle.

"The Northumberland style is very distinct from Lancashire clogging," says Laura Connolly, a virtuoso dancer who worked with Hazlewood on the programme.

"Northumbrian dancing is quite neat and precise with almost no upper - body movement, whereas the Lancastrian style is more flamboyant."

Whatever the region, clogging remains very much a minority pursuit. Yet at the turn of the 20th century, clogging was a fully - fledged youth craze. Two famous comic film actors, Stan Laurel and Charlie Chaplin, both began their careers as cloggers. But the dance almost completely died out with the passing of the industrial age. "People danced in clogs because they were cheap, hardwearing and easily repaired," Connolly says. "Yet eventually clogs became associated with poverty and people were almost ashamed to wear them."

Choose ONE WORD ONLY from the text for each answer.

The origins of clog dancing

- Originated in the Netherlands and North America
- In England, probably invented by factory workers copying the noise made by the 1..... in mills
- In Northumberland, was danced by 2.....
- Very popular in the early 20th century
- Lost popularity when clogs were thought to indicate 3.....

Passage 2:

The concept of indoor farming is not new, since hothouse production of tomatoes and other produce has been in vogue for some time. What is new is the urgent need to scale up this technology to accommodate another three billion people.

Many believe an entirely new approach to indoor farming is required, employing cutting - edge technologies. One such proposal is for the "Vertical Farm". The concept is of multi-storey buildings in which food crops are grown in environmentally controlled conditions. Situated in the heart of urban centres, they would drastically reduce the amount of transportation required to bring food to consumers. Vertical farms would need to be efficient, cheap to construct and safe to operate. If successfully implemented, proponents claim, vertical farms offer the promise of urban renewal, sustainable production of a safe and varied food supply (through year - round production of all crops), and the eventual repair of ecosystems that have been sacrificed for horizontal farming.

Questions 1 - 7: Complete the sentences below. Choose NO MORE THAN TWO WORDS from the passage for each answer.

Indoor farming

1. Some food plants, including..... are already grown indoors.
2. Vertical farms would be located in....., meaning that there would be less need to take them long distances to customers.
3. Vertical farms could use methane from plants and animals to produce.....
4. The consumption of..... would be cut because agricultural vehicles would be unnecessary.
5. The fact that vertical farms would need..... light is a disadvantage.
6. One form of vertical farming involves planting in..... which are not fixed.
7. The most probable development is that food will be grown on..... in towns and cities.

Task 2: Read the following passage and answer the questions

Passage 1:

Evidence suggests that a key step is to develop a policy on bullying, saying clearly what is meant by bullying, and giving explicit guidelines on what will be done if it occurs, what record will be kept, who will be informed, what sanctions will be employed. The policy should be developed through consultation, over a period of time - not just imposed from the head teacher's office! Pupils, parents and staff should feel they have been involved in the policy, which needs to be disseminated and implemented effectively.

Other actions can be taken to back up the policy. There are ways of dealing with the topic through the curriculum, using video, drama and literature. These are useful

for raising awareness, and can best be tied in to early phases of development while the school is starting to discuss the issue of bullying. They are also useful in renewing the policy for new pupils, or revising it in the light of experience. But curriculum work alone may only have short - term effects; it should be an addition to policy work, not a substitute.

There are also ways of working with individual pupils, or in small groups. Assertiveness training for pupils who are liable to be victims is worthwhile, and certain approaches to group bullying such as 'no blame', can be useful in changing the behaviour of bullying pupils without confronting them directly, although other sanctions may be needed for those who continue with persistent bullying.

Work in the playground is important, too. One helpful step is to train lunchtime supervisors to distinguish bullying from playful fighting, and help them break up conflicts. Another possibility is to improve the playground environment, so that pupils are less likely to be led into bullying from boredom or frustration.

With these developments, schools can expect that at least the most serious kinds of bullying can largely be prevented. The more effort put in and the wider the whole school involvement, the more substantial the results are likely to be. The reduction in bullying - and the consequent improvement in pupil happiness - is surely a worthwhile objective.

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

What steps should schools take to reduce bullying?

The most important step is for the school authorities to produce a 1..... which makes the school's attitude towards bullying quite clear. It should include detailed 2..... as to how the school and its staff will react if bullying occurs. In addition, action can be taken through the 3..... This is particularly useful in the early part of the process, as a way of raising awareness and encouraging discussion. On its own, however, it is insufficient to bring about a permanent solution. Effective work can also be done with individual pupils and small groups. For example, potential 4..... of bullying can be trained to be more self - confident. Or again, in dealing with group bullying, a 'no blame' approach, which avoids confronting the offender too directly, is often effective. Playground supervision will be more effective if members of staff are trained to recognise the difference between bullying and mere 5.....

Passage 2: Others feel there is more of a case for the theory. Harnessing the wind would not have been a problem for accomplished sailors like the Egyptians. And they are known to have used wooden pulleys, which could have been made strong enough to bear the weight of massive blocks of stone. In addition, there is some

physical evidence that the ancient Egyptians were interested in flight. A wooden artefact found on the step pyramid at Saqqara looks uncannily like a modern glider. Although it dates from several hundred years after the building of the pyramids, its sophistication suggests that the Egyptians might have been developing ideas of flight for a long time. And other ancient civilisations certainly knew about kites; as early as 1250 BC, the Chinese were using them to deliver messages and dump flaming debris on their foes.

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

Additional evidence for theory of kite - lifting

The Egyptians had 1..... which could lift large pieces of 2....., and they knew how to use the energy of the wind from their skill. The discovery on one pyramid of an object which resembled a 3..... suggests they may have experimented with 4..... In addition, over two thousand years ago kites were used in China as weapons, as well as for sending 5.....

Task 3: Read the passage and answer the questions

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 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 19th 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.

Questions 1 - 8: Complete the sentences below.

Choose ONE WORD ONLY from the passage for each answer.

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

UNIT 6: MATCHING & TRUE/ FALSE/ NOT GIVEN QUESTIONS**MATCHING CAUSES & EFFECTS****Task 1:**

Questions 1 - 4: The reading passage describes a number of cause and effect relationships. Match each cause (1 - 4) in List A with its effect (A - H) in List B. Write your answers (A - H) in boxes 1 - 4

1.....

2.....

3.....

4.....

List A: Causes	List B: Effects
1. Outdated regulations designed for much smaller ships	A. Lack of lifeboat training and drills
2. Captain Smith's failure to communicate sufficient information to officers	B. More than two of the watertight compartments filled with water
3. No requirements for 24 hour a day wireless operation	C. Locations of icebergs received in ice warnings were not plotted
4. Lack of procedures for dealing with wireless messages	D. Half full lifeboats did not return to rescue people
	E. Nearby ship did not come to Titanic's rescue
	F. Not enough lifeboats
	G. Passengers panicked
	H. Lifeboats were not fully loaded

Lessons from the Titanic

A From the comfort of our modern lives we tend to look back at the turn of the twentieth century as a dangerous time for sea travellers. With limited communication facilities, and shipping technology still in its infancy in the early nineteen hundreds, we consider ocean travel to have been a risky business. But to the people of the time it was one of the safest forms of transport. At the time of the Titanic's maiden voyage in 1912, there had only been four lives lost in the previous forty years on passenger ships on the North Atlantic crossing. And the Titanic was confidently proclaimed to be unsinkable. She represented the pinnacle of technological advance at the time. Her

builders, crew and passengers had no doubt that she was the finest ship ever built. But still she did sink on April 14, 1912, taking 1,517 of her passengers and crew with her.

B The RMS Titanic left Southampton for New York on April 10, 1912. On board were some of the richest and most famous people of the time who had paid large sums of money to sail on the first voyage of the most luxurious ship in the world. Imagine her placed on her end: she was larger at 269 metres than many of the tallest buildings of the day. And with nine decks, she was as high as an eleven storey building. The Titanic carried 329 first class, 285 second class and 710 third class passengers with 899 crew members, under the care of the very experienced Captain Edward J. Smith. She also carried enough food to feed a small town, including 40,000 fresh eggs, 36,000 apples, 111,000 lbs of fresh meat and 2,200 lbs of coffee for the five day journey.

C RMS Titanic was believed to be unsinkable because the hull was divided into sixteen watertight compartments. Even if two of these compartments flooded, the ship could still float. The ship's owners could not imagine that, in the case of an accident, the Titanic would not be able to float until she was rescued. It was largely as a result of this confidence in the ship and in the safety of ocean travel that the disaster could claim such a great loss of life.

D In the ten hours prior to the Titanic's fatal collision with an iceberg at 11.40pm, six warnings of icebergs in her path were received by the Titanic's wireless operators. Only one of these messages was formally posted on the bridge; the others were in various locations across the ship. If the combined information in these messages of iceberg positions had been plotted, the ice field which lay across the Titanic's path would have been apparent. Instead, the lack of formal procedures for dealing with information from a relatively new piece of technology, the wireless, meant that the danger was not known until too late. This was not the fault of the Titanic crew. Procedures for dealing with warnings received through the wireless had not been formalised across the shipping industry at the time. The fact that the wireless operators were not even Titanic crew, but rather contracted workers from a wireless company, made their role in the ship's operation quite unclear.

E Captain Smith's seemingly casual attitude in increasing the speed on this day to a dangerous 22 knots or 41 kilometres per hour, can then be partly explained by his ignorance of what lay ahead. But this only partly accounts for his actions, since the spring weather in Greenland was known to cause huge chunks of ice to break off from the glaciers. Captain Smith knew that these icebergs would float southward and had already acknowledged this danger by taking a more southerly route than at other

times of the year. So why was the Titanic travelling at high speed when he knew, if not of the specific risk, at least of the general risk of icebergs in her path? As with the lack of coordination of the wireless messages, it was simply standard operating procedure at the time. Captain Smith was following the practices accepted on the North Atlantic, practices which had coincided with forty years of safe travel. He believed, wrongly as we now know, that the ship could turn or stop in time if an iceberg was sighted by the lookouts.

F There were around two and a half hours between the time the Titanic rammed into the iceberg and its final submersion. In this time 705 people were loaded into the twenty lifeboats. There were 473 empty seats available on lifeboats while over 1,500 people drowned. These figures raise two important issues. Firstly, why there were not enough lifeboats to seat every passenger and crew member on board. And secondly, why the lifeboats were not full.

G The Titanic had sixteen lifeboats and four collapsible boats which could carry just over half the number of people on board her maiden voyage and only a third of the Titanic's total capacity. Regulations for the number of lifeboats required were based on outdated British Board of Trade regulations written in 1894 for ships a quarter of the Titanic's size, and had never been revised. Under these requirements, the Titanic was only obliged to carry enough lifeboats to seat 962 people. At design meetings in 1910, the shipyard's managing director, Alexander Carlisle, had proposed that forty eight lifeboats be installed on the Titanic, but the idea had been quickly rejected as too expensive. Discussion then turned to the ship's décor, and as Carlisle later described the incident... 'we spent two hours discussing carpet for the first class cabins and fifteen minutes discussing lifeboats'.

H The belief that the Titanic was unsinkable was so strong that passengers and crew alike clung to the belief even as she was actually sinking. This attitude was not helped by Captain Smith, who had not acquainted his senior officers with the full situation. For the first hour after the collision, the majority of people aboard the Titanic, including senior crew, were not aware that she would sink, that there were insufficient lifeboats or that the nearest ship responding to the Titanic's distress calls would arrive two hours after she was on the bottom of the ocean. As a result, the officers in charge of loading the boats received a very halfhearted response to their early calls for women and children to board the lifeboats. People felt that they would be safer, and certainly warmer, aboard the Titanic than perched in a little boat in the North Atlantic Ocean. Not realising the magnitude of the impending disaster themselves, the officers allowed several boats to be lowered only half full.

I Procedures again were at fault, as an additional reason for the officers' reluctance to lower the lifeboats at full capacity was that they feared the lifeboats would buckle under the weight of 65 people. They had not been informed that the lifeboats had been fully tested prior to departure. Such procedures as assigning passengers and crew to lifeboats and lifeboat loading drills were simply not part of the standard operation of ships nor were they included in crew training at this time.

J As the Titanic sank, another ship, believed to have been the Californian, was seen motionless less than twenty miles away. The ship failed to respond to the Titanic's eight distress rockets. Although the officers of the Californian tried to signal the Titanic with their flashing Morse lamp, they did not wake up their radio operator to listen for a distress call. At this time, communication at sea through wireless was new and the benefits not well appreciated, so the wireless on ships was often not operated around the clock. In the case of the Californian, the wireless operator slept unaware while 1,500 Titanic passengers and crew drowned only a few miles away.

K After the Titanic sank, investigations were held in both Washington and London. In the end, both inquiries decided that no one could be blamed for the sinking. However, they did address the fundamental safety issues which had contributed to the enormous loss of life. As a result, international agreements were drawn up to improve safety procedures at sea. The new regulations covered 24 hour wireless operation, crew training, proper lifeboat drills, lifeboat capacity for all on board and the creation of an international ice patrol.

TRUE/ FALSE/ NOT GIVEN QUESTIONS

Task 1: Read the following passage and answer the questions

Bilingualism in Children

A One misguided legacy of over a hundred years of writing on bilingualism is that children's intelligence will suffer if they are bilingual. Some of the earliest research into bilingualism examined whether bilingual children were ahead or behind monolingual children on IQ tests.

From the 1920s through to the 1960s, the tendency was to find monolingual children ahead of MAbilinguals on IQ tests. The conclusion was that bilingual children were mentally confused. Having two languages in the brain, it was said, disrupted effective thinking. It was argued that having one well - developed language was superior to having two half - developed languages.

B The idea that bilinguals may have a lower IQ still exists among many people, particularly monolinguals. However, we now know that this early research was misconceived and incorrect. First, such research often gave bilinguals an IQ test in

their weaker language - usually English. Had bilinguals been tested in Welsh or Spanish or Hebrew, a different result may have been found. The testing of bilinguals was thus unfair. Second, like was not compared with like. Bilinguals tended to come from, for example, impoverished New York or rural Welsh backgrounds. The monolinguals tended to come from more middle class, urban families. Working class bilinguals were often compared with middle class monolinguals. So the results were more likely to be due to social class differences than language differences. The comparison of monolinguals and bilinguals was unfair.

C The most recent research from Canada, the United States and Wales suggests that bilinguals are, at least, equal to monolinguals on IQ tests. When bilinguals have two well - developed languages (in the research literature called balanced bilinguals), bilinguals tend to show a slight superiority in IQ tests compared with monolinguals. This is the received psychological wisdom of the moment and is good news for raising bilingual children. Take, for example, a child who can operate in either language in the curriculum in the school. That child is likely to be ahead on IQ tests compared with similar (same gender, social class and age) monolinguals. Far from making people mentally confused, bilingualism is now associated with a mild degree of intellectual superiority.

D One note of caution needs to be sounded. IQ tests probably do not measure intelligence. IQ tests measure a small sample of the broadest concept of intelligence. IQ tests are simply paper and pencil tests where only 'right and wrong' answers are allowed. Is all intelligence summed up in such right and wrong, pencil and paper tests? Isn't there a wider variety of intelligences that are important in everyday functioning and everyday life?

E Many questions need answering. Do we only define an intelligent person as somebody who obtains a high score on an IQ test? Are the only intelligent people those who belong to high IQ organisations such as MENSA? Is there social intelligence, musical intelligence, military intelligence, marketing intelligence, motoring intelligence, political intelligence? Are all, or indeed any, of these forms of intelligence measured by a simple pencil and paper IQ test which demands a single, acceptable, correct solution to each question? Defining what constitutes intelligent behaviour requires a personal value judgement as to what type of behaviour, and what kind of person is of more worth.

F The current state of psychological wisdom about bilingual children is that, where two languages are relatively well developed, bilinguals have thinking advantages over monolinguals. Take an example. A child is asked a simple question:

How many uses can you think offer a brick? Some children give two or three answers only. They can think of building walls, building a house and perhaps that is all. Another child scribbles away, pouring out ideas one after the other: blocking up a rabbit hole, breaking a window, using as a bird bath, as a plumb line, as an abstract sculpture in an art exhibition.

G Research across different continents of the world shows that bilinguals tend to be more fluent, flexible, original and elaborate in their answers to this type of open-ended question. The person who can think of a few answers tends to be termed a convergent thinker. They converge onto a few acceptable conventional answers. People who think of lots of different uses for unusual items (e.g. a brick, tin can, cardboard box) are called divergers. Divergers like a variety of answers to a question and are imaginative and fluent in their thinking.

H There are other dimensions in thinking where approximately 'balanced' bilinguals may have temporary and occasionally permanent advantages over monolinguals: increased sensitivity to communication, a slightly speedier movement through the stages of cognitive development, and being less fixed on the sounds of words and more centred on the meaning of words. Such ability to move away from the sound of words and fix on the meaning of words tends to be a (temporary) advantage for bilinguals around the ages four to six. This advantage may mean an initial head start in learning to read and learning to think about language.

Questions 1 - 4: Do the following statements agree with the information given in Reading Passage?

Write TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

1. Balanced bilinguals have more permanent than temporary advantages over monolinguals.
2. Often bilinguals concentrate more on the way a word sounds than on its meaning.
3. Monolinguals learn to speak at a younger age than bilinguals.
4. Bilinguals just starting school might pick up certain skills faster than monolinguals.

Task 2: Read the following passage and answer the questions

Floods can occur in rivers when the flow rate exceeds the capacity of the river channel, particularly at bends or meanders in the waterway. Floods often cause damage to homes and businesses if they are in the natural flood plains of rivers. While riverine

flood damage can be eliminated by moving away from rivers and other bodies of water, people have traditionally lived and worked by rivers because the land is usually flat and fertile and because rivers provide easy travel and access to commerce and industry.

A Fire and flood are two of humanity's worst nightmares. People have, therefore, always sought to control them. Forest fires are snuffed out quickly. The flow of rivers is regulated by weirs and dams. At least, that is how it used to be. But foresters have learned that forests need fires to clear out the brush and even to get seeds to germinate. And a similar revelation is now-dawning on hydrologists. Rivers - and the ecosystems they support-need floods. That is why a man-made torrent has been surging down the Grand Canyon. By Thursday March 6th it was running at full throttle, which was expected to be sustained for 60 hours.

B Floods once raged through the canyon every year. Spring Snow from as far away as Wyoming would melt and swell the Colorado river to a flow that averaged around 1,500 cubic metres (50,000 cubic feet) a second. Every eight years or so, that figure rose to almost 3,000 cubic metres. These floods infused the river with sediment, carved its beaches and built its sandbars.

C However, in the four decades since the building of the Glen Canyon dam, just upstream of the Grand Canyon, the only sediment that it has collected has come from tiny, undammed tributaries. Even that has not been much use as those tributaries are not powerful enough to distribute the sediment in an ecologically valuable way.

D This lack of flooding has harmed local wildlife. The humpback chub, for example, thrived in the rust-redwaters of the Colorado. Recently, though, its population has crashed. At first sight, it looked as if the reason was that the chub were being eaten by trout introduced for sport fishing in the mid-20th century. But trout and chub co-existed until the Glen Canyon dam was built, so something else is going on. Steve Gloss, of the United States' Geological Survey (USGS), reckons that the chub's decline is the result of their losing their most valuable natural defense, the Colorado's rusty sediment. The chub were well adapted to the poor visibility created by the thick, red water which gave the river its name, and depended on it to hide from predators. Without the cloudy water the chub became vulnerable.

E And the chub are not alone. In the years since the Glen Canyon dam was built, several species have vanished altogether. These include the Colorado pike - minnow, the razorback sucker and the round-tail chub. Meanwhile, aliens including fathead minnows, channel catfish and common carp, which would have been hard, put to survive in the savage waters of the undammed canyon, have move din.

F So flooding is the obvious answer. Unfortunately, it is easier said than done. Floods were sent down the Grand Canyon in 1996 and 2004 and the results were mixed. In 1996 the flood was allowed to go on too long. To start with, all seemed well. The floodwaters built up sandbanks and infused the river with sediment. Eventually, however, the continued flow washed most of the sediment out of the canyon. This problem was avoided in 2004, but unfortunately, on that occasion, the volume of sand available behind the dam was too low to rebuild the sandbanks. This time, the USGS is convinced that things will be better. The amount of sediment available is three times greater than it was in 2004. So if a flood is going to do some good, this is the time to unleash one.

G Even so, it may turn out to be an empty gesture. At less than 1,200 cubic metres a second, this flood is smaller than even an average spring flood, let alone one of the mightier deluges of the past. Those glorious inundations moved massive quantities of sediment through the Grand Canyon, wiping the slate dirty, and making a muddy mess of silt and muck that would make modern river rafters cringe.

Questions 1 - 7

Do the following statements agree with the information given in Reading Passage? In boxes 1 - 7 on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

1. Damage caused by fire is worse than that caused by flood.
2. The flood peaks at almost 1500 cubic meters every eight years.
3. Contribution of sediments delivered by tributaries has little impact.
4. Decreasing number of chubs is always caused by introducing of trout since mid 20th century.
5. It seemed that the artificial flood in 1996 had achieved success partly at the very beginning.
6. In fact, the yield of artificial flood water is smaller than an average natural flood at present.
7. Mighty floods drove fast moving flows with clean and high quality water.

UNIT 7: MATCHING INFORMATION WITH PARAGRAPHS & MULTIPLE CHOICE QUESTIONS

MATCHING INFORMATION WITH PARAGRAPHS

Task 1: Read the passage and answer the questions

Job - sharing

A Job - sharing is a concept that first appeared as a trendy idea in the fifties and basically means two people sharing one job. Previously, people either worked full - time or part-time with no other options and little flexibility to move between the two. But more recently, opportunities have begun to appear for alternatives as our lives have become more complex, expensive or stressful and as we demand more.

B The issue has arisen mainly because of the nature of the female worker. Although forty - five per cent of the Australian workforce is female, only thirty - five per cent of women work full - time, since employers have been against switching from full - time to part - time in high level jobs. In 1998, The Human Rights and Equal Opportunities Commission made a landmark decision when they found in favour of a woman who accused her employers of discrimination when they did not allow her to return to work on a part - time basis after having a child.

C Job - sharing has been seen as a cure for such economic problems as unemployment, under - employment and under-utilisation of talent in the workforce. The rewards for the employee are the promise of a better work/family balance, the freedom to return to studies or flexibility to deal with issues related to health. It is especially popular with women nearing the end of their pregnancies, people returning to work after an absence or those nearing retirement. For the employer, the organisation still gets the full - time position covered but simply by two people rather than one. This is different from a part - time job, where the role of the position within the company has to change. The quality of the work being done does not have to suffer because it is still being done on a full - time basis.

D Job - sharing is not found in all areas of employment, but it has flourished in the financial services industry, the airline industry and the independent schooling system. Indeed, the school system has played a pioneering role with regard to flexible work practices. Since it is a female - dominated profession (almost seventy per cent of the Independent Education Union's members are women), and many women demand flexibility from their employers, many schools have successfully introduced a

number of schemes, including other work policies such as carers' leave and part - time work, in addition to job - sharing.

Questions 1 - 6: The reading passage on the previous page has four sections labelled A - D.

Which section contains the following information?

Write the correct letter A - D next to each statement.

NB You may use any letter more than once.

1. a list of industries in which job - sharing is common
2. a reference to people wanting more from their lives
3. a reference to job - sharing as a solution to work - related problems
4. reasons why some workers in particular benefit from job - sharing
5. a reference to one industry with a high proportion of female workers
6. a reason why job - sharing has become an important issue in recent years

Task 2:

**Russia's boreal forests and wild grasses could
combat climate change**

A Scientists believe Russia's ancient forests are the country's best natural weapon against climate change, even though the stockpile of carbon beneath the ground also makes these areas vulnerable to carbon release. A recent study found that half the world's carbon is stored within land in the permafrost region, about two - thirds of which lies in Russia. Overlying former glaciers, they are a coniferous mix called the boreal forest. 'There's a lot of carbon there and it's very vulnerable.' says Josep Canadell, co-author of the study. 'If the permafrost thaws, we could be releasing ten percent more carbon a year for several centuries more than our previous models predicted. It's going to cost a lot to reduce our emissions by that much but it will cost more in damage if we don't.'

B The study was published in *Global Biogeochemical Cycles*. Researchers found that the region contains 1,672 billion tons of organic carbon, much of it several feet underground, that 'would account for approximately 50 percent of the estimated global below-ground organic carbon'. Another paper published in *Nature* found that old forests, which make up perhaps half of the boreal forest, 'continue to accumulate carbon, contrary to the long - standing view that they are carbon - neutral'. Even

though fires and insect infestations destroy entire swaths of forest and release into the atmosphere the carbon they contain, old - growth forests still take in more than these natural disturbances release, says lead author Sebastiaan Luysaert, a biologist at the University of Antwerp in Belgium. 'This is all the more reason to protect Russia's boreal forests,' which take in 500 million tons of carbon a year, or about one - fifth of the carbon absorbed by the world's landmass, says Mr Canadell, who is executive director of the Global Carbon Project, based in Canberra.

C Jing Ming Chen, a University of Toronto geography professor who specialises in climate modelling for the boreal region, says: 'Cutting boreal trees increases the amount of carbon in the atmosphere and it takes 50 to 100 years to put that carbon back in the ground.' Luysaert and Chen argue there's a strong case for conserving the old - growth forests. 'It's better to keep as much carbon in the forest as possible right now.' Mr Luysaert explains, 'If we want to avoid irreversible processes like melting permafrost or changing ocean currents, we absolutely have to control our emissions in the next two or three decades. It's a case where you need to be short - sighted to be far-sighted,' 'The threats to the boreal forests don't seem significant right now.' explains Nigel Roulet, a carbon cycle specialist at McGill University in Montreal, 'but I'm convinced pressure will increase as the region gets warmer and it gets easier to operate there. Also, I expect these resources to become more valuable as others are exhausted.'

D Scientists say Russia and Kazakhstan could make a unique contribution to the fight against global warming by harvesting wild grasses that have overgrown 100,000 square miles of agricultural lands abandoned in the nineties, and using them to make ethanol - or, better yet, burn them in coal - fuelled power plants. According to Nicolas Vuichard, principal author of a paper published in *Environmental Science and Technology* of Washington, DC, using the grasses to make ethanol would sequester in the ground, over 60 years, about 10 million tons of carbon a year - one-quarter as dead root matter in the soil and the rest in producing ethanol as a substitute for petroleum - based fuels. 'That's not huge on a world scale, but it's substantial,' he says. Fossil fuels emit about eight billion tons of carbon a year, of which about two billion tons are absorbed by plants and soil.

E Renton Righelato, visiting research fellow at the University at Reading and former chairman of the World Land Trust, agrees. 'Given that it would take the world's entire supply of arable land to replace just two - thirds of our transport fuel needs,' he says, 'biofuels are not a practicable long - term solution for transportation emissions. What we need is carbon - free fuel. But in the case of abandoned croplands, using grasses as biofuels could make a contribution,' he adds. Study co - author Adam

Wolf, of the Carnegie Institution for Science at Stanford University, cites a study by Elliott Campbell in *Science* magazine that showed that burning grasses in a coal-fuelled plant doubles the savings in carbon emissions compared to using the same grasses to make ethanol. 'If biofuels are going to reduce emissions, using abandoned croplands to make electricity and offset coal use is our best bet,' he says. 'Both of these countries have coal-fuelled power plants, so the process could start soon. Thus, Russia and Kazakhstan are now in a position to become leaders in green energy, and could use the grasses to export clean electricity in addition to oil and gas, according to Mr Wolf.'

Questions 1 - 5: The reading passage has five paragraphs, A - E. Which paragraph contains the following information?

Write the correct letter, A - E.

NB: You may use any letter more than once.

1. a view concerning what can and what cannot replace something.
2. a mention of the amount by which carbon emissions might increase in the future.
3. a reference to an established belief that researchers say is incorrect.
4. evidence from one study that supports the conclusions of another study.
5. how much carbon is currently located in a particular part of the world.

MULTIPLE CHOICE QUESTIONS

Task 1:

The ballpoint pen

Most of us have at least one, but how did this popular item evolve?

One morning in 1945, a crowd of 5,000 people jammed the entrance of Gimbel's Department Store in New York. The day before, Gimbel's had placed a full-page advertisement in the *New York Times* for a wonderful new invention, the ballpoint pen. The advertisement described the pen as 'fantastic' and 'miraculous'. Although they were expensive, \$12.50 each, all 10,000 pens in stock were sold on the first day.

In fact, this 'new' pen was not new at all. In 1888, John Loud, a leather manufacturer, had invented a pen with a reservoir of ink and a rolling ball. However, his pen was never produced, and efforts by other people to produce a commercially

successful one failed too. The main problem was with the ink. If it was too thin, the ink leaked out of the pen. If it was too thick, it didn't come out of the pen at all.

Almost fifty years later, in 1935, a newspaper editor in Hungary thought he spent too much time filling his pens with ink. He decided to invent a better kind of pen. With the help of his brother, who was a chemist, he produced a ballpoint pen that didn't leak when the pen wasn't being used. The editor was called Ladislav Biro, and it was his name that people would associate more than any other with the ballpoint pen.

By chance, Biro met Augustine Justo, the Argentinian president. Justo was so impressed with Biro's invention that he invited him to set up a factory in Argentina. In 1943, the first Biro pens were produced.

Unfortunately, they were not popular, since the pen needed to be held in a vertical position for the ink to come out. Biro redesigned the pen with a better ball, and in 1944 the new product was on sale throughout Argentina.

It was a North American, Milton Reynolds, who introduced the ballpoint pen to the USA. Copying Biro's design, he produced the version that sold so well at Gimbels. Another American, Patrick Frawley, improved the design and in 1950 began producing a pen he called the *Papermate*. It was an immediate success, and within a few years, *Papermates* were selling in their millions around the world.

Read each part carefully and choose the correct option, A, B, C or D.

1. People went to Gimbels to buy a ballpoint pen because
 - A they couldn't get them anywhere else.
 - B they had been told how good the pens were.
 - C they had never seen a ballpoint pen before.
 - D they thought the price was good.
2. Why were early ballpoint pens not produced commercially?
 - A Nobody wanted to buy one.
 - B It cost too much to produce them.
 - C They used too much ink.
 - D They didn't work properly.
3. Why was Ladislav Biro's pen better than earlier models?
 - A It didn't need to be filled with ink as often.
 - B It was designed by a chemist.

C The ink stayed in the pen until it was needed.

D It was easier to use.

4. Biro's first commercially - produced pen

A was produced in a factory owned by the Argentinian president.

B only worked if used in a certain way.

C was a major success.

D went on sale in 1944.

5. Patrick Frawley's pen

A was a better version of an earlier model.

B took time to become successful.

C was the USA's first commercially successful ballpoint pen.

D was only successful in the USA.

Task 2:

The knowledge society

A A CENTURY ago, the overwhelming majority of people in developed countries worked with their hands: on farms, in domestic service, in small craft shops and in factories. There was not even a word for people who made their living other than by manual work. These days, the fastest-growing groups in the developed world are 'knowledge workers'-people whose jobs require formal and advanced schooling.

B At present, this term is widely used to describe people with considerable theoretical knowledge and learning: doctors, lawyers, teachers, accountants, chemical engineers. But the most striking growth in the coming years will be in 'knowledge technologists': computer technicians, software designers, analysts in clinical labs, manufacturing technologists, and so on. These people are as much manual workers as they are knowledge workers; in fact, they usually spend far more time working with their hands than with their brains. But their manual work is based on a substantial amount of theoretical knowledge which can be acquired only through formal education. They are not, as a rule, much better paid than traditional skilled workers, but they see themselves as professionals. Just as unskilled manual workers in manufacturing were the dominant social and political force in the twentieth century, knowledge technologists are likely to become the dominant social - and perhaps also political - force over the next decades.

C Such workers have two main needs: formal education that enables them to enter knowledge work in the first place, and continuing education throughout their working lives to keep their knowledge up to date. For the old high-knowledge professionals such as doctors, clerics and lawyers, formal education has been available for many centuries. But for knowledge technologists, only a few countries so far provide systematic and organised preparation. Over the next few decades, educational institutions to prepare knowledge technologists will grow rapidly in all developed and emerging countries, just as new institutions to meet new requirements have always appeared in the past.

D What is different this time is the need for the continuing education of already well - trained and highly knowledgeable adults. Schooling traditionally stopped when work began. In the knowledge society it never stops. Continuing education of already highly educated adults will therefore become a big growth area in the next society. But most of it will be delivered in non-traditional ways, ranging from weekend seminars to online training programmes, and in any number of places, from a traditional university to the student's home. The information revolution, which is expected to have an enormous impact on education and on traditional schools and universities, will probably have an even greater effect on the continuing education of knowledge workers, allowing knowledge to spread near-instantly, and making it accessible to everyone.

E All this has implications for the role of women in the labour force. Although women have always worked, since time immemorial the jobs they have done have been different from men's. Knowledge work, on the other hand, is 'unisex' not because of feminist pressure, but because it can be done equally well by both sexes. Knowledge workers, whatever their sex, are professionals, applying the same knowledge, doing the same work, governed by the same standards and judged by the same results.

F The knowledge society is the first human society where upward mobility is potentially unlimited. Knowledge differs from all other means of production in that it cannot be inherited or bequeathed from one generation to another. It has to be acquired anew by every individual, and everyone starts out with the same total ignorance. And nowadays it is assumed that everybody will be a 'success'-an idea that would have seemed ludicrous to earlier generations. Naturally, only a tiny number of people can reach outstanding levels of achievement, but a very large number of people assume they will reach adequate levels.

G The upward mobility of the knowledge society, however, comes at a high price: the psychological pressures and emotional traumas of the rat race. Schoolchildren in some countries may suffer sleep deprivation because they spend their evenings at a crammer to help them pass their exams. Otherwise they will not get into the prestige university of their choice, and thus into a good job. In many different parts of the world, schools are becoming viciously competitive. That this has happened over such a short time - no more than 30 or 40 years - indicates how much the fear of failure has already permeated the knowledge society.

H Given this competitive struggle, a growing number of highly successful knowledge workers of both sexes - business managers, university teachers, museum directors, doctors - 'plateau' in their 40s. They know they have achieved all they will achieve. If their work is all they have, they are in trouble. Knowledge workers therefore need to develop, preferably while they are still young, a non-competitive life and community of their own, and some serious outside interest-be it working as a volunteer in the community, playing in a local orchestra or taking an active part in a small town's local government. This outside interest will give them the opportunity for personal contribution and achievement.

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

1. According to the writer, a hundred years ago in the developed world, manual workers

- A were mainly located in rural areas.
- B were not provided with sufficient education.
- C were the largest single group of workers.
- D were the fastest growing group in society.

2. The writer suggests that the most significant difference between knowledge technologists and manual workers is

- A their educational background.
- B the pay they can expect.
- C their skill with their hands.
- D their attitudes to society.

3. He predicts that in the coming years, knowledge technologists

- A will have access to the same educational facilities as professional people.
- B will have more employment opportunities in educational institutions.

C will require increasing mobility in order to find suitable education.

D will be provided with appropriate education for their needs.

4. According to the writer, the most important change in education this century will be

A the way in which people learn.

B the sorts of things people learn about.

C the use people make of their education.

D the type of people who provide education.

5. The writer says that changes in women's roles

A mean women are now judged by higher standards.

B have led to greater equality with men in the workplace.

C are allowing women to use their traditional skills in new ways.

D may allow women to out - perform men for the first time.

UNIT 8: YES/ NO/ NOT GIVEN & LABELLING A DIAGRAM QUESTIONS**YES/ NO/ NOT GIVEN QUESTIONS****Task 1:****Breaking the habit*****We all think we can break our bad habits - but they can stay with us for life***

What is a bad habit? The most common definition is that it is something that we do regularly, almost without thinking about it, and which has some sort of negative consequence. This consequence could affect those around us, or it could affect us personally. Those who deny having bad habits are probably lying. Bad habits are part of what makes us human.

Many early habits, like sucking our thumb, are broken when we are very young. We are either told to stop doing it by our parents, or we consciously or subconsciously observe that others do not have the same habit, and we gradually grow out of it. It is when we intentionally or unintentionally pick up new habits in our later childhood or early adulthood that it becomes a problem. Unless we can break that habit early on, it becomes a part of our life, and becomes 'programmed' into our brain.

A recent study of human memory suggests that no matter how hard we try to change our habits, it is the old ways that tend to win, especially in situations where we are rushed, stressed or overworked. Habits that we thought we had got rid of can suddenly come back. During the study programme, the researchers showed a group of volunteers several pictures, and gave them words to associate with them (for example, see a picture of tea, and associate it with 'breakfast'). They then showed the volunteers the same pictures again, and gave them new words to associate with them (see a picture of tea, and say 'afternoon').

A few days later, the volunteers were given a test. The researchers showed them the pictures, and told them to respond with one of the words they had been given for each one. It came as no surprise that their answers were split between the first set of words and the second. Two weeks later, they were given the same test again. This time, most of them only gave the first set of words. They appeared to have completely forgotten the second set.

The study confirms that the responses we learn first are those that remain strongest over time. We may try to change our ways, but after a while, the response that comes to mind first is usually the first one we learned. The more that response is

used, the more automatic it becomes and the harder it becomes to respond in any other way.

The study therefore suggests that over time, our bad habits also become automatic, learned behaviour. This is not good news for people who picked up bad habits early in life and now want to change or break them. Even when we try to put new, good intentions into practice, those previously learned habits remain stronger in more automatic, unconscious forms of memory.

Questions 1 - 7: Do the following statements agree with the claims of the writer in the Reading passage? 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*

1. We usually develop bad habits when we are very young.
2. We can only break bad habits if people tell us to do so.
3. Bad habits may return when we are under pressure.
4. Researchers were surprised by the answers that the volunteers gave in the first test.
5. The volunteers found the test more difficult when they did it the second time.
6. People find it more difficult to remember things they learnt when they were young.
7. If we develop bad habits early in life, they are harder to get rid of.

Task 2:

STRICTLY ENGLISH

British newspaper columnist Simon Heffer talks about his new book, 'Strictly English: the Correct Way to Write... and Why It Matters', aimed at native speakers

For the last couple of years I have sent a round - robin email to my colleagues at this newspaper every few weeks pointing out to them mistakes that we make in our use of the English language. Happily, these are reasonably rare. The emails have been circulated on the Internet - and are now available on the paper's website - and one of them ended up in the inbox of a publisher at Random House about this time last year. He asked me whether I would write a book not just on what constituted correct English, but also why it matters. The former is relatively easy to do, once one has armed oneself with the *Oxford English Dictionary (OED)* and some reputable grammar

books by way of research materials. The latter, being a matter for debate, is less straightforward.

I suppose my own interest in language started at school. Having studied French, Latin and Greek, I saw clearly how those languages had exported words into our own. When I studied German later on, I could see even more clearly why it was the sister tongue and what an enormous impact it had had on English. I saw that words had specific meanings and that, for the avoidance of doubt, it was best to use them in the correct way. Most of all, I became fascinated by grammar, and especially by the logic that drove it and that was common to all the other languages I knew. I did not intend in those days to earn a living by writing; but I was keen to ensure that my use of English was, as far as possible, correct.

Studying English at university forced me to focus even more intently on what words actually meant: why would a writer choose that noun rather than another and why that adjective or in George Orwell's case, often no adjective at all. Was the ambiguity in a certain order of words deliberate or accidental? The whole question of communication is rooted in such things. For the second part of my degree I specialised in the history of the English language, studying how words had changed their meaning and how grammar had evolved. Language had become not just a tool for me, but something of a hobby.

Can English, though, ever be fixed? Of course not: if you read a passage from Chaucer you will see that the meaning of words and the framework of grammar has shifted over the centuries, and both will continue to evolve. But we have had a standard dictionary now ever since the OED was completed in 1928, and learned men, many of whom contributed to the OED, wrote grammars a century ago that settled a pattern of language that was logical and free from the danger of ambiguity.

It is to these standards that I hope *Strictly English* is looking. Our language is to a great extent settled and codified, and to a standard that people recognise and are comfortable with. All my book does is describe and commend that standard, and help people towards a capable grasp of the English tongue. We shall always need new words to describe new things; but we don't need the wrong word to describe the right thing, when the right word exists. Also, English grammar shouldn't be a matter for debate. It has a coherent and logical structure and we should stick to it.

Some groups of people - state officials, academics, lawyers, certain breeds of scientist - talk to each other in a private language. Some official documents make little sense to lay people because they have to be written in a language that combines avoidance of the politically incorrect with constant use of the contemporary jargon of

the profession. Some articles written by academics in particular are almost incomprehensible to those outside their circle. This is not because the outsiders are stupid. It is because the academics feel they have to write in a certain stilted, dense way in order to be taken seriously by their peers.

Many officials seem to have lost the knack of communicating with people outside their closed world. Some academics, however, are bilingual. If asked to write for a publication outside the circle - such as a newspaper - they can rediscover the knack of writing reasonably plain English. They do not indulge themselves in such a fashion when they write for learned journals. It is almost as though the purpose of such writing is not to be clear: that the writer is recording research in order to prove to peers or superiors that he has discovered something. It does not seem to bother such people that their style is considered ugly and barbaric by anyone of discernment. It is repetitious, long - winded, abstract and abstruse. Those who write in such a way probably will not easily be discouraged, unless what is considered acceptable within their disciplines changes.

The ideal style is one comprehensible to any intelligent person. If you make a conscious decision to communicate with a select group, so be it: but in trying to appeal to a large audience, or even a small one that you wish to be sure will understand your meaning, writing of the sort mentioned above will not do. This sort of writing used to be kept from the general public thanks to the need to find someone to publish it. The advent of the Internet means that it is now much more widespread than it used to be; and the fact that it is now so common and so accessible means that this sort of writing is having a harmful effect on the language and causing it to be corrupted.

Questions 1 - 4: Do the following statements agree with the views of the writer in the reading passage. Write

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

1. The mistakes made by his colleagues are minor ones.
2. It is difficult to explain why using correct English is important.
3. English grammar has a different function from the grammar of other languages.
4. Word order may be as important as the choice of words used.

LABELLING A DIAGRAM QUESTIONS

Task 1: Read the text and label the diagram below.

Bicycle

I learned how to ride a bike when I was very young but I never really knew much about what each part of the bike was called. As I began to ask questions about bikes, I realized I had no clue what the experts were saying. It was like a foreign language to me. So like any foreign language you have to start with the basics.

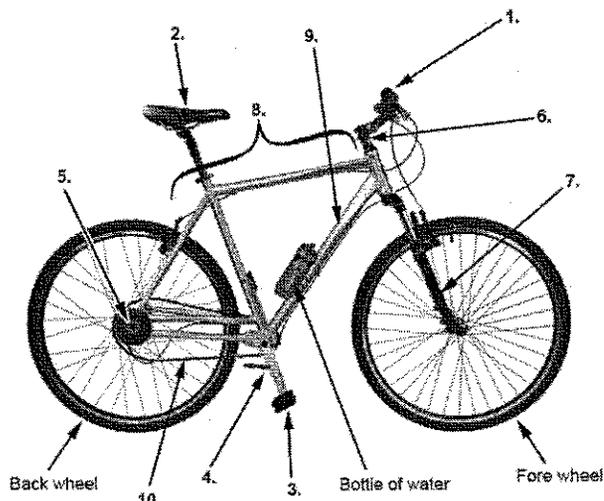
The most known part of a bicycle, a bicycle saddle, often called a seat, is one of three contact points on an upright bicycle. It's a place where you seat while riding a bike. A bicycle saddle is commonly attached to the bicycle frame, the main component of a bicycle, onto which wheels and other components are fitted. Cyclist often attach a bottle of water to the underneath part of the frame, called a down tube.

The second contact point of the bicycle is a pedal, the part of your bicycle that you push with your foot to propel the bicycle. The pedal provides the connection between the cyclist's foot or shoe and the crankarm. The crankarm turns the chain and propels the bicycle's wheel. The dark round detail in the centre of the back wheel is called cogset, it is used as speed transmission mechanism.

The last contact point of the bicycle is bicycle handlebar, the steering mechanism for bicycles. You put your hands on the bicycle handlebar and drive your bike by turning it to different sides. The handlebars are attached to the stem, which goes down and connects with a fork. The fork is a thin metal rod, which fore wheel is attached to.

Complete the diagram below.

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



Bicycle schematic diagram

Task 2: Read the text and label the diagram below**Whale Strandings***Why do whales leave the ocean and become stuck on beaches?*

When the last stranded whale of a group eventually dies, the story does not end there. A team of researchers begins to investigate, collecting skin samples for instance, recording anything that could help them answer the crucial question: why? Theories abound, some more convincing than others. In recent years, navy sonar has been accused of causing certain whales to strand. It is known that noise pollution from offshore industry, shipping and sonar can impair underwater communication, but can it really drive whales onto our beaches?

In 1998, researchers at the Pelagos Cetacean Research Institute, a Greek non-profit scientific group, linked whale strandings with low-frequency sonar tests being carried out by the North Atlantic Treaty Organisation (NATO). They recorded the stranding of 12 Cuvier's beaked whale over 38.2 kilometres of coastline. NATO later admitted it had been testing new sonar technology in the same area at the time as the strandings had occurred. 'Mass' whale strandings involve four or more animals. Typically they all wash ashore together, but in mass atypical strandings (such as the one in Greece), the whales don't strand as a group; they are scattered over a larger area.

For humans, hearing a sudden loud noise might prove frightening, but it does not include mass fatality. For whales, on the other hand, there is a theory on how sonar can kill. The noise can surprise the animal, causing it to swim too quickly to the surface. The result is decompression sickness, a hazard human divers know all too well. If a diver ascends too quickly from a high-pressure underwater environment to a lower-pressure one, gases dissolved in blood and tissue expand and form bubbles. The Bubbles block the flow of blood to vital organs, and can ultimately lead to death.

Plausible as this seems, it is still a theory and based on our more comprehensive knowledge of land-based animals. For this reason, some scientists are wary. Whale expert Karen Evans is one such scientist. Another is Rosemary Gales, a leading expert on whale strandings. She says sonar technology cannot always be blamed for mass strandings. "It's a case-by-case situation. Whales have been stranding for a very long time pre-sonar". And when 80% of all Australian whale Strandings occur around Tasmania, Gales and her team must continue in the search for answers.

When animals beach next to each other at the same time, the most common cause has nothing to do with human at all. "They're highly social creatures," says Gales. 'When they mass strand - it's complete panic and chaos. If one of the group strands and sounds the alarm, other will try to swim to its aid, and become stuck themselves."

Activities such as sonar testing can hint at *when* a stranding may occur, but if conversationists are to reduce the number of strandings, or improve rescue operations, they need information on *where* strandings are likely to occur as well. With this in mind, Ralph James, physicist at the University of Western Australia in Perth, thinks he may have discovered why whales turn up only on some beaches. In 1986 he went to Augusta, Western Australia, where more than 100 false killer whales had been beached. "I found out from chatting to the locals that whales had been stranding there for decades. So I asked myself, what is it about this beach?" From this question that James pondered over 20 years ago, grew the university's Whale Stranding Analysis Project.

Data has since revealed that all mass strandings around Australia occur on gently sloping sandy beaches, some with inclines of less than 0.5 %. For whale species that depend on an echolocation system to navigate, this kind of beach spells disaster. Usually, as they swim, they make clicking noises, and the resulting sound waves are reflected in an echo and travel back to them. However, these just fade out on shallow beaches, so the whales doesn't hear an echo and it crashes onto the shore.

But that is not all. Physics, it appears, can help with the *when* as well as the *where*. The ocean is full of bubbles. Larger ones rise quickly to the surface and disappear, whilst smaller ones - called microbubbles - can last for days. It is these that absorb whale 'clicks'. "Rough weather generates more bubbles than usual," James adds. So, during and after a storm, echolocating whales are essentially swimming blind.

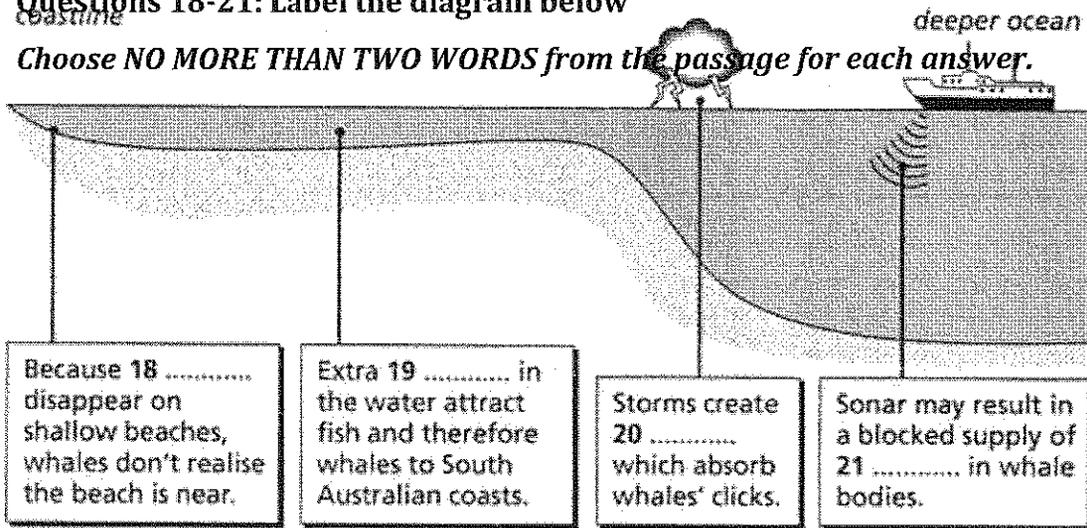
Last year was a bad ones for strandings in Australia. Can we predict if this - or any other year - will be any better? Some scientists believe we can. They have found trends which could be used to forecast 'bad years' for stranding in the future. In 2005, a survey by Klaus Vanselow and Klaus Riclefs of sperm whale strandings in the North Sea even found a correlation between these and the sunspot cycle, and suggested that changes in the Earth's magnetic field might be involved. But others are sceptical. " Their study was interesting..... but the analyses they used were flawed on a number of levels," say Evans. In the same year, she co-authored a study on

Australian strandings that uncovered a completely different trend. “We analysed data from 1920 - 2002.... and observed a clear periodicity in the number of whales stranded each year that coincides with a major climatic cycle.” To put it more simply, she says, in the years when strong westerly and southerly winds bring cool water rich in nutrients closer to the Australia coast, there is an increase in the number of fish. The whales follow.

So what causes mass strandings? “It’s probably many different components,” says James. And he is probably right. But the point is we now know what many of those components are.

Questions 18-21: Label the diagram below

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



UNIT 9: MATCHING INFORMATION WITH PARAGRAPHS & FLOWCHART QUESTIONS

MATCHING INFORMATION WITH PARAGRAPHS

Task 1: The reading passage has ten sections labelled A - J. Which section contains the following information?

A The Lumière Brothers opened their Cinematographe, at 14 Boulevard des Capucines in Paris, to 100 paying customers over 100 years ago, on December 8, 1895. Before the eyes of the stunned, thrilled audience, photographs came to life and moved across a flat screen.

B So ordinary and routine has this become to us that it takes a determined leap of imagination to grasp the impact of those first moving images. But it is worth trying, for to understand the initial shock of those images is to understand the extraordinary power and magic of cinema, the unique, hypnotic quality that has made film the most dynamic, effective art form of the 20th century.

C One of the Lumière Brothers' earliest films was a 30 - second piece which showed a section of a railway platform flooded with sunshine. A train appears and heads straight for the camera. And that is all that happens. Yet the Russian director Andrei Tarkovsky, one of the greatest of all film artists, described the film as a 'work of genius'. 'As the train approached,' wrote Tarkovsky, 'panic started in the theatre: people jumped and ran away. That was the moment when cinema was born. The frightened audience could not accept that they were watching a mere picture. Pictures were still, only reality moved; this must, therefore, be reality. In their confusion, they feared that a real train was about to crush them.'

D Early cinema audiences often experienced the same confusion. In time, the idea of film became familiar, the magic was accepted - but it never stopped being magic. Film has never lost its unique power to embrace its audience and transport them to a different world. For Tarkovsky, the key to that magic was the way in which cinema created a dynamic image of the real flow of events. A still picture could only imply the existence of time, while time in a novel passed at the whim of the reader. But in cinema, the real, objective flow of time was captured.

E One effect of this realism was to educate the world about itself. For cinema makes the world smaller. Long before people travelled to America or anywhere else,

they knew what other places looked like; they knew how other people worked and lived. Overwhelmingly, the lives recorded - at least in film fiction - have been American. From the earliest days of the industry, Hollywood has dominated the world film market. American imagery - the cars, the cities, the cowboys - became the primary imagery of film. Film carried American life and values around the globe.

F And, thanks to film, future generations will know the 20th century more intimately than any other period. We can only imagine what life was like in the 14th century or in classical Rome. But the life of the modern world has been recorded on film in massive encyclopaedic detail. We shall be known better than any preceding generations.

G The 'star' was another natural consequence of cinema. The cinema star was effectively born in 1910. Film personalities have such an immediate presence that inevitably, they become super - real. Because we watch them so closely and because everybody in the world seems to know who they are, they appear more real to us than we do ourselves. The star as magnified human self is one of cinema's most strange and enduring legacies.

H Cinema has also given a new lease of life to the idea of the story. When the Lumiere Brothers and other pioneers began showing off this new invention, it was by no means obvious how it would be used. All that mattered at first was the wonder of movement. Indeed, some said that, once this novelty had worn off, cinema would fade away. It was no more than a passing gimmick, a fairground attraction.

I Cinema might, for example, have become primarily a documentary form. Or it might have developed like television-as a strange noisy transfer of music, information and narrative. But what happened was that it became, overwhelmingly, a medium for telling stories. Originally these were conceived as short stories - early producers doubted the ability of audiences to concentrate for more than the length of a reel. Then, in 1912, an Italian 2 - hour film was hugely successful, and Hollywood settled upon the novel-length narrative that remains the dominant cinematic convention of today.

J And it has all happened so quickly. Almost unbelievably, it is a mere 1000 years since that train arrived and the audience screamed and fled, convinced by the dangerous reality of what they saw, and, perhaps, suddenly aware that the world could never be the same again - that, maybe, it could be better, brighter, more astonishing, more real than reality.

Questions 1 - 5: Reading Passage has ten paragraphs, A - J. Which paragraph contains the following information?

Write the correct letter, A - J, in boxes 1 - 5 on your answer sheet.

1. the location of the first cinema
2. how cinema came to focus on stories
3. the speed with which cinema has changed
4. how cinema teaches us about other cultures
5. the attraction of actors in films

Task 2:

Venus in Transit

June 2004 saw the first passage, known as a 'transit' of the planet Venus across the face of the Sun in 122 years. Transits have helped shape our view of the whole Universe, as Heather Cooper and Nigel Henbest explain.

On 8 June 2004, more than half the population of the world were treated to a rare astronomical event. For over six hours, the planet Venus steadily inched its way over the surface of the Sun. This "transit" of Venus was the first since 6 December 1882. On that occasion, the American astronomer Professor Simon Newcomb led a party to South Africa to observe the event. They were based at a girls' school, where - if is alleged - the combined forces of three schoolmistresses outperformed the professionals with the accuracy of their observations.

A For centuries, transits of Venus have drawn explorers and astronomers alike to the four corners of the globe. And you can put it all down to the extraordinary polymath Edmond Halley. In November 1677, Halley observed a transit of the innermost planet Mercury, from the desolate island of St Helena in the South Pacific. He realized that from different latitudes, the passage of the planet across the Sun's disc would appear to differ. By timing the transit from two widely - separated locations, teams of astronomers could calculate the parallax angle - the apparent difference in position of an astronomical body due to a difference in the observers position. Calculating this angle would allow astronomers to measure what was then the ultimate goal; the distance of the Earth from the Sun. This distance is known as the 'astronomical unit' or AU.

B Halley was aware that the AU was one of the most fundamental of all astronomical measurements. Johannes Kepler, in the early 17th century, had shown that the distances of the planets from the Sun governed their orbital speeds, which

were easily measurable. But no - one had found a way to calculate accurate distances to the planets from the Earth. The goal was to measure the AU; then, knowing the orbital speeds of all the other planets round the Sun, the scale of the Solar System would fall into place. However, Halley realized that Mercury was so far away that its parallax angle would be very difficult to determine. As Venus was closer to the Earth, its parallax angle would be larger and Halley worked out that by using Venus it would be possible to measure the Sun's distance to 1 part in 500. But there was as problem: transits of Venus, unlike those of Mercury; are rare. occurring in pairs roughly eight years apart every hundred or so years. Nevertheless, he accurately predicted that Venus would cross the face of the Sun in both 1761 and 1769 - though he didn't survive to see either.

C Inspired by Halley's suggestion of a way to pin down the scale of the Solar System, teams of British and French astronomers set out on expeditions to places as diverse as India and Siberia. But things weren't helped by Britain and France being at war. The person who deserves most sympathy is the French astronomer Guillaume Le Gentil. He was thwarted by the fact that the British were besieging his observation site at Pondicherry in India. Fleeing on a French warship crossing the Indian Ocean, Le Gentil saw a wonderful transit - but the ship's pitching and rolling ruled out any attempt at making accurate observations. Undaunted, he remained south of the equator, keeping himself busy by studying the islands of Mauritius and Madagascar before setting off to observe the next transit in the Philippines. Ironically after travelling nearly 50,000 kilometres, his view was clouded out at the last moment, a very dispiriting experience.

D While the early transit timings were as precise as instruments would allow the measurements were dogged by the 'black drop' effect. When Venus begins to cross the Sun's disc, it looks smeared not circular - which makes it difficult to establish timings. This is due to diffraction of light. The second problem is that Venus exhibits a halo of light when it is seen just outside the Sun's disc. While this showed astronomers that Venus was surrounded by a thick layer of gases refracting sunlight around it, both effects made it impossible to obtain accurate timings.

E But astronomers labored hard to analyze the results of these expeditions to observe Venus transits. Jonathan Franz Encke, Director of the Belin Observatory, finally determined a value for the AU based on all these parallax measurements: 153340,000 km. Reasonably accurate for the time, that is quite close to today's value of 149,597,870 km, determined by radar, which has now superseded transits and all other methods in accuracy. The AU is a cosmic measuring rod, and the basis of how we scale the Universe today. The parallax principle can be extended to measure the

distances to the stars. If we look at a star in January - when Earth is at one point in its orbit - it will seem to be in a different position from where it appears six months later. Knowing the width of Earth's orbit, the parallax shift lets astronomers calculate the distance.

F June 2004's transit of Venus was thus more of an astronomical spectacle than a scientifically important event. But such transits have paved the way for what might prove to be one of the most vital breakthroughs in the cosmos - detecting Earth-sized planets orbiting other stars.

Questions 1 - 4: Reading Passage has seven paragraphs, A - G. Which paragraph contains the following information? Write the correct letter A - G, in boxes 1 - 4 on your answer sheet.

1. examples of different ways in which the parallax principle has been applied
2. a description of an event which prevented a transit observation
3. a statement about potential future discoveries leading on from transit observations
4. a description of physical states connected with Venus which early astronomical instruments failed to overcome.

FLOWCHART QUESTIONS

Task 1:

MOVERS AND SHAKERS

Discover the stories behind two enthusiastic entrepreneurs who are creating major waves in the UK business world.

Retailers often declare that customers are their most important asset. But, while some sound as if they are paying lip service to the idea, **Sally Bailey**, chief executive of **White Stuff**, is a true believer. Even the clothing retailer's website reflects her view, declaring: 'Lovely clothes for lovely people'. Ms Bailey says: 'The most important people are those who buy our product. This includes the buyers who select it, and the customers who buy it in our shops. Everything we do is about service to get the product into the customer's hands.'

So when research revealed that customers disliked changing rooms that opened directly onto the shop floor, White Stuff amended its floor plans, introducing a false wall that screened off the changing area. 'It's not rocket science,' explains Ms Bailey. 'You just need to listen to what the customer is saying. We are dedicated to pleasing them. We ask: "What is the best thing we could do?" Hence, the introduction of one

oversized fitting room in each of White Stuff's 54 stores to enable mothers to bring their buggies in while they change.

'When a customer walks into a White Stuff shop, we want them to feel like they are at home,' says Ms Bailey. 'There are chairs to sit down on, water coolers, and staff will come along with colouring books to entertain children while the customer browses.' Even the background music is carefully considered. On Saturdays it has a faster tempo. On Sundays, when customers may prefer a quieter atmosphere, the tone is softer. 'The music is changed by the hour, according to the day,' says Ms Bailey.

White Stuff has eschewed the shop design of a traditional fashion retailer, preferring to model its interiors on a Victorian house where Ms Bailey believes her customers aspire to live. Since her arrival, White Stuff has sought locations away from the beaten track and shopping centres are viewed as anathema. 'To be honest, we do have some stores that are very hard to find,' says Ms Bailey. 'In Exeter, for example, there's the High Street and the shopping centre, but you have to turn left down an alley to find White Stuff, right by an organic butcher and coffee shop.'

Yet White Stuff's customers, whom Ms Bailey describes as 'extremely loyal', are not deterred by these intrepid expeditions. When she took over five years ago, White Stuff had 15 stores and an annual turnover of £14m. Today, turnover is in excess of £55m, with stores generating annual revenues between £500,000 and £2.5m from an average customer spend of £35.

Matt Stockdale, managing director of HomePride, which this year will turn over more than £4m, has the mother of former Tesco buyer Fraser McDonald to thank for his success. Desperate to get the supermarket chain to stock his oven cleaning product, Oven Pride, Mr Stockdale bombarded the buyer with calls.

But it was to no avail: 'The response was always "Thanks but no thanks",' he recalls. 'So I said, "Let me send some to your mother, your aunt, your grandmother..." and, I think to make me go away, he gave me his mother's address.' Two weeks later, Mr Stockdale was in the buyer's office signing a deal to supply his product to 30 stores. 'He told me that his mother wanted him to give me a chance but that he didn't give me much hope,' says Mr Stockdale. A year later he was supplying 130 Tesco stores. 'I didn't realise when I first approached Tesco that it was the UK's biggest supermarket chain', say Mr Stockdale. 'I just knew that I shopped there.'

The idea for the oven cleaner came in 1999 when, after being made redundant from his job as a sales manager for a telecoms business, Mr Stockdale decided to fulfil a lifelong ambition to run his own company. 'I looked at a catalogue business first because direct sales was what I knew,' he says. 'But I came across chemical companies

making products, one of which was an oven cleaner. I was always the one lumbered with cleaning our oven, so I was intrigued.' He tested one product, a bottle of white fluid, which produced such great results that he started to research the oven cleaner marketplace. 'I found the hardest thing was to clean the racks,' says Mr Stockdale.

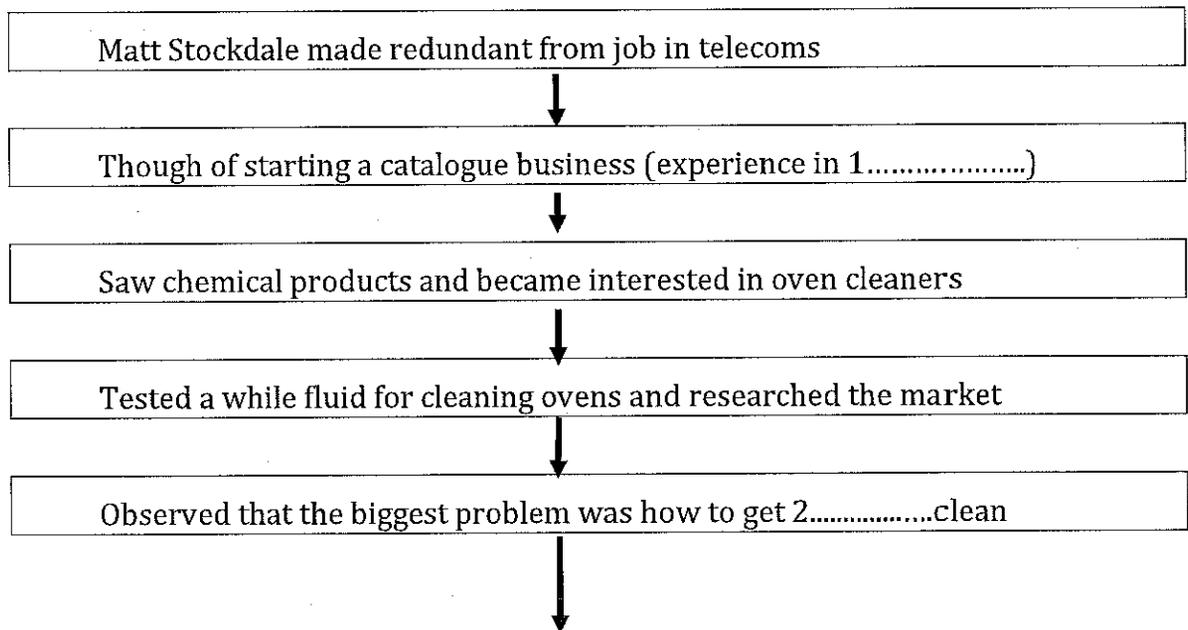
He decided to create kits to make cleaning racks easy, sourcing packaging, disposable gloves and a bag, into which the racks could be placed with the cleaning fluid. 'I created 5,000 units and sent one each to Kleeneze, Betterware and QVC, and got nowhere,' he recalls. Dejected, Mr Stockdale found another sales job but, 15 months later, a fax arrived with a purchase order from Kleeneze. 'I went to the garage and dusted down the stock,' he says. Kleeneze sold out within weeks, and placed more orders. Then QVC faxed across an order. 'I was suddenly on national television, but in eight weeks QVC had sold out,' he says. 'I didn't realise what I had.' It took a letter from a satisfied customer, asking when the cleaner would be available in shops, to prompt Mr Stockdale to change his strategy and approach high street retailers. Enter Tesco.

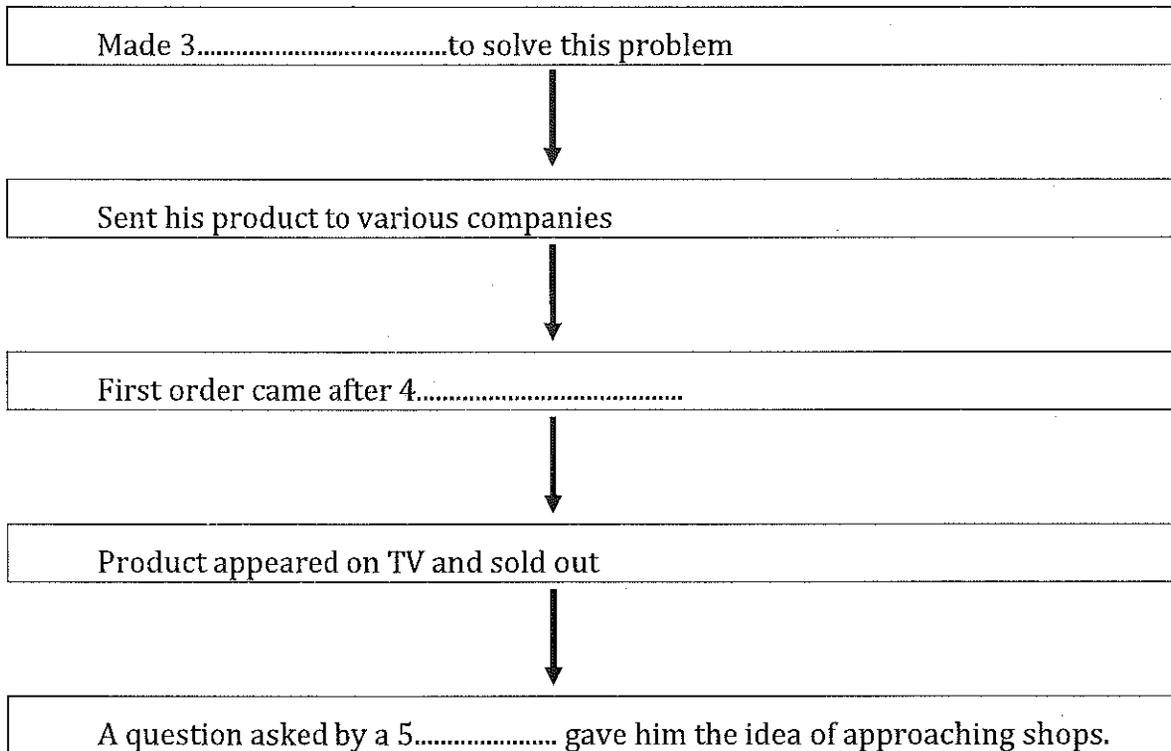
In its first year, HomePride turned over £90,000 but soon reached £1.1m. 'Going into retail changed everything for me,' says Mr Stockdale.

Questions 1 - 5: Complete the flow chart below.

Choose NO MORE THAN TWO WORDS AND/ OR A NUMBER from the passage for each answer.

The story of HomePride



**Task 2:****Getting the picture from DNA**

Working out what someone looks like from only a DNA sample is no longer science fiction. You'd be surprised what forensics experts can already do, says Clare Wilson.

A At present, if police find DNA which could be that of the criminal at the scene of a crime (for example in blood or hair), standard forensic techniques can help in two ways. If there's a suspect in custody, the police can see if their DNA matches the 'crime stain', as it is called. Or in the absence of a suspect, they can see if it matches the DNA of any known criminal held in their archives.

B Both techniques have proved their worth in criminal investigations. But what if there's no suspect and no match in the archive? Ever since DNA testing was introduced, forensic scientists have wondered how much a DNA sample on its own could tell them about what a criminal might look like.

C Scientists have already had some success with predicting hair colour from DNA samples. For example, researchers at Britain's Forensic Science Service (FSS) have developed a DNA test which will tell with 98% accuracy whether or not someone has red hair. However, the red - hair test is of limited use in Britain, where

only 6% of the population are red - headed. What about blonde, brown and black - haired criminals? Hair colour is usually determined by the cumulative effect of several genes, so unfortunately there's no such thing as a single gene for blonde hair that could be turned into a simple test, for example. It's the same with eye colour.

D But biotechnology firm DNA Print Genomics of Florida, USA, is having a crack at both problems. As a starting point, research was carried out using mice to discover the genes that controlled eye colour. Similar sequences in human DNA were then investigated, and ten possible genes were found. Next, the DNA Print researchers took DNA samples from 500 volunteers and recorded their eye colours. They then applied a technique called SNP mapping to see if they could discover any correlations between the two. (SNP stands for 'single nucleotide polymorphism' - a single 'letter' change in the genetic code. These variations account for most of the genetic differences between individuals). The researchers sequenced the ten possible genes from each volunteer, then sifted through the sequences looking for SNPs. They found 50 in total. Then they set computers to work out how the SNPs correlated with eye colour. Of the ten genes, they found that only four really matter. By looking at these, they can classify someone as having dark eyes (black and brown), light coloured eyes (blue and grey), or hazel eyes (greenish - brown) - with 97% certainty.

E DNA Print is now applying exactly the same technique to hair colour, identifying possible genes and looking for SNPs. Representatives say they have made some headway and can classify people into one of three groups - blonde, brown or black - haired - with some accuracy, from their DNA alone.

F Back in Britain, the Forensic Science Service has also been pursuing the genetic basis of facial features. A few years ago it helped fund a major project carried out by scientists at University College London (UCL). Over several months, an exhibit at a London museum invited visitors to leave DNA samples and have their faces scanned using 3D surface mapping. About 600 people volunteered. The UCL researchers tried to break down this data on overall facial shape into distinct features such as nose curvature or chin clefts, and correlate them to DNA sequences. But they made little progress. Just as with eye colour, there is no one gene for a big nose, so the enormous complexity of the task defeated the researchers. When the lead scientist retired, the project was wound down without drawing any firm conclusions.

G But the idea of finding genes for facial features isn't dead. Many of the genes involved are common to most mammals. So a gene for a large jaw in mice, for

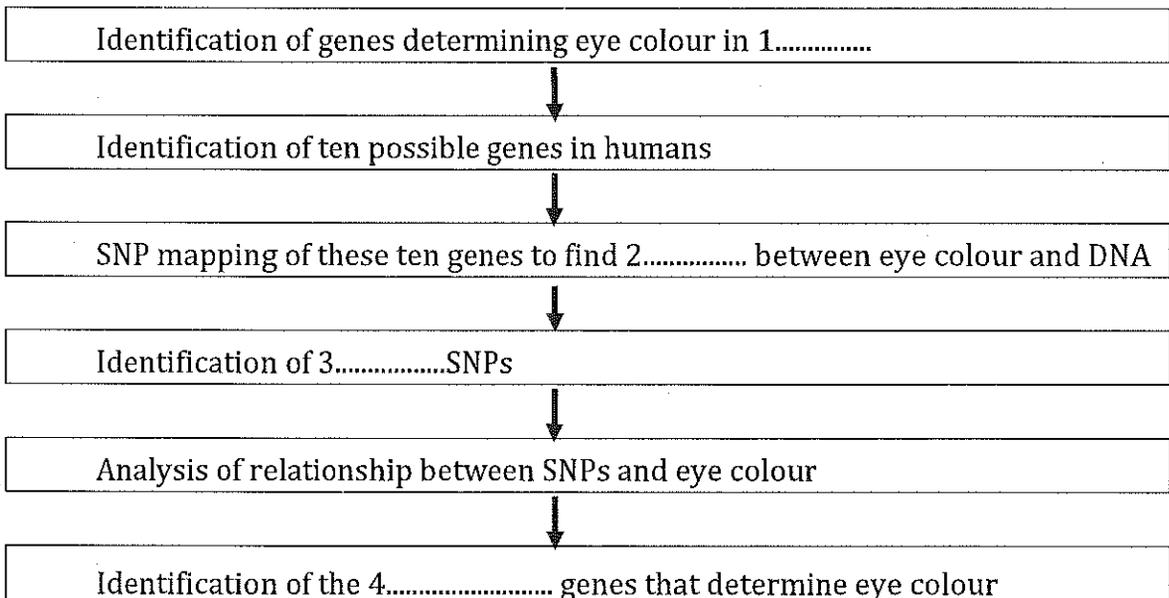
example, might very well be found in humans, too. One promising project has found that mice show significant variation in jaw shape and size, and has begun to unravel the genetics behind the variation. Project leader Chris Klingenberg of the University of Konstanz in Germany cautions that, as with humans, the genetics controlling jaw shape in mice is horribly complicated, but the project is making some progress. In one study of 535 mice, it has identified genes for jaw shape, jaw size and jaw symmetry and found two basic patterns resulting from the combination of these genes.

H The UK - based human rights group known as 'Liberty' has concerns, saying that the existing tests are not yet sufficiently conclusive to be used as a basis for arresting suspects. Certainly, genes never tell the whole story with physical characteristics - environment plays a key role too. Kevin Sullivan, from the Forensic Science Service, points out that when it comes to someone's facial characteristics, 'playing rugby might have more of an effect on your ear and nose shape than your genes.' But he is optimistic about the future of the research. 'Law - abiding citizens don't have anything to worry about,' he says. 'But criminals do.'

Complete the flow chart below

Choose NO MORE THAN THREE WORDS AND/ OR A NUMBER from the text for each answer.

Research into the genetic basis of eye colour



UNIT 10: PRACTICE TEST

READING PASSAGE 1

Ants Could Teach Ants

A The ants are tiny and usually nest between rocks in the south coast of England. Transformed into research subjects at the University of Bristol, they raced along a tabletop foraging for food - and then, remarkably, returned to guide others. Time and again, followers trailed behind leaders, darting this way and that along the route, presumably to memorise landmarks. Once a follower got its bearings, it tapped the leader with its antennae, prompting the lesson to literally proceed to the next step. The ants were only looking for food, but the researchers said the careful way the leaders led followers, thereby turning them into leaders in their own right, marked the *Temnothorax albipennis* ant as the very first example of a non - human animal exhibiting teaching behaviour.

B "Tandem running is an example of teaching, to our knowledge the first in a non - human animal, that involves bidirectional feedback between teacher and pupil" remarks Nigel Franks, professor of animal behaviour and ecology, whose paper on the ant educators was published last week in the journal *Nature*.

C No sooner was the paper published, of course, than another educator questioned it. Marc Hauser, a psychologist and biologist and one of the scientists who came up with the definition of teaching, said it was unclear whether the ants had learned a new skill or merely acquired new information.

D Later, Franks took a further study and found that there were even races between leaders. With the guidance of leaders, ants could find food faster. But the help comes at a cost for the leader, who normally would have reached the food about four times faster if not hampered by a follower. This means the hypothesis that the leaders deliberately slowed down in order to pass the skills on to the followers seems potentially valid. His ideas were advocated by the students who carried out the video project with him.

E Opposing views still arose, however. Hauser noted that mere communication of information is commonplace in the animal world. Consider a species, for example, that uses alarm calls to warn fellow members about the presence. Sounding the alarm can be costly, because the animal may draw the attention of the predator to itself. But it allows others flee to safety. "Would you call this teaching?" wrote Hauser. "The caller incurs a cost. The naive animals gain a benefit and new knowledge that better

enables them to learn about the predator's location than if the caller had not called. This happens throughout the animal kingdom, but we don't call it teaching, even though it is clearly transfer of information"

F Tim Caro, a zoologist, presented two cases of animal communication. He found that cheetah mothers that take their cubs along on hunts gradually allow their cubs to do more of the hunting - going, for example, from killing a gazelle and allowing young cubs to eat merely tripping the gazelle and letting the cubs finish it off. At one level, such behaviour might be called teaching - except the mother was not really teaching the cubs to hunt but merely facilitating various stages of learning. In another instance, birds watching other birds using a stick to locate food such as insects and so on, are observed to do the same thing themselves while finding food later.

G Psychologists study animal behaviour in part to understand the evolutionary roots of human behaviour, Hauser said. The challenge in understanding whether other animals truly teach one another, he added, is that human teaching involves a "theory of mind" teachers are aware that students don't know something. He questioned whether Franks' leader ants really knew that the follower ants were ignorant. Could they simply have been following an instinctive rule to proceed when the followers tapped them on the legs or abdomen? And did leaders that led the way to food - only to find that it had been removed by the experimenter - incur the wrath of followers? That, Hauser said, would suggest that the follower ant actually knew the leader was more knowledgeable and not merely following an instinctive routine itself.

H The controversy went on, and for a good reason. The occurrence of teaching in ants, if proven to be true, indicates that teaching can evolve in animals with tiny brains. It is probably the value of information in social animals that determines when teaching will evolve, rather than the constraints of brain size.

I Bennett Galef Jr., a psychologist who studies animal behaviour and social learning at McMaster University in Canada maintained that ants were unlikely to have a "theory of mind" - meaning that leaders and followers may well have been following instinctive routines that were not based on an understanding of what was happening in another ant's brain. He warned that scientists may be barking up the wrong tree when they look not only for examples of humanlike behaviour among other animals but humanlike thinking that underlies such behaviour. Animals may behave in ways similar to humans without a similar cognitive system, he said, so the behaviour is not necessarily a good guide into how humans came to think the way they do.

Questions 1 - 5: Look at the following statements (Questions 1 - 5) and the list of people in the box below. Match each statement with the correct person, A, B, C or D. Write the correct letter, A, B, C or D, in boxes 1 - 5 on your answer sheet.

NB. You may use any letter more than once.

1. Animals could use objects to locate food.
2. Ants show two - way, interactive teaching behaviours.
3. It is risky to say ants can teach other ants like human beings do,
4. Ant leadership makes finding food faster.
5. Communication between ants is not entirely teaching.

List of people

- A Nigel Granks
- B Marc Hauser
- C Tim Caro
- D Bennet Galef Jr

Questions 6 - 9: Choose **FOUR** letters, A - H. Write your answers in boxes 6 - 9 on your answer sheet. Which **FOUR** of the following behaviours of animals are mentioned in the passage?

- A touch each other with antenna
- B alert others when there is danger
- C escape from predators
- D protect the young
- E hunt food for the young
- F fight with each other
- G use tools like twigs
- H feed on a variety of foods

Questions 10 - 13: Do the following statements agree with the claims of the writer in Reading Passage 1? In boxes 10 - 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

10. Ants' tandem running involves only one - way communication.
11. Franks's theory got many supporters immediately after publicity.
12. Ants' teaching behaviour is the same as that of human.
13. Cheetah share hunting gains to younger ones.

READING PASSAGE 2

Wealth in a cold climate

A Dr William Masters was reading a book about mosquitoes when inspiration struck. "There was this anecdote about the great yellow fever epidemic that hit Philadelphia in 1793," Masters recalls. "This epidemic decimated the city until the first frost came." The inclement weather froze out the insects, allowing Philadelphia to recover.

B If weather could be the key to a city's fortunes, Masters thought, then why not to the historical fortunes of nations? And could frost lie at the heart of one of the most enduring economic mysteries of all - why are almost all the wealthy, industrialised nations to be found at latitudes above 40 degrees? After two years of research, he thinks that he has found a piece of the puzzle. Masters, an agricultural economist from Purdue University in Indiana, and Margaret McMillan at Tufts University, Boston, show that annual frosts are among the factors that distinguish rich nations from poor ones. Their study is published this month in the *Journal of Economic Growth*. The pair speculates that cold snaps have two main benefits - they freeze pests that would otherwise destroy crops, and also freeze organisms, such as mosquitoes, that carry disease. The result is agricultural abundance a big workforce.

C The academics took two sets of information. The first was average income for countries, the second climate data from the University of East Anglia. They found a curious tally between the sets. Countries having five or more frosty days a month are uniformly rich; those with fewer than five are impoverished. The authors speculate that the five - day figure is important; it could be the minimum time needed to kill pests in the soil. Masters says: "For example, Finland is a small country that is growing quickly, but Bolivia is a small country that isn't growing at all. Perhaps climate has something to do with that." In fact, limited frosts bring huge benefits to farmers. The chills kill insects or render them inactive; cold weather slows the break - up of plant and animal material in the soil, allowing it to become richer; and frosts ensure a build - up of moisture in the ground for spring, reducing dependence on seasonal rains. There are exceptions to the "cold equals rich" argument. There are

well - heeled tropical countries such as Hong Kong and Singapore (both city - states, Masters notes), a result of their superior trading positions. Likewise, not all European countries axe moneyed - in the former communist colonies, economic potential was crushed by politics.

D Masters stresses that climate will never be the overriding factor - the wealth of nations is too complicated to be attributable to just one factor. Climate, he feels, somehow combines with other factors - such as the presence of institutions, including governments, and access to trading routes - to determine whether a country will do well. Traditionally, Masters says, economists thought that institutions had the biggest effect on the economy, because they brought order to a country in the form of, for example, laws and property rights. With order, so the thinking went, came affluence. "But there are some problems that even countries with institutions have not been able to get around," he says. "My feeling is that, as countries get richer, they get better institutions. And the accumulation of wealth and improvement in governing institutions are both helped by a favourable environment, including climate.

E This does not mean, he insists, that tropical countries are beyond economic help and destined to remain penniless. Instead, richer countries should change the way in which foreign aid is given. Instead of aid being geared towards improving governance, it should be spent on technology to improve agriculture and to combat disease. Masters cites one example: "There are regions in India that have been provided with irrigation - agricultural productivity has gone up and there has been an improvement in health." Supplying vaccines against tropical diseases and developing crop varieties that can grow in the tropics would break the poverty cycle.

F Other minds have applied themselves to the split between poor and rich nations, citing anthropological, climatic and zoological reasons for why temperate nations are the most affluent. In 350BC, Aristotle observed that "those who live in a cold climate... are full of spirit". Jared Diamond, from the University of California at Los Angeles, pointed out in his book *Guns, Germs and Steel* that Eurasia is broadly aligned east - west, while Africa and the Americas are aligned north - south. So, in Europe, crops can spread quickly across latitudes because climates are similar. One of the first domesticated crops, einkorn wheat, spread quickly from the Middle East into Europe; it took twice as long for corn to spread from Mexico to what is now the eastern United States. This easy movement along similar latitudes in Eurasia would also have meant a faster dissemination of other technologies such as the wheel and writing, Diamond speculates. The region also boasted domesticated livestock, which could provide meat, wool and motive power in the fields. Blessed with such natural advantages, Eurasia was bound to take off economically.

G John Gallup and Jeffrey Sachs, two US economists, have also pointed out striking correlations between the geographical location of countries and their wealth. They note that tropical countries between 23.45 degrees north and south of the equator are nearly all poor. In an article for the Harvard International Review, they concluded that "development surely seems to favour the temperate - zone economies, especially those in the northern hemisphere, and those that have managed to avoid both socialism and the ravages of war". But Masters cautions against geographical determinism, the idea that tropical countries are beyond hope: "Human health and agriculture can be made better through scientific and technological research," he says, "so we shouldn't be writing off these countries. Take Singapore: without air conditioning, it wouldn't be rich."

Questions 14 - 20: The reading passage has seven paragraphs, A - G

Choose the correct heading for paragraphs A - G from the list below. Write the correct number, i - x, in boxes 14 - 20 on your answer sheet.

List of Headings

- i. The positive correlation between climate and wealth
- ii. Other factors besides climate that influence wealth
- iii. Inspiration from reading a book
- iv. Other researchers' results do not rule out exceptional cases
- v. Different attributes between Eurasia and Africa
- vi. Low temperature benefits people and crops
- vii. The importance of institution in traditional views.
- viii. The spread of crops in Europe, Asia and other places.
- ix. The best way to use aid confusions.
- x. Confusions and exceptions.

- 14. Paragraph A
- 15. Paragraph B
- 16. Paragraph C
- 17. Paragraph D
- 18. Paragraph E

19. Paragraph F

20. Paragraph G

Questions 21 - 25: Complete the following summary of the paragraphs of Reading Passage, using no more than two words from the Reading Passage for each answer. Write your answers in boxes 21 - 25 on your answer sheet.

Dr William Master read a book saying that a (an) 21..... which struck an American city of years ago was terminated by a cold frost. And academics found that there is a connection between climate and country's weathy as in the rich but small country of 22.....; Yet besides excellent surroundings and climate ' one country still need to improve both their 23..... to achieve long prosperity.

Thanks to resembling weather condition across latitude in the continent of 24.....'crops such as 25..... is bound to spread faster than from South America to the North. Other researchers also noted that even though geographical factors are important, tropical country such as Singapore still became rich due to scientific advancement.

PART II: WRITING

A. DESCRIBING GRAPHS/CHARTS/TABLES

UNIT 1: AN INTRODUCTION TO DATA INTERPRETATION

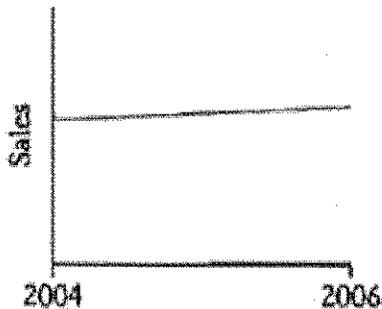
Task 1. Write the missing adjectives and adverbs

dramatic - impressive - slight -

stead - sharp - steeply -

Now use the words to fill in the gaps. Use one pair of words for each question.

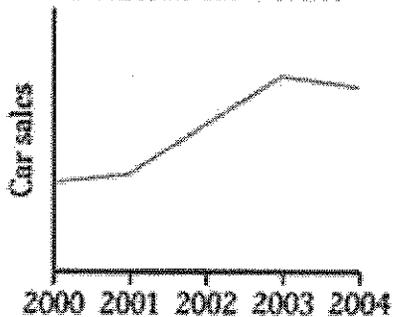
Coffee sales



1. **A** Sales of coffee showed a..... increase between 2004 and 2006.

B Sales of coffee increased..... between 2004 and 2006.

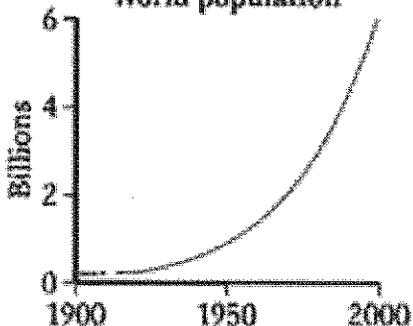
Domestic car market



2. **A** The domestic car market showed an..... growth of 50% for three consecutive years from 2001 to 2003.

B The domestic car market grew..... by 50% for three consecutive years from 2001 to 2003.

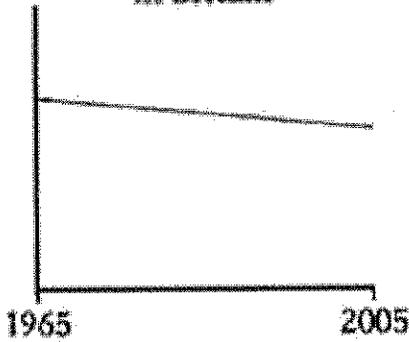
World population



3. **A** The world population grew..... between 1950 and 2005.

B The world population experienced a..... growth between 1950 and 2005.

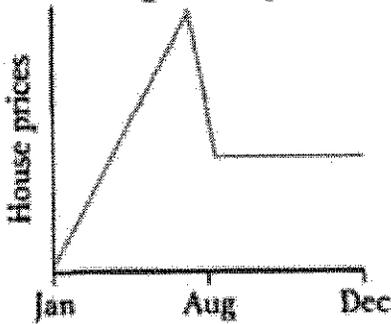
Usage of shopping bags in Britain



4. A The number of British households using their own shopping bags when shopping fell..... between 1965 and 2005.

B There was a..... fall in the number of British households using their own shopping bags when shopping between 1965 and 2005.

Average house prices



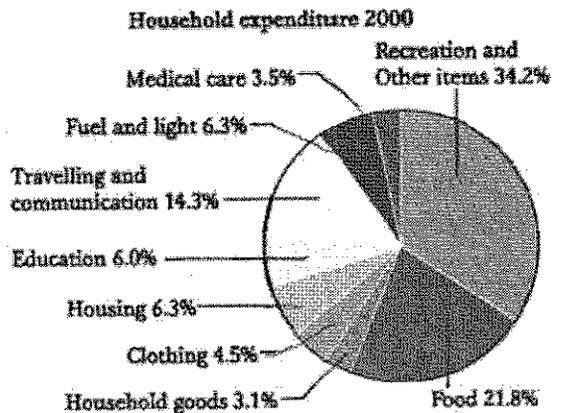
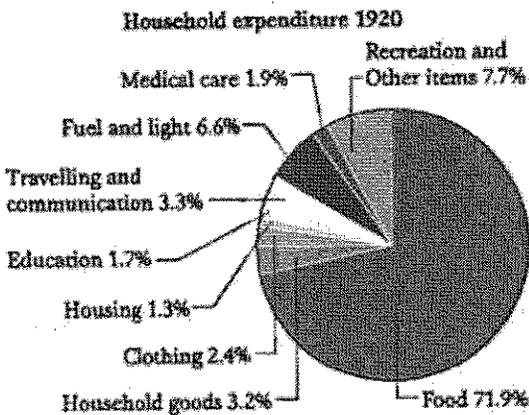
5. A House prices climbed..... during the first half of the year before falling in August.

B There was a..... climb in house prices during the first half of the year before a..... fall in August.

Task 2. Underline the best answers

The two pie charts show the average spending by households in a country at two different points in its economic development.

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



The two pie charts give information about **what households spent their money on/ household expenditure** on goods and services in 1920 and 2000. It is immediately obvious that there are **some quite significant differences/ some things** are significantly different between the two charts.

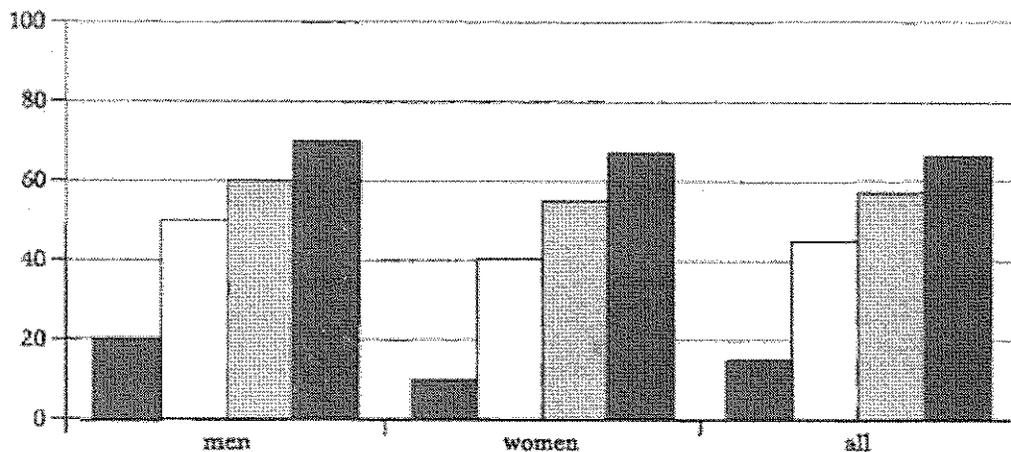
In 2000, the **largest proportion of expenditure was/ most money was spent** on recreation and other items whereas in 1920 it was on food, with recreation and other items accounting for just 7.7%. There is a great difference in terms of **the amount of money people spent on food/food expenditure** between the two years. In 1920 nearly 72% of **the total household budget/ the total of what households spent** went towards food, compared to only 22% in 2000.

There has been a notable increase in/ People have notably increased the amount of money spent on travelling and communication between the two dates. In addition, the charts show **a significant rise in the proportion of money spent on clothing/ that people spent more on clothes** in 2000 compared to 1920.

There are some similarities, however. For example, in both 1920 and 2000 **people spent a similar proportion on fuel and lighting./ the proportion of fuel and lighting expenditure was roughly the same.**

Task 3. Look at the bar chart and fill in the gaps with the past simple or present perfect simple of the verbs in brackets to make true sentences

Percentage of UK adults to have used the Internet



- 1995
- 2000
- ▨ 2005
- present

1. The chart shows the percentage of British adults who..... have used..... (use) the Internet since 1995.

2. The number of women who have ever used the Internet..... (increase) by more than 60% since 1995.

3. The percentage of men who have accessed the Internet..... (rise) to 60% in 2005.

4. The number of women to have accessed the Internet..... (rise) each year.

5. The percentage of men who used the Internet..... (be) greater than the percentage of women from 1995 to 2005.

6. However, British women..... (overtake) British men in the Internet usage since 2005.

7. The total number of people accessing the Internet..... (grow) each year although the most significant rise (occur) between 1995 and 2000.

Task 4. Read the description of the table below. Decide if the underlined comparisons are correct or not. Tick (✓) them if they are right and correct them if they are wrong.

Rank	Country	Gold	Silver	Bronze	Total
1	United States	35	39	29	103
2	China	32	17	14	63
3	Russia	27	27	38	92
4	Australia	17	16	16	49
5	Japan	16		12	37
6	Germany	14	16	18	48
7	France	11	9	13	33
8	Italy	10	11	11	32
9	South Korca	9	12	9	30
10	Great Britain	9	9	12	30

The table shows the number of medals won by the top ten countries in the 2004 Olympic Games. The USA won 1 greatest number of medals overall with a total of 103. They won 2 more silver medals as gold and 3 more medals than any other country in both categories. China had 4 the second high number of medals at 63, but unlike the

USA, China won 5 less silver medals than gold medals. While Russia's silver medal total was 6 more good than China's, they did not do 7 well as China in the gold medals, winning just 27. In fact China had a 8 more lower overall medal total than Russia but, as the table is based on the number of gold medals won, they were placed the second. Similarly, Germany was 9 significantly successful at winning medals than Japan, with a total of 48 compared to Japan's 37, but because Japan won 10 two more gold medals that Germany they were ranked 11 higher. Great Britain gave 12 the worse performance in this group, winning only nine gold and nine silver medals.

e.g. 1. the greatest

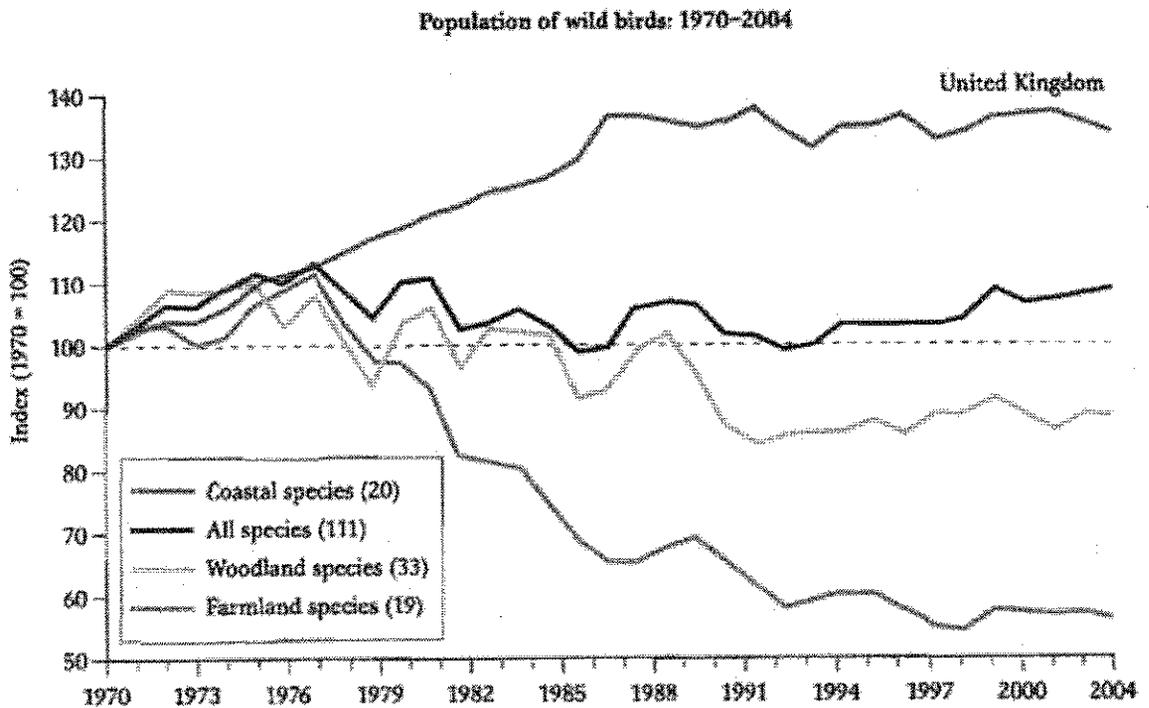
UNIT 2: DESCRIBING LINE GRAPHS

Task 1: You should spend about 20 minutes on this task.

The graph below shows the population figures of different types of wild birds in the United Kingdom between 1970 and 2004.

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

You should write at least 150 words.

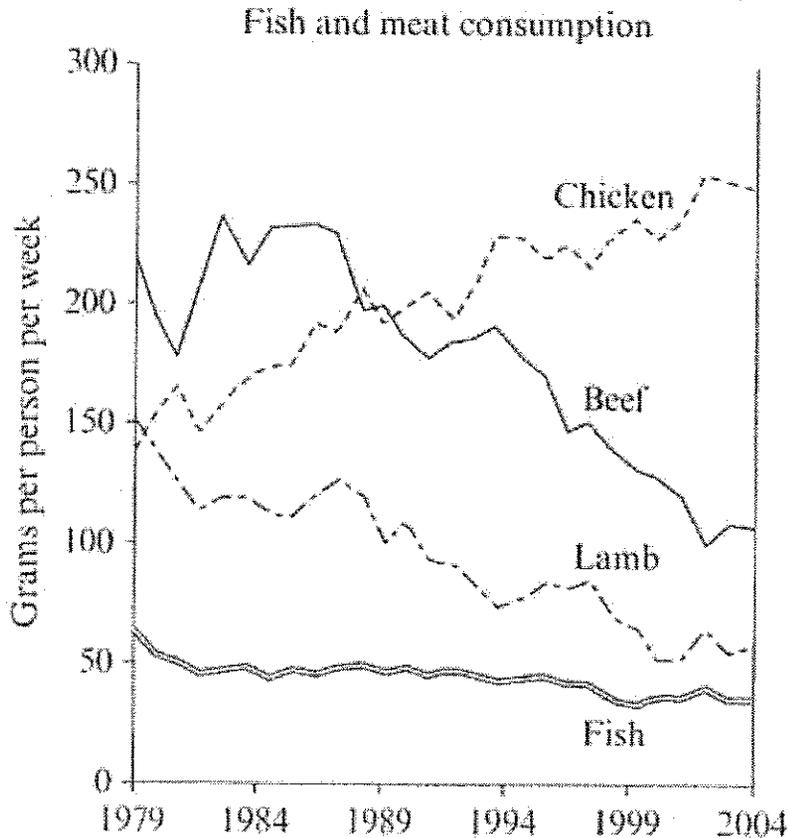


Task 2. You should spend about 20 minutes on this task.

The graph below shows the consumption of fish and some different kinds of meat in a European country between 1979 and 2004.

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

You should write at least 150 words.



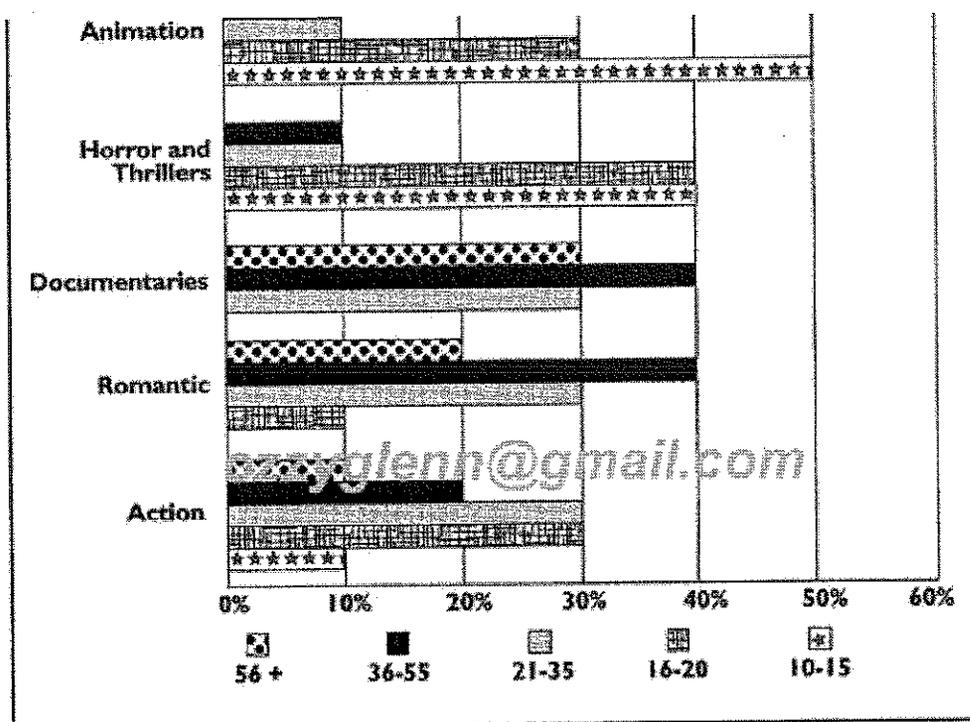
UNIT 3: DESCRIBING BAR CHARTS

Task 1. You should spend about 20 minutes on this task.

The chart below shows the types of film preferred by different age groups at one cinema. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Viewers' preferences by age



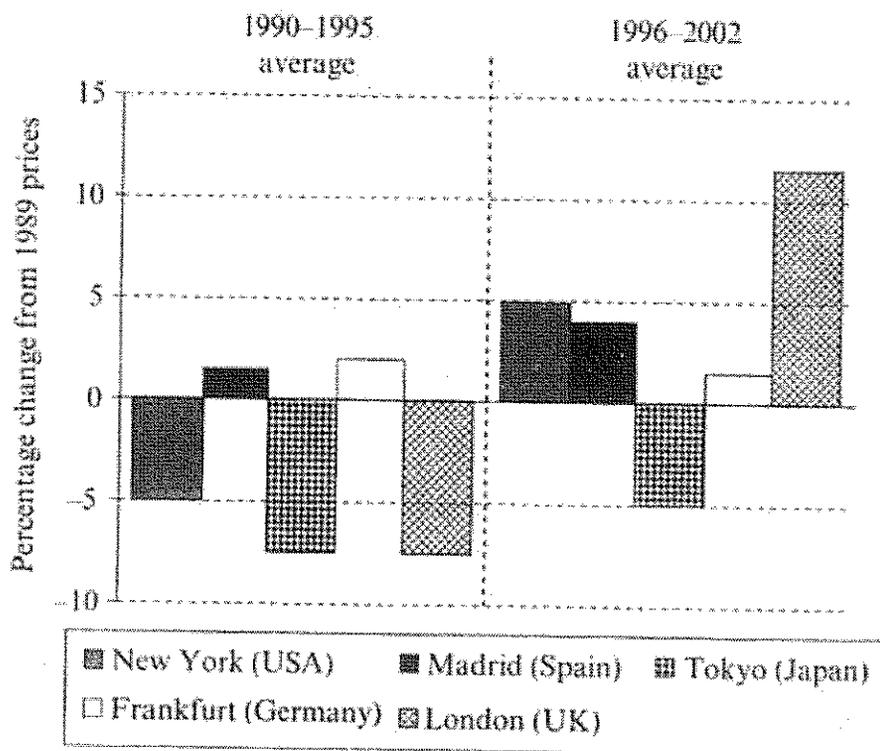
Task 2. You should spend about 20 minutes on this task.

The chart below shows information about changes in average house prices in five different cities between 1990 and 2002 compared with the average house prices in 1989.

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

Write at least 150 words.

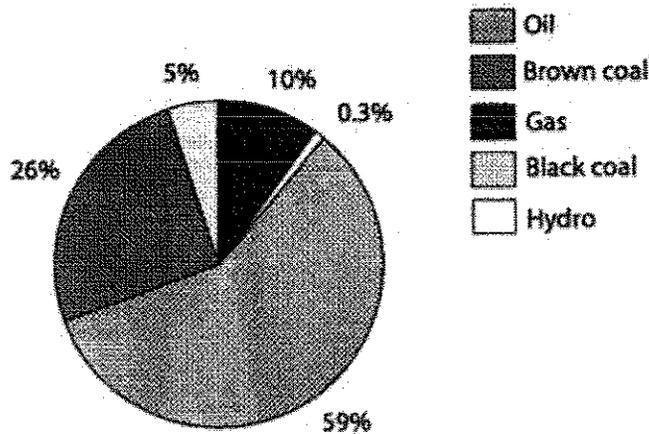
Percentage change in average house prices in five cities 1990 - 2002 compared with 1989



UNIT 4: DESCRIBING PIE CHARTS

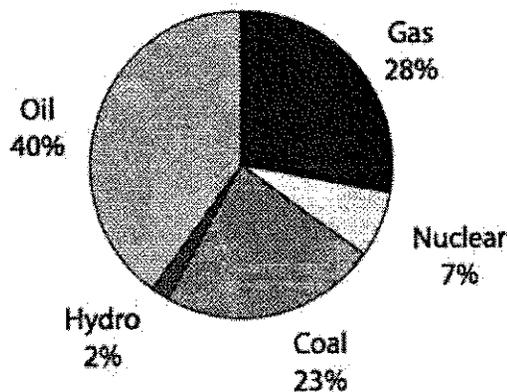
Task 1. Read the following description of the pie chart given, and underline all the expressions of measurement, and put a circle around the verbs. Then write a description of the graph that follows, using as many of these expressions as you can.

Electricity generation in Australia by fuel type, 1996/97



It is clear from the pie chart that in 1996/7 by far the greatest proportion of electricity was generated by oil, at 59%. Less than half as much, namely 26%, was produced from brown coal. Black coal and gas together accounted for another 15% of generation, leaving hydropower at only 0.3%. In other words, virtually 100% of electricity generation in Australia at the time came from fossil fuels, and only the insignificant amount of 0.3% came from a renewable energy source.

World Energy Sources

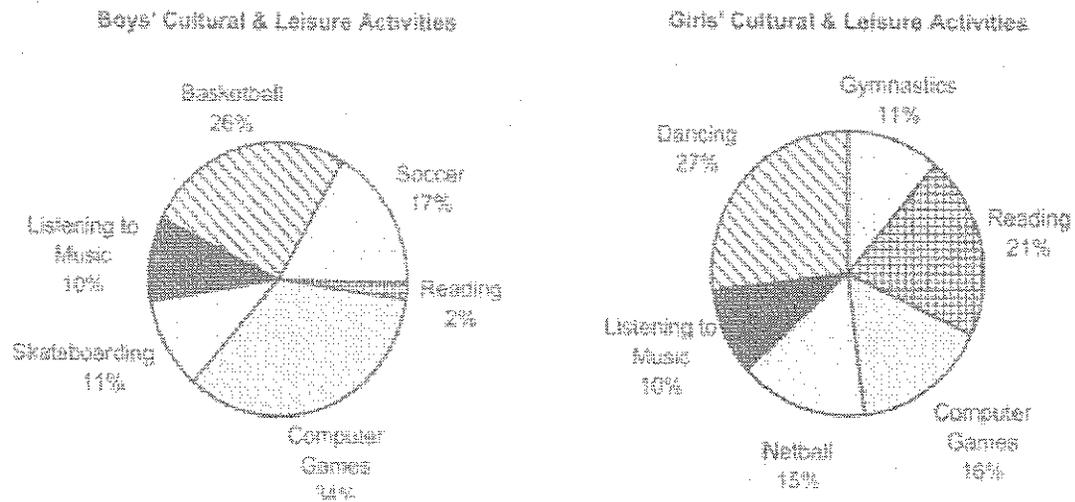


Task 2. You should spend about 20 minutes on this task.

The pie graphs below show the results of a survey of children's activities. The first graph shows the cultural and leisure activities that boys participate in, whereas the second graph shows the activities in which girls participate.

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

Write at least 150 words.



UNIT 5: DESCRIBING TABLES

Task 1. You should spend about 20 minutes on this task.

Below is a table which shows the causes of injury by age and their percentage contribution to total deaths during a 12 month period in Australia. Some of these injuries may be termed accidental and some may not.

Describe the information in the table.

Write at least 150 words.

Injury cause	Age category				Total
	0 - 14	15 - 39	40 - 64	65+	
Motor vehicle	40%	45%	29%	21%	34%
Poisonings	1%	4%	2%	2%	2%
Falls	3%	2%	6%	42%	11%
Drowning	19%	3%	4%	2%	5%
Suffocation/ Asphyxiation	14%	1%	3%	2%	2%
Suicide	-	26%	31%	17%	27%
Homicide and violence	5%	5%	4%	1%	4%
All other causes	16%	12%	20%	13%	14%

Task 2. You should spend about 20 minutes on this task.

The table below gives information on consumer spending on different items in five different countries in 2002. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Country	Food/Drinks/Tobacco	Clothing/Footware	Leisure/Education
Ireland	28.91%	6.43%	2.21%
Italy	16.36%	9.00%	3.20%
Spain	18.80%	6.51%	1.98%
Sweden	15.77%	5.40%	3.22%
Turkey	32.14%	6.63%	4.35%

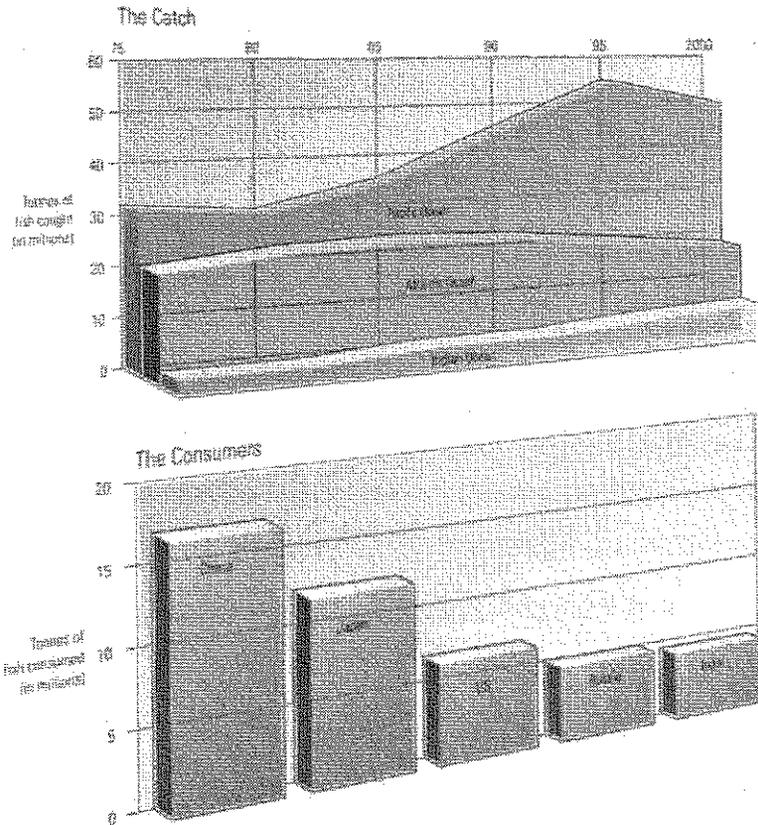
UNIT 6: DESCRIBING A COMBINATION OF CHARTS/ GRAPHS/ TABLES

Task 1. You should spend about 20 minutes on this task.

The graphs below show amounts of fish caught in the three largest oceans and who the main consumers are.

Describe the information shown in the graphs.

You should write at least 150 words.



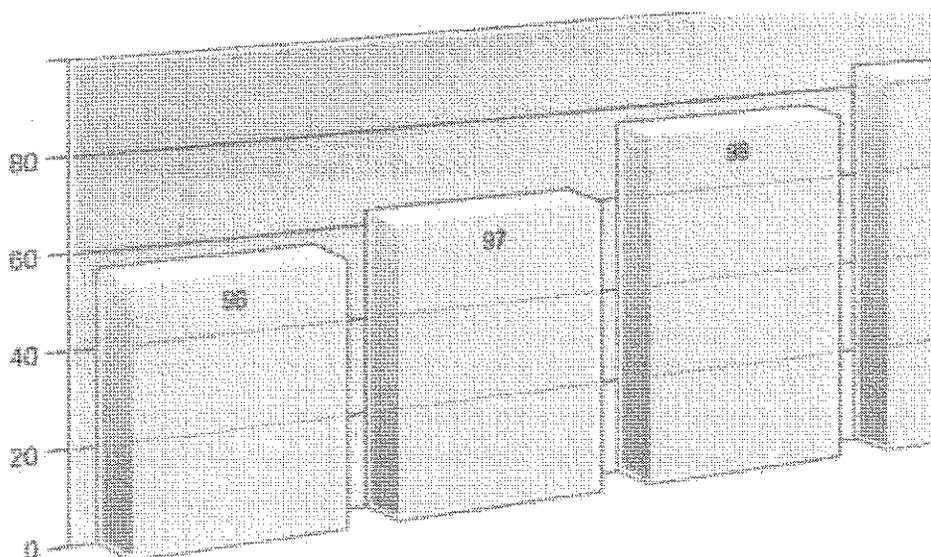
Task 2. You should spend about 20 minutes on this task.

The table and graph below give information about the amount of money in US\$ billions spent on advertising in Europe.

Describe the information shown.

You should write at least 150 words.

European Advertising Spending 1996 - 9 (US \$ billions)				
	Germany	UK	France	Spain
1996	16	14	9	3
1997	17	15	10	3
1998	23	17	11	4
1999	25	19	12	5

All Europe

B. WRITING ARGUMENTATIVE ESSAYS

BRAINSTORMING IDEAS

Task 1. Underline the topic and write the topic question as a “wh” or yes/no question

Example:

Although abuses of the system are inevitable, social welfare payments are essential to protect the rights citizens have to a guaranteed minimum income in a democratic society. Discuss.

✓ Are they essential to protect citizens’ rights to a guaranteed income?

a. The government is ultimately responsible for making the streets safe. Stronger gun laws should be in force to protect all citizens. How far do you agree or disagree with this statement?

b. The only way to reduce the rising number of road accidents is a total ban on drinking while driving. Do you agree or disagree? Make other recommendations.

c. Most British people believe they enjoy and have the right to free speech. How important is it to have the right to say or write whatever you wish in society?

Task 2. There are four essay tasks mentioned in Task 1. The 21 arguments listed below belong to four essays written as answers to those tasks. Complete the following table by first deciding which argument belongs to which essay, and second, if each argument is for or against the topic question. The example essay columns have been completed for you.

EXAMPLE ESSAY		ESSAY a		ESSAY b		ESSAY c.	
For	Against	For	Against	For	Against	For	Against
2							
14	16						
21							

1. Crime is on the increase in cities, and the percentage of robberies in which arms are used is rising, too.

2. Not all those people who receive social welfare payments are able or capable of earning a wage. They have a right to an income, too.

3. A reduction in gun ownership would only occur if there were enough police to enforce the stronger laws.

4. A democracy can only be strong and healthy if it allows people with radical opinions to say what they wish. Words never hurt anyone.

5. Why only ban alcohol? There are many other drugs which impair one's ability to drive. The complete ban of only one substance makes no sense.

6. Guns kill. Since we cannot prohibit their manufacture we must have effective, that is, stronger gun laws.

7. We are not free to do whatever else we like, so why should we believe we have the right to free speech?

8. People should look after themselves. Welfare increases dependency on others and destroy dignity.

9. Almost anyone can buy a gun if they can provide proof of the need to own one. It is too easy to buy a gun.

10. Tests prove that most car accidents occur as a result of speeding. Drivers still speed even when they have not been drinking alcohol. Targeting alcohol does not stop people speeding.

11. The only way to prevent crime is to reduce the need for crime, that is, to reduce poverty. Gun ownership makes no difference.

12. The only persons against a total ban are the manufacturers of alcoholic drinks and pub owners. Unfortunately, these two groups are politically influential and wealthy. Most others support it.

13. The best way to make a better world is to prevent certain people from expressing their opinions. This means censoring what they say so that others do not become influenced.

14. Crime increases if people have no means of transport. It is cheaper to pay welfare than police the streets.

15. In countries where it is illegal to drink and drive, the road death toll is far less than in countries which allow alcohol in the bloodstream while driving.

16. If you have no jobs, you should not expect the government to help you. It's your family responsibility.

17. People who oppose free speech are only afraid that what they believe may not be the truth. Many great ideas of the past were first banned from being heard.

18. Since speeding is the leading cause of accidents, and alcohol makes people less careful and more likely to speed, it makes sense to totally ban drinking while driving.

19. Banning people from saying what they wish only makes them try harder to be heard.

20. It would be better if guns were not manufactured. However, they are needed in the military, on the farm and for sporting purposes. Stronger laws have little or no effect, since criminals can always buy guns.

21. People who pay taxes all their working lives have the right to an income if they lose their jobs, especially if it is not their own fault.

OUTLINING

Making an outline for the following topic using ideas stimulated and brainstormed at home. (Use a different organization pattern from the in - class topic)

Children learn best by observing the behaviour of adults and copying it. To what extent do you agree or disagree with this statement?

DEVELOPING IDEAS

Task 1. Write the whole introduction for the following topics

1. Using animals in disease research
2. Space exploration
3. Smoking in public buildings
4. Children learn best by observing the behaviour of adults and copying it

Task 2. Underline the correct linking expressions

It is generally accepted that smoking causes the deaths of large numbers of people. In order to address this problem government should ban smoking in public places.

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

Many people think that the best way to reduce deaths from smoking is to ban smoking in public places. **However,/ In addition**, it is not as simple as that. There are several reasons why I do not consider this approach to be suitable.

Alternately, / Firstly, banning activities often increases their popularity by making them more exciting. **Furthermore,/ In contrast**, most smoking takes place in the privacy of people's homes, and would **therefore/ nevertheless** not be affected by the ban. **Thirdly,/ Similarly**, a ban on smoking would make extra demands on the police.

Although/ Despite the ideas behind banning smoking in public places is good, an alternative approach needs to be taken, in my opinion. Schools should lead the way in discussing the harmful effects of smoking not only on the smokers themselves but on others around them. **In addition/ consequently**, parents need to support these efforts by encouraging their children to understand the negative effects of smoking.

If we adopted these measures, I believe fewer people would take up smoking as a **result/ moreover**. To some extent these things are already happening. **And/ Nevertheless** further efforts are needed.

Task 3. Write one complete body - paragraph to show the reasons for your agreement or disagreement for the topics in Task 1.

Task 4. Write a paragraph to give the counter - argument, concession and refutation to the following essay.

It has been suggested that high school students should be involved in unpaid community services as a compulsory part of high school programmes. Most of the colleges are already providing opportunities to gain work experience, however they are not compulsory. In my opinion students to work in a community services is a good idea as it can provide them with many valuable skills.

Life skills are very important and by doing voluntary work, students can learn not only how to communicate with others and work in a team but also how to manage their time and improve their organizational skills. Nowadays, unfortunately, teenagers do not have many after - school activities. After - school clubs are no longer that popular and students mostly go and home sit in front of the TV, browse internet or play video games.

By giving them compulsory work activities with charitable or community organizations, they will be encouraged to do something more creative. Skills gained through compulsory work will not only be an asset in their CV but also increase their employability. Students will also gain more respect towards work and money as they will realize that it is not that easy to earn them and hopefully will learn to spend them in a more practical way.

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In conclusion, I think this is a very good idea for students to participate in such unpaid work. It is hoped that this programme will be put into action for high schools and colleges shortly.

Task 5. Writing a first draft

Write the first draft of the topic given for homework:

Children learn best by observing the behaviour of adults and copying it. What extent do you agree or disagree with this statement?

EDITING YOUR WRITING

Task 1: Rewrite sentences 1 - 8 using *it* - *or what* - *clauses* to emphasize underlined words.

1. I find writing essays really difficult.

What I find really difficult is writing essay.

2. The government needs a lot of loyal supporters.

What.....

3. We don't want words. We want action.

We don't want words. What.....

4. I really like reading novels. I don't enjoy watching TV.

I really like reading novels. What.....

5. In my country the bride is the most important person at a wedding.

In my country it.....

6. Governments should be dealing with the causes of poverty, not the results of it.

It.....

7. I first decided to study medicine when I was ill in hospital as a child.

It.....

8. When you are seriously ill, your family suffer the most.

When you are ill, it.....

Task 2. Correct spelling? Only some of the following words are spelt correctly. Circle those that are incorrect, and spell them properly

inovative investiate irrelevant laborotory lecture litterrally

illogical matereal medier minimun monitor negative

negotiate noticable organise outline persentage persuade policy

postgradaute postpon prodiction preference proress programe proposition

qualify query questionnaire recognise reference

regulate related relevant research resource revise

sample" seminar sequence specialise statistics submit summarise

survey syllabus technological tertiary theoretical theses transfer

tuition tutorial undergraduate valid variables vocabulary vocational

Task 3. Edit the first draft of the essay about this topic, checking spelling and using it - or what - clauses, then write the final draft.

Children learn best by observing the behaviour of adults and copying it. To what extent do you agree or disagree with this statement?

Task 4. Write an essay of at least 250 words.

Internet access must be limited to students. Do you agree or disagree?

Task 5. Write an essay of at least 250 words.

Education is too commercialised nowadays. To what extent do you agree or disagree with this statement?

Task 6. Write an essay of at least 250 words.

Should it be forbidden to use species of animals for research purposes and cruel experiments?

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