

surface to produce a shine. The leather is then transported to a different factory where it is manufactured into the leather products we see in the shops, for example, shoes, handbags and sports equipment.

### Task 2 Model answer

Although some people would argue that we don't change in any fundamental ways as we develop from young children to adults, I feel there are some marked differences in our social behaviour as we get older.

Firstly, most young children tend to express themselves much more openly than they do when older, showing great extremes of happiness and misery. However, when they are adults they learn to hide their real feelings. This can mean that children have very volatile relationships – for example, groups of youngsters will often fall out and row with each other at one moment, and then immediately afterwards they have mended their differences and are back as close companions. Some people say this change in behaviour is good, that showing extreme feelings is selfish and being a member of any community requires moderation of expression. Other people condemn this change, saying childish openness about feelings is more honest and as such, it should be valued. In many cultures there are proverbs which say something like 'truth comes from mouths of the very young', and adults sometimes lament the fact that they no longer feel things as deeply as they did when they were children. They regard this as a great loss.

In my view, it is a good thing if adults can retain some childlike qualities in their social behaviour throughout their life. I feel that, within reason, it is healthy to show feelings openly because it leads to stronger relationships. However, adults should always keep in mind the consequences of expressing what they feel the moment they feel it. They need to realise that sometimes saying what they feel is simply selfish and if it hurts others, then they should keep their thoughts to themselves.

### Test 3

#### Test 3 LISTENING

##### SECTION 1

- 1 grey/gray    2 62,000    3 teacher    4 shopping  
5 (£)1,100    6 tax    7 tyre/tire    8 headlight  
9 Thursday    10 London

##### SECTION 2

- 11 A    12 A    13 B    14 C    15 H  
16 F    17 E    18 A    19 B    20 D

##### SECTION 3

- 21 C    22 C    23 A    24 B  
25/26 B/E    27/28 C/D    29/30 B/D

### SECTION 4

- 31 English literature    32 autobiography  
33 lab(oratory)    34 practical skills  
35 novices/beginners    36 experimental  
37 video    38 framework    39 editor  
40 sequence/order

### Test 3 READING

#### READING PASSAGE 1

|    |                                               |                                                                                                                                                                                                  |
|----|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | 10/ten million                                | PARAGRAPH 1<br>'At one time, there may have been as many as <u>ten million</u> of these little animals ...'                                                                                      |
| 2  | cats and foxes/<br>foxes and cats             | PARAGRAPH 1<br>'... their populations ... were destroyed by the introduction of <u>cats</u> and <u>foxes</u> ...'                                                                                |
| 3  | monitored                                     | PARAGRAPH 2<br>'... scientists from the Parks and Wildlife Commission of the Northern Territory monitored these two populations.'                                                                |
| 4  | fire                                          | PARAGRAPH 2<br>'... a <u>wild-fire</u> destroyed the entire area occupied by the remaining colony.'                                                                                              |
| 5  | extinct                                       | PARAGRAPH 2<br>'... in October 1991, a wild-fire destroyed the entire area occupied by the remaining colony. Thus the mala was finally pronounced <u>extinct</u> in the wild.'                   |
| 6  | 5/five months                                 | PARAGRAPH 3<br>'... the female can breed when she is just <u>five months</u> old ...'                                                                                                            |
| 7  | 15/fifteen weeks                              | PARAGRAPH 3<br>'... the mother carries her young... in her pouch for about <u>fifteen weeks</u> ...'                                                                                             |
| 8  | (strong) medicinal powers                     | PARAGRAPH 4<br>'... discuss this with the leaders of the Yapa people. Traditionally the mala had been an important animal in their culture, with strong <u>medicinal powers</u> for old people.' |
| 9  | skills and knowledge/<br>knowledge and skills | PARAGRAPH 4<br>'The <u>skills and knowledge</u> of the Yapa would play a significant and enduring role in this and all other mala projects.'                                                     |
| 10 | F                                             | PARAGRAPH 5 shows that although an electric fence was able to protect the mala, they could not survive in the 'unfenced wild'.                                                                   |

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|----|----|--------------------------------------------------------------------------------------------------|
| 11 | T  | PARAGRAPH 5 shows that the reintroduction programme had to be abandoned.                         |
| 12 | NG | There is no information in the passage as to whether the mala population size increased in size. |
| 13 | T  | PARAGRAPH 7 confirms that the scientists felt the programme had surpassed their expectations.    |

## READING PASSAGE 2

|           |         |                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 14        | ii      | Section A describes how in the seventeenth century Russian authorities used a variety of means to find out about and prevent the import of plague from foreign countries.                                                                                                                                                                                                                                                      |
| 15        | v       | Section B shows that there was some success in preventing the import of the plague, though not total prevention.                                                                                                                                                                                                                                                                                                               |
| 16        | i       | Section C explains how Russian involvement in wars with other countries allowed the spread of the plague to Russian soldiers.                                                                                                                                                                                                                                                                                                  |
| 17        | vii     | Section D describes how the Tsar Peter 1 tried to limit the spread of the plague in a variety of ways.                                                                                                                                                                                                                                                                                                                         |
| 18        | iv      | Section E summarises the measures taken by the Russian authorities as being limited in their success by being too piecemeal.                                                                                                                                                                                                                                                                                                   |
| 19        | viii    | Section F shows how a coherent preventive strategy was developed for more systematic control of plague.                                                                                                                                                                                                                                                                                                                        |
| 20 and 21 | B and D | PARAGRAPH A says that: <i>'Information on disease outbreak occurring abroad was regularly reported to the tsar's court through various means, including ... undercover agents...'</i> (B)<br>PARAGRAPH B says that: <i>'... foreign vessels were not allowed to dock in Russian ports if there was credible information about the existence of epidemics in countries from whence they had departed.'</i> (D)                  |
| 22 and 23 | A and E | PARAGRAPH C explains that: <i>'... none of the occurrences was of the same scale as in the past...'</i> (A)<br>PARAGRAPH E summarises the ad-hoc nature of the anti-plague measures: <i>'... all of the measures had a provisional character: they were intended to respond to a specific outbreak, and were not designed as a coherent set of measures to be implemented systematically at the first sign of plague.'</i> (E) |

|    |           |                                                                                                                                                                                 |
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| 24 | Astrakhan | PARAGRAPH F<br><i>'The first attempts to organise procedures and carry out proactive steps to control plague date to the aftermath of the 1727–1728 epidemic in Astrakhan.'</i> |
| 25 | houses    | PARAGRAPH F<br><i>'The <u>houses</u> of infected persons were to be burned along with all of the personal property they contained ...'</i>                                      |
| 26 | fire      | PARAGRAPH F<br><i>'... letters brought by couriers were heated above a <u>fire</u> before being copied.'</i>                                                                    |

## READING PASSAGE 3

|    |    |                                                                                                                                                                                                                                                                     |
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| 27 | N  | PARAGRAPH 1 states that: <i>'Even if the claims of misconduct and incompetence were eventually proven to be largely untrue, or confined to a few individuals, the damage was done. The perceived wrongdoings of a few people had raised doubts about the many.'</i> |
| 28 | Y  | PARAGRAPH 2 confirms the statement by saying that the scientists kept a low profile and hoped for the best.                                                                                                                                                         |
| 29 | N  | PARAGRAPH 2 shows the reaction of news reports to be hostile.                                                                                                                                                                                                       |
| 30 | Y  | PARAGRAPH 3 says that: <i>'[Ralph Cicerone] concluded that 'the perceived misbehavior of even a few scientists can diminish the credibility of science as a whole.'</i>                                                                                             |
| 31 | NG | PARAGRAPH 4<br>Although the passage states that the US public's confidence in scientists, as a source of information about global warming, had dropped between 2008 and 2010, it does not tell us whether confidence has increased or decreased since 2010.         |
| 32 | Y  | In PARAGRAPH 6, the writer suggests that climate scientists should take professional advice to help to rebuild their reputation.                                                                                                                                    |
| 33 | A  | PARAGRAPH 7<br>The first step Gaines-Ross suggests <i>'take the heat – leader first'</i> , meaning that the heads should resign.                                                                                                                                    |
| 34 | C  | PARAGRAPH 9 says that, contrary to the PR advice, <i>'many climate researchers have avoided the media and the public ...'</i>                                                                                                                                       |

|    |   |                                                                                                                                                                                                                                 |
|----|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 35 | C | PARAGRAPH 12 says that climate scientists should not be ' <i>... conceding to unfounded arguments which are based on prejudice rather than evidence ...</i> '                                                                   |
| 36 | D | PARAGRAPH 14<br>Uses the term marathon to indicate the time it will take to rebuild confidence: a marathon race being a long distance race rather than a short sprint.                                                          |
| 37 | C | PARAGRAPH 1<br>'... some of the <u>relevant statistics</u> had been withheld from publication.'                                                                                                                                 |
| 38 | F | PARAGRAPH 6<br>'... climate science needs professional help to rebuild its reputation. It could ... follow the advice given by Leslie Gaines-Ross, a 'reputation strategist' at Public Relations (PR) company Weber Shandwick.' |
| 39 | D | PARAGRAPH 6<br>'In her recent book ' <i>... 2 steps to safeguarding and recovering reputation</i> '. Gaines-Ross's strategy ...'                                                                                                |
| 40 | A | PARAGRAPH 12<br>'It is also important to engage with those <u>critics</u> .'                                                                                                                                                    |

## Test 3 WRITING

### Task 1 Model answer

Firstly, generally speaking, graduate unemployment rose for both groups from 2008 to 2009. Although women's unemployment levels were the same for April 2008, July 2008 and April 2009, all other figures rose. Secondly, there was generally more unemployment for both genders during the autumn and winter months, with figures for both genders peaking in October (e.g. for males: 16 percent in October 2008 and 22 percent October 2009).

Perhaps the most striking trend, though, is for a greater percentage of male than female graduates to be out of work at all times of the year. Also there is greater seasonal variation for men than women: the gender difference is much more marked in October of both years and this reaches a peak in October 2009, where there is an eight percent difference between women and men.

Finally, employment of women graduates is relatively stable throughout the whole two-year period. It only varies by eight percent (six percent in April 2008, to 14 percent in October 2009). By contrast, men's unemployment fluctuates more noticeably, with a range from eight to 22 percent.

### Task 2 Model answer

Many people make the assumption that the production of more and more goods is always a good thing for all economies. They say that this growth generates wealth, not just for the wealthy few but for all strata of society. They argue that increasing production brings immediate benefit to rich industrialists but that, in turn, they provide employment for, and buy goods and services from, other less wealthy people in the community. Also it is argued that the wealthy individuals will pay more in taxes and thus the money from growth will benefit everyone, through improved health and education, and that a happier, more stable and more developed society will result.

However, other people argue that such growth in production can have the opposite effect. They contend that any riches tend to be claimed by the few and trickle down to very few others in the community. Also, wealthy people know how to use a variety of devious measures to evade paying tax. Another argument against such growth is that even if this wealth does filter down to all citizens it does not, in itself, bring about a better society. Instead it can produce a consumerist mentality which draws a simple equation between having 'things' and being happy. This is bad for the moral and spiritual life of the country and also can damage the environment as people want more and more objects, creating pollution through production and disposal of waste.

On balance, I feel that a compromise position is the healthiest one – some economic growth should be encouraged as long as there are safeguards intended to ensure fair distribution of wealth and reduce the negative impact on the environment.

## Test 4

### Test 4 LISTENING

#### SECTION 1

- 1 hairdresser    2 tablets    3 sunglasses  
4 lock    5 adaptor/adapter    6 taxi  
7 Jefferey    8 0777594128    9 church  
10 30<sup>th</sup> April/30.04/04.30

#### SECTION 2

- 11 C    12 A    13 A    14 C    15 B  
16 C    17/18 D/E    19/20 C/E

#### SECTION 3

- 21 C    22 B    23 C    24 A    25/26 C/E  
27/28 D/E    29/30 C/E

#### SECTION 4

- 31 call centre    32 inconclusive  
33 methodology/methods    34 unequal  
35 female/women    36 response    37 control  
38 sample/group    39 their/other colleagues  
40 confidential