

Part 1

You will hear some sentences. You will hear each sentence twice. Choose the correct reply to each sentence (A, B, or C) .

Mark your answers on the answer sheet.

1 (7).

- A. We usually have the family over for dinner.
- B. Thanks, they love coming over for Thanksgiving.
- C. We went to my grandparents' house.

2 (8).

- A. No, they aren't comfortable for me.
- B. Do you think it suits me?
- C. It's certainly a different style for you.

3 (9).

- A. I'd prefer to live in my own country.
- B. Actually, living in the suburbs is the best of both worlds.
- C. It takes about an hour to get to the city.

4 (10).

- A. No, actually I love it.
- B. Well, it's a bit slow for me.
- C. I've always loved music.

5 (11).

- A. It's okay, I'll call back in a couple of hours.
- B. Just leave it at the door.
- C. I'd like to leave about 9 PM.

6 (12).

- A. I think I'll go to the beach this year.
- B. Many people find the holiday season to be stressful.
- C. Not so much. I had to work through most of it.

7.

- A. I'll go and wake him up.
- B. There isn't anyone asleep.
- C. I was terrified when I was a child.
- D. It's just the wind. Go back to sleep.

8.

- A. Can you ask him to call me back?
- B. Yes, we have one available.
- C. I don't think we can help.
- D. Sorry, I didn't receive the message.

Part 2

You will hear someone giving a talk. For each question, fill in the missing information in the numbered space.

Write **ONE WORD** and / or **A NUMBER** for each answer.

Harvey's Homewares

Faulty Product Replacement Instruction

Product Make: **(0)** Gleeware

Model: Breadmaker 3

Model No: **9** _____

Shop where bought: **10** _____

Date of purchase: 2.12.06.

Customer surname: **11** _____ Initials: J.H

House number: **12** _____

Road name: **13** _____ Gardens

Postcode: AD22 4SC

Home phone: 08896 3412877

Day of delivery: **14** _____

Part – 3

You will hear people speaking in different situations. Match each speaker (15- 18) to the place where the speaker is (A- F). There are TWO EXTRA places which you do not need to use.

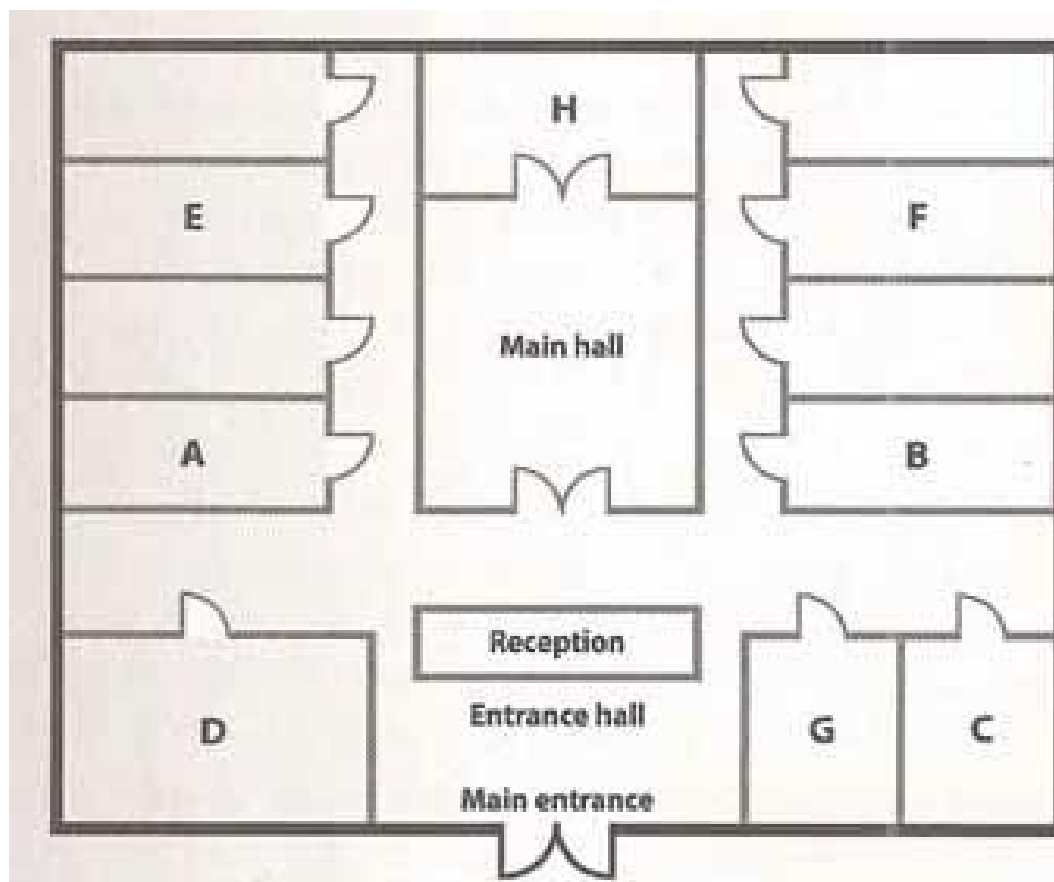
Mark your answers on the answer sheet.

- | | | | | |
|-----|-----------|----------------------|----------|--|
| | | | A | the speaker told a lie |
| 15. | Speaker 1 | <input type="text"/> | B | the speaker was injured |
| 16. | Speaker 2 | <input type="text"/> | C | the speaker was sacked |
| 17. | Speaker 3 | <input type="text"/> | D | the speaker was given a warning |
| 18. | Speaker 4 | <input type="text"/> | E | the speaker did a variety of activities |
| | | | F | it inspired the speaker to choose their career |

Part – 4

You will hear someone giving a talk. Label the places (19 -23) on the map (A- H). There are THREE extra options which you do not need to use.

Mark your answers on the answer sheet.



19. Setting Up a Fitness Centre
20. Healthy Eating Schemes
21. Transport Initiatives
22. Running Sports Teams
23. Conference Coordinator's Office

Part -5

You will hear three extracts. Choose the correct answer (A, B or C) for each question (24 -29). There are TWO questions for each extract.

Mark your answers on the answer sheet.

Extract One

24. Why does the student go to see the professor?
- A. To ask for help with a computer problem
 - B. To ask for advice on a project
 - C. To request more time to complete a paper
25. Which of the following is not true?
- A. The professor only accepts late papers under special circumstances.
 - B. The student still has time to complete the assignment.
 - C. The student lost all of her work when she lost her computer.

Extract Two

26. Why has the student visited her academic advisor?
- A. For information on language courses
 - B. For advice on optional courses
 - C. To discuss the possibility of changing her major

27.

Which of the following is not true of the student?

- A. She hasn't chosen her courses for this year.
- B. She is interested in working in Asia.
- C. She has some experience studying a foreign language.

Extract Three

28.

What are the speakers mainly discussing?

- A. Differences in their musical tastes
- B. Problems with a counselor
- C. Issues with fellow students

29.

What will the man do about the situation?

- A. Insure the room is kept clean
- B. Move in with his old roommate
- C. Wait before taking any further action

Part 6

You will hear a part of a lecture. For each question, fill in the missing information in the numbered space. (30-31)

Write no more than **ONE WORD** for each answer.

Title of chapter	Theme	Features
‘The hidden jungle’	How an animal’s colour and shape can conceal it when it hides or 30_____	Has some outstanding 31_____
‘A question of choice’	Why people’s Colour 32_____ differ from others.	A 33_____ test which involves readers grading things based on colour.
‘It’s all in the 34_____’	How our brain perceives colour.	Describes some 35_____ that the reader can do.

Part -1

Read the text. Fill in each gap with **ONE** word. You must use a word which is somewhere in the rest of the text.

Arctic expedition

Ann Daniels and Helen Findlay faced the dangers of polar bears, thin ice and frostbite when they became members of an expedition to the Arctic in 2010.

The (1) _____ team consisted of six scientists and a separate group of three explorers. While Helen and the other scientists were setting up a laboratory site on the ice in northern Canada, (2) _____ and two other explorers set off on a 500 kilometre journey on foot across floating sea ice from Greenland to the North Pole.

Both groups planned to measure how thick the (3) _____ was at various sites in the Arctic. They would also collect water samples for testing, in order to discover how the chemistry of sea water was changing, and what effect this was having on plant-life and animals in the ocean. On previous expeditions, the (4) _____ was tested in the summer, using ships at sea, but they had never collected it from under the ice before. The research was important for understanding what might happen in other oceans around the world in the future, as a result of climate change.

Ann Daniels was working in a bank in 1996 when she answered an advert, inviting ordinary women to join a trek to the North Pole in the Arctic. Since then she has become one of the world's leading professional polar (5)

_____. For the 2010 expedition,

(6) _____ and her two colleagues attended a week-long fitness camp to prepare them for pulling the 120 kilogram sledges over the ice for 12 hours a day.

Part -2

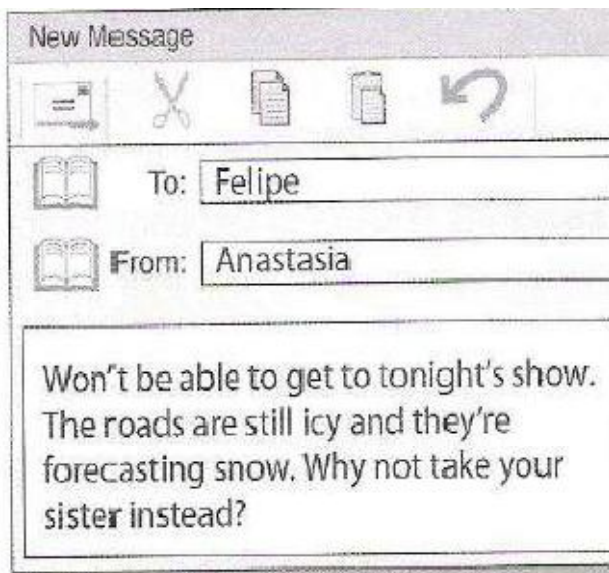
Decide which text matches with the situation described in the statements.

7.



- A** The six-week course is cheaper if you also do the one-day class.
- B** The one-day class is free for those who book the six-week course.
- C** You must pay for the six-week course before you do the one-day class.

8.



Anastasia is writing to say

- A** the weather will make her miss tonight's show.
- B** tonight's show is cancelled due to bad weather.
- C** Felipe should watch the weather forecast tonight.

9.



- A** Julie is asking John if French food is available at a new restaurant.
- B** Julie is inviting John to a birthday party in the town centre.
- C** Julie wants John's advice about a venue for a family celebration






10.


Olympia Sportswear
Further discounts
available on certain
sale items. Check
label for details.


- A Customers can get discounts on all goods in the sale.
- B Customers can only get reduced prices on goods with labels.
- C Customers can get special prices on some goods.

11.

New Message

 To: Bill

 From: Sonia

Hi
I have to let the theatre know how many tickets are needed. Have you decided yet whether to come with us or not?
Hope so!

Sonia has written the email to

- A find out if Bill wants a theatre ticket.
- B tell Bill how many theatre tickets they need.
- C remind Bill to get some theatre tickets.

12.

Matt

Sunday's race starts at 10.00. We can pick up our numbers at registration one hour before. There are no changing facilities so we must arrive ready to run.

Jo

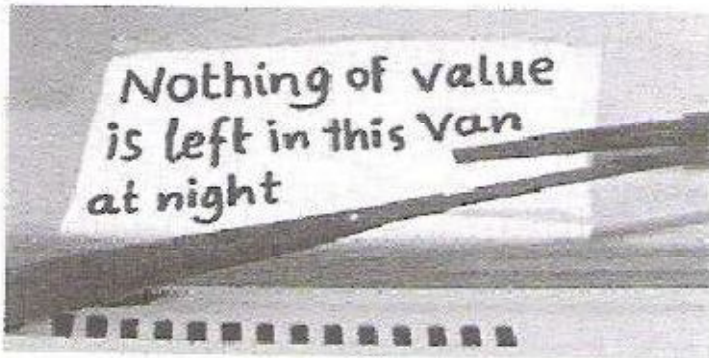
- A Jo wants Matt to pick her up an hour before the race starts.
- B Jo is reminding Matt to put on his running kit before he leaves home.
- C Jo is expecting Matt to collect their race numbers from registration before she arrives.

13.



- A Andre wants to buy a large sofa for his new apartment.
- B Andre will sell his sofa as long as it is taken away.
- C Buyers should call Andre to arrange transport for the sofa.

14.



- A Valuable objects are removed at night.
- B Valuables should not be left in the van.
- C This van is locked at night.

Part – 3

Read the text and choose the correct heading for each paragraph from the list of headings below.

There are more headings than paragraphs, so you will not use all of them. You cannot use any heading more than once. Mark your answers on the answer sheet. (15-20)

15. Paragraph 1

16. Paragraph 2

17. Paragraph 3

18. Paragraph 4

19. Paragraph 5

20. Paragraph 6

List of Headings:

- A) Time and technological development
- B) A problem for those researching attitudes to time
- C) Learning the laws of time for intercultural understanding
- D) Time and individual psychology
- E) Comparing the value of time for different groups of workers
- F) Research and conclusions on the speed different nationalities live at
- G) The history of time measurement
- H) Attitudes to time and authority - a cross-cultural relationship
- I) Variation in theoretical views of time
- J) Attitude to time as an indication of cultural and individual differences

1. If you show up a bit late for a meeting in Brazil, no one will be too worried. But if you keep someone in New York City waiting for ten or fifteen minutes, you may have some explaining to do. Time is seen as relatively flexible in some cultures but is viewed more rigidly in others. Indeed, the way members of a culture perceive and use time tells us about their society's priorities, and even their own personal view of the world.

2. Back in the 1950s, anthropologist Edward T Hall described how the social rules of time are like a 'silent language' for a given culture. These rules might not always be made explicit, he stated, but 'they exist in the air'. He described how variations in the perception of time can lead to misunderstandings between people from separate cultures. 'An ambassador who has been kept waiting by a foreign visitor needs to understand that if his visitor "just mutters an apology", this is not necessarily an insult,' Hall wrote. 'You must know the social rules of the country to know at what point apologies are really due.'

3. Social psychologist Robert V Levine says 'One of the beauties of studying time is that it's a wonderful window on culture. You get answers on what cultures value and believe in.' Levine and his colleagues have conducted so-called pace-of-life studies in 31 countries. In *A Geography of Time*, published in 1997, Levine describes how he ranked the countries by measuring three things: walking speed on urban sidewalks, how quickly postal clerks could fulfill a request for a common stamp, and the accuracy of public clocks. From the data he collected, he concluded that the five fastest-paced countries are Switzerland, Ireland, Germany, Japan and Italy; the five slowest are Syria, El Salvador, Brazil, Indonesia and Mexico.

4. Kevin Birth, an anthropologist, has examined time perceptions in Trinidad. In that country, Birth observes, 'if you are meeting friends at 6.00 at night, people show up at 6.45 or 7.00 and say, "any time is Trinidad time".' When it comes to business, however, that loose approach works only for the people with power. A boss can show up late and just say 'any time is Trinidad time', but those under him are expected to be on time. Birth adds that the connection between power and waiting time is true for many other cultures as well.

5. The complex nature of time makes it hard for anthropologists and social psychologists to investigate. 'You can't simply go into a society, walk up to someone and say, "Tell me about your

concept of time", ' Birth says. 'People don't really have an answer to that. You have to come up with other ways to find out.'

6. Birth attempted to get at how Trinidadians regard time by exploring how closely their society links time and money. He surveyed rural residents and found that farmers - whose days are dictated by natural events, such as sunrise - did not recognise the phrases time is money, budget your time or time management even though they had satellite TV and were familiar with Western popular culture. But tailors in the same areas were aware of such notions. Birth concluded that wage work altered the tailors' views of time. 'The ideas of associating time with money are not found globally,' he says, 'but are attached to your job and the people you work with.'

Part – 4

Read the following text for questions 21-29.

People with intellectual disability form one of the largest single disability groups in a community. Intellectual disability refers to a general slowness to learn and function within society, and the identification of intellectual disability is usually based on an assessment of a person's performance in a variety of tests. An individual's level of performance, as assessed, can change with time and circumstances. On occasions, an intellectually disabled person may perform better than at other times. Evidence for this inconsistent level of performance comes from modern research and practice which have shown that with skilled training and opportunity for development, people with intellectual disability have much greater potential for acquiring skills and for participation in community life than previously had been thought possible.

In many western societies, five categories of intellectual disability have traditionally been used in order to indicate the perceived degree of difficulty an individual has with learning. All five may occur in either children, adolescents or adults, and show as mild, moderate, severe, profound or multiple intellectual disability. However, undue reliance on such categories and the consequent 'pigeonholing' of individuals into one of the five categories can result in failure to provide the opportunities for each person to develop.

For the majority of intellectual disabilities, there is no identifiable cause but there are some causes that are well documented. They include: brain damage at birth due to lack of oxygen — prolonged labour during childbirth; brain damage before birth due to factors such as rubella, drug or diet-related problems; damage after birth due to illnesses such as encephalitis or accidents; hereditary defects in the genes; abnormal chromosome count resulting in, for example, Down Syndrome.

Like everyone else, people with an intellectual disability need a rewarding job, a satisfying place to live and a good social life. But they may need extra support to achieve these things. Good support services are based on the principle of normalisation—which means enabling people to be part of the community like everyone else. In turn, normalisation needs to be well-integrated into the community, in order to be effective. Some of the services needed include assessment centres, training for employment and support to keep jobs once they get them, residential accommodation that is homelike. For children, early education and school education appropriate to the child's needs, are essential. Without a strong community-based system of care, the intellectually disabled run the risk of becoming a huge underclass as in the United States, where thousands of intellectually disabled are homeless because of the American policy of de- institutionalisation.

With the introduction of the intellectually disabled into communities, there is a need to promote awareness of communication. Although many people may have little experience in talking with an intellectually disabled person, and anticipate great difficulty in communication, there are common guidelines that can simplify the interaction. Firstly, it is useful to remember that people with disabilities have feelings and can usually understand what is said, even though they sometimes may take longer to respond. Speaking in the same friendly manner as you would to anyone else, and using straightforward language and uncomplicated sentences, is also recommended. Being prepared to wait a little longer for replies during a conversation with an intellectually disabled person, would undoubtedly benefit the exchange. Above all, it is suggested not to talk about the person with someone else within their hearing. Ultimately, the idea is to encourage intellectually disabled people to do things for themselves.

For questions 21-24, choose the correct answer A, B, C, or D. Mark your answers on the answer sheet

21. Which is true about intellectually disabled people in the first paragraph?

- A. They have been always thought to have less ability to do tasks
- B. Opinions about their learning skills have been turned wrong
- C. Modern research has shown that they have lack ability to learn skills
- D. They are fast learners

22. Five categories of intellectual disability have been used traditionally...

- A. In all American countries.
- B. In many Asian nations
- C. In majority western nations
- D. in all continents

23. The Principle of normalization means...

- A. to enable certain people to be part of the community
- B. to let people feel a part of the society as others do
- C. to let people stay away from others like everyone else
- D. to enable people to live differently

24. Many people could have....

- A. ability to have conversation with an intellectually disabled person
- B. a little experience in talking with an intellectually disabled person
- C. less difficulties in talking with an intellectually disabled person
- D. almost no experience in talking with an intellectually disabled person

For questions 25-29, decide if the following statements agree with the information given in the text. Mark your answers on the answer sheet.

25. Intellectual disability is an unchanging disorder.

A) True B) False C) No Information

26. Poor nutrition in mothers can lead to brain damage in newborns.

A) True B) False C) No Information

27. Down syndrome is the result of a shortage of oxygen at birth.

A) True B) False C) No Information

28. Work is the most urgent need for a person with disabilities.

A) True B) False C) No Information

29. Intellectually disabled people usually have hearing problems

A) True B) False C) No Information

Part – 5

Read the following text for questions 30-35.

Can Hurricanes be Moderated or Diverted?

A Each year, massive swirling storms bringing along winds greater than 74 miles per hour wipe across tropical oceans and land on shorelines—usually devastating vast swaths of territory. When these roiling tempests strike densely inhabited territories, they have the power to kill thousands and cause property damage worth of billions of dollars. Besides, absolutely nothing stands in their way. But can we ever find a way to control these formidable forces of nature?

B To see why hurricanes and other severe tropical storms may be susceptible to human intervention, a researcher must first learn about their nature and origins. Hurricanes grow in the form of thunderstorm clusters above the tropical seas. Oceans in low-latitude areas never stop giving out heat and moisture to the atmosphere, which brings about warm, wet air above the sea surface. When this kind of air rises, the water vapour in it condenses to form clouds and precipitation. Condensation gives out heat in the process the solar heat is used to evaporate the water at the ocean surface. This so-called invisible heat of condensation makes the air more buoyant, leading to it ascending higher while reinforcing itself in the feedback process. At last, the tropical depression starts to form and grow stronger, creating the familiar eye - the calm centre hub that a hurricane spins around. When reaching the land, the hurricane no longer has a continuous supply of warm water, which causes it to swiftly weaken.

C Our current studies are inspired by my past intuition when I was learning about chaos theory 30 years ago. The reason why long-range forecasting is complicated is that the atmosphere is highly sensitive to small influences and tiny mistakes can compound fast in the weather-forecasting models. However, this sensitivity also made me realise a possibility: if we intentionally applied some slight inputs to a hurricane, we might create a strong influence that could affect the storms, either by steering them away from densely populated areas or by slowing them down. Back then, I was not able to test my ideas, but thanks to the advancement of computer simulation and remote-sensing technologies over the last 10 years, I can now renew my enthusiasm in large scale weather control.

D To find out whether the sensitivity of the atmospheric system could be exploited to adjust such robust atmospheric phenomena as hurricanes, our research team ran simulation experiments on computers for a hurricane named Iniki that occurred in 1992. The current forecasting technologies were far from perfect, so it took us by surprise that our first simulation turned out to be an immediate success. With the goal of altering the path of Iniki in mind, we first picked the spot where we wanted the storm to stop after six hours. Then we used this target to generate artificial observations and put these into the computer model.

E The most significant alteration turned out to be the initial temperatures and winds. Usually, the temperature changes across the grid were only tenths of a degree, but the most noteworthy change, which was an increase of almost two degrees Celsius, took place in the lowest model layer to the west of the storm centre. The calculations produced wind-speed changes of two or three miles per hour. However, in several spots, the rates shifted by as much as 20 mph due to minor redirections of the winds close to the storm's centre. In terms of structure, the initial and altered versions of Hurricane Iniki seemed almost the same, but the changes in critical variables were so substantial that the latter one went off

the track to the west during the first six hours of the simulation and then travelled due north, leaving Kauai untouched.

F Future earth-orbiting solar power stations, equipped with large mirrors to focus the sun's rays and panels of photovoltaic cells to gather and send energy to the Earth, might be adapted to beam microwaves which turn to be absorbed by water vapour molecules inside or around the storm. The microwaves would cause the water molecules to vibrate and heat up the surrounding air, which then leads to the hurricane slowing down or moving in a preferred direction.

G Simulations of hurricanes conducted on a computer have implied that by changing the precipitation, evaporation and air temperature, we could make a difference to a storm's route or abate its winds. Intervention could be in many different forms: exquisitely targeted clouds bearing silver iodide or other rainfall-inducing elements might deprive a hurricane of the water it needs to grow and multiply from its formidable eyewall, which is the essential characteristic of a severe tropical storm.

For questions 30-33, fill in the missing information in the numbered spaces.

*Write no more than **ONE WORD** and / or **A NUMBER** for each question*

Hurricanes originate as groups of **30** _____ over the tropical oceans. Low latitude seas continuously provide heat and moisture to the atmosphere, producing warm, humid air above the sea surface. When this air rises, the water vapour in it condenses to form clouds and precipitation. **31** _____ releases heat—the solar heat it took to evaporate the water at the ocean surface. This so called latent **32** _____ of condensation makes the air more buoyant, causing it to ascend still higher in a self-reinforcing feedback process. Eventually, the tropical depression begins to organize and strengthen, forming the familiar **33** _____—the calm central hub around which a hurricane spins. On passing over land, the hurricane's sustaining source of warm water is cut off, which leads to the storm's rapid weakening.

For questions 34-35, choose the correct answer A, B, C, or D. Mark your answers on the answer sheet.

34. What encouraged the writer to restart researching hurricane control?

- A. the huge damage hurricane trigger
- B. the developments in computer technologies
- C. the requirement of some local people
- D. the chaos theory learnt as a student

35. What was the writer's reaction after their first experiment?

- A. surprised that their intervention had not achieved a lot
- B. ecstatic with the achievement the first experiment had
- C. surprised that their intervention had the intended effect
- D. regretful about the impending success