



# Test 1

## Listening

### SECTION 1 Questions 1 - 10

#### Questions 1 - 5

Complete the notes below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

#### BORGHEIMER LANGUAGE COURSES INFORMATION

<i>Example</i>	<i>Answer</i>
Course level	..... <i>03/Lower Intermediate</i> .....
Customer's name	1 ..... <b>John Pettersson</b> .....
Maximum class size	2 ..... <b>12/twelve</b> .....
Hours of study per day (weekdays)	3 ..... <b>5/five</b> .....
Most expensive accommodation	4 ..... <b>bed and breakfast</b> .....
First Berlin course begins	5 ..... <b>8(th) June</b> .....

#### Questions 6 and 7

Choose **TWO** letters **A - E**.

Which **TWO** things does he need to buy for the course?

- A computer
- B computer disks
- C dictionary
- D translation exercises
- E text books

#### Questions 8 - 10

Complete the sentences below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

- 8 Without the student discount, the course costs ..... **550** ..... euro.
- 9 Payment can be made by credit card or by ..... **bank transfer** .....
- 10 To get a free course, you need to find ..... **five** ..... other people.

## SECTION 2 Questions 11 - 20

## Questions 11 - 15

Complete the sentences below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

- 11 Ministers and officials put the ..... **profits** ..... of the agriculture business first.
- 12 Hormones make cattle ..... **grow faster** ..... , thus making meat production more profitable.
- 13 The use of hormones was banned over ..... **20/twenty years** ..... ago in Europe.
- 14 The USA and Canada asked the WTO to declare the ban ..... **illegal** ..... .
- 15 A Danish study shows that hormones are over ..... **200/two hundred times** ..... more dangerous than previously thought.

**Listening Tip:**

Pay close attention to each section's introduction because it will give you important information about the situation as well as the speakers.

## Questions 16 - 20

Complete the summary below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

**LACK OF TESTING**

The government has not been testing beef which is 16 ..... **imported** ..... , much to the anger of Mr Verrall. About 17 ..... **40%/forty percent** ..... of the beef which British people eat comes from abroad, some of it from Brazil, a country which, on paper, does not allow the use of 18 ..... **(growth) hormones** ..... . However, when some EU inspectors visited a Brazilian farm, they found a 19 ..... **large stockpile/quantity** ..... of the banned substance. This is not the first food scandal we have had in this country. Several months ago, a well-known chocolate company found out its sweets were contaminated with 20 ..... **a rare form** ..... of salmonella.

# Listening

## SECTION 3 Questions 21 - 30

### Questions 21 - 25

Complete the summary below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

#### HIGH ACHIEVERS

Although it is thought that people who bring homework home every night would be top achievers, they tend to peak early and then go into **21** ..... **decline** ..... . High achievers work hard, but within **22** ..... **strict limits** ..... . It is also important to choose **23** ..... **a career** ..... you enjoy. Top achievers spend over **24** ..... **two thirds - 2/3** ..... of their working hours doing work they prefer. They want **25** ..... **internal satisfaction** ..... , not just external rewards.

### Questions 26 - 30

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

- 26** Top achievers take risks
- A** without worrying about the consequences.
  - B** only if they are assured of success.
  - C** even if they face possible failure.
- 27** Very often, perfectionists
- A** turn out to be top achievers.
  - B** don't get many results.
  - C** are not hard-working.
- 28** When top achievers make mistakes,
- A** they ignore the fact.
  - B** they get angry with themselves.
  - C** they learn from the experience.
- 29** Top achievers tend to be people who
- A** work well with others.
  - B** prefer to work alone.
  - C** complicate matters.
- 30** Loners
- A** want to do everything themselves.
  - B** are free of the compulsion to be perfect.
  - C** take no notice of rivals.

#### Listening Tip:

Use any extra time given to look through the questions and think about the topic of the exercise.

## SECTION 4 Questions 31 - 40

## Questions 31 - 34

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

- 31 Exposure to bright lights  
 **A** stopped production of melatonin in patients.  
 **B** increased the production of melatonin in many patients.  
 **C** caused people to crave sweet things.
- 32 Melatonin's role in SAD is  
 **A** not considered that important.  
 **B** now fully understood.  
 **C** not fully understood.
- 33 Subsyndromal SAD  
 **A** is more common than SAD.  
 **B** has approximately the same number of sufferers as SAD.  
 **C** is far less common than SAD.
- 34 You would expect the typical SAD sufferer to be  
 **A** a 45-year-old man.  
 **B** a 16-year-old girl.  
 **C** a 25-year-old woman.

## Questions 35 - 40

Complete the sentences below.

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

- 35 Depression probably has a ..... **genetic component** ....., as it seems to run in the family.
- 36 Many SAD sufferers have a ..... **carbohydrate/chocolate** ..... craving.
- 37 Serotonin has a ..... **soothing** ..... effect on the brain.
- 38 The serotonin system of the brain cannot regulate itself well during ..... **(the) winter** .....
- 39 Some neurotransmitters may be ..... **inadequate** ..... in certain cases.
- 40 Many SAD patients put on fat in late autumn, just as ..... **hibernators** ..... do.

# Reading

## READING PASSAGE 1

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



### Hello Happiness!

Ask 100 people what would make them happy, and a sizeable majority would say "Winning the lottery." Yet, if they won a vast fortune, within a year they would be back to their previous level of happiness. The fact is that money has many uses, but more money does not mean more happiness. Surveys carried out in recent years by leading psychologists and sociologists all confirm that while individuals may increase their material wealth during the course of their lifetime, this has no bearing on their well-being. And what is true for individuals can be applied on a larger scale to the world population. Statistically, wealthier nations do not achieve higher scores on the happiness-ometer than developing or underdeveloped nations. Once the basic criteria of adequate shelter and nutrition are satisfied, increased wealth plays no significant role. So why the obsession with getting rich? The answer, say researchers, is simple. Call it jealousy, competitiveness, or just keeping up with the Joneses, however well we are doing, there is always someone else who is doing better. Just as we acquire a new \$25,000 car, our neighbour parks his brand spanking new \$40,000 set of wheels in his drive, causing us much consternation, but fuelling us with new aspirations in the process. And so the cycle continues. Money, or material wealth, may be a prime mover, but it is not the foundation of our well-being.

If money isn't the key to happiness, then, what is? In all 44 countries surveyed by a prominent research centre, family life provided the greatest

source of satisfaction. Married people live on average three years longer and enjoy greater physical and psychological health than the unmarried and, surprisingly, couples in a cohabitational relationship. Having a family enhances well-being, and spending more time with one's family helps even more. Social interaction among families, neighbourhoods, workplaces, communities and religious groups correlates strongly with subjective well-being. In fact, the degree of individuals' social connections is the best benchmark of their happiness.

Friendship is another major factor. Indeed, to return to the dollar-equals-happiness equation, in one survey, having a friend converted into \$50,000 worth of happiness, and confirms the well-known phenomenon that loneliness can lead to depression. Work is another area central to well-being, and certain features correlate highly with happiness. These include autonomy over how, where, and at what pace work is done, trust between employer and employee, fair treatment, and active participation in the making of decisions. Occupationally, happiness tends to be more common among professionals and managers, that is, people who are in control of the work they do, rather than subservient to their bosses. Inequality implies less control for those who are in the weaker position, although there are more risks of losing their privileges for those in the stronger position.

Control of one's life in general is also key. Happiness is clearly correlated with the presence of favourable events such as promotion or marriage, and the absence of troubles or bad luck such as accidents, being laid off or conflicts. These events on their own signal the success or failure to reach one's goals, and therefore the control one has. On a national level, the more that governments recognise individual preferences, the happier their citizens will be. Choice, and citizens' belief that they can affect the political process, increase subjective well-being. Furthermore, evidence exists for an association between unhappiness and poor health: people from the former Soviet Union are among the unhappiest in the world, and their life expectancy has been falling steadily. People are more satisfied in societies which minimally restrict their freedom of action, in other words, where they are in control rather than being controlled. Happy people are characterised by the belief that they are able to control their situation, whereas unhappy people tend to believe that they are a victim of fate. Happy people are also more psychologically resilient, assertive and open to experience. But how good is the evidence for the opposite—that happiness contributes to good health, or a longer life? A study of nuns, spanning seven decades, supports this theory. Autobiographies written by the nuns in their early 20s were scored for positive and negative emotions. Nuns expressing the most positive emotions lived on average ten years longer than those expressing the least positive emotions. Happy people, it seems, are much less likely to fall ill and die than unhappy people.

But what must we do to be happy? Experts cite the old maxim "be happy with what you've got." Look around you, they say, and identify the positive factors in your life. Concentrating on the negative aspects of one's life is a no-no, and so is worrying. Worrying is a negative thinking habit that is nearly always about something that lies in the future. It stems, apparently, from our cave dwelling days, when we had to think on a day-to-day basis about how and where to find food and warmth, for example. But in the modern world, worrying simply undermines our ability to enjoy life in the present. More often than not, the things we worry about never come to pass anyway. Just as important is not to dwell on the past - past mistakes, bad experiences, missed opportunities and so on.

What else can we do? Well, engage in a loving relationship with another adult, and work hard to sustain it. Try to plan frequent interactions with our friends, family, and neighbours (in that order). Make sure you're not working so hard that you've no time left for personal relationships and leisure. If you are, leave your job voluntarily to become self-employed, but don't get sacked—that's more damaging to well-being than the loss of a spouse, and its effects last longer. In your spare time, join a club, volunteer for community service, or take up religion.

If none of the above works, then vote for a political party with the same agenda as the King of Bhutan, who announced that his nation's objective is national happiness.

# Reading

## Questions 1 - 3

Choose **THREE** letters **A - H**.

Write your answers in boxes 1 - 3 on your answer sheet.

**NB** Your answers may be given in any order.

Which **THREE** of the following statements are true, according to the text?

- A** Money can bring misery.
- B** Wealthier nations place more emphasis on happiness than poorer ones.
- C** Providing a place to live is a basic human need.
- D** The desire for social status is a global phenomenon.
- E** An unmarried couple living together is less likely to be happy than a married couple.
- F** The less responsibility one has, the happier one is.
- G** Involvement in policy making can increase well-being.
- H** Our prehistoric ancestors were happier than we are.

## Questions 4 - 7

Complete the summary.

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

Write your answers in boxes 4 - 7 on your answer sheet.

### Reading Tip:

Pay attention to how many words are required for an answer.

Money can buy you just about anything, but not, it seems, happiness. Whether on a personal or national **4** ..... **scale** ....., your bank balance won't make you happier. Once the basic criteria of a roof over your head and food on the table have been met, money ceases to play a part. One of the most important factors in achieving happiness is the extent of our interaction on a **5** ..... **social** ..... level - our relationships with family, friends, colleagues and so on. Equally important is the amount of **6** ..... **control** ..... we have, either in our personal life, working life, or even in our ability to influence the **7** ..... **political process/government** .....

Questions 8 - 13

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

In boxes 8 - 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

- |    |   |                  |
|----|---|------------------|
| 8  | People from underdeveloped nations try to attain the same standard of living as those from developed nations. | <b>NOT GIVEN</b> |
| 9  | Seeing what others have makes people want to have it too.   | <b>TRUE</b>      |
| 10 | The larger the family is, the happier the parents will probably be.   | <b>NOT GIVEN</b> |
| 11 | One's attitude to life has no influence on one's health.  | <b>FALSE</b>     |
| 12 | Instinct can be a barrier to happiness.   | <b>TRUE</b>      |
| 13 | Family and friends rank equal as sources of happiness.  | <b>FALSE</b>     |

Reading Passage 1 Justification of the Answers		
<p><b>1. C</b> is true because the text states that 'the basic criteria of adequate shelter and nutrition are satisfied'</p> <p><b>2. E</b> is true because a married couple 'live on average three years longer and enjoy greater physical and psychological health than the unmarried'.</p> <p><b>3. G</b> is true because the text says that 'certain features correlate highly with happiness. These include autonomy over how, where and at what pace work is done'. 'Control of one's life in general is also key'.</p>	<p><b>8. NOT GIVEN</b> as although the text implies that underdeveloped nations are not concerned with achieving material wealth, it is not stated in the text that they do or do not try to attain the same standard of living as developed countries.</p> <p><b>9. TRUE</b> as the first paragraph explains how the 'obsession with getting rich' is down to 'jealousy, competitiveness or just keeping up with the Joneses'.</p> <p><b>10. NOT GIVEN</b> as although the text mentions that 'family life provided the greatest source of satisfaction', it does not say that this increased with the size of the family.</p>	<p><b>11. FALSE</b> as the text states that poor health <b>is</b> determined by one's attitude to life in the fourth paragraph, where it states that 'evidence exists for an association between unhappiness and poor health'. 'Happy people, it seems, are much less likely to fall ill and die than unhappy people'.</p> <p><b>12. TRUE</b> as worrying is instinctive and causes unnecessary stress in the modern world. The fifth paragraph details how this 'stems from our cave-dwelling days'.</p> <p><b>13. FALSE</b> because both the second and the last paragraphs state that family is more important than friends.</p>

# Reading

## READING PASSAGE 2

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

### One Who Hopes

**A** Language lovers, just like music lovers, enjoy variety. For the latter there's Mozart, The Rolling Stones and Beyonce. For the former there's English, French,



Swahili, Urdu... the list is endless. But what about those poor overworked students who find learning difficult, confusing languages a drudge? Wouldn't it put a smile on their faces if there were just one simple, easy-to-learn tongue that would cut their study time by years? Well, of course, it exists. It's called Esperanto, and it's been around for more than 120 years. Esperanto is the most widely spoken artificially constructed international language. The name derives from Doktoro Esperanto, the pseudonym under which L. L. Zamenhof first published his *Unua Libro* in 1887. The word itself means 'one who hopes'. Zamenhof's goal was to create an easy and flexible language as a universal second language to promote peace and international understanding.

**B** Zamenhof, after ten years of developing his brainchild from the late 1870s to the early 1880s, had the first Esperanto grammar published in Warsaw in July 1887. The number of speakers grew rapidly over the next few decades, at first primarily in the Russian empire and Eastern Europe, then in Western Europe and the Americas, China, and Japan. In the early years speakers of Esperanto kept in contact primarily through correspondence and periodicals, but since 1905 world congresses have been held on five continents every year except during the two World Wars. Latest estimates for the numbers of Esperanto speakers are around 2 million. Put in percentage terms, that's about 0.03% of the world's population - no staggering figure, comparatively

speaking. One reason is that Esperanto has no official status in any country, but it is an optional subject on the curriculum of several state educational systems. It is widely estimated that it can be learned from anywhere between a quarter to a twentieth of the time required for other languages.

**C** As a constructed language, Esperanto is not genealogically related to any ethnic language. Whilst it is described as 'a language lexically predominantly Romanic', the phonology, grammar, vocabulary, and semantics are based on the western Indo-European languages. For those of us who are not naturally predisposed to tucking languages under our belts, it is an easy language to learn.

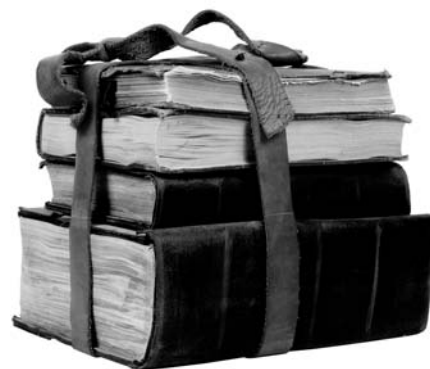
It has 5 vowels and 23 consonants. It has one simple way of conjugating all of its verbs. Words are often made from many other roots, making the number of words which one must memorise much smaller. The language is phonetic, and the rules of pronunciation are very simple, so that everyone knows how to pronounce a written word and vice-versa, and word order follows a standard, logical pattern. Through prefixing and suffixing, Esperanto makes it easy to identify words as nouns, verbs, adjectives, adverbs, direct objects and so on, by means of easy-to-spot endings. All this makes for easy language learning. What's more, several research studies demonstrate that studying Esperanto before another foreign language speeds up and improves the learning of the other language. This is presumably because learning subsequent foreign languages is easier than learning one's first, while the use of a grammatically simple and culturally flexible language like Esperanto softens the blow of learning one's first foreign language. In one study, a group of European high school students studied Esperanto for one year, then French for three years, and ended up with a significantly better command of French than a control group who had studied French for all four years.

**D** Needless to say, the language has its critics. Some point to the East European features of the language as being harsh and difficult to pronounce, and argue that Esperanto has an artificial feel to it, without the flow of a natural tongue, and that by nature of its artificiality, it is impossible to become emotionally involved with the language. Others cite its lack of cultural history, indigenous literature - "no one has ever written a novel straight into Esperanto" - together with its minimal vocabulary and its inability to express all the necessary philosophical, emotional and psychological concepts.

**E** The champions of Esperanto - *Esperantists* - disagree. They claim that it is a language in which a great body of world literature has appeared in translation: in poetry, novels, literary journals, and, to rebut the accusation that it is not a 'real' language, point out that it is frequently used at international meetings which draw hundreds and thousands of participants. Moreover, on an international scale, it is most useful - and fair - for neutral communication. That means that communication through Esperanto does not give advantages to the members of any particular people or culture, but provides an ethos of equality of rights, tolerance and true internationalism.

**F** Esperantists further claim that Esperanto has the potential - were it universally taught for a year or two throughout the world - to empower ordinary people to communicate effectively worldwide on a scale that far exceeds that which is attainable today by only the most linguistically brilliant among us. It offers the opportunity to improve communication in business, diplomacy, scholarship and other fields so that those who speak many different native languages will be able to participate fluently in international conferences and chat comfortably with each other after the formal presentations are made. Nowadays that privilege is often restricted to native speakers of English and those who have special talents and opportunities for learning English as a foreign language.

**G** What Esperanto does offer in concrete terms is the potential of saving billions of dollars which are now being spent on translators and interpreters, billions which would be freed up to serve the purposes of governments and organisations that spend so much of their resources to change words from one language into the words of others. Take, for example, the enormously costly conferences, meetings and documentation involved in the European Union parliamentary and administrative procedures - all funded, essentially, by tax payers. And instead of the World Health Organisation, and all NGOs for that matter, devoting enormous sums to provide interpreters and translations, they would be able to devote those huge amounts of money to improving the health of stricken populations throughout the world.



# Reading

## Questions 14 - 19

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

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

Write the correct number **i - ix** in boxes **14 - 19** on your answer sheet.

<b>i</b>	A non-exclusive language			
<b>ii</b>	Fewer languages, more results	<i>Example</i>	Paragraph <b>A</b>	<i>Answer</i> <b>vii</b>
<b>iii</b>	Language is personal	<b>14</b>	Paragraph <b>B</b>	<b>v</b> .....
<b>iv</b>	What's fashionable in language	<b>15</b>	Paragraph <b>C</b>	<b>viii</b> .....
<b>v</b>	From the written word to the spoken word	<b>16</b>	Paragraph <b>D</b>	<b>iii</b> .....
<b>vi</b>	A real language	<b>17</b>	Paragraph <b>E</b>	<b>vi</b> .....
<b>vii</b>	Harmony through language	<b>18</b>	Paragraph <b>F</b>	<b>i</b> .....
<b>viii</b>	The mechanics of a language	<b>19</b>	Paragraph <b>G</b>	<b>ii</b> .....
<b>ix</b>	Lost in translation			

## Questions 20 - 22

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

Write your answers in boxes **20 - 22** on your answer sheet.

- 20** What advantage is there of learning Esperanto as one's first foreign language?
- A** Its pronunciation rules follow that of most European languages.
  - B** There are no grammar rules to learn.
  - C** It can make the learning of other foreign languages less complicated.
  - D** Its verbs are not conjugated.
- 21** What do its critics say of Esperanto?
- A** It is only used in artificial situations.
  - B** It requires emotional involvement.
  - C** It cannot translate works of literature.
  - D** It lacks depth of expression.
- 22** How could Esperanto help on a global level?
- A** It would eliminate the need for conferences.
  - B** More aid money would reach those who need it.
  - C** The world population would be speaking only one language.
  - D** More funds could be made available for learning foreign languages.

Questions 23 - 26

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

In boxes 23 - 26 on your answer sheet, write

- YES** *if the statement agrees with the information*
- NO** *if the statement contradicts the information*
- NOT GIVEN** *if there is no information on this*

- |           |  |                           |
|-----------|--|---------------------------|
| <b>23</b> | Supporters of Esperanto say it gives everyone an equal voice.  | .....<br><b>YES</b>       |
| <b>24</b> | Esperanto is the only artificially constructed language.       | .....<br><b>NO</b>        |
| <b>25</b> | Esperanto can be learned as part of a self-study course.       | .....<br><b>NOT GIVEN</b> |
| <b>26</b> | Esperanto can be used equally in formal and casual situations. | .....<br><b>YES</b>       |

**Reading Tip:**

When reading, remember to scan for key words and practise scanning for paraphrases of key words.

**Reading Passage 2**  
**Justification of the Answers**

**14. Paragraph B** is v as it outlines how the written work that Zamenhof published became a spoken language.

**15. Paragraph C** is viii as the paragraph discusses the basic structural details of Esperanto and the way that it functions as a language.

**16. Paragraph D** is iii as it explains that some people can not identify with Esperanto and find it 'artificial'.

**17. Paragraph E** is vi as it says 'to rebut the accusation that it is not a 'real' language, point out that it is frequently used at international meetings.'

**18. Paragraph F** is i as it builds on the previous paragraph and argues that Esperanto allows everyone to learn the language given its structure.

**19. Paragraph G** is ii as this paragraph describes how so many languages are used at the moment and this prevents the optimum results being achieved. Having just the one second language would increase production immensely.

**20. C** because paragraph C details how research has been done into this.

**21. D** - 'Esperanto has an artificial feel' and 'by nature of its artificiality it is impossible to become emotionally involved with that language'.

**22. B** because speaking just Esperanto would save 'billions of dollars which are

now being spent on translators and interpreters', which could be spent on 'improving the health of stricken populations of the world'.

**23. Yes** because, 'Esperanto does not give advantages to the members of any particular people or culture, but provides an ethos of equality of rights, tolerance and true internationalism'

**24. NO** because the first paragraph states that it is the 'most widely spoken artificial language', which means that there must be others.

**25. NOT GIVEN** because the text does not mention self study courses.

**26. YES. Paragraph F** describes how Esperanto can be used to make formal presentations and can be used in informal conversations.

# Reading

## READING PASSAGE 3

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

### LONG-TERM FORECAST: HOT AND DRY

**A** Melting land ice in the Arctic is set to cause a global rise in sea levels, leading to disastrous effects for both man and wildlife. Many species worldwide are threatened with extinction, and low-lying islands and land masses will disappear entirely. But the havoc wreaked by the effect of greenhouse gases won't be confined to just too much water, but the absence of it, as well. In other words, desertification. A decrease in the total amount of rainfall in arid and semi-arid areas could increase the total area of drylands worldwide, and thus the total amount of land potentially at risk from desertification.

**B** Desertification is officially recognised as 'land degradation in arid, semi-arid and dry sub-humid areas resulting from various factors including climatic variations and human activities'. This degradation of formerly productive land is a complex process. It involves multiple causes, and it proceeds at varying rates in different climates. Desertification may intensify a general climatic trend toward greater aridity, or it may initiate a change in local climate. Desertification involves the depletion of vegetation and soils. Land degradation occurs all over the world, but it is only referred to as desertification when it takes place in drylands. This is because these areas are especially prone to more permanent damage as different areas of degraded land spread and merge together to form desert-like conditions.

**C** Global warming brought about by increasing greenhouse gas levels in the atmosphere is expected to increase the variability of weather conditions and extreme events. Many dryland areas face increasingly low and erratic rainfalls, coupled with soil erosion by wind and the drying-up of water resources through increased regional temperatures. Deforestation can also reduce rainfall in certain areas, increasing the threat of desertification. It is not yet possible, despite sophisticated technology, to identify with an acceptable degree of reliability those parts of the Earth where desertification will occur. Existing drylands, which cover over 40% of the total land area of the world, most significantly in Africa and Asia, will probably be most at risk to climate change. These areas already experience low rainfall, and any that falls is usually in the form of short, erratic, high-intensity storms. In addition, such areas also suffer from land degradation due to over-cultivation, overgrazing, deforestation and poor irrigation practices.

**D** It is a misconception that droughts cause desertification. Droughts are common in arid and semi-arid lands. Well-managed lands can recover from drought when the rains return. Continued land abuse during droughts, however, increases land degradation. Nor does desertification occur in linear, easily definable patterns. Deserts advance erratically, forming patches on their borders. Areas far from natural deserts can degrade quickly to barren soil, rock, or sand through poor land management. The presence of a nearby desert has no direct relationship to desertification. Unfortunately, an area undergoing desertification is brought to public attention only after the process is well underway. Often little or no data are available to indicate the previous state of the ecosystem or the rate of degradation. Scientists still question whether desertification, as a process of global change, is permanent or how and when it can be halted or reversed.

**E** But desertification will not be limited to the drylands of Africa and Asia. According to the environmental organisation Greenpeace, the Mediterranean will suffer substantially, too. If current trends in emissions of greenhouse gases continue, global temperatures are expected to rise faster over the next century than over any time during the last 10,000 years. Significant uncertainties surround predictions of regional climate changes, but it is likely that the Mediterranean region will also warm significantly, increasing the frequency and severity of droughts across the region. As the world warms, global sea levels will rise as oceans expand and glaciers melt. Around much of the Mediterranean basin, sea levels could rise by close to 1m by 2100. As a result, some low-lying coastal areas would be lost through flooding or erosion, while rivers and coastal aquifers would become more salty. The worst affected areas will be the Nile Delta, Venice in Italy and Thessaloniki in Greece, where local subsidence means that sea levels could rise by at least one-and-a-half times as much as elsewhere.

**F** The consequences of all this, says Greenpeace, are far-reaching, and the picture is a gloomy one. Livestock production would suffer due to a deterioration in the quality of rangeland. Yields of grains and other crops could decrease substantially across the Mediterranean region due to increased frequency of drought. Crop production would be further threatened by increases in competition for water and the prevalence of pests and diseases and land losses through desertification and sea-level rise. The combination of heat and pollution would lead to an upsurge in respiratory illness among urban populations, while extreme weather events could increase death and injury rates. Water shortages and damaged infrastructure would increase the risk of cholera and dysentery, while higher temperatures would increase the incidence of infectious diseases, such as malaria and dengue fever. Serious social disruption could occur as millions are forced from their homelands as a result of desertification, poor harvests and sea-level rise, while international disputes over shared water resources could turn into conflict.

**G** Future climate change could critically undermine efforts for sustainable development in the Mediterranean region through its impacts on the environment and social and economic well-being. While in many respects climate change exacerbates existing problems rather than creates new ones, the sheer magnitude of the potential problem means it cannot be ignored. There is some scope for adaptation, but the fact that many measures would be beneficial irrespective of climate change suggests that radical changes in our policies and practices will be needed. It is also vital that developed countries meet their obligations to assist adaptation in developing countries through access to know-how and financial assistance. Ultimately, however, the long-term sustainability of the Mediterranean region requires keeping climate change within tolerable bounds. Current understanding of safe limits points to the need for prompt international agreement - and action - to make the drastic cuts in emissions of greenhouse gases required to stabilise atmospheric concentrations of these gases.



# Reading

## Questions 27 - 32

Do the following statements agree with the information given in Reading Passage 3?

In boxes 27 - 32 on your answer sheet, write

<b>TRUE</b>	<i>if the statement agrees with the writer's claims</i>
<b>FALSE</b>	<i>if the statement contradicts the writer's claims</i>
<b>NOT GIVEN</b>	<i>if it is impossible to say what the writer thinks about this</i>

- |    |  |                  |
|----|--|------------------|
| 27 | In some areas of the world, desertification is a direct result of droughts.              | <b>FALSE</b>     |
| 28 | Deforestation is at its worst in dryland areas.  | <b>NOT GIVEN</b> |
| 29 | Experts do not know if the effects of climate change can be undone.                      | <b>TRUE</b>      |
| 30 | Forecasting the effects of climate change cannot be done with any reliability.           | <b>TRUE</b>      |
| 31 | City dwellers would be minimally affected by climate change.                             | <b>FALSE</b>     |
| 32 | Disagreement between international governments is an obstacle to solving climate change. | <b>NOT GIVEN</b> |

## Questions 33 - 36

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

Which paragraph contains the following information?

Write the correct letter **A - G** in boxes 33 - 36 on your answer sheet.

- |    |   |          |
|----|---|----------|
| 33 | Human intervention is a potential solution to potential disaster.   | <b>G</b> |
| 34 | The rate of climate change is set to accelerate dramatically.   | <b>E</b> |
| 35 | There is seldom enough information available in some areas to track how fast the effects of climate change have happened in the past. | <b>D</b> |
| 36 | Desertification is attributable to a number of factors.   | <b>B</b> |

Questions 37 - 40

Complete the summary with the list of words **A - I** below.

Write the correct letter **A - I** in boxes 37 - 40 on your answer sheet.

**DESERTIFICATION**

Climate change may have catastrophic effects on the human and animal world. As glaciers melt, sea levels will rise, causing extensive flooding and land **37** ..... **loss** ..... . Another **38** ..... **consequence** ..... of global warming is desertification, which affects areas known as **39** ..... **drylands** ..... . These areas are subject to irregular weather patterns, but also suffer from man-made intervention or neglect, such as inadequate or inefficient **40** ..... **drainage** ..... systems.

**A drainage**

**B cooling**

**C drylands**

**D cause**

**E loss**

**F abuse**

**G desertification**

**H deserts**

**I consequence**

**Reading Passage 3**

**Justification of the Answers**

**27. FALSE** because paragraph D explains that 'it is a misconception that droughts cause desertification'.

**28. Paragraph C** says that deforestation can increase 'the threat of desertification', but it does not say that deforestation is worst in dryland areas.

**29. TRUE. Paragraph D** states that 'scientists still question whether desertification, as a process of global change, is permanent or how and when it can be halted or reversed'.

**30. TRUE** as Paragraph D states that desertification can only be known 'after the process is well underway'.

**31. FALSE** as the Mediterranean will suffer as well, particularly the Nile Delta, this has cities along it and also Thessaloniki, which is Greece's second largest city.

**32.** There is **NO** mention of disagreements between international governments in the text

**33. G** - The paragraph suggests that 'drastic cuts in emissions of greenhouse gases is requires to stabilize atmospheric concentrations of these gases'.

**34. E** - 'if current trends in emissions of greenhouse gases continue, global temperatures are expected to rise faster over the next century that over any time in the last 10,000 years.

**35. D** - 'Often little or no data is available to indicate the previous state of the ecosystem or the rate of degradation'.

**36. B** - as the paragraph details how desertification results 'from various factors including climatic variations and human activities'.

# Writing

## Writing Tip:

Read the instructions carefully and pay attention to how many words you must write.

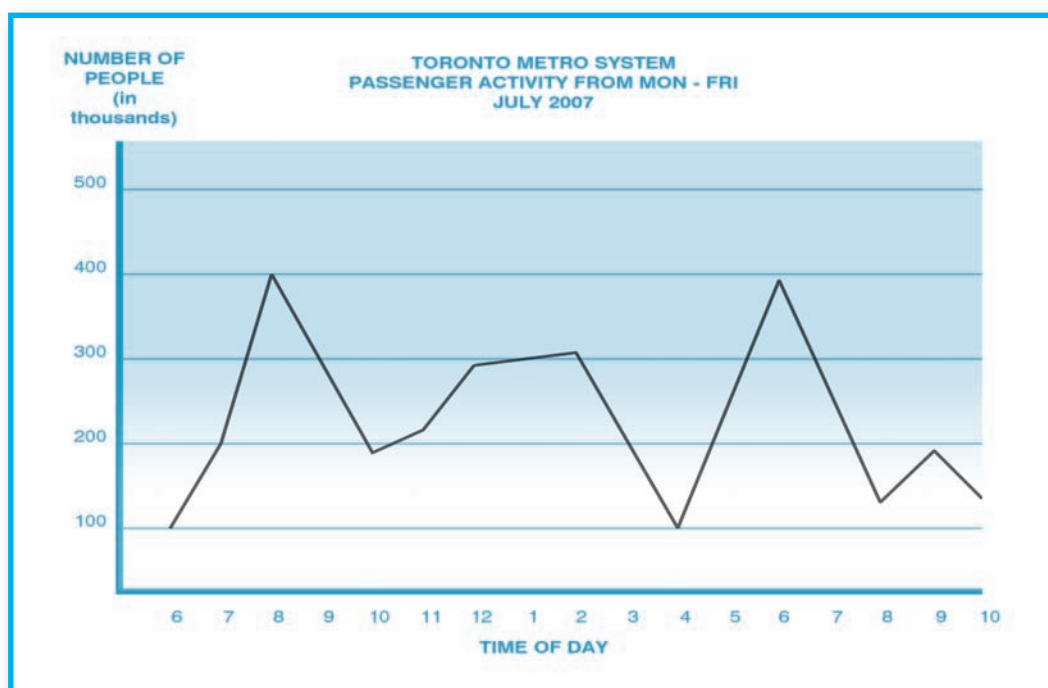
### WRITING TASK 1

You should spend about 20 minutes on this task.

*The graph below shows the weekday volume of passenger activity on the Toronto Metro system for July, 2007.*

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

Write at least 150 words.



### WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

*Schools concentrate far too much on traditional subjects which do not adequately prepare students for the realistic demands of the modern working world.*

*To what extent do you agree or disagree?*

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

Write at least 250 words.

# Speaking

## PART 1

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

- What language do you speak at home?
- Do you speak any other languages?
- What is your educational background?
- Do you have any work experience?
- What are your personal interests?
- What are your plans for the future?

## PART 2

**Describe a celebration that is important in your country.**

**You should say:**

- when the celebration takes place
  - what people do during it
  - what you like or dislike about it
- and explain why this celebration is important.**

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

## PART 3

*Discussion topic:*

### CUSTOMS AND TRADITIONS

- How important do you think customs and traditions are for a country?
- Do you think that a country's customs and traditions are just as important to younger people as older people? Why (not)?
- What different aspects of your culture does TV in your country cover?
- What influence have cultures from other countries had on your country?
- Are there any traditions in your culture that you would like to see disappear?