Test 3

LISTENING

SECTION 1 *Questions 1–10*

Complete the notes below.

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

Moving to Banford City

Example

Linda recommends living in suburb of: *Dalton*

Accommodation

- Average rent: **1** £ ..... a month

Transport

- Linda travels to work by **2** .....
- Limited **3** ..... in city centre
- Trains to London every **4** ..... minutes
- Poor train service at **5** .....

Advantages of living in Banford

- New **6** ..... opened recently
- **7** ..... has excellent reputation
- Good **8** ..... on Bridge Street

Meet Linda

- Meet Linda on **9** ..... after 5.30 pm
- In the **10** ..... opposite the station

SECTION 2 *Questions 11–20*

Questions 11–16

What advantage does the speaker mention for each of the following physical activities?

*Choose **SIX** answers from the box and write the correct letter, **A–G**, next to Questions 11–16.*

	Advantages
A	not dependent on season
B	enjoyable
C	low risk of injury
D	fitness level unimportant
E	sociable
F	fast results
G	motivating

Physical activities

11 using a gym .....

12 running .....

13 swimming .....

14 cycling .....

15 doing yoga .....

16 training with a personal trainer .....

Questions 17 and 18

*Choose **TWO** letters, **A–E**.*

For which **TWO** reasons does the speaker say people give up going to the gym?

A lack of time
B loss of confidence
C too much effort required
D high costs
E feeling less successful than others

Questions 19 and 20

*Choose **TWO** letters, **A–E**.*

Which **TWO** pieces of advice does the speaker give for setting goals?

A write goals down
B have achievable aims
C set a time limit
D give yourself rewards
E challenge yourself

SECTION 3 *Questions 21–30*

Questions 21–24

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

Project on using natural dyes to colour fabrics

21 What first inspired Jim to choose this project?

A textiles displayed in an exhibition
B a book about a botanic garden
C carpets he saw on holiday

22 Jim eventually decided to do a practical investigation which involved

A using a range of dyes with different fibres.
B applying different dyes to one type of fibre.
C testing one dye and a range of fibres.

23 When doing his experiments, Jim was surprised by

A how much natural material was needed to make the dye.
B the fact that dyes were widely available on the internet.
C the time that he had to leave the fabric in the dye.

24 What problem did Jim have with using tartrazine as a fabric dye?

A It caused a slight allergic reaction.
B It was not a permanent dye on cotton.
C It was ineffective when used on nylon.

Questions 25–30

What problem is identified with each of the following natural dyes?

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

	Problems
A	It is expensive.
B	The colour is too strong.
C	The colour is not long-lasting.
D	It is very poisonous.
E	It can damage the fabric.
F	The colour may be unexpected.
G	It is unsuitable for some fabrics.
H	It is not generally available.

Natural dyes

25 turmeric .....

26 beetroot .....

27 Tyrian purple .....

28 logwood .....

29 cochineal .....

30 metal oxide .....

SECTION 4 *Questions 31–40*

Complete the notes below.

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

The sleepy lizard (*tiliqua rugosa*)

Description

- They are common in Western and South Australia
- They are brown, but recognisable by their blue **31** .....
- They are relatively large
- Their diet consists mainly of **32** .....
- Their main predators are large birds and **33** .....

Navigation study

- One study found that lizards can use the **34** ..... to help them navigate

Observations in the wild

- Observations show that these lizards keep the same **35** ..... for several years

What people want

- Possible reasons:
  - to improve the survival of their young (but little **36** ..... has been noted between parents and children)
  - to provide **37** ..... for female lizards

Tracking study

- A study was carried out using GPS systems attached to the **38** ..... of the lizards
- This provided information on the lizards' location and even the number of **39** ..... taken
- It appeared that the lizards were trying to avoid one another
- This may be in order to reduce chances of **40** .....

READING

READING PASSAGE 1

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

The coconut palm

For millennia, the coconut has been central to the lives of Polynesian and Asian peoples. In the western world, on the other hand, coconuts have always been exotic and unusual, sometimes rare. The Italian merchant traveller Marco Polo apparently saw coconuts in South Asia in the late 13th century, and among the mid-14th-century travel writings of Sir John Mandeville there is mention of 'great Notes of Ynde' (great Nuts of India). Today, images of palm-fringed tropical beaches are clichés in the west to sell holidays, chocolate bars, fizzy drinks and even romance.

Typically, we envisage coconuts as brown cannonballs that, when opened, provide sweet white flesh. But we see only part of the fruit and none of the plant from which they come. The coconut palm has a smooth, slender, grey trunk, up to 30 metres tall. This is an important source of timber for building houses, and is increasingly being used as a replacement for endangered hardwoods in the furniture construction industry. The trunk is surmounted by a rosette of leaves, each of which may be up to six metres long. The leaves have hard veins in their centres which, in many parts of the world, are used as brushes after the green part of the leaf has been stripped away. Immature coconut flowers are tightly clustered together among the leaves at the top of the trunk. The flower stems may be tapped for their sap to produce a drink, and the sap can also be reduced by boiling to produce a type of sugar used for cooking.

Coconut palms produce as many as seventy fruits per year, weighing more than a kilogram each. The wall of the fruit has three layers: a waterproof outer layer, a fibrous middle layer and a hard, inner layer. The thick fibrous middle layer produces coconut fibre, 'coir', which has numerous uses and is particularly important in manufacturing ropes. The woody innermost layer, the shell, with its three prominent 'eyes', surrounds the seed. An important product obtained from the shell is charcoal, which is widely used in various industries as well as in the home as a cooking fuel. When broken in half, the shells are also used as bowls in many parts of Asia.

Inside the shell are the nutrients (endosperm) needed by the developing seed. Initially, the endosperm is a sweetish liquid, coconut water, which is enjoyed as a drink, but also provides the hormones which encourage other plants to grow more rapidly and produce higher yields. As the fruit matures, the coconut water gradually solidifies to form the brilliant white, fat-rich, edible flesh or meat. Dried coconut flesh, 'copra', is made into coconut oil and coconut milk, which are widely used in cooking in different parts of the world, as well as in cosmetics. A derivative of coconut fat, glycerine, acquired strategic

importance in a quite different sphere, as Alfred Nobel introduced the world to his nitroglycerine-based invention: dynamite.

Their biology would appear to make coconuts the great maritime voyagers and coastal colonizers of the plant world. The large, energy-rich fruits are able to float in water and tolerate salt, but cannot remain viable indefinitely; studies suggest after about 110 days at sea they are no longer able to germinate. Literally cast onto desert island shores, with little more than sand to grow in and exposed to the full glare of the tropical sun, coconut seeds are able to germinate and root. The air pocket in the seed, created as the endosperm solidifies, protects the embryo. In addition, the fibrous fruit wall that helped it to float during the voyage stores moisture that can be taken up by the roots of the coconut seedling as it starts to grow.

There have been centuries of academic debate over the origins of the coconut. There were no coconut palms in West Africa, the Caribbean or the east coast of the Americas before the voyages of the European explorers Vasco da Gama and Columbus in the late 15th and early 16th centuries. 16th century trade and human migration patterns reveal that Arab traders and European sailors are likely to have moved coconuts from South and Southeast Asia to Africa and then across the Atlantic to the east coast of America. But the origin of coconuts discovered along the west coast of America by 16th century sailors has been the subject of centuries of discussion. Two diametrically opposed origins have been proposed: that they came from Asia, or that they were native to America. Both suggestions have problems. In Asia, there is a large degree of coconut diversity and evidence of millennia of human use – but there are no relatives growing in the wild. In America, there are close coconut relatives, but no evidence that coconuts are indigenous. These problems have led to the intriguing suggestion that coconuts originated on coral islands in the Pacific and were dispersed from there.

Questions 1–8

Complete the table below.

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

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

THE COCONUT PALM		
Part	**Description**	**Uses**
trunk	up to 30 metres	timber for houses and the making of **1** .....
leaves	up to 6 metres long	to make brushes
flowers	at the top of the trunk	stems provide sap, used as a drink or a source of **2** .....
fruits	outer layer	
	middle layer (coir fibres)	used for **3** ..... , etc.
	inner layer (shell)	a source of **4** ..... (when halved) for **5** .....
	coconut water	a drink a source of **6** ..... for other plants
	coconut flesh	oil and milk for cooking and **7** ..... glycerine (an ingredient in **8** .....)

Questions 9–13

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

In boxes 9–13 on your answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

9 Coconut seeds need shade in order to germinate.

10 Coconuts were probably transported to Asia from America in the 16th century.

11 Coconuts found on the west coast of America were a different type from those found on the east coast.

12 All the coconuts found in Asia are cultivated varieties.

13 Coconuts are cultivated in different ways in America and the Pacific.

READING PASSAGE 2

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

How baby talk gives infant brains a boost

A The typical way of talking to a baby – high-pitched, exaggerated and repetitious – is a source of fascination for linguists who hope to understand how 'baby talk' impacts on learning. Most babies start developing their hearing while still in the womb, prompting some hopeful parents to play classical music to their pregnant bellies. Some research even suggests that infants are listening to adult speech as early as 10 weeks before being born, gathering the basic building blocks of their family's native tongue.

B Early language exposure seems to have benefits to the brain – for instance, studies suggest that babies raised in bilingual homes are better at learning how to mentally prioritize information. So how does the sweet if sometimes absurd sound of infant-directed speech influence a baby's development? Here are some recent studies that explore the science behind baby talk.

C Fathers don't use baby talk as often or in the same ways as mothers – and that's perfectly OK, according to a new study. Mark VanDam of Washington State University at Spokane and colleagues equipped parents with recording devices and speech-recognition software to study the way they interacted with their youngsters during a normal day. 'We found that moms do exactly what you'd expect and what's been described many times over,' VanDam explains. 'But we found that dads aren't doing the same thing. Dads didn't raise their pitch or fundamental frequency when they talked to kids.' Their role may be rooted in what is called the bridge hypothesis, which dates back to 1975. It suggests that fathers use less familial language to provide their children with a bridge to the kind of speech they'll hear in public. 'The idea is that a kid gets to practice a certain kind of speech with mom and another kind of speech with dad, so the kid then has a wider repertoire of kinds of speech to practice,' says VanDam.

D Scientists from the University of Washington and the University of Connecticut collected thousands of 30-second conversations between parents and their babies, fitting 26 children with audio-recording vests that captured language and sound during a typical eight-hour day. The study found that the more baby talk parents used, the more their youngsters began to babble. And when researchers saw the same babies at age two, they found that frequent baby talk had dramatically boosted vocabulary, regardless of socioeconomic status. 'Those children who listened to a lot of baby talk were talking more than the babies that listened to more

adult talk or standard speech,' says Nairán Ramírez-Esparza of the University of Connecticut. 'We also found that it really matters whether you use baby talk in a one-on-one context,' she adds. 'The more parents use baby talk one-on-one, the more babies babble, and the more they babble, the more words they produce later in life.'

E Another study suggests that parents might want to pair their youngsters up so they can babble more with their own kind. Researchers from McGill University and Université du Québec à Montréal found that babies seem to like listening to each other rather than to adults – which may be why baby talk is such a universal tool among parents. They played repeating vowel sounds made by a special synthesizing device that mimicked sounds made by either an adult woman or another baby. This way, only the impact of the auditory cues was observed. The team then measured how long each type of sound held the infants' attention. They found that the 'infant' sounds held babies' attention nearly 40 percent longer. The baby noises also induced more reactions in the listening infants, like smiling or lip moving, which approximates sound making. The team theorizes that this attraction to other infant sounds could help launch the learning process that leads to speech. 'It may be some property of the sound that is just drawing their attention,' says study co-author Linda Polka. 'Or maybe they are really interested in that particular type of sound because they are starting to focus on their own ability to make sounds. We are speculating here but it might catch their attention because they recognize it as a sound they could possibly make.'

F In a study published in *Proceedings of the National Academy of Sciences*, a total of 57 babies from two slightly different age groups – seven months and eleven and a half months – were played a number of syllables from both their native language (English) and a non-native tongue (Spanish). The infants were placed in a brain-activation scanner that recorded activity in a brain region known to guide the motor movements that produce speech. The results suggest that listening to baby talk prompts infant brains to start practicing their language skills. 'Finding activation in motor areas of the brain when infants are simply listening is significant, because it means the baby brain is engaged in trying to talk back right from the start, and suggests that seven-month-olds' brains are already trying to figure out how to make the right movements that will produce words,' says co-author Patricia Kuhl. Another interesting finding was that while the seven-month-olds responded to all speech sounds regardless of language, the brains of the older infants worked harder at the motor activations of non-native sounds compared to native sounds. The study may have also uncovered a process by which babies recognize differences between their native language and other tongues.

Questions 14–17

Look at the following ideas (Questions 14–17) and the list of researchers below.

Match each idea with the correct researcher, ***A****,* ***B*** *or* ***C****.*

Write the correct letter, ***A****,* ***B*** *or* ***C****, in boxes 14–17 on your answer sheet.*

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

14 the importance of adults giving babies individual attention when talking to them

15 the connection between what babies hear and their own efforts to create speech

16 the advantage for the baby of having two parents each speaking in a different way

17 the connection between the amount of baby talk babies hear and how much vocalising they do themselves

List of Researchers	
A	Mark VanDam
B	Nairán Ramirez-Esparza
C	Patricia Kuhl

Questions 18–23

Complete the summary below.

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

Write your answers in boxes 18–23 on your answer sheet.

Research into how parents talk to babies

Researchers at Washington State University used **18** ..... , together with specialised computer programs, to analyse how parents interacted with their babies during a normal day. The study revealed that **19** ..... tended not to modify their ordinary speech patterns when interacting with their babies. According to an idea known as the **20** ..... , they may use a more adult type of speech to prepare infants for the language they will hear outside the family home. According to the researchers, hearing baby talk from one parent and 'normal' language from the other expands the baby's **21** ..... of types of speech which they can practise.

Meanwhile, another study carried out by scientists from the University of Washington and the University of Connecticut recorded speech and sound using special **22** ..... that the babies were equipped with. When they studied the babies again at age two, they found that those who had heard a lot of baby talk in infancy had a much larger **23** ..... than those who had not.

Questions 24–26

Reading Passage 2 has six paragraphs, **A–F**.

Which paragraph contains the following information?

*Write the correct letter, **A–F**, in boxes 24–26 on your answer sheet.*

24 a reference to a change which occurs in babies' brain activity before the end of their first year

25 an example of what some parents do for their baby's benefit before birth

26 a mention of babies' preference for the sounds that other babies make

READING PASSAGE 3

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

Whatever happened to the Harappan Civilisation?

New research sheds light on the disappearance of an ancient society

A The Harappan Civilisation of ancient Pakistan and India flourished 5,000 years ago, but a thousand years later their cities were abandoned. The Harappan Civilisation was a sophisticated Bronze Age society who built 'megacities' and traded internationally in luxury craft products, and yet seemed to have left almost no depictions of themselves. But their lack of self-imagery – at a time when the Egyptians were carving and painting representations of themselves all over their temples – is only part of the mystery.

B 'There is plenty of archaeological evidence to tell us about the rise of the Harappan Civilisation, but relatively little about its fall,' explains archaeologist Dr Cameron Petrie of the University of Cambridge. 'As populations increased, cities were built that had great baths, craft workshops, palaces and halls laid out in distinct sectors. Houses were arranged in blocks, with wide main streets and narrow alleyways, and many had their own wells and drainage systems. It was very much a "thriving" civilisation.' Then around 2100 BC, a transformation began. Streets went uncleaned, buildings started to be abandoned, and ritual structures fell out of use. After their final demise, a millennium passed before really large-scale cities appeared once more in South Asia.

C Some have claimed that major glacier-fed rivers changed their course, dramatically affecting the water supply and agriculture; or that the cities could not cope with an increasing population, they exhausted their resource base, the trading economy broke down or they succumbed to invasion and conflict; and yet others that climate change caused an environmental change that affected food and water provision. 'It is unlikely that there was a single cause for the decline of the civilisation. But the fact is, until now, we have had little solid evidence from the area for most of the key elements,' said Petrie. 'A lot of the archaeological debate has really only been well-argued speculation.'

D A research team led by Petrie, together with Dr Ravindanath Singh of Banaras Hindu University in India, found early in their investigations that many of the archaeological sites were not where they were supposed to be, completely altering understanding of the way that this region was inhabited in the past. When they carried out a survey of how the larger area was settled in relation to sources of water, they found inaccuracies in the published geographic locations of ancient settlements ranging from several hundred metres to many kilometres. They realised

that any attempts to use the existing data were likely to be fundamentally flawed. Over the course of several seasons of fieldwork they carried out new surveys, finding an astonishing 198 settlement sites that were previously unknown.

E Now, research published by Dr Yama Dixit and Professor David Hodell, both from Cambridge's Department of Earth Sciences, has provided the first definitive evidence for climate change affecting the plains of north-western India, where hundreds of Harappan sites are known to have been situated. The researchers gathered shells of *Melanoides tuberculata* snails from the sediments of an ancient lake and used geochemical analysis as a means of tracing the climate history of the region. 'As today, the major source of water into the lake is likely to have been the summer monsoon,' says Dixit. 'But we have observed that there was an abrupt change about 4,100 years ago, when the amount of evaporation from the lake exceeded the rainfall – indicative of a drought.' Hodell adds: 'We estimate that the weakening of the Indian summer monsoon climate lasted about 200 years before recovering to the previous conditions, which we still see today.'

F It has long been thought that other great Bronze Age civilisations also declined at a similar time, with a global-scale climate event being seen as the cause. While it is possible that these local-scale processes were linked, the real archaeological interest lies in understanding the impact of these larger-scale events on different environments and different populations. 'Considering the vast area of the Harappan Civilisation with its variable weather systems,' explains Singh, 'it is essential that we obtain more climate data from areas close to the two great cities at Mohenjodaro and Harappa and also from the Indian Punjab.'

G Petrie and Singh's team is now examining archaeological records and trying to understand details of how people led their lives in the region five millennia ago. They are analysing grains cultivated at the time, and trying to work out whether they were grown under extreme conditions of water stress, and whether they were adjusting the combinations of crops they were growing for different weather systems. They are also looking at whether the types of pottery used, and other aspects of their material culture, were distinctive to specific regions or were more similar across larger areas. This gives us insight into the types of interactive networks that the population was involved in, and whether those changed.

H Petrie believes that archaeologists are in a unique position to investigate how past societies responded to environmental and climatic change. 'By investigating responses to environmental pressures and threats, we can learn from the past to engage with the public, and the relevant governmental and administrative bodies, to be more proactive in issues such as the management and administration of water supply, the balance of urban and rural development, and the importance of preserving cultural heritage in the future.'

Questions 27–31

Reading Passage 3 has eight paragraphs, **A–H**.

Which paragraph contains the following information?

*Write the correct letter, **A–H**, in boxes 27–31 on your answer sheet.*

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

27 proposed explanations for the decline of the Harappan Civilisation

28 reference to a present-day application of some archaeological research findings

29 a difference between the Harappan Civilisation and another culture of the same period

30 a description of some features of Harappan urban design

31 reference to the discovery of errors made by previous archaeologists

Questions 32–36

Complete the summary below.

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

Write your answers in boxes 32–36 on your answer sheet.

Looking at evidence of climate change

Yama Dixit and David Hodell have found the first definitive evidence of climate change affecting the plains of north-western India thousands of years ago. By collecting the **32** ..... of snails and analysing them, they discovered evidence of a change in water levels in a **33** ..... in the region. This occurred when there was less **34** ..... than evaporation, and suggests that there was an extended period of drought.

Petrie and Singh's team are using archaeological records to look at **35** ..... from five millennia ago, in order to know whether people had adapted their agricultural practices to changing climatic conditions. They are also examining objects including **36** ..... , so as to find out about links between inhabitants of different parts of the region and whether these changed over time.

Questions 37–40

Look at the following statements (Questions 37–40) and the list of researchers below.

Match each statement with the correct researcher, ***A****,* ***B****,* ***C*** *or* ***D****.*

Write the correct letter, ***A****,* ***B****,* ***C*** *or* ***D****, in boxes 37–40 on your answer sheet.*

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

37 Finding further information about changes to environmental conditions in the region is vital.

38 Examining previous patterns of behaviour may have long-term benefits.

39 Rough calculations indicate the approximate length of a period of water shortage.

40 Information about the decline of the Harappan Civilisation has been lacking.

List of Researchers	
A	Cameron Petrie
B	Ravindanath Singh
C	Yama Dixit
D	David Hodell

WRITING

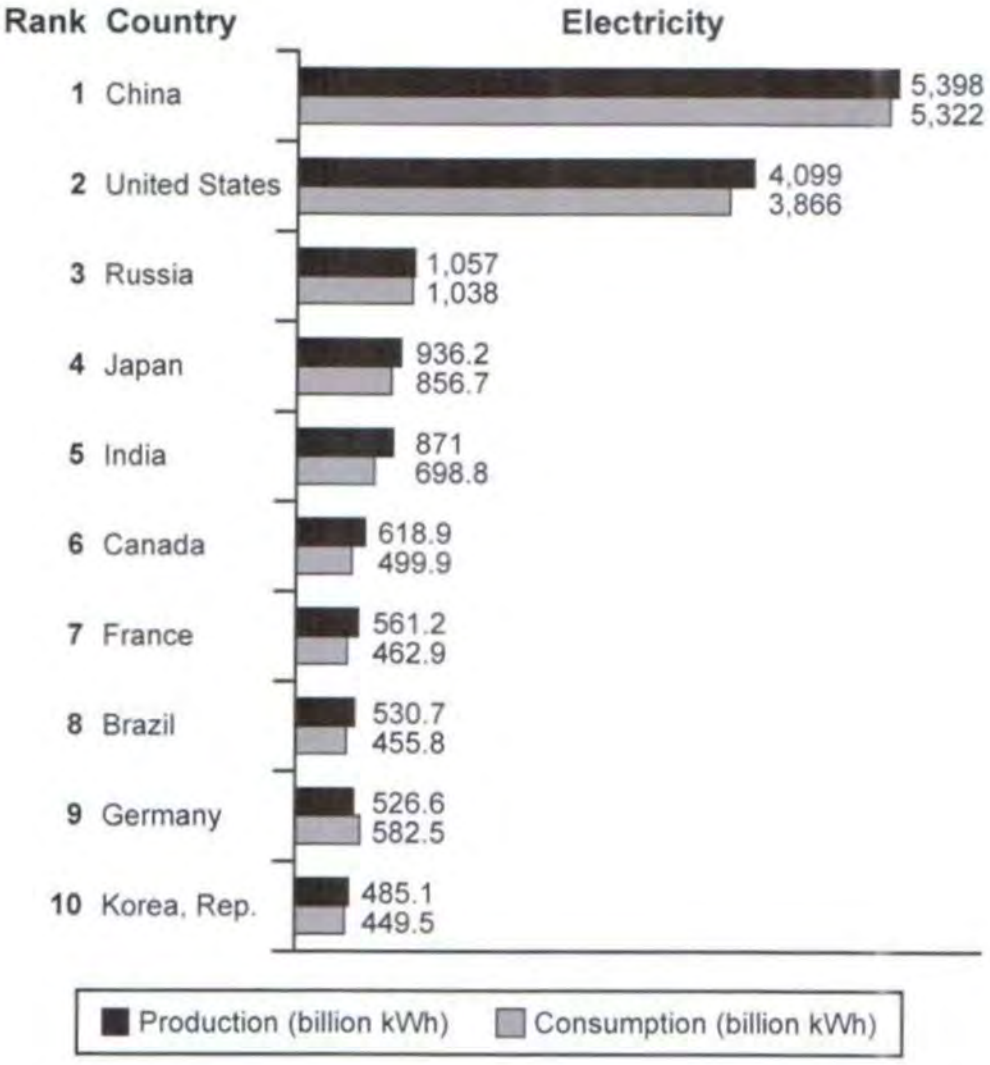
WRITING TASK 1

You should spend about 20 minutes on this task.

The bar chart below shows the top ten countries for the production and consumption of electricity in 2014.

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

Write at least 150 words.



WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

> ***Some people say History is one of the most important school subjects. Other people think that, in today's world, subjects like Science and Technology are more important than History.***
>
> ***Discuss both these views and give your own opinion.***

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

Write at least 250 words.

SPEAKING

PART 1

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

EXAMPLE

Money

- When you go shopping, do you prefer to pay for things in cash or by card? [Why?]
- Do you ever save money to buy special things? [Why/Why not?]
- Would you ever take a job which had low pay? [Why/Why not?]
- Would winning a lot of money make a big difference to your life? [Why/Why not?]

PART 2

Describe an interesting discussion you had as part of your work or studies.

You should say:
what the subject of the discussion was
who you discussed the subject with
what opinions were expressed
and explain why you found the discussion interesting.

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

PART 3

Discussion topics:

Discussing problems with others

Example questions:
Why is it good to discuss problems with other people?
Do you think that it's better to talk to friends and not family about problems?
Is it always a good idea to tell lots of people about a problem?

Communication skills at work

Example questions:
Which communication skills are most important when taking part in meetings with colleagues?
What are the possible effects of poor written communication skills at work?
What do you think will be the future impact of technology on communication in the workplace?

Test 4

LISTENING

SECTION 1 *Questions 1–10*

Complete the notes below.

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

Alex's Training

Example

Alex completed his training in *2014*

About the applicant:

- At first, Alex did his training in the **1** ..... department.
- Alex didn't have a qualification from school in **2** ..... .
- Alex thinks he should have done the diploma in **3** ..... skills.
- Age of other trainees: the youngest was **4** ..... .

Benefits of doing training at JPNW:

- Lots of opportunities because of the size of the organisation.
- Trainees receive the same amount of **5** ..... as permanent staff.
- The training experience increases people's confidence a lot.
- Trainees go to **6** ..... one day per month.
- The company is in a convenient **7** ..... .

Advice for interview:

- Don't wear **8** ..... .
- Don't be **9** ..... .
- Make sure you **10** ..... .

SECTION 2 *Questions 11–20*

Questions 11–16

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

The Snow Centre

11 Annie recommends that when cross-country skiing, the visitors should

A get away from the regular trails.
B stop to enjoy views of the scenery.
C go at a slow speed at the beginning.

12 What does Annie tell the group about this afternoon's dog-sled trip?

A Those who want to can take part in a race.
B Anyone has the chance to drive a team of dogs.
C One group member will be chosen to lead the trail.

13 What does Annie say about the team relay event?

A All participants receive a medal.
B The course is 4 km long.
C Each team is led by a teacher.

14 On the snow-shoe trip, the visitors will

A visit an old gold mine.
B learn about unusual flowers.
C climb to the top of a mountain.

15 The cost of accommodation in the mountain hut includes

A a supply of drinking water.
B transport of visitors' luggage.
C cooked meals.

16 If there is a storm while the visitors are in the hut, they should

A contact the bus driver.
B wait until the weather improves.
C use the emergency locator beacon.

Questions 17–20

What information does Annie give about skiing on each of the following mountain trails?

*Choose **FOUR** answers from the box and write the correct letter, **A–F**, next to Questions 17–20.*

	Information
A	It has a good place to stop and rest.
B	It is suitable for all abilities.
C	It involves crossing a river.
D	It demands a lot of skill.
E	It may be closed in bad weather.
F	It has some very narrow sections.

Mountain trails

17 Highland Trail .....

18 Pine Trail .....

19 Stony Trail .....

20 Loser's Trail .....

SECTION 3 Questions 21–30

Questions 21–26

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

Labels giving nutritional information on food packaging

21 What was Jack's attitude to nutritional food labels before this project?

A He didn't read everything on them.
B He didn't think they were important.
C He thought they were too complicated.

22 Alice says that before doing this project,

A she was unaware of what certain foods contained.
B she was too lazy to read food labels.
C she was only interested in the number of calories.

23 When discussing supermarket brands of pizza, Jack agrees with Alice that

A the list of ingredients is shocking.
B he will hesitate before buying pizza again.
C the nutritional label is misleading.

24 Jack prefers the daily value system to other labelling systems because it is

A more accessible.
B more logical.
C more comprehensive.

25 What surprised both students about one flavour of crisps?

A The percentage of artificial additives given was incorrect.
B The products did not contain any meat.
C The labels did not list all the ingredients.

26 What do the students think about research into the impact of nutritional food labelling?

A It did not produce clear results.
B It focused on the wrong people.
C It made unrealistic recommendations.

Questions 27 and 28

*Choose **TWO** letters, **A–E**.*

Which **TWO** things surprised the students about the traffic-light system for nutritional labels?

A its widespread use
B the fact that it is voluntary for supermarkets
C how little research was done before its introduction
D its unpopularity with food manufacturers
E the way that certain colours are used

Questions 29 and 30

*Choose **TWO** letters, **A–E**.*

Which **TWO** things are true about the participants in the study on the traffic-light system?

A They had low literacy levels.
B They were regular consumers of packaged food.
C They were selected randomly.
D They were from all socio-economic groups.
E They were interviewed face-to-face.

SECTION 4 *Questions 31–40*

Complete the notes below.

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

The history of coffee

Coffee in the Arab world

- There was small-scale trade in wild coffee from Ethiopia.
- 1522: Coffee was approved in the Ottoman court as a type of medicine.
- 1623: In Constantinople, the ruler ordered the **31** ..... of every coffee house.

Coffee arrives in Europe (17th century)

- Coffee shops were compared to **32** ..... .
- They played an important part in social and **33** ..... changes.

Coffee and European colonisation

- European powers established coffee plantations in their colonies.
- Types of coffee were often named according to the **34** ..... they came from.
- In Brazil and the Caribbean, most cultivation depended on **35** ..... .
- In Java, coffee was used as a form of **36** ..... .
- Coffee became almost as important as **37** ..... .
- The move towards the consumption of **38** ..... in Britain did not also take place in the USA.

Coffee in the 19th century

- Prices dropped because of improvements in **39** ..... .
- Industrial workers found coffee helped them to work at **40** ..... .

READING

READING PASSAGE 1

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

Cutty Sark: the fastest sailing ship of all time

The nineteenth century was a period of great technological development in Britain, and for shipping the major changes were from wind to steam power, and from wood to iron and steel.

The fastest commercial sailing vessels of all time were clippers, three-masted ships built to transport goods around the world, although some also took passengers. From the 1840s until 1869, when the Suez Canal opened and steam propulsion was replacing sail, clippers dominated world trade. Although many were built, only one has survived more or less intact: *Cutty Sark*, now on display in Greenwich, southeast London.

Cutty Sark's unusual name comes from the poem *Tam O'Shanter* by the Scottish poet Robert Burns. Tam, a farmer, is chased by a witch called Nannie, who is wearing a '*cutty sark*' – an old Scottish name for a short nightdress. The witch is depicted in *Cutty Sark*'s figurehead – the carving of a woman typically at the front of old sailing ships. In legend, and in Burns's poem, witches cannot cross water, so this was a rather strange choice of name for a ship.

Cutty Sark was built in Dumbarton, Scotland, in 1869, for a shipping company owned by John Willis. To carry out construction, Willis chose a new shipbuilding firm, Scott & Linton, and ensured that the contract with them put him in a very strong position. In the end, the firm was forced out of business, and the ship was finished by a competitor.

Willis's company was active in the tea trade between China and Britain, where speed could bring shipowners both profits and prestige, so *Cutty Sark* was designed to make the journey more quickly than any other ship. On her maiden voyage, in 1870, she set sail from London, carrying large amounts of goods to China. She returned laden with tea, making the journey back to London in four months. However, *Cutty Sark* never lived up to the high expectations of her owner, as a result of bad winds and various misfortunes. On one occasion, in 1872, the ship and a rival clipper, *Thermopylae*, left port in China on the same day. Crossing the Indian Ocean, *Cutty Sark* gained a lead of over 400 miles, but then her rudder was severely damaged in stormy seas, making her impossible to steer. The ship's crew had the daunting task of repairing the rudder at sea, and only succeeded at the second attempt. *Cutty Sark* reached London a week after *Thermopylae*.

Steam ships posed a growing threat to clippers, as their speed and cargo capacity increased. In addition, the opening of the Suez Canal in 1869, the same year that *Cutty Sark* was launched, had a serious impact. While steam ships could make use of the quick, direct route between the Mediterranean and the Red Sea, the canal was of no use to sailing ships, which needed the much stronger winds of the oceans, and so had to sail a far greater distance. Steam ships reduced the journey time between Britain and China by approximately two months.

By 1878, tea traders weren't interested in *Cutty Sark*, and instead, she took on the much less prestigious work of carrying any cargo between any two ports in the world. In 1880, violence aboard the ship led ultimately to the replacement of the captain with an incompetent drunkard who stole the crew's wages. He was suspended from service, and a new captain appointed. This marked a turnaround and the beginning of the most successful period in *Cutty Sark*'s working life, transporting wool from Australia to Britain. One such journey took just under 12 weeks, beating every other ship sailing that year by around a month.

The ship's next captain, Richard Woodget, was an excellent navigator, who got the best out of both his ship and his crew. As a sailing ship, *Cutty Sark* depended on the strong trade winds of the southern hemisphere, and Woodget took her further south than any previous captain, bringing her dangerously close to icebergs off the southern tip of South America. His gamble paid off, though, and the ship was the fastest vessel in the wool trade for ten years.

As competition from steam ships increased in the 1890s, and *Cutty Sark* approached the end of her life expectancy, she became less profitable. She was sold to a Portuguese firm, which renamed her *Ferreira*. For the next 25 years, she again carried miscellaneous cargoes around the world.

Badly damaged in a gale in 1922, she was put into Falmouth harbour in southwest England, for repairs. Wilfred Dowman, a retired sea captain who owned a training vessel, recognised her and tried to buy her, but without success. She returned to Portugal and was sold to another Portuguese company. Dowman was determined, however, and offered a high price: this was accepted, and the ship returned to Falmouth the following year and had her original name restored.

Dowman used *Cutty Sark* as a training ship, and she continued in this role after his death. When she was no longer required, in 1954, she was transferred to dry dock at Greenwich to go on public display. The ship suffered from fire in 2007, and again, less seriously, in 2014, but now *Cutty Sark* attracts a quarter of a million visitors a year.

Questions 1–8

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

In boxes 1–8 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 Clippers were originally intended to be used as passenger ships.

2 *Cutty Sark* was given the name of a character in a poem.

3 The contract between John Willis and Scott & Linton favoured Willis.

4 John Willis wanted *Cutty Sark* to be the fastest tea clipper travelling between the UK and China.

5 Despite storm damage, *Cutty Sark* beat *Thermopylae* back to London.

6 The opening of the Suez Canal meant that steam ships could travel between Britain and China faster than clippers.

7 Steam ships sometimes used the ocean route to travel between London and China.

8 Captain Woodget put *Cutty Sark* at risk of hitting an iceberg.

Questions 9–13

Complete the sentences below.

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

Write your answers in boxes 9–13 on your answer sheet.

9 After 1880, *Cutty Sark* carried ..... as its main cargo during its most successful time.

10 As a captain and ..... , Woodget was very skilled.

11 *Ferreira* went to Falmouth to repair damage that a ..... had caused.

12 Between 1923 and 1954, *Cutty Sark* was used for .....

13 *Cutty Sark* has twice been damaged by ..... in the 21st century.

READING PASSAGE 2

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

SAVING THE SOIL

More than a third of the Earth's top layer is at risk. Is there hope for our planet's most precious resource?

A More than a third of the world's soil is endangered, according to a recent UN report. If we don't slow the decline, all farmable soil could be gone in 60 years. Since soil grows 95% of our food, and sustains human life in other more surprising ways, that is a huge problem.

B Peter Groffman, from the Cary Institute of Ecosystem Studies in New York, points out that soil scientists have been warning about the degradation of the world's soil for decades. At the same time, our understanding of its importance to humans has grown. A single gram of healthy soil might contain 100 million bacteria, as well as other microorganisms such as viruses and fungi, living amid decomposing plants and various minerals.

That means soils do not just grow our food, but are the source of nearly all our existing antibiotics, and could be our best hope in the fight against antibiotic-resistant bacteria. Soil is also an ally against climate change: as microorganisms within soil digest dead animals and plants, they lock in their carbon content, holding three times the amount of carbon as does the entire atmosphere. Soils also store water, preventing flood damage: in the UK, damage to buildings, roads and bridges from floods caused by soil degradation costs £233 million every year.

C If the soil loses its ability to perform these functions, the human race could be in big trouble. The danger is not that the soil will disappear completely, but that the microorganisms that give it its special properties will be lost. And once this has happened, it may take the soil thousands of years to recover.

Agriculture is by far the biggest problem. In the wild, when plants grow they remove nutrients from the soil, but then when the plants die and decay these nutrients are returned directly to the soil. Humans tend not to return unused parts of harvested crops directly to the soil to enrich it, meaning that the soil gradually becomes less fertile. In the past we developed strategies to get around the problem, such as regularly varying the types of crops grown, or leaving fields uncultivated for a season.

D But these practices became inconvenient as populations grew and agriculture had to be run on more commercial lines. A solution came in the early 20th century with the Haber-Bosch process for manufacturing ammonium nitrate. Farmers have been putting this synthetic fertiliser on their fields ever since.

But over the past few decades, it has become clear this wasn't such a bright idea. Chemical fertilisers can release polluting nitrous oxide into the atmosphere and excess is often washed away with the rain, releasing nitrogen into rivers. More recently, we have found that indiscriminate use of fertilisers hurts the soil itself, turning it acidic and salty, and degrading the soil they are supposed to nourish.

E One of the people looking for a solution to this problem is Pius Floris, who started out running a tree-care business in the Netherlands, and now advises some of the world's top soil scientists. He came to realise that the best way to ensure his trees flourished was to take care of the soil, and has developed a cocktail of beneficial bacteria, fungi and humus* to do this. Researchers at the University of Valladolid in Spain recently used this cocktail on soils destroyed by years of fertiliser overuse. When they applied Floris's mix to the desert-like test plots, a good crop of plants emerged that were not just healthy at the surface, but had roots strong enough to pierce dirt as hard as rock. The few plants that grew in the control plots, fed with traditional fertilisers, were small and weak.

F However, measures like this are not enough to solve the global soil degradation problem. To assess our options on a global scale we first need an accurate picture of what types of soil are out there, and the problems they face. That's not easy. For one thing, there is no agreed international system for classifying soil. In an attempt to unify the different approaches, the UN has created the Global Soil Map project. Researchers from nine countries are working together to create a map linked to a database that can be fed measurements from field surveys, drone surveys, satellite imagery, lab analyses and so on to provide real-time data on the state of the soil. Within the next four years, they aim to have mapped soils worldwide to a depth of 100 metres, with the results freely accessible to all.

G But this is only a first step. We need ways of presenting the problem that bring it home to governments and the wider public, says Pamela Chasek at the International Institute for Sustainable Development, in Winnipeg, Canada. 'Most scientists don't speak language that policy-makers can understand, and vice versa.' Chasek and her colleagues have proposed a goal of 'zero net land degradation'. Like the idea of carbon neutrality, it is an easily understood target that can help shape expectations and encourage action.

For soils on the brink, that may be too late. Several researchers are agitating for the immediate creation of protected zones for endangered soils. One difficulty here is defining what these areas should conserve: areas where the greatest soil diversity is present? Or areas of unspoilt soils that could act as a future benchmark of quality?

Whatever we do, if we want our soils to survive, we need to take action now.

Questions 14–17

Complete the summary below.

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

Write your answers in boxes 14–17 on your answer sheet.

Why soil degradation could be a disaster for humans

Healthy soil contains a large variety of bacteria and other microorganisms, as well as plant remains and **14** ..... . It provides us with food and also with antibiotics, and its function in storing **15** ..... has a significant effect on the climate. In addition, it prevents damage to property and infrastructure because it holds **16** ..... .

If these microorganisms are lost, soil may lose its special properties. The main factor contributing to soil degradation is the **17** ..... carried out by humans.

Questions 18–21

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

*Write the correct letter, **A–F**, in boxes 18–21 on your answer sheet.*

18 Nutrients contained in the unused parts of harvested crops

19 Synthetic fertilisers produced with the Haber-Bosch process

20 Addition of a mixture developed by Pius Floris to the soil

21 The idea of zero net soil degradation

A	may improve the number and quality of plants growing there.
B	may contain data from up to nine countries.
C	may not be put back into the soil.
D	may help governments to be more aware of soil-related issues.
E	may cause damage to different aspects of the environment.
F	may be better for use at a global level.

Questions 22–26

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

Which section contains the following information?

Write the correct letter, ***A–G****, in boxes 22–26 on your answer sheet.*

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

22 a reference to one person's motivation for a soil-improvement project

23 an explanation of how soil stayed healthy before the development of farming

24 examples of different ways of collecting information on soil degradation

25 a suggestion for a way of keeping some types of soil safe in the near future

26 a reason why it is difficult to provide an overview of soil degradation

READING PASSAGE 3

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

Book Review

The Happiness Industry: How the Government and Big Business Sold Us Well-Being

By William Davies

'Happiness is the ultimate goal because it is self-evidently good. If we are asked why happiness matters we can give no further external reason. It just obviously does matter.' This pronouncement by Richard Layard, an economist and advocate of 'positive psychology', summarises the beliefs of many people today. For Layard and others like him, it is obvious that the purpose of government is to promote a state of collective well-being. The only question is how to achieve it, and here positive psychology – a supposed science that not only identifies what makes people happy but also allows their happiness to be measured – can show the way. Equipped with this science, they say, governments can secure happiness in society in a way they never could in the past.

It is an astonishingly crude and simple-minded way of thinking, and for that very reason increasingly popular. Those who think in this way are oblivious to the vast philosophical literature in which the meaning and value of happiness have been explored and questioned, and write as if nothing of any importance had been thought on the subject until it came to their attention. It was the philosopher Jeremy Bentham (1748–1832) who was more than anyone else responsible for the development of this way of thinking. For Bentham it was obvious that the human good consists of pleasure and the absence of pain. The Greek philosopher Aristotle may have identified happiness with self-realisation in the 4th century BC, and thinkers throughout the ages may have struggled to reconcile the pursuit of happiness with other human values, but for Bentham all this was mere metaphysics or fiction. Without knowing anything much of him or the school of moral theory he established – since they are by education and intellectual conviction illiterate in the history of ideas – our advocates of positive psychology follow in his tracks in rejecting as outmoded and irrelevant pretty much the entirety of ethical reflection on human happiness to date.

But as William Davies notes in his recent book *The Happiness Industry*, the view that happiness is the only self-evident good is actually a way of limiting moral inquiry. One of the virtues of this rich, lucid and arresting book is that it places the current cult of happiness in a well-defined historical framework. Rightly, Davies begins his story with Bentham, noting that he was far more than a philosopher. Davies writes, 'Bentham's activities were those which we might now associate with a public sector management consultant'. In the 1790s, he wrote to the Home Office suggesting that the departments of government be linked together through a set of 'conversation tubes', and to the Bank of England with a design for a printing device that could produce

unforgeable banknotes. He drew up plans for a 'frigidarium' to keep provisions such as meat, fish, fruit and vegetables fresh. His celebrated design for a prison to be known as a 'Panopticon', in which prisoners would be kept in solitary confinement while being visible at all times to the guards, was very nearly adopted. (Surprisingly, Davies does not discuss the fact that Bentham meant his Panopticon not just as a model prison but also as an instrument of control that could be applied to schools and factories.)

Bentham was also a pioneer of the 'science of happiness'. If happiness is to be regarded as a science, it has to be measured, and Bentham suggested two ways in which this might be done. Viewing happiness as a complex of pleasurable sensations, he suggested that it might be quantified by measuring the human pulse rate. Alternatively, money could be used as the standard for quantification: if two different goods have the same price, it can be claimed that they produce the same quantity of pleasure in the consumer. Bentham was more attracted by the latter measure. By associating money so closely to inner experience, Davies writes, Bentham 'set the stage for the entangling of psychological research and capitalism that would shape the business practices of the twentieth century'.

The Happiness Industry describes how the project of a science of happiness has become integral to capitalism. We learn much that is interesting about how economic problems are being redefined and treated as psychological maladies. In addition, Davies shows how the belief that inner states of pleasure and displeasure can be objectively measured has informed management studies and advertising. The tendency of thinkers such as J B Watson, the founder of behaviourism*, was that human beings could be shaped, or manipulated, by policymakers and managers. Watson had no factual basis for his view of human action. When he became president of the American Psychological Association in 1915, he 'had never even studied a single human being': his research had been confined to experiments on white rats. Yet Watson's reductive model is now widely applied, with 'behaviour change' becoming the goal of governments: in Britain, a 'Behaviour Insights Team' has been established by the government to study how people can be encouraged, at minimum cost to the public purse, to live in what are considered to be socially desirable ways.

Modern industrial societies appear to need the possibility of ever-increasing happiness to motivate them in their labours. But whatever its intellectual pedigree, the idea that governments should be responsible for promoting happiness is always a threat to human freedom.

* 'behaviourism': a branch of psychology which is concerned with observable behaviour

Questions 27–29

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

Write the correct letter in boxes 27–29 on your answer sheet.

27 What is the reviewer's attitude to advocates of positive psychology?

- **A** They are wrong to reject the ideas of Bentham.
- **B** They are over-influenced by their study of Bentham's theories.
- **C** They have a fresh new approach to ideas on human happiness.
- **D** They are ignorant about the ideas they should be considering.

28 The reviewer refers to the Greek philosopher Aristotle in order to suggest that happiness

- **A** may not be just pleasure and the absence of pain.
- **B** should not be the main goal of humans.
- **C** is not something that should be fought for.
- **D** is not just an abstract concept.

29 According to Davies, Bentham's suggestion for linking the price of goods to happiness was significant because

- **A** it was the first successful way of assessing happiness.
- **B** it established a connection between work and psychology.
- **C** it was the first successful example of psychological research.
- **D** it involved consideration of the rights of consumers.

Questions 30–34

*Complete the summary using the list of words **A–G** below.*

*Write the correct letter, **A–G**, in boxes 30–34 on your answer sheet.*

Jeremy Bentham

Jeremy Bentham was active in other areas besides philosophy. In the 1790s he suggested a type of technology to improve **30** ..... for different Government departments. He developed a new way of printing banknotes to increase **31** ..... and also designed a method for the **32** ..... of food. He also drew up plans for a prison which allowed the **33** ..... of prisoners at all times, and believed the same design could be used for other institutions as well. When researching happiness, he investigated possibilities for its **34** ..... , and suggested some methods of doing this.

A	measurement	**B**	security	**C**	implementation
D	profits	**E**	observation	**F**	communication
G	preservation				

Questions 35–40

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

In boxes 35–40 on your answer sheet, write

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

35 One strength of *The Happiness Industry* is its discussion of the relationship between psychology and economics.

36 It is more difficult to measure some emotions than others.

37 Watson's ideas on behaviourism were supported by research on humans he carried out before 1915.

38 Watson's ideas have been most influential on governments outside America.

39 The need for happiness is linked to industrialisation.

40 A main aim of government should be to increase the happiness of the population.

WRITING

WRITING TASK 1

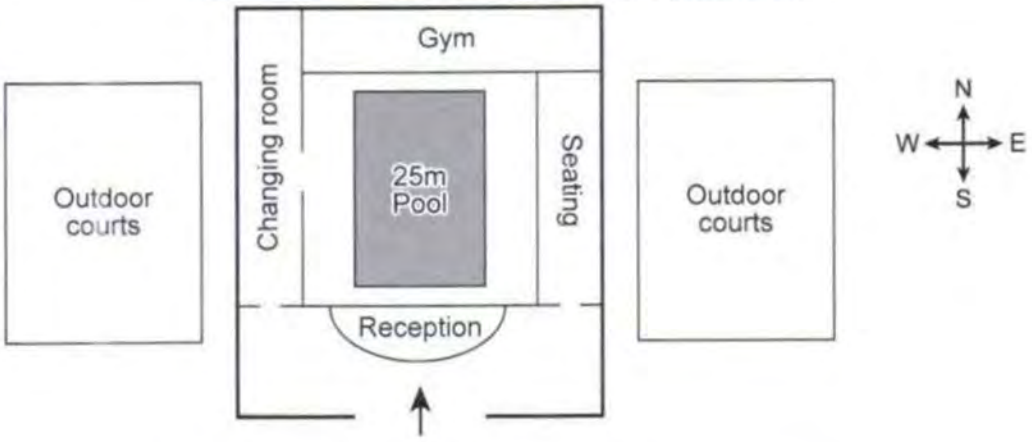
You should spend about 20 minutes on this task.

The plans below show the layout of a university's sports centre now, and how it will look after redevelopment.

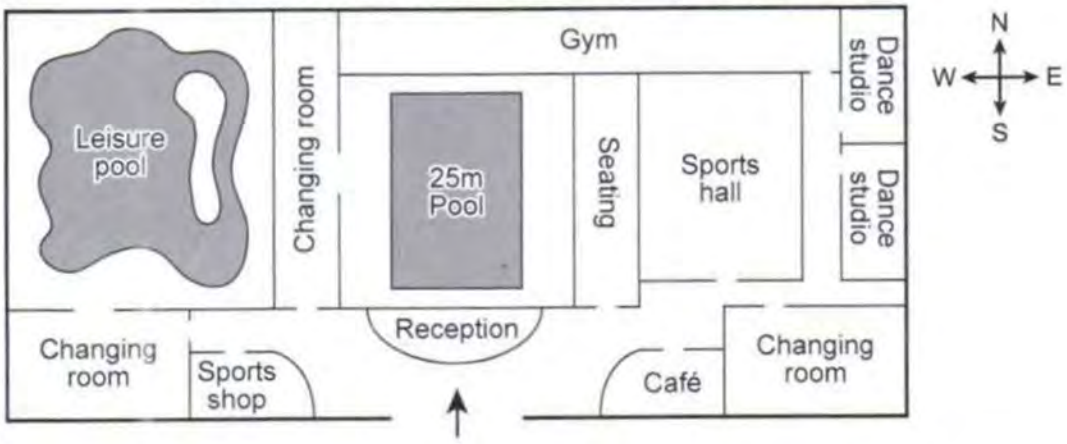
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

UNIVERSITY SPORTS CENTRE (present)



UNIVERSITY SPORTS CENTRE (future plans)



WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

> ***In spite of the advances made in agriculture, many people around the world still go hungry.***
>
> ***Why is this the case?***
>
> ***What can be done about this problem?***

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

Write at least 250 words.

SPEAKING

PART 1

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

EXAMPLE

Animals

- Are there many animals or birds where you live? [Why/Why not?]
- How often do you watch programmes or read articles about wild animals? [Why?]
- Have you ever been to a zoo or a wildlife park? [Why/Why not?]
- Would you like to have a job working with animals? [Why/Why not?]

PART 2

Describe a website you use that helps you a lot in your work or studies.

You should say:
what the website is
how often you use the website
what information the website gives you
and explain how your work or studies would change if this website didn't exist.

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

PART 3

Discussion topics:

The internet

Example questions:
Why do some people find the internet addictive?
What would the world be like without the internet?
Do you think that the way people use the internet may change in the future?

Social media websites

Example questions:
What are the ways that social media can be used for positive purposes?
Why do some individuals post highly negative comments about other people on social media?
Do you think that companies' main form of advertising will be via social media in the future?

Audioscripts

TEST 1

SECTION 1

OFFICIAL: Hello, Tourist Information Centre, Mike speaking, how can I help you?

WOMAN: Oh, hi. I wanted to find out about cookery classes. I believe there are some one-day classes for tourists?

OFFICIAL: Well, they're open to everyone, but tourists are always welcome. OK, let me give you some details of what's available. There are several classes. One very popular one is at the Food Studio. *Example*

WOMAN: OK.

OFFICIAL: They focus on seasonal products, and as well as teaching you how to cook them, they also show you how to choose them. *Q1*

WOMAN: Right, that sounds good. How big are the classes?

OFFICIAL: I'm not sure exactly, but they'll be quite small.

WOMAN: And could I get a private lesson there? *Q2*

OFFICIAL: I think so ... let me check, yes, they do offer those. Though in fact most of the people who attend the classes find it's a nice way of getting to know one another.

WOMAN: I suppose it must be, yes.

OFFICIAL: And this company has a special deal for clients where they offer a discount of 20 percent if you return for a further class. *Q3*

WOMAN: OK. But you said there were several classes?

OFFICIAL: That's right. Another one you might be interested in is Bond's Cookery School. They're quite new, they just opened six months ago, but I've heard good things about them. They concentrate on teaching you to prepare healthy food, and they have quite a lot of specialist staff. *Q4*

WOMAN: So is that food for people on a diet and things like that? I don't know if I'd be interested in that.

OFFICIAL: Well, I don't think they particularly focus on low calorie diets or weight loss. It's more to do with recipes that look at specific needs, like including ingredients that will help build up your bones and make them stronger, that sort of thing. *Q5*

WOMAN: I see. Well, I might be interested, I'm not sure. Do they have a website I could check?

OFFICIAL: Yes, just key in the name of the school – it'll come up. And if you want to know more about them, every Thursday evening they have a lecture at the school. *Q6* It's free and you don't need to book or anything, just turn up at 7.30. And that might give you an idea of whether you want to go to an actual class.

OFFICIAL: OK, there's one more place you might be interested in. That's got a rather strange name, it's called The Arretsa Centre – that's spelled A-R-R-E-T-S-A. *Q7*

WOMAN: OK.

OFFICIAL: They've got a very good reputation. They do a bit of meat and fish cookery but they mostly specialise in vegetarian dishes. *Q8*

WOMAN: Right. That's certainly an area I'd like to learn more about. I've got lots of friends who don't eat meat. In fact, I think I might have seen that school today. Is it just by the market? *Q9*