

# ACADEMIC MOCK TEST 1

## LISTENING TEST

### Part 1: Questions 1-4

Complete the notes below using **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

### NOTES ON SOCIAL PROGRAMME

Visit places which have:

- historical interest
- good (1)
- (2)

Cost: between £5.00 and £15.00 per person

Note: special trips organised for groups of (3)  people

Time: departure – 8.30 a.m. and return – 6.00 p.m.

To reserve a seat: sign name on the (4)  3 days in advance

### Questions 5-10

Complete the table given below.

WEEKEND TRIPS		
Place	Date	Optional Extra
St Ives	(5) .....	Hepworth Museum
London	16 <sup>th</sup> February	(6) .....
(7) .....	3 <sup>rd</sup> March	S.S. Great Britain
Salisbury	18 <sup>th</sup> March	Stonehenge
Bath	23 <sup>rd</sup> March	(8) .....
<b>For further information:</b> Read the (9) ..... or see Social Assistant Jane (10) .....		

(5)

(6)

(7)

(8)

(9)

(10)

## Part 2: Questions 11-15

Choose the correct letter A, B or C.

### Theatre trip to Munich

11. When the group meet at the airport they will have

- A. breakfast
- B. coffee
- C. lunch

12. The group will be met at Munich airport by

- A. an employee at the National Theatre
- B. a theatre manager
- C. a tour operator

13. How much will they pay per night for a double room at the hotel?

- A. 110 euros
- B. 120 euros
- C. 150 euros

14. What type of restaurant will they go to on Tuesday evening?

- A. an Italian restaurant
- B. a Lebanese restaurant
- C. a typical restaurant of the region

15. Who will they meet on Wednesday afternoon?

- A. an actor
- B. a playwright
- C. a theatre director

## Questions 16-20

What does the man say about the play on each of the following days? Choose **FIVE** answers from options given below.

### Comments

- A The playwright will be present
- B The play was written to celebrate an anniversary
- C The play will be performed inside historic building
- D The play will be accompanied by live music
- E The play will be performed outdoors
- F The play will be performed for the first time
- G The performance will be attended by officials from the town

### Days

16 Wednesday

17 Thursday

18 Friday

19 Saturday

20 Monday

## Part 3: Questions 21 and 22

Choose the correct letter, A, B or C.

21. In her home country, Kira had

- A completed a course
- B done two years of a course
- C found her course difficult

22. To succeed with assignments, Kira had to

- A read faster

**B** write faster

**C** change her way of thinking

**Questions 23-25**

Complete the sentences below. Write **ONE WORD ONLY** for each answer.

23. Kira says that lecturers are easier to  than those in her home country.

24. Paul suggests that Kira may be more  than when she was studying before.

25. Kira says that students want to discuss things that worry them or that  them very much.

**Questions 26-30**

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

26. How did the students do their practical sessions?

27. In the second semester how often did Kira work in a hospital?

28. How much full-time work did Kira do during the year?

29. Having completed the year, how does Kira feel?

30. In addition to the language, what do overseas students need to become familiar with?

**Part 4: Questions 31-40**

Complete the notes below. Write **ONE WORD ONLY** for each answer.

## THE EXTINCTION OF THE DODO BIRD

The dodo was a large flightless bird which used to inhabit the island of Mauritius.

### History

- 1507 – Portuguese ships transporting (31)  stopped at the island to collect food and water.
- 1638 – The Dutch established a (32)  on the island.
- They killed the dodo birds for their meat.
- The last one was killed in 1681.

### Description

- The only record we have is written descriptions and pictures (possibly unreliable).
- A Dutch painting suggests the dodo was very (33) .
- The only remaining soft tissue is a dried (34) .
- Recent studies of a dodo skeleton suggest the birds were capable of rapid (35) .
- It is thought they were able to use their small wings to maintain (36) .
- Their (37)  was of average size.
- Their sense of (38)  enabled them to find food.

### Reasons for extinction

- Hunting was probably not the main cause.
- Sailors brought dogs and monkeys.
- (39)  also escaped onto the island and ate the birds' eggs.
- The arrival of farming meant the (40)  was destroyed.

# READING

## READING PASSAGE- 1

### Attitudes to Language

It is not easy to be systematic and objective about language study. Popular linguistic debate regularly deteriorates into invective and polemic. Language belongs to everyone, so most people feel they have a right to hold an opinion about it. And when opinions differ, emotions can run high. Arguments can start as easily over minor points of usage as over major policies of linguistic education.

Language, moreover, is a very public behaviour, so it is easy for different usages to be noted and criticised. No part of society or social behaviour is exempt: linguistic factors influence how we judge personality, intelligence, social status, educational standards, job aptitude, and many other areas of identity and social survival. As a result, it is easy to hurt, and to be hurt, when language use is unfeelingly attacked.

In its most general sense, prescriptivism is the view that one variety of language has an inherently higher value than others, and that this ought to be imposed on the whole of the speech community. The view is propounded especially in relation to grammar and vocabulary, and frequently with reference to pronunciation. The variety which is favoured, in this account, is usually a version of the 'standard' written language, especially as encountered in literature, or in the formal spoken language which most closely reflects this style. Adherents to this variety are said to speak or write 'correctly'; deviations from it are said to be 'incorrect'!

All the main languages have been studied prescriptively, especially in the 18th century approach to the writing of grammars and dictionaries. The aims of these early grammarians were threefold: (a) they wanted to codify the principles of their languages, to show that there was a system beneath the apparent chaos of usage, (b) they wanted a means of settling disputes over usage, and (c) they wanted to point out what they felt to be common errors, in order to 'improve' the language. The authoritarian nature of the approach is best characterised by its reliance on 'rules' of grammar. Some usages are 'prescribed,' to be learnt and followed accurately; others are 'proscribed,' to be avoided. In this early period, there were no half-measures: usage was either right or wrong, and it was the task of the grammarian not simply to record alternatives, but to pronounce judgement upon them.

These attitudes are still with us, and they motivate a widespread concern that linguistic standards should be maintained. Nevertheless, there is an alternative point of view that is concerned less with standards than with the facts of linguistic usage. This approach is summarised in the statement that it is the task of the grammarian to describe, not prescribe to record the facts of linguistic diversity, and not to attempt the impossible tasks of evaluating language variation or halting language change. In the second half of the 18th century, we already find advocates of this view, such as Joseph Priestley, whose *Rudiments of English Grammar* (1761) insists that 'the custom of speaking is the original and only just standard of any language! Linguistic issues, it is argued, cannot be solved by logic and legislation. And this view has become the tenet of the modern linguistic approach to grammatical analysis.

In our own time, the opposition between 'descriptivists' and 'prescriptivists' has often become extreme, with both sides painting unreal pictures of the other. Descriptive grammarians have been presented as people who do not care about standards, because of the way they see all forms of usage as equally valid. Prescriptive grammarians have been presented as blind adherents to a historical tradition. The opposition has even been presented in quasi-political terms – of radical liberalism vs elitist conservatism.

### Question 1-8

Do the following statements agree with the claims of the writer in Reading Passage 1? In boxes 1-8 in 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

1 There are understandable reasons why arguments occur about language.

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

3 Our assessment of a person's intelligence is affected by the way he or she uses language.

4 Prescriptive grammar books cost a lot of money to buy in the 18th century.

5 Prescriptivism still exists today.

6 According to descriptivists it is pointless to try to stop language change.

7 Descriptivism only appeared after the 18th century.

8 Both descriptivists and prescriptivists have been misrepresented.

### Questions 9-12

Complete the summary using the list of words, A-I, below.

#### The language debate

According to (9) ..... there is only one correct form of language. Linguists who take this approach to language place great importance on grammatical (10) ..... Conversely, the view of (11) ....., such as Joseph Priestley, is that grammar should be based on (12) .....

- A descriptivists
- B language expert
- C popular speech
- D formal language
- E evaluation
- F rules
- G modern linguists
- H prescriptivists
- I change

### READING PASSAGE-2

#### THE IMPORTANCE OF CHILDREN'S PLAY

Brick by brick, six-year-old Alice is building a magical kingdom. Imagining fairy-tale turrets and fire-breathing dragons, wicked witches and gallant heroes, she's creating an enchanting world. Although she isn't aware of it, this fantasy is helping her take her first steps towards her capacity for creativity and so it will have important repercussions in her adult life.

Minutes later, Alice has abandoned the kingdom in favour of playing schools with her younger brother. When she bosses him around as his 'teacher', she's practising how to regulate her



emotions through pretence. Later on, when they tire of this and settle down with a board game, she's learning about the need to follow rules and take turns with a partner.

'Play in all its rich variety is one of the highest achievements of the human species,' says Dr David Whitebread from the Faculty of Education at the University of Cambridge, UK. 'It underpins how we develop as intellectual, problem-solving adults and is crucial to our success as a highly adaptable species.'

Recognising the importance of play is not new: over two millennia ago, the Greek philosopher Plato extolled its virtues as a means of developing skills for adult life, and ideas about play-based learning have been developing since the 19th century.

But we live in changing times, and Whitebread is mindful of a worldwide decline in play, pointing out that over half the people in the world now live in cities. 'The opportunities for free play, which I experienced almost every day of my childhood, are becoming increasingly scarce,' he says. Outdoor play is curtailed by perceptions of risk to do with traffic, as well as parent's increased wish to protect their children from being the victims of crime, and by the emphasis on 'earlier is better' which is leading to greater competition in academic learning and schools.

International bodies like the United Nations and the European Union have begun to develop policies concerned with children's right to play, and to consider implications for leisure facilities and educational programmes. But what they often lack is the evidence to base policies on.

'The type of play we are interested in is child-initiated, spontaneous and unpredictable – but, as soon as you ask a five-year-old "to play", then you as the researcher have intervened,' explains Dr Sara Baker. 'And we want to know what the long-term impact of play is. It's a real challenge.'

Dr Jenny Gibson agrees, pointing out that although some of the steps in the puzzle of how and why play is important have been looked at, there is very little data on the impact it has on the child's later life.

Now, thanks to the university's new Centre for Research on Play in Education, Development and Learning (PEDAL), Whitebread, Baker, Gibson and a team of researchers hope to provide evidence on the role played by play in how a child develops.

'A strong possibility is that play supports the early development of children's self-control,' explains Baker. 'This is our ability to develop awareness of our own thinking processes – it influences how effectively we go about undertaking challenging activities.'

In a study carried out by Baker with toddlers and young pre-schoolers, she found that children with greater self-control solved problems more quickly when exploring an unfamiliar set-up requiring scientific reasoning. 'This sort of evidence makes us think that giving children the chance to play will make them more successful problem-solvers in the long run.'

If playful experiences do facilitate this aspect of development, say the researchers, it could be extremely significant for educational practices, because the ability to self-regulate has been shown to be a key predictor of academic performance.

Gibson adds: 'Playful behaviour is also an important indicator of healthy social and emotional development. In my previous research, I investigated how observing children at play can give us important clues about their well-being and can even be useful in the diagnosis of neurodevelopmental disorders like autism.'

Whitebread's recent research has involved developing a play-based approach to supporting children's writing. 'Many primary school children find writing difficult, but we showed in a previous study that a playful stimulus was far more effective than an instructional one.' Children wrote longer and better-structured stories when they first played with dolls representing characters in the story. In the latest study, children first created their story with Lego, with similar results. 'Many teachers commented that they had always previously had children saying they didn't know what to write about. With the Lego building, however, not a single child said this through the whole year of the project.'

Whitebread, who directs PEDAL, trained as a primary school teacher in the early 1970s, when, as he describes, 'the teaching of young children was largely a quiet backwater, untroubled by any serious intellectual debate or controversy.' Now, the landscape is very different, with hotly debated topics such as school starting age.

'Somehow the importance of play has been lost in recent decades. It's regarded as something trivial, or even as something negative that contrasts with "work". Let's not lose sight of its benefits, and the fundamental contributions it makes to human achievements in the arts, sciences and technology. Let's make sure children have a rich diet of play experiences.'

### **Questions 13 – 20**

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

#### **Children's Play**

Uses of children's play

- building a magical kingdom may help develop (13) .....
- board games involve (14) .....and turn-taking

Recent changes affecting children’s play

- populations of (15) .....have grown
- opportunities for free play are limited due to
- fear of (16) .....
- fear of (17) .....
- increased (18) .....in schools

International policies on children’s play

- it is difficult to find (19) .....to support new policies
- research needs to study the impact of play on the rest of the child’s (20) .....

**Questions 21 – 25**

Do the following statements agree with the following information given in the Reading Passage? In the boxes 21-25 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

21. Children with good self-control are known to be likely to do well at school later on.
22. The way a child plays may provide information about possible medical problems.
23. Playing with dolls was found to benefit girls’ writing more than boys’ writing.
24. Children had problems thinking up ideas when they first created the story with Lego.
25. People nowadays regard children’s play as less significant than they did in the past.

## READING PASSAGE-3

### POPULATION MOVEMENT AND GENETICS

**A** Study of the origins and distribution of human populations used to be based on archaeological and fossil evidence. A number of techniques developed since the 1950s, however, have placed the study of these subjects on a sounder and more objective footing. The best information on early population movements is now being obtained from the 'archaeology of the living body', the clues to be found in genetic material.

**B** Recent work on the problem of when people first entered the Americas is an example of the value of these new techniques. North-east Asia and Siberia have long been accepted as the launching ground for the first human colonisers of the New World\*. But was there one major wave of migration across the Bering Strait into the Americas, or several? And when did this event, or events, take place? In recent years, new clues have come from research into genetics, including the distribution of genetic markers in modern Native Americans.

**C** An important project, led by the biological anthropologist Robert Williams, focused on the variants (called Gm allotypes) of one particular protein – immunoglobulin G — found in the fluid portion of human blood. All proteins 'drift', or produce variants, over the generations, and members of an interbreeding human population will share a set of such variants. Thus, by comparing the Gm allotypes of two different populations (e.g. two Indian tribes), one can establish their genetic 'distance', which itself can be calibrated to give an indication of the length of time since these populations last interbred.

**D** Williams and his colleagues sampled the blood of over 5,000 American Indians in western North America during a twenty- year period. They found that their Gm allotypes could be divided into two groups, one of which also corresponded to the genetic typing of Central and South American Indians. Other tests showed that the Inuit (or Eskimo) and Aleut formed a third group. From this evidence it was deduced that there had been three major waves of migration across the Bering Strait. The first, Paleo-Indian, wave more than 15,000 years ago was ancestral to all Central and South American Indians. The second wave, about 14000-12000 years ago, brought Na-Dene hunters, ancestors of the Navajo and Apache ( who only migrated south from Canada about 600 or 700 years ago). The third wave, perhaps 10,000 or 9,000 years ago, saw the migration from North-east Asia of groups ancestral to the modern Eskimo and Aleut.

**E** How far does other research support these conclusions? Geneticist Douglas Wallace has studied mitochondrial DNA in blood samples from three widely separated Native American groups: Pima-Papago Indians in Arizona, Maya Indians on the Yucatdn peninsula, Mexico, and Ticuna Indians in the Upper Amazon region of Brazil. As would have been predicted by Robert Williams's work, all three groups appear to be descended from the same ancestral (Paleo-Indian) population.

**F** There are two other kinds of research that have thrown some light on the origins of the Native American population; they involve the study of teeth and of languages. The biological anthropologist Christy Turner is an expert in the analysis of changing physical characteristics in human teeth. He argues that tooth crowns and roots have a high genetic component, minimally affected by environmental and other factors. Studies carried out by Turner of many thousands of New and Old-World specimens, both ancient and modern, suggest that the majority of prehistoric Americans are linked to Northern Asian populations by crown and root traits such as incisor<sup>6</sup> shoveling (a scooping out on one or both surfaces of the tooth), single-rooted upper first premolars<sup>6</sup> and triple-rooted lower first molars.

According to Turner, this ties in with the idea of a single Paleo-Indian migration out of North Asia, which he sets at before 14,000 years ago by calibrating rates of dental micro-evolution. Tooth analyses also suggest that there were two later migrations of Na-Denes and Eskimo- Aleut.

**G** The linguist Joseph Greenberg has, since the 1950s, argued that all Native American languages belong to a single 'Amerind' family, except for Na-Dene and Eskimo-Aleut – a view that gives credence to the idea of three main migrations. Greenberg is in a minority among fellow linguists, most of whom favour the notion of a great many waves of migration to account for the more than 1,000 languages spoken at one time by American Indians. But there is no doubt that the new genetic and dental evidence provides strong backing for Greenberg's view. Dates given for the migrations should nevertheless be treated with caution, except where supported by hard archaeological evidence.

### **Questions 26-32**

Reading Passage 3 has seven sections, A-G. Choose the correct headings for sections A-F from the list of headings below. Write the correct number, i-x, in boxes 26-32 on your answer sheet.

### **List of Headings**

- i The results of the research into blood-variants
- ii Dental evidence
- iii Greenberg's analysis of the dental and linguistic evidence
- iv Developments in the methods used to study early population movements
- v Indian migration from Canada to the U.S.A.
- vi Further genetic evidence relating to the three-wave theory
- vii Long-standing questions about prehistoric migration to America
- viii Conflicting views of the three-wave theory, based on non-genetic Evidence
- ix Questions about the causes of prehistoric migration to America
- x How analysis of blood-variants measures the closeness of the relationship between different populations

26 Passage A

27 Passage B

28 Passage C

29 Passage D

30 Passage E

31 Passage F

32 Passage G

**QUESTION 33 - 35**

The discussion of Williams's research indicates the periods at which early people are thought to have migrated along certain routes. There are six routes, A-F, marked on the map below.



Complete the form below. Write the correct letter A-F in boxes 33 to 35 on your answer sheet.

Route	Period (number of years ago)
(33) .....	9000 or more
(34) .....	15000 or more
(35) .....	600-700

**Questions 36-39**

Reading Passage 3 refers to the three-wave theory of early migration to the Americas. It also suggests in which of these three waves the ancestors of various groups of modern native Americans first reached the continent.

Classify the groups named in the table below as originating from

- A** the first wave
- B** the second wave
- C** the third wave

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

Name of Group	Wave Number
Inuit	(36) .....
Apache	(37) .....
Pima-Papago	(38) .....
Ticuna	(39) .....

**Question 40**

Choose the correct letter A, B, C or D. Write the correct letter in box 40 on your answer sheet.

**40. Christy Turner’s research involved the examination of**

- A** teeth from both prehistoric and modern Americans and Asians
- B** thousands of people who live in either the New or the Old World
- C** dental specimens from the majority of prehistoric Americans

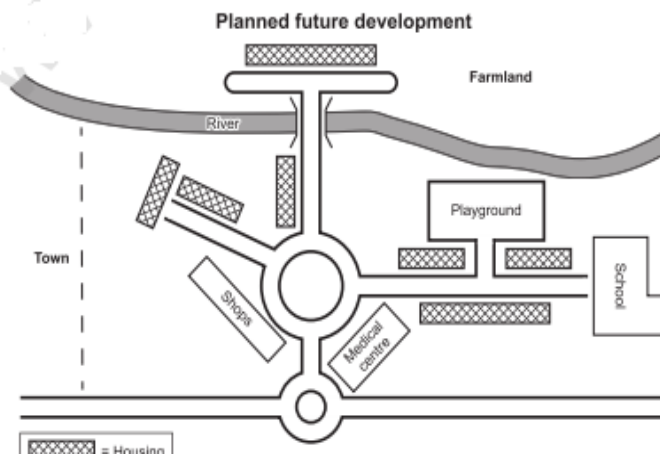
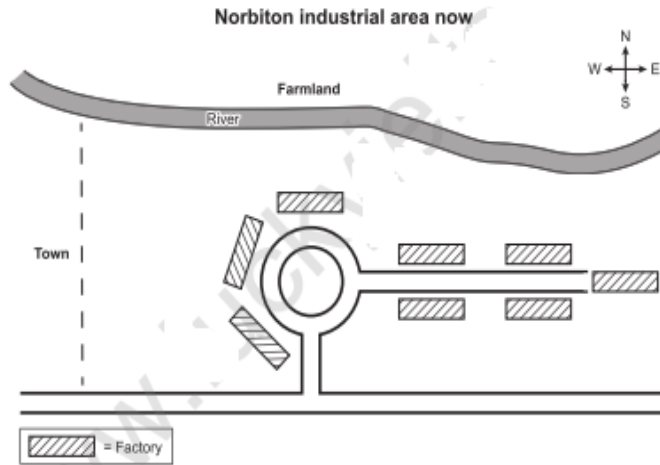
**D** the eating habits of American and Asian populations

40.



# WRITING

**Task 1:** The maps below show an industrial area in the town of Norbiton and planned future development of the site. Summarise the information by selecting and reporting the main features and make comparisons where relevant. Write at least 150 words.



**TASK 2:** Some say that the most important thing about being rich is that one has the opportunity to help others. To what extent do you agree or disagree?

Write at least 250 words.