

ACADEMIC MOCK TEST 2

LISTENING

PART-1

Questions 1-10

Complete the notes below. Write **NO MORE THAN ONE WORD OR A NUMBER** for each answer.

Events during Kenton Festival

Start date: 16th May

Opening ceremony (first day)

- In town centre, starting at (1)
- The mayor will make a speech
- A (2) will perform
- Performance of a (3) about Hele Tungate a (4)
- Evening fireworks display situated across the (5)

Other events

- Videos about relationships that children have with their (6)
- Venue: (7) House
- Performance of (8) dances
- Venue: the (9) market in the town centre
- Time: 2 and 5 pm every day except 1st day of festival
- Several professional concerts and one by children
- Venue: library
- Time: 6.30 pm on the 18th

- Tickets available online from festival box office and from shops which have the festival

(10) in their windows

PART-2

Questions 11-13

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

RIVERSIDE INDUSTRIAL VILLAGE

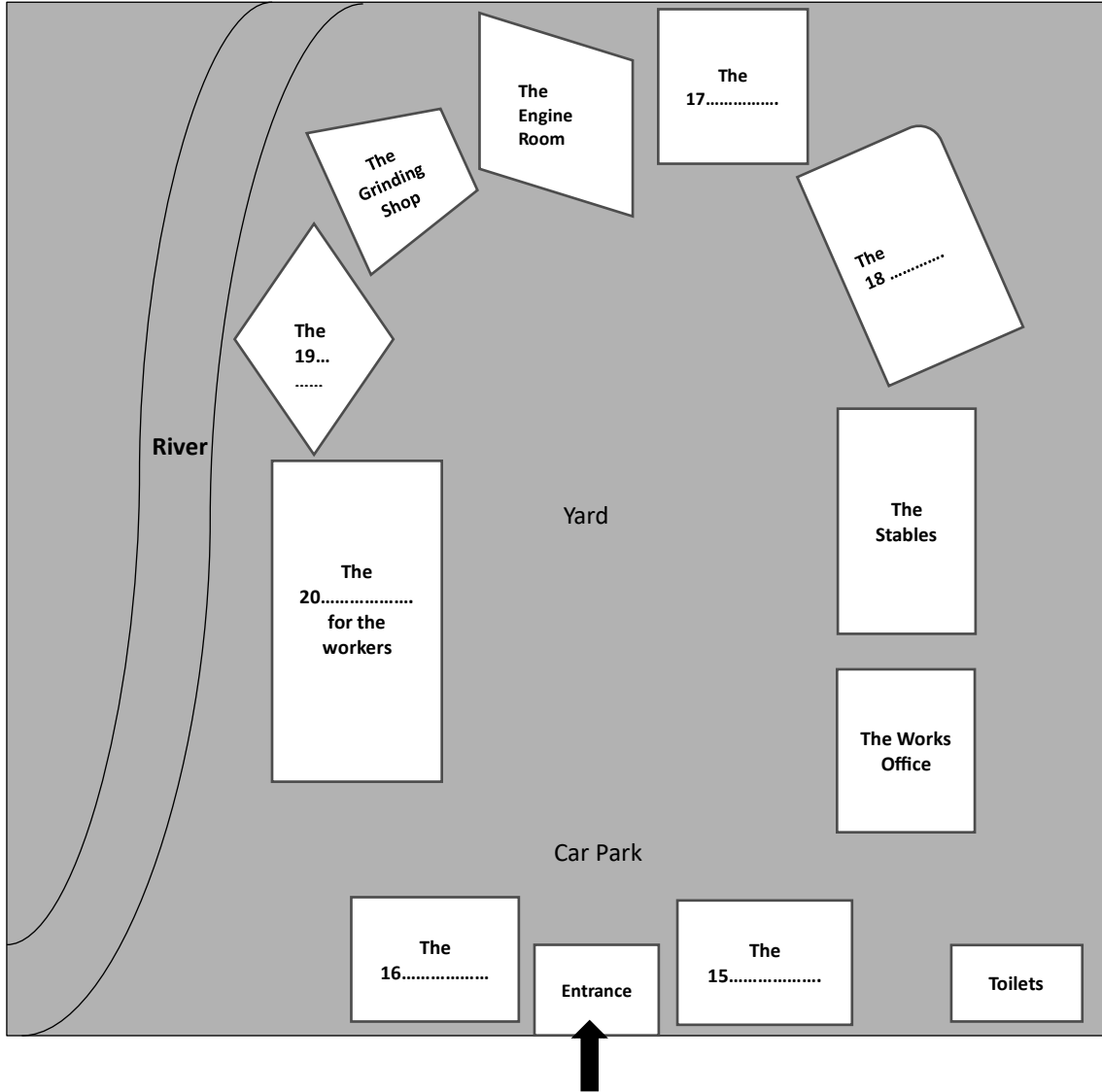
11. Riverside Village was a good place to start an industry because it had water, raw materials and fuels such as and

12. The metal industry was established at Riverside Village by who lived in the area.

13. There were over water-powered mills in the area in the eighteenth century.

Questions 14-20

Complete the plan below using **NO MORE THAN TWO WORDS** for each answer.



- 14.
- 15.
- 16.
- 17.

- 18.
- 19.
- 20.

PART-3

Questions 21 and 22

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

Which **TWO** benefits of city bike-sharing schemes do the students agree are the most important?

- A** reducing noise pollution
- B** reducing traffic congestion
- C** improving air quality
- D** encouraging health and fitness
- E** making cycling affordable

Questions 23 and 24

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

Which **TWO** things do the students think are necessary for successful bike-sharing schemes?

- A** Bikes should have a GPS system.
- B** The app should be easy to use.
- C** Public awareness should be raised.
- D** Only one scheme should be available.
- E** There should be a large network of cycle lanes.

21.

22.

23.

24.

Questions 25-30

What is the speakers' opinion of the bike-sharing schemes in each of the following cities?
Choose **SIX** answers from the box and write the correct letter, A-G, next to Questions 25-30.

Opinion of bike-sharing scheme

- A They agree it has been disappointing.
- B They think it should be cheaper.
- C They are surprised it has been so successful.
- D They agree that more investment is required.
- E They think the system has been well designed.
- F They disagree about the reasons for its success.
- G They think it has expanded too quickly.

Cities

- 25. Amsterdam
- 26. Dublin
- 27. London
- 28. Buenos Aires
- 29. New York
- 30. Sydney

PART-4

Questions 31-36

Choose the correct letter, A, B or C.

Wildlife in city gardens

31. What led the group to choose their topic?
- A They were concerned about the decline of one species
 - B They were interested in the effects of city growth
 - C They wanted to investigate a recent phenomenon

32. The exact proportion of land devoted to private gardens was confirmed by

A consulting some official documents

B taking large-scale photos

C discussions with town surveyors

33. The group asked garden owners to

A take part in formal interviews

B keep a record of animals they saw

C get in contact when they saw a rare species

34. The group made their observations in gardens

A which had a large number of animal species

B which they considered to be representative

C which had stable populations of rare animals

35. The group did extensive reading on

A wildlife problems in rural areas

B urban animal populations

C current gardening practices

36. The speaker focuses on three animal species because

A a lot of data has been obtained about them

B the group were most interested in them

C they best indicated general trends

31.

34.

32.

35.

33.

36.

Questions 37-40

Complete the table below. Write **ONE WORD ONLY**.

Animal	Reason for population increase in gardens	Comments
(37)	suitable stretches of water	massive increase in urban population
Hedgehogs	safe from (38) when in cities	easy to (39) them accurately
Song Thrushes	- a variety of (40)..... to eat - more nesting places available	large survey starting soon

37.

38.

39.

40.

READING

READING PASSAGE 1

Nature or Nurture?

A A few years ago, in one of the most fascinating and disturbing experiments in behavioural psychology, Stanley Milgram of Yale University tested 40 subjects from all walks of life for their willingness to obey instructions given by a 'leader' in a situation in which the subjects might feel a personal distaste for the actions they were called upon to perform. Specifically, Milgram told each volunteer 'teacher-subject' that the experiment was in the noble cause of education, and was designed to test whether or not punishing pupils for their mistakes would have a positive effect on the pupils' ability to learn.

B Milgram's experimental set-up involved placing the teacher-subject before a panel of thirty switches with labels ranging from '15 volts of electricity (slight shock)' to '450 volts (danger – severe shock)' in steps of 15 volts each. The teacher-subject was told that whenever the pupil gave the wrong answer to a question, a shock was to be administered, beginning at the lowest level and increasing in severity with each successive wrong answer. The supposed 'pupil' was in reality an actor hired by Milgram to simulate receiving the shocks by emitting a spectrum of groans, screams and writhings together with an assortment of statements and expletives denouncing both the experiment and the experimenter. Milgram told the teacher-subject to ignore the reactions of the pupil, and to administer whatever level of shock was called for, as per the rule governing the experimental situation of the moment.

C As the experiment unfolded, the pupil would deliberately give the wrong answers to questions posed by the teacher, thereby bringing on subject was still reluctant to proceed, Milgram said that it was important for the sake of the experiment that the procedure be followed through to the end. His final argument was, 'You have no other choice. You must go on.' What Milgram was trying to discover was the number of teacher- subjects who would be willing to administer the highest levels of shock, even in the face of strong personal and moral revulsion against the rules and conditions of the experiment.

D Prior to carrying out the experiment, Milgram explained his idea to a group of 39 psychiatrists and asked them to predict the average percentage of people in an ordinary population who would be willing to administer the highest shock level of 450 volts. The overwhelming consensus was that virtually all the out teacher-subjects would refuse to obey the experimenter. The psychiatrists felt that 'most subjects would not go beyond 150 volts' and they further anticipated that only four per cent would go up to 300 volts. Furthermore, they thought that only a lunatic fringe of about one in 1,000 would give the highest shock of 450 volts. Furthermore, they thought that only a lunatic cringe of about one in 1,000 would give the highest shock of 450 volts.

E What were the actual results? Well, over 60 per cent of the teacher-subjects continued to obey Milgram up to the 450-volt limit! In repetitions of the experiment in other countries, the percentage of obedient teacher-subjects was even higher, reaching 85 per cent in one country. How can we possibly account for this vast discrepancy between what calm, rational, knowledgeable people predict in the comfort of their study and what pressured, flustered, but cooperative teachers' actually do in the laboratory of real life?

F One's first inclination might be to argue that there must be some sort of built-in animal aggression instinct that was activated by the experiment, and that Milgram's teacher-subjects were just following a genetic need to discharge this pent-up primal urge onto the pupil by administering the electrical shock. A modern hard-core sociobiologist might even go so far as to claim that this aggressive instinct evolved as an advantageous trait, having been of survival value to our ancestors in their struggle against the hardships of life on the plains and in the caves, ultimately finding its way into our genetic make-up as a remnant of our ancient animal ways.

G An alternative to this notion of genetic programming is to see the teacher-subjects' actions as a result of the social environment under which the experiment was carried out. As Milgram himself pointed out, 'Most subjects in the experiment see their behaviour in a larger context that is benevolent and useful to society – the pursuit of scientific truth. The psychological laboratory has a strong claim to legitimacy and evokes trust and confidence in those who perform there. An action such as shocking a victim, which in isolation appears evil, acquires a completely different meaning when placed in this setting.'

H Thus, in this explanation the subject merges his unique personality and personal and moral code with that of larger institutional structures, surrendering individual properties like loyalty, self-sacrifice and discipline to the service of malevolent systems of authority.

I Here we have two radically different explanations for why so many teacher-subjects were willing to forgo their sense of personal responsibility for the sake of an institutional authority figure. The problem for biologists, psychologists and anthropologists is to sort which of these two polar explanations is more plausible. This, in essence, is the problem of modern sociobiology – to discover the degree to which hard-wired genetic programming dictates, or at least strongly biases, the interaction of animals and humans with their environment, that is, their behaviour. Put another way, sociobiology is concerned with elucidating the biological basis of all behaviour.

Questions 1-6

Reading Passage 1 has nine paragraphs, A-I. Which paragraph contains the following information? Write the correct letter A-I in boxes 1-6 on your answer sheet.

- 1 a biological explanation of the teacher-subjects' behaviour
- 2 the explanation Milgram gave the teacher-subjects for the experiment
- 3 the identity of the pupils
- 4 the expected statistical outcome
- 5 the general aim of sociobiological study
- 6 the way Milgram persuaded the teacher-subjects to continue

Questions 7-9

Choose the correct letter A,B,C or D. Write your answers in boxes 7-9 on your answer sheet.

7. The teacher-subjects were told that they were testing whether
- A a 450-volt shock was dangerous
 - B punishment helps learning
 - C the pupils were honest
 - D they were suited to teaching
8. The teacher-subjects were instructed to
- A stop when a pupil asked them to
 - B denounce pupils who made mistakes
 - C reduce the shock level after a correct answer
 - D give punishment according to a rule
9. Before the experiment took place the psychiatrists
- A believed that a shock of 150 volts was too dangerous
 - B failed to agree on how the teacher-subjects would respond to instructions
 - C underestimated the teacher-subjects' willingness to comply with experimental procedure
 - D thought that many of the teacher-subjects would administer a shock of 450 volts

7.

8.

9.

Questions 10-13

Do the following statements agree with the information given in Reading Passage 1? In boxes 10-13 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

10 Several of the subjects were psychology students at Yale University.

11 Some people may believe that the teacher-subjects' behaviour could be explained as a positive survival mechanism.

12 In a sociological explanation, personal values are more powerful than authority.

13 Milgram's experiment solves an important question in sociobiology.

READING PASSAGE 2

The Step Pyramid of Djoser

A The pyramids are the most famous monuments of ancient Egypt and still hold enormous interest for people in the present day. These grand, impressive tributes to the memory of the Egyptian kings have become linked with the country even though other cultures, such as the Chinese and Mayan, also built pyramids. The evolution of the pyramid form has been written and argued about for centuries. However, there is no question that, as far as Egypt is concerned, it began with one monument to one king designed by one brilliant architect: the Step Pyramid of Djoser at Saqqara.

B Djoser was the first king of the Third Dynasty of Egypt and the first to build in stone. Prior to Djoser's reign, tombs were rectangular monuments made of dried clay brick, which covered underground passages where the deceased person was buried. For reasons which remain unclear, Djoser's main official, whose name was Imhotep, conceived of building a taller, more impressive tomb for his king by stacking stone slabs on top of one another, progressively

making them smaller, to form the shape now known as the Step Pyramid. Djoser is thought to have reigned for 19 years, but some historians and scholars attribute a much longer time for his rule, owing to the number and size of the monuments he built.

C The Step Pyramid has been thoroughly examined and investigated over the last century, and it is now known that the building process went through many different stages. Historian Marc Van de Mieroop comments on this, writing ‘Much experimentation was involved, which is especially clear in the construction of the pyramid in the center of the complex. It had several plans ... before it became the first Step Pyramid in history, piling six levels on top of one another ... The weight of the enormous mass was a challenge for the builders, who placed the stones at an inward incline in order to prevent the monument breaking up.’

D When finally completed, the Step Pyramid rose 62 meters high and was the tallest structure of its time. The complex in which it was built was the size of a city in ancient Egypt and included a temple, courtyards, shrines, and living quarters for the priests. It covered a region of 16 hectares and was surrounded by a wall 10.5 meters high. The wall had 13 false doors cut into it with only one true entrance cut into the south-east corner; the entire wall was then ringed by a trench 750 meters long and 40 meters wide. The false doors and the trench were incorporated into the complex to discourage unwanted visitors. If someone wished to enter, he or she would have needed to know in advance how to find the location of the true opening in the wall. Djoser was so proud of his accomplishment that he broke the tradition of having only his own name on the monument and had Imhotep’s name carved on it as well.

E The burial chamber of the tomb, where the king’s body was laid to rest, was dug beneath the base of the pyramid, surrounded by a vast maze of long tunnels that had rooms off them to discourage robbers. One of the most mysterious discoveries found inside the pyramid was a large number of stone vessels. Over 40,000 of these vessels, of various forms and shapes, were discovered in storerooms off the pyramid’s underground passages. They are inscribed with the names of rulers from the First and Second Dynasties of Egypt and made from different kinds of stone. There is no agreement among scholars and archaeologists on why the vessels were placed in the tomb of Djoser or what they were supposed to represent. The archaeologist Jean-Philippe Lauer, who excavated most of the pyramid and complex, believes they were originally stored and then given a ‘proper burial’ by Djoser in his pyramid to honor his predecessors. There are other historians, however, who claim the vessels were dumped into the shafts as yet another attempt to prevent grave robbers from getting to the king’s burial chamber.

F Unfortunately, all of the precautions and intricate design of the underground network did not prevent ancient robbers from finding a way in. Djoser’s grave goods, and even his body, were stolen at some point in the past and all archaeologists found were a small number of his valuables overlooked by the thieves. There was enough left throughout the pyramid and its complex, however, to astonish and amaze the archaeologists who excavated it.

G Egyptologist Miroslav Verner writes, ‘Few monuments hold a place in human history as significant as that of the Step Pyramid in Saqqara. It can be said without exaggeration that this

pyramid complex constitutes a milestone in the evolution of monumental stone architecture in Egypt and in the world as a whole.' The Step Pyramid was a revolutionary advance in architecture and became the archetype which all the other great pyramid builders of Egypt would follow.

Questions 14-20

Reading Passage 2 has seven paragraphs, A-G. Choose the correct heading for each paragraph from the list of headings below. Write the correct number, i-ix, in boxes 14-20 on your answer sheet.

List of Headings

- i The areas and artefacts within the pyramid itself
- ii A difficult task for those involved
- iii A king who saved his people
- iv A single certainty among other less definite facts
- v An overview of the external buildings and areas
- vi A pyramid design that others copied
- vii An idea for changing the design of burial structures
- viii An incredible experience despite the few remains
- ix The answers to some unexpected questions

14. Paragraph A

15. Paragraph B

16. Paragraph C

17. Paragraph D

18. Paragraph E

19. Paragraph F

20. Paragraph G

Questions 21-24

Complete the notes below. Choose **ONE WORD ONLY** from the passage for each answer. Write your answers in boxes 21-24 on your answer sheet.

The Step Pyramid of Djoser

The complex that includes the Step Pyramid and its surroundings is considered to be as big as an Egyptian (21) of the past. The area outside the pyramid included accommodation that was occupied by (22), along with many other buildings and features. A wall ran around the outside of the complex and a number of false entrances were built into this. In addition, a long (23) encircled the wall. As a result, any visitors who had not been invited were cleverly prevented from entering the pyramid grounds unless they knew the (24) of the real entrance.

21.

23.

22.

24.

Questions 25-26

Choose **TWO** letters, A-E. Write the correct letters in boxes 25 and 26 on your answer sheet.

Which **TWO** of the following points does the writer make about King Djoser?

- A** Initially he had to be persuaded to build in stone rather than clay.
- B** There is disagreement concerning the length of his reign.
- C** He failed to appreciate Imhotep's part in the design of the Step Pyramid.
- D** A few of his possessions were still in his tomb when archaeologists found it.
- E** He criticized the design and construction of other pyramids in Egypt.

25.

26.

READING PASSAGE 3

Stepwells

During the sixth and seventh centuries, the inhabitants of the modern-day states of Gujarat and Rajasthan in north-western India developed a method of gaining access to clean, fresh groundwater during the dry season for drinking, bathing, watering animals and irrigation. However, the significance of this invention – the stepwell – goes beyond its utilitarian application.

Unique to this region, stepwells are often architecturally complex and vary widely in size and shape. During their heyday, they were places of gathering, of leisure and relaxation and of worship for villagers of all but the lowest classes. Most stepwells are found dotted round the desert areas of Gujarat (where they are called vav) and Rajasthan (where they are called baori), while a few also survive in Delhi. Some were located in or near villages as public spaces for the community; others were positioned beside roads as resting places for travellers.

As their name suggests, stepwells comprise a series of stone steps descending from ground level to the water source (normally an underground aquifer) as it recedes following the rains. When the water level was high, the user needed only to descend a few steps to reach it; when it was low, several levels would have to be negotiated.

Some wells are vast, open craters with hundreds of steps paving each sloping side, often in tiers. Others are more elaborate, with long stepped passages leading to the water via several storeys. Built from stone and supported by pillars, they also included pavilions that sheltered visitors from the relentless heat. But perhaps the most impressive features are the intricate decorative sculptures that embellish many stepwells, showing activities from fighting and dancing to everyday acts such as women combing their hair or churning butter.

Down the centuries, thousands of wells were constructed throughout northwestern India, but the majority have now fallen into disuse; many are derelict and dry, as groundwater has been diverted for industrial use and the wells no longer reach the water table. Their condition hasn't been helped by recent dry spells: southern Rajasthan suffered an eight-year drought between 1996 and 2004.

However, some important sites in Gujarat have recently undergone major restoration, and the state government announced in June last year that it plans to restore the stepwells throughout the state.

In Patan, the state's ancient capital, the stepwell of Rani Ki Vav (Queen's Stepwell) is perhaps the finest current example. It was built by Queen Udayamati during the late 11th century, but became silted up following a flood during the 13th century. But the Archaeological Survey of India began restoring it in the 1960s, and today it is in pristine condition. At 65 metres long, 20

metres wide and 27 metres deep, Rani Ki Vav features 500 sculptures carved into niches throughout the monument. Incredibly, in January 2001, this ancient structure survived an earthquake that measured 7.6 on the Richter scale.

Another example is the Surya Kund in Modhera, northern Gujarat, next to the Sun Temple, built by King Bhima I in 1026 to honour the sun god Surya. It actually resembles a tank (kund means reservoir or pond) rather than a well, but displays the hallmarks of stepwell architecture, including four sides of steps that descend to the bottom in a stunning geometrical formation. The terraces house 108 small, intricately carved shrines between the sets of steps.

Rajasthan also has a wealth of wells. The ancient city of Bundi, 200 kilometres south of Jaipur, is renowned for its architecture, including its stepwells. One of the larger examples is Raniji Ki Baori, which was built by the queen of the region, Nathavatji, in 1699. At 46 metres deep, 20 metres wide and 40 metres long, the intricately carved monument is one of 21 baoris commissioned in the Bundi area by Nathavatji.

In the old ruined town of Abhaneri, about 95 kilometres east of Jaipur, is Chand Baori, one of India's oldest and deepest wells; aesthetically it's perhaps one of the most dramatic. Built in around 850 AD next to the temple of Harshat Mata, the baori comprises hundreds of zigzagging steps that run along three of its sides, steeply descending 11 storeys, resulting in a striking pattern when seen from afar. On the fourth side, verandas which are supported by ornate pillars to overlook the steps.

Still in public use is Neemrana Ki Baori, located just off the Jaipur-Delhi highway. Constructed in around 1700, it is nine storeys deep, with the last two being underwater. At ground level, there are 86 colonnaded openings from where the visitor descends 170 steps to the deepest water source.

Today, following years of neglect, many of these monuments to medieval engineering have been saved by the Archaeological Survey of India, which has recognised the importance of preserving them as part of the country's rich history. Tourists flock to wells in far-flung corners of northwestern India to gaze in wonder at these architectural marvels from hundreds of years ago, which serve as a reminder of both the ingenuity and artistry of ancient civilisations and of the value of water to human existence.

Questions 27-32

Do the following statements agree with the information given in Reading Passage 3 ? In boxes 27-32 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

27. Examples of ancient stepwells can be found all over the world.

28. Stepwells had a range of functions, in addition to those related to water collection.

29. The few existing stepwells in Delhi are more attractive than those found elsewhere.

30. It took workers many years to build the stone steps characteristic of stepwells.

31. The number of steps above the water level in a stepwell altered during the course of a year.

32. Medieval engineering has saved Archaeological Survey of India following years of neglect.

Questions 33-35

Answer the questions below. Choose **ONE WORD ONLY** from the passage.

33. Which part of some stepwells provided shade for people?

34. What type of serious climatic event, which took part in southern Rajasthan is mentioned in the article?

35. Who are frequent visitors to stepwells nowadays?

Questions 36-40

Complete the table below. Choose **ONE WORD OR A NUMBER** from the passage.

STEPWELL	DATE	FEATURES	OTHER NOTES
Rani ki vav	late 11 th century	as many as 500 sculpture decorate the monument	restored in the 1960s, excellent condition despite the (36) _____ of 2001
Surya kund	1026	steps on the (37) _____ produce a geometrical pattern	looks more like a (38) _____ than a well

Rani ki baori	1699	intricately carved monument	one of 21 baoris in the area commissioned by Queen Nathavatji
Chand baori	850 AD	steps taking you down 11 storeys to the bottom	old deep and very dramatic, has (39) _____ which provide a view of the steps
Neemrana ki baori	1700	has two (40) _____ levels	used by public today

36.

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WRITING

Task 1: The table below gives information about the underground railway systems in six cities. Summarise the information by selecting and reporting the main features and make comparisons where relevant. Write at least 150 words.

Underground Railway Systems

City	Date opened	Kilometers of route	Passengers per year (in millions)
London	1863	394	775
Paris	1900	199	1191
Tokyo	1927	155	1927
Washington DC	1976	126	144
Kyoto	1981	11	45
Los Angeles	2001	28	50

Task 2: It is important for people to take risks, both in their professional lives and their personal lives. Do you think the advantages of taking risks outweigh the disadvantages? Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write at least 250 words.