

Test 6

LISTENING

SECTION 1 Questions 1–10

Complete the notes below.

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

ACCOMMODATION FORM: RENTAL PROPERTIES

Example

Answer

Name:

Jane *Ryder*

Contact phone number:

1 (0044)

Email address:

2 richard@..... co.uk

Occupation:

a local **3**

Type of accommodation:

a 2-bedroom apartment wanted (must have its own

4)

no **5** required (family bringing theirs)

a **6** in the kitchen is preferable

Preferred location:

near a **7**

Maximum rent:

8 per month

Other requests:

the accommodation has to be **9** in the daytime

How did you first hear about us?

through a **10**

SECTION 2 Questions 11–20

Questions 11–15

Complete the sentences below.

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

The police officer suggests neighbours give each other their **11**

Neighbours should discuss what to do if there's any kind of **12**

It's a good idea to leave on the **13**

Think carefully about where you put any **14**

It's a good idea to buy good-quality **15**

Questions 16–20

Which crime prevention measure is proposed for each area affected by crime?

Choose **FIVE** answers from the box and write the correct letter, **A–G**, next to Questions 16–20.

Proposed crime prevention measures

- A** install more lighting
- B** have more police officers on patrol
- C** remove surrounding vegetation
- D** contact local police
- E** fix damage quickly
- F** change road design
- G** use security cameras

Areas affected by crime

- 16** skate park
- 17** local primary schools
- 18** Abbotsford Street
- 19** shops on Victoria Street
- 20** supermarket car park

SECTION 3 Questions 21–30

Questions 21–26

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

Presentation on the problems and potential of biofuels

- 21 Mike suggests they begin their presentation by
- A** explaining what kind of harm is caused by fossil fuels.
 - B** pointing out that biofuels were in use before fossil fuels.
 - C** ensuring students know the difference between fossil fuels and biofuels.
- 22 Karina doesn't want to discuss the production of ethanol because
- A** other students will already be familiar with the process.
 - B** there will not be time to cover more important information.
 - C** they may not provide an accurate description.
- 23 Which source of biofuel do the students agree is least environmentally friendly?
- A** sugar cane
 - B** corn
 - C** canola
- 24 What is the main problem facing the development of the biofuel industry in the USA?
- A** inadequate infrastructure for transporting ethanol
 - B** not enough farmers growing biofuel crops
 - C** little government support of biofuel development
- 25 Karina doubts that sugar cane production in Brazil will
- A** lead to the loss of wildlife habitats.
 - B** create a large number of jobs in the biofuel sector.
 - C** continue to provide enough energy for the country's needs.
- 26 Karina and Mike conclude that in order to increase the use of biofuels
- A** the price of fossil fuels must go up.
 - B** more machinery must be adapted to use them.
 - C** production methods must be more energy-efficient.

Questions 27–30

Answer the questions below.

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

What **TWO** biofuel-related problems do Mike and Karina decide to focus on in the last section of their presentation?

- 27
- 28

Which two sources of biofuel do Mike and Karina say are being tried out?

- 29
- algae
- 30

SECTION 4 Questions 31–40

Questions 31–34

Complete the summary below.

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

The 'weak-tie' theory: how friends-of-friends influence us

In 1973, Mark Granovetter claimed that the influence of 'weak-ties' can affect the behaviour of populations in the fields of information science, politics and **31** Although friends-of-friends may be unlike us, they have similar enough **32** to have a beneficial effect on our lives. An example of this influence is when we hear about **33** because information about them is provided by weak-ties. Since Granovetter proposed his theory, other studies have shown that weak-tie networks also benefit our **34**

Questions 35 and 36

Choose **TWO** letters, **A–E**.

Which does the speaker believe are **TWO** real benefits of online social networking?

- A people can gain higher self-esteem
- B people can access useful medical information
- C people can form relationships more quickly
- D people can improve academic performance
- E people can be reliably informed about current affairs

Questions 37 and 38

Choose **TWO** letters, **A–E**.

Which **TWO** problems related to online social networking will increase, according to the speaker?

- A criminal activity
- B poorer grades at school
- C a decline in physical fitness
- D less work done by employees
- E loss of career prospects

Questions 39 and 40

Choose **TWO** letters, **A–E**.

Which **TWO** claims are made by Robin Dunbar about social networking sites?

- A They are not helpful for developing certain social skills.
- B They cannot fully reveal a person's real character.
- C They are not a good starting point for building new relationships.
- D They do not encourage people to widen their social circle.
- E They will not retain their popularity with the young generation.

READING

READING PASSAGE 1

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

Questions 1–6

Reading Passage 1 has six paragraphs, **A–F**.

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number, **i–ix**, in boxes 1–6 on your answer sheet.

List of Headings

- i** A business-model approach to education
- ii** The reforms that improved education in Finland
- iii** Educational challenges of the future
- iv** Ways in which equality is maintained in the Finnish education system
- v** The benefits of the introduction of testing
- vi** An approach that helped a young learner
- vii** Statistical proof of education success
- viii** Support for families working and living in Finland
- ix** The impact of the education system on Finland's economy

- 1 Paragraph A
- 2 Paragraph B
- 3 Paragraph C
- 4 Paragraph D
- 5 Paragraph E
- 6 Paragraph F

Why Are Finland's Schools Successful?

The country's achievements in education have other nations doing their homework

- A** At Kirkkojarvi Comprehensive School in Espoo, a suburb west of Helsinki, Kari Louhivuori, the school's principal, decided to try something extreme by Finnish standards. One of his sixth-grade students, a recent immigrant, was falling behind, resisting his teacher's best efforts. So he decided to hold the boy back a year. Standards in the country have vastly improved in reading, math and science literacy over the past decade, in large part because its teachers are trusted to do whatever it takes to turn young lives around. 'I took Besart on that year as my private student,' explains Louhivuori. When he was not studying science, geography and math, Besart was seated next to Louhivuori's desk, taking books from a tall stack, slowly reading one, then another, then devouring them by the dozens. By the end of the year, he had conquered his adopted country's vowel-rich language and arrived at the realization that he could, in fact, *learn*.
- B** This tale of a single rescued child hints at some of the reasons for Finland's amazing record of education success. The transformation of its education system began some 40 years ago but teachers had little idea it had been so successful until 2000. In this year, the first results from the Programme for International Student Assessment (PISA), a standardized test given to 15-year-olds in more than 40 global venues, revealed Finnish youth to be the best at reading in the world. Three years later, they led in math. By 2006, Finland was first out of the 57 nations that participate in science. In the latest PISA scores, the nation came second in science, third in reading and sixth in math among nearly half a million students worldwide.
- C** In the United States, government officials have attempted to improve standards by introducing marketplace competition into public schools. In recent years, a group of Wall Street financiers and philanthropists such as Bill Gates have put money behind private-sector ideas, such as charter schools, which have doubled in number in the past decade. President Obama, too, apparently thought competition was the answer. One policy invited states to compete for federal dollars using tests and other methods to measure teachers, a philosophy that would not be welcome in Finland. 'I think, in fact, teachers would tear off their shirts,' said Timo Heikkinen, a Helsinki principal with 24 years of teaching experience. 'If you only measure the statistics, you miss the human aspect.'
- D** There are no compulsory standardized tests in Finland, apart from one exam at the end of students' senior year in high school. There is no competition between students, schools or regions. Finland's schools are publicly funded. The people in the government agencies running them, from national officials to local authorities, are educators rather than business people or politicians. Every school has the same national goals and draws from the same pool of university-trained educators. The result is that a Finnish child has a good chance of getting the same quality education no matter whether he or she lives in a rural village or a university town.
- E** It's almost unheard of for a child to show up hungry to school. Finland provides three years of maternity leave and subsidized day care to parents, and preschool for all five-year-olds, where the emphasis is on socializing. In addition, the state subsidizes parents, paying them around 150 euros per month for every child until he or she turns 17. Schools provide food, counseling and taxi service if needed. Health care is even free for students taking degree courses.
- F** Finland's schools were not always a wonder. For the first half of the twentieth century, only the privileged got a quality education. But in 1963, the Finnish Parliament made the bold decision to choose public education as the best means of driving the economy forward and out of recession. Public schools were organized into one system of comprehensive schools for ages 7 through 16. Teachers from all over the nation contributed to a national curriculum that provided guidelines, not prescriptions, for them to refer to. Besides Finnish and Swedish (the country's second official language), children started learning a third language (English is a favorite) usually beginning at age nine. The equal distribution of equipment was next, meaning that all teachers had their fair share of teaching resources to aid learning. As the comprehensive schools improved, so did the upper secondary schools (grades 10 through 12). The second critical decision came in 1979, when it was required that every teacher gain a fifth-year Master's degree in theory and practice, paid for by the state. From then on, teachers were effectively granted equal status with doctors and lawyers. Applicants began flooding teaching programs, not because the salaries were so high but because autonomous decision-making and respect made the job desirable. And as Louhivuori explains, 'We have our own motivation to succeed because we love the work.'

Test 6

Questions 7–13

Complete the notes below.

Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.

Write your answers in boxes 7–13 on your answer sheet.

The school system in Finland

PISA tests

- In the most recent tests, Finland's top subject was **7**

History

1963:

- A new school system was needed to improve Finland's **8**
- Schools followed **9** that were created partly by teachers.
- Young pupils had to study an additional **10**
- All teachers were given the same **11** to use.

1979:

- Teachers had to get a **12** but they did not have to pay for this.
- Applicants were attracted to the **13** that teaching received.

READING PASSAGE 3

You should spend about 20 minutes on **Questions 31–40**, which are based on Reading Passage 3 below.

The Swiffer

For a fascinating tale about creativity, look at a cleaning product called the *Swiffer* and how it came about, urges writer Jonah Lehrer. In the story of the *Swiffer*, he argues, we have the key elements in producing breakthrough ideas: frustration, moments of insight and sheer hard work. The story starts with a multinational company which had invented products for keeping homes spotless, and couldn't come up with better ways to clean floors, so it hired designers to watch how people cleaned. Frustrated after hundreds of hours of observation, they one day noticed a woman do with a paper towel what people do all the time: wipe something up and throw it away. An idea popped into lead designer Harry West's head: the solution to their problem was a floor mop with a disposable cleaning surface. Mountains of prototypes and years of teamwork later, they unveiled the *Swiffer*, which quickly became a commercial success.

Lehrer, the author of *Imagine*, a new book that seeks to explain how creativity works, says this study of the imagination started from a desire to understand what happens in the brain at the moment of sudden insight. 'But the book definitely spiraled out of control,' Lehrer says. 'When you talk to creative people, they'll tell you about the 'eureka'* moment, but when you press them they also talk about the hard work that comes afterwards, so I realised I needed to write about that, too. And then I realised I couldn't just look at creativity from the perspective of the brain, because it's also about the culture and context, about the group and the team and the way we collaborate.'

When it comes to the mysterious process by which inspiration comes into your head as if from nowhere, Lehrer says modern neuroscience has produced a 'first draft' explanation of what is happening in the brain. He writes of how burnt-out American singer Bob Dylan decided to walk away from his musical career in 1965 and escape to a cabin in the woods, only to be overcome by a desire to write. Apparently '*Like a Rolling Stone*' suddenly flowed from his pen. 'It's like a ghost is writing a song,' Dylan has reportedly said. 'It gives you the song and it goes away.' But it's no ghost, according to Lehrer.

Instead, the right hemisphere of the brain is assembling connections between past influences and making something entirely new. Neuroscientists have roughly charted this process by mapping the brains of people doing word puzzles solved by making sense of remotely connecting information. For instance, subjects are given three words – such as 'age', 'mile' and 'sand' – and asked to come up with a single word that can precede or follow each of them to form a compound word. (It happens to be 'stone'.) Using brain-imaging equipment, researchers discovered that when people get the answer in an apparent flash of insight, a small fold of tissue called the anterior superior temporal gyrus suddenly lights up just beforehand. This stays silent when the word puzzle is solved through careful analysis. Lehrer says that this area of the brain lights up only after we've hit the wall on a problem. Then the brain starts hunting through the 'filing cabinets of the right hemisphere' to make the connections that produce the right answer.

Studies have demonstrated it's possible to predict a moment of insight up to eight seconds before it arrives. The predictive signal is a steady rhythm of alpha waves emanating from the brain's right hemisphere, which are closely associated with relaxing activities. 'When our minds are at ease – when those alpha waves are rippling through the brain – we're more likely to direct the spotlight of attention towards that stream of remote associations emanating from the right hemisphere,' Lehrer writes. 'In contrast, when we are diligently focused, our attention tends to be towards the details of the problems we are trying to solve.' In other words, then we are less likely to make those vital associations. So, heading out for a walk or lying down are important phases of the creative process, and smart companies know this. Some now have a policy of encouraging staff to take time out during the day and spend time on things that at first glance are unproductive (like playing a PC game), but day-dreaming has been shown to be positively correlated with problem-solving. However, to be more imaginative, says Lehrer, it's also crucial to collaborate with people from a wide range of backgrounds because if colleagues are too socially intimate, creativity is stifled.

Creativity, it seems, thrives on serendipity. American entrepreneur Steve Jobs believed so. Lehrer describes how at Pixar Animation, Jobs designed the entire workplace to maximise the chance of strangers bumping into each other, striking up conversations and learning from one another. He also points to a study of 766 business graduates who had gone on to own their own companies. Those with the greatest diversity of acquaintances enjoyed far more success. Lehrer says he has taken all this on board, and despite his inherent shyness, when he's sitting next to strangers on a plane or at a conference, forces himself to initiate conversations. As for predictions that the rise of the Internet would make the need for shared working space obsolete, Lehrer says research shows the opposite has occurred; when people meet face-to-face, the level of creativity increases. This is why the kind of place we live in is so important to innovation. According to theoretical physicist Geoffrey West, when corporate institutions get bigger, they often become less receptive to change. Cities, however, allow our ingenuity to grow by pulling huge numbers of different people together, who then exchange ideas. Working from the comfort of our homes may be convenient, therefore, but it seems we need the company of others to achieve our finest 'eureka' moments.

Glossary

Eureka: In ancient Greek, the meaning was 'I have found!'. Now it can be used when people suddenly find the solution to a difficult problem and want to celebrate.

Questions 27–30

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

Write the correct letter in boxes 27–30 on your answer sheet.

- 27** What are we told about the product called a 'Swiffer'?
- A** Its designers had little experience working with household objects.
 - B** Once the idea for it was conceived, it did not take long to develop.
 - C** It achieved profits beyond the manufacturer's expectations.
 - D** Its design was inspired by a common housework habit.
- 28** When Jonah Lehrer began writing his book,
- A** he had not intended to focus on creativity.
 - B** he ended up revising his plans for the content.
 - C** he was working in a highly creative environment.
 - D** he was driven by his own experience of the 'eureka' moment.
- 29** Lehrer refers to the singer Bob Dylan in order to
- A** illustrate how ideas seem spontaneous.
 - B** exemplify ways in which we might limit our inventiveness.
 - C** contrast different approaches to stimulating the imagination.
 - D** propose particular approaches to regaining lost creativity.
- 30** What did neuroscientists discover from the word puzzle experiment?
- A** Memories are easier to retrieve when they are more meaningful.
 - B** An analytical approach to problem-solving is not necessarily effective.
 - C** One part of the brain only becomes active when a connection is made suddenly.
 - D** Creative people tend to take a more instinctive approach to solving language problems.

Questions 31–34

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

Write the correct letter, **A–G**, in boxes 31–34 on your answer sheet.

- 31 Scientists know a moment of insight is coming
- 32 Mental connections are much harder to make
- 33 Some companies require their employees to stop working
- 34 A team will function more successfully

- A** when people are not too familiar with one another.
- B** because there is greater activity in the right side of the brain.
- C** if people are concentrating on the specifics of a problem.
- D** so they can increase the possibility of finding answers.
- E** when people lack the experience required for problem-solving.
- F** when the brain shows strong signs of distraction.
- G** when both hemispheres of the brain show activity.

Questions 35–39

Complete the notes below.

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

Write your answers in boxes 35–39 on your answer sheet.

How other people influence our creativity

- Steve Jobs
 - made changes to the **35** to encourage interaction at Pixar.
- Lehrer
 - company owners must have a wide range of **36** to do well.
 - it's important to start **37** with new people
 - the **38** has not replaced the need for physical contact.
- Geoffrey West
 - living in **39** encourages creativity.

Question 40

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

Write the correct letter in box 40 on your answer sheet.

40 Which of the following is the most suitable title for Reading Passage 3?

- A** Understanding what drives our moments of inspiration
- B** Challenging traditional theories of human creativity
- C** Creative solutions for enhancing professional relationships
- D** How the future is shaped by innovative ideas and inspired people

WRITING

WRITING TASK 1

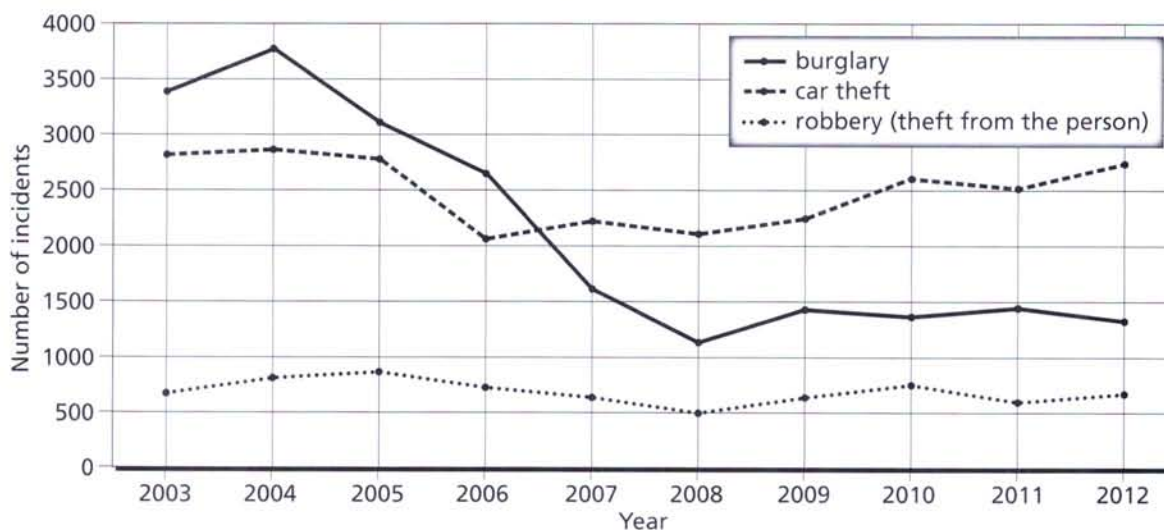
You should spend about 20 minutes on this task.

The chart below shows the changes that took place in three different areas of crime in Newport city centre from 2003–2012.

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

Write at least 150 words.

The changing rates of crime in the inner city from 2003–2012



WRITING TASK 2

You should spend about 40 minutes on this task.

In the past, when students did a university degree, they tended to study in their own country.

Nowadays, they have more opportunity to study abroad.

What are the advantages and disadvantages of this development?

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

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

Write at least 250 words.

SPEAKING

PART 1

Your country

- Do most people live in houses or apartments in your country?
- What do people usually do in their free time in your country?
- What do you enjoy most about living in your country?
- Would you say that your country is a good place to visit? [Why?]

Food

- What is your favourite meal?
- Do you prefer to eat out or eat at home? [Why?]
- Are there any traditional meals that you would recommend? [Why?]
- How have people's eating habits changed in your country?

PART 2

Candidate task card:

Describe a television programme that you watch.

You should say:

**which kind of television programme it is
what usually happens in the television programme
why you enjoy watching the television programme
and explain why you would recommend the television
programme to other people.**

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

The role of advertising on television

- How do you feel about the amount of advertising on television?
- In what ways has television advertising changed in the last ten years?
- To what extent are people influenced by the advertising they see on television?

The effect of films on society

- Why do people still enjoy going to the cinema to watch a film?
- What sort of influence can films have on people?
- Should film-makers be responsible for the impact their films can have on people?