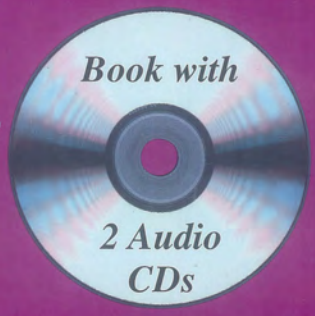

CAMBRIDGE

OFFICIAL EXAMINATION PAPERS FROM

UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

IELTS 8

WITH ANSWERS

原装正版真题
中国唯一版本

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Contents

Introduction

The International English Language Testing System (IELTS) is widely recognised as a reliable means of assessing the language ability of candidates who need to study or work where English is the language of communication. These Practice Tests are designed to give future IELTS candidates an idea of whether their English is at the required level.

IELTS is owned by three partners, the University of Cambridge ESOL Examinations, the British Council and IDP Education Pty Limited (through its subsidiary company, IELTS Australia Pty Limited). Further information on IELTS can be found on the IELTS website (www.ielts.org).

WHAT IS THE TEST FORMAT?

IELTS consists of six components. All candidates take the same Listening and Speaking tests. There is a choice of Reading and Writing tests according to whether a candidate is taking the Academic or General Training module.

Academic	**General Training**
For candidates wishing to study at undergraduate or postgraduate levels, and for those seeking professional registration.	For candidates wishing to migrate to an English-speaking country (Australia, Canada, New Zealand, UK), and for those wishing to train or study at below degree level.

The test components are taken in the following order:

Listening
4 sections, 40 items
approximately 30 minutes

Academic Reading 3 sections, 40 items 60 minutes	or	**General Training Reading** 3 sections, 40 items 60 minutes
Academic Writing 2 tasks 60 minutes	or	**General Training Writing** 2 tasks 60 minutes

Speaking
11 to 14 minutes

Total Test Time
2 hours 44 minutes

Listening

This test consists of four sections, each with ten questions. The first two sections are concerned with social needs. The first section is a conversation between two speakers and the second section is a monologue. The final two sections are concerned with situations related to educational or training contexts. The third section is a conversation between up to four people and the fourth section is a monologue.

A variety of question types is used, including: multiple choice, matching, plan/map/diagram labelling, form completion, note completion, table completion, flow-chart completion, summary completion, sentence completion, short-answer questions.

Candidates hear the recording once only and answer the questions as they listen. Ten minutes are allowed at the end for candidates to transfer their answers to the answer sheet.

Academic Reading

This test consists of three sections with 40 questions. There are three texts, which are taken from journals, books, magazines and newspapers. The texts are on topics of general interest. At least one text contains detailed logical argument.

A variety of question types is used, including: multiple choice, identifying information (True/False/Not Given), identifying writer's views/claims (Yes/No/Not Given), matching information, matching headings, matching features, matching sentence endings, sentence completion, summary completion, note completion, table completion, flow-chart completion, diagram label completion, short-answer questions.

General Training Reading

This test consists of three sections with 40 questions. The texts are taken from notices, advertisements, leaflets, newspapers, instruction manuals, books and magazines. The first section contains texts relevant to basic linguistic survival in English, with tasks mainly concerned with providing factual information. The second section focuses on the work context and involves texts of more complex language. The third section involves reading more extended texts, with a more complex structure, but with the emphasis on descriptive and instructive rather than argumentative texts.

A variety of question types is used, including: multiple choice, identifying information (True/False/Not Given), identifying writer's views/claims (Yes/No/Not Given), matching information, matching headings, matching features, matching sentence endings, sentence completion, summary completion, note completion, table completion, flow-chart completion, diagram label completion, short-answer questions.

Academic Writing

This test consists of two tasks. It is suggested that candidates spend about 20 minutes on Task 1, which requires them to write at least 150 words, and 40 minutes on Task 2, which requires them to write at least 250 words. Task 2 contributes twice as much as Task 1 to the Writing score.

Task 1 requires candidates to look at a diagram or some data (graph, table or chart) and to present the information in their own words. They are assessed on their ability to organise, present and possibly compare data, describe the stages of a process, describe an object or event, or explain how something works.

In Task 2 candidates are presented with a point of view, argument or problem. They are assessed on their ability to present a solution to the problem, present and justify an opinion, compare and contrast evidence and opinions, and evaluate and challenge ideas, evidence or arguments.

Candidates are also assessed on their ability to write in an appropriate style.

General Training Writing

This test consists of two tasks. It is suggested that candidates spend about 20 minutes on Task 1, which requires them to write at least 150 words, and 40 minutes on Task 2, which requires them to write at least 250 words. Task 2 contributes twice as much as Task 1 to the Writing score.

In Task 1 candidates are asked to respond to a given situation with a letter requesting information or explaining the situation. They are assessed on their ability to engage in personal correspondence, elicit and provide general factual information, express needs, wants, likes and dislikes, express opinions, complaints, etc.

In Task 2 candidates are presented with a point of view, argument or problem. They are assessed on their ability to provide general factual information, outline a problem and present a solution, present and justify an opinion, and evaluate and challenge ideas, evidence or arguments.

Candidates are also assessed on their ability to write in an appropriate style.

More information on assessing both the Academic and General Training Writing tests, including Writing Band Descriptors (public version), is available on the IELTS website.

Speaking

This test takes between 11 and 14 minutes and is conducted by a trained examiner. There are three parts:

Part 1

The candidate and the examiner introduce themselves. Candidates then answer general questions about themselves, their home/family, their job/studies, their interests and a wide range of similar familiar topic areas. This part lasts between four and five minutes.

Part 2

The candidate is given a task card with prompts and is asked to talk on a particular topic. The candidate has one minute to prepare and they can make some notes if they wish, before speaking for between one and two minutes. The examiner then asks one or two questions on the same topic.

Part 3

The examiner and the candidate engage in a discussion of more abstract issues which are thematically linked to the topic in Part 2. The discussion lasts between four and five minutes.

The Speaking test assesses whether candidates can communicate effectively in English. The assessment takes into account Fluency and Coherence, Lexical Resource, Grammatical

Range and Accuracy, and Pronunciation. More information on assessing the Speaking test, including Speaking Band Descriptors (public version), is available on the IELTS website.

HOW IS IELTS SCORED?

IELTS results are reported on a nine-band scale. In addition to the score for overall language ability, IELTS provides a score in the form of a profile for each of the four skills (Listening, Reading, Writing and Speaking). These scores are also reported on a nine-band scale. All scores are recorded on the Test Report Form along with details of the candidate's nationality, first language and date of birth. Each Overall Band Score corresponds to a descriptive statement which gives a summary of the English language ability of a candidate classified at that level. The nine bands and their descriptive statements are as follows:

9 ***Expert User*** – *Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.*

8 ***Very Good User*** – *Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.*

7 ***Good User*** – *Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.*

6 ***Competent User*** – *Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.*

5 ***Modest User*** – *Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.*

4 ***Limited User*** – *Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.*

3 ***Extremely Limited User*** – *Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.*

2 ***Intermittent User*** – *No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.*

1 ***Non User*** – *Essentially has no ability to use the language beyond possibly a few isolated words.*

0 ***Did not attempt the test*** – *No assessable information provided.*

Most universities and colleges in the United Kingdom, Australia, New Zealand, Canada and the USA accept an IELTS Overall Band Score of 6.0 – 7.0 for entry to academic programmes.

MARKING THE PRACTICE TESTS

Listening and Reading

The Answer Keys are on pages 152–161.
Each question in the Listening and Reading tests is worth one mark.

Questions which require letter / Roman numeral answers

- For questions where the answers are letters or Roman numerals, you should write *only* the number of answers required. For example, if the answer is a single letter or numeral you should write only one answer. If you have written more letters or numerals than are required, the answer must be marked wrong.

Questions which require answers in the form of words or numbers

- Answers may be written in upper or lower case.
- Words in brackets are *optional* – they are correct, but not necessary.
- Alternative answers are separated by a slash (/).
- If you are asked to write an answer using a certain number of words and/or (a) number(s), you will be penalised if you exceed this. For example, if a question specifies an answer using NO MORE THAN THREE WORDS and the correct answer is 'black leather coat', the answer 'coat of black leather' is *incorrect.*
- In questions where you are expected to complete a gap, you should transfer only the necessary missing word(s) onto the answer sheet. For example, to complete 'in the ...', and the correct answer is 'morning', the answer 'in the morning' would be *incorrect.*
- All answers require correct spelling (including words in brackets).
- Both US and UK spelling are acceptable and are included in the Answer Key.
- All standard alternatives for numbers, dates and currencies are acceptable.
- All standard abbreviations are acceptable.
- You will find additional notes about individual answers in the Answer Key.

Writing

The model and sample answers are on pages 162–173. It is not possible for you to give yourself a mark for the Writing tasks. For Task 2 in Tests 1 and 3, and Task 1 in Tests 2 and 4, and for Task 1 in General Training Test A and Task 2 in General Training Test B, we have provided model answers (written by an examiner). It is important to note that these show just one way of completing the task, out of many possible approaches. For Task 1 in Tests 1 and 3, and Task 2 in Tests 2 and 4, and for Task 2 in General Training Test A and Task 1 in General Training Test B, we have provided sample answers (written by candidates), showing their score and the examiner's comments. These model answers and sample answers will give you an insight into what is required for the Writing test.

HOW SHOULD YOU INTERPRET YOUR SCORES?

At the end of each Listening and Reading Answer key you will find a chart which will help you assess whether, on the basis of your Practice Test results, you are ready to take the IELTS test.

In interpreting your score, there are a number of points you should bear in mind. Your performance in the real IELTS test will be reported in two ways: there will be a Band Score from 1 to 9 for each of the components and an Overall Band Score from 1 to 9, which is the average of your scores in the four components. However, institutions considering your application are advised to look at both the Overall Band Score and the Bands for each component in order to determine whether you have the language skills needed for a particular course of study. For example, if your course has a lot of reading and writing, but no lectures, listening skills might be less important and a score of 5 in Listening might be acceptable if the Overall Band Score was 7. However, for a course which has lots of lectures and spoken instructions, a score of 5 in Listening might be unacceptable even though the Overall Band Score was 7.

Once you have marked your tests you should have some idea of whether your listening and reading skills are good enough for you to try the IELTS test. If you did well enough in one component but not in others, you will have to decide for yourself whether you are ready to take the test.

The Practice Tests have been checked to ensure that they are of approximately the same level of difficulty as the real IELTS test. However, we cannot guarantee that your score in the Practice Tests will be reflected in the real IELTS test. The Practice Tests can only give you an idea of your possible future performance and it is ultimately up to you to make decisions based on your score.

Different institutions accept different IELTS scores for different types of courses. We have based our recommendations on the average scores which the majority of institutions accept. The institution to which you are applying may, of course, require a higher or lower score than most other institutions.

Further information

For more information about IELTS or any other University of Cambridge ESOL examination, write to:

University of Cambridge ESOL Examinations
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Cambridge
CB1 2EU
United Kingdom

Telephone: +44 1223 553355
Fax: +44 1223 460278
email: esolhelpdesk@cambridgeesol.org
http://www.cambridgeesol.org
http://www.ielts.org

Test 1

LISTENING

SECTION 1 *Questions 1–10*

Questions 1 and 2

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

Example

In the library George found

A a book.
B a brochure.
C a newspaper.

1 In the lobby of the library George saw

A a group playing music.
B a display of instruments.
C a video about the festival.

2 George wants to sit at the back so they can

A see well.
B hear clearly.
C pay less.

Questions 3–10

Complete the form below.

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

SUMMER MUSIC FESTIVAL
BOOKING FORM

NAME: George O'Neill

ADDRESS: **3** ....., Westsea

POSTCODE: **4** .....

TELEPHONE: **5** .....

Date	Event	Price per ticket	No. of tickets
5 June	Instrumental group – *Guitarrini*	£7.50	2
17 June	Singer (price includes **6** ..... in the garden)	£6	2
22 June	**7** ..... (Anna Ventura)	£7.00	1
23 June	Spanish Dance & Guitar Concert	**8** £	**9** .....

NB Children / Students / Senior Citizens have **10** ..... discount on all tickets.

SECTION 2 *Questions 11–20*

Questions 11–15

Complete the sentences below.

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

The Dinosaur Museum

11 The museum closes at ..... p.m. on Mondays.

12 The museum is not open on ..... .

13 School groups are met by tour guides in the ..... .

14 The whole visit takes 90 minutes, including ..... minutes for the guided tour.

15 There are ..... behind the museum where students can have lunch.

Questions 16–18

*Choose **THREE** letters, **A–G**.*

Which **THREE** things can students have with them in the museum?

A food
B water
C cameras
D books
E bags
F pens
G worksheets

Questions 19 and 20

*Choose **TWO** letters, **A–E**.*

Which **TWO** activities can students do after the tour at present?

A build model dinosaurs
B watch films
C draw dinosaurs
D find dinosaur eggs
E play computer games

SECTION 3 *Questions 21–30*

Questions 21–24

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

Field Trip Proposal

21 The tutor thinks that Sandra's proposal

- **A** should be re-ordered in some parts.
- **B** needs a contents page.
- **C** ought to include more information.

22 The proposal would be easier to follow if Sandra

- **A** inserted subheadings.
- **B** used more paragraphs.
- **C** shortened her sentences.

23 What was the problem with the formatting on Sandra's proposal?

- **A** Separate points were not clearly identified.
- **B** The headings were not always clear.
- **C** Page numbering was not used in an appropriate way.

24 Sandra became interested in visiting the Navajo National Park through

- **A** articles she read.
- **B** movies she saw as a child.
- **C** photographs she found on the internet.

Questions 25–27

*Choose **THREE** letters, **A–G**.*

Which **THREE** topics does Sandra agree to include in the proposal?

A climate change
B field trip activities
C geographical features
D impact of tourism
E myths and legends
F plant and animal life
G social history

Questions 28–30

Complete the sentences below.

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

28 The tribal park covers ..... hectares.

29 Sandra suggests that they share the ..... for transport.

30 She says they could also explore the local ..... .

SECTION 4 *Questions 31–40*

Complete the notes below.

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

Geography

Studying geography helps us to understand:

- the effects of different processes on the **31** ..... of the Earth
- the dynamic between **32** ..... and population

Two main branches of study:

- physical features
- human lifestyles and their **33** .....

Specific study areas: biophysical, topographic, political, social, economic, historical and **34** ..... geography, and also cartography

Key point: geography helps us to understand our surroundings and the associated **35** .....

What do geographers do?

- find data – e.g. conduct censuses, collect information in the form of **36** ..... using computer and satellite technology
- analyse data – identify **37** ....., e.g. cause and effect

- publish findings in form of:

  a) maps

  - easy to carry
  - can show physical features of large and small areas
  - BUT a two-dimensional map will always have some **38** .....

  b) aerial photos

  - can show vegetation problems, **39** ..... density, ocean floor etc.

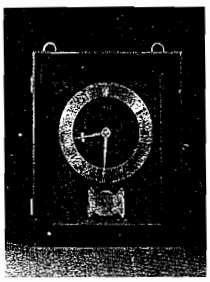
  c) Landsat pictures sent to receiving stations

  - used for monitoring **40** ..... conditions etc.

READING

READING PASSAGE 1

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



A Chronicle of Timekeeping

Our conception of time depends on the way we measure it

A According to archaeological evidence, at least 5,000 years ago, and long before the advent of the Roman Empire, the Babylonians began to measure time, introducing calendars to co-ordinate communal activities, to plan the shipment of goods and, in particular, to regulate planting and harvesting. They based their calendars on three natural cycles: the solar day, marked by the successive periods of light and darkness as the earth rotates on its axis; the lunar month, following the phases of the moon as it orbits the earth; and the solar year, defined by the changing seasons that accompany our planet's revolution around the sun.

B Before the invention of artificial light, the moon had greater social impact. And, for those living near the equator in particular, its waxing and waning was more conspicuous than the passing of the seasons. Hence, the calendars that were developed at the lower latitudes were influenced more by the lunar cycle than by the solar year. In more northern climes, however, where seasonal agriculture was practised, the solar year became more crucial. As the Roman Empire expanded northward, it organised its activity chart for the most part around the solar year.

C Centuries before the Roman Empire, the Egyptians had formulated a municipal calendar having 12 months of 30 days, with five days added to approximate the solar year. Each period of ten days was marked by the appearance of special groups of stars called decans. At the rise of the star Sirius just before sunrise, which occurred around the all-important annual flooding of the Nile, 12 decans could be seen spanning the heavens. The cosmic significance the Egyptians placed in the 12 decans led them to develop a system in which each interval of darkness (and later, each interval of daylight) was divided into a dozen equal parts. These periods became known as temporal hours because their duration varied according to the changing length of days and nights with the passing of the seasons. Summer hours were long, winter ones short; only at the spring and autumn equinoxes

were the hours of daylight and darkness equal. Temporal hours, which were first adopted by the Greeks and then the Romans, who disseminated them through Europe, remained in use for more than 2,500 years.

D In order to track temporal hours during the day, inventors created sundials, which indicate time by the length or direction of the sun's shadow. The sundial's counterpart, the water clock, was designed to measure temporal hours at night. One of the first water clocks was a basin with a small hole near the bottom through which the water dripped out. The falling water level denoted the passing hour as it dipped below hour lines inscribed on the inner surface. Although these devices performed satisfactorily around the Mediterranean, they could not always be depended on in the cloudy and often freezing weather of northern Europe.

E The advent of the mechanical clock meant that although it could be adjusted to maintain temporal hours, it was naturally suited to keeping equal ones. With these, however, arose the question of when to begin counting, and so, in the early 14th century, a number of systems evolved. The schemes that divided the day into 24 equal parts varied according to the start of the count: Italian hours began at sunset, Babylonian hours at sunrise, astronomical hours at midday and 'great clock' hours, used for some large public clocks in Germany, at midnight. Eventually these were superseded by 'small clock', or French, hours, which split the day into two 12-hour periods commencing at midnight.

F The earliest recorded weight-driven mechanical clock was built in 1283 in Bedfordshire in England. The revolutionary aspect of this new timekeeper was neither the descending weight that provided its motive force nor the gear wheels (which had been around for at least 1,300 years) that transferred the power; it was the part called the escapement. In the early 1400s came the invention of the coiled spring or fusee which maintained constant force to the gear wheels of the timekeeper despite the changing tension of its mainspring. By the 16th century, a pendulum clock had been devised, but the pendulum swung in a large arc and thus was not very efficient.

G To address this, a variation on the original escapement was invented in 1670, in England. It was called the anchor escapement, which was a lever-based device shaped like a ship's anchor. The motion of a pendulum rocks this device so that it catches and then releases each tooth of the escape wheel, in turn allowing it to turn a precise amount. Unlike the original form used in early pendulum clocks, the anchor escapement permitted the pendulum to travel in a very small arc. Moreover, this invention allowed the use of a long pendulum which could beat once a second and thus led to the development of a new floor-standing case design, which became known as the grandfather clock.

H Today, highly accurate timekeeping instruments set the beat for most electronic devices. Nearly all computers contain a quartz-crystal clock to regulate their operation. Moreover, not only do time signals beamed down from Global Positioning System satellites calibrate the functions of precision navigation equipment, they do so as well for mobile phones, instant stock-trading systems and nationwide power-distribution grids. So integral have these time-based technologies become to day-to-day existence that our dependency on them is recognised only when they fail to work.

Questions 1–4

Reading Passage 1 has eight paragraphs, **A–H**.

Which paragraph contains the following information?

*Write the correct letter, **A–H**, in boxes 1–4 on your answer sheet.*

1 a description of an early timekeeping invention affected by cold temperatures

2 an explanation of the importance of geography in the development of the calendar in farming communities

3 a description of the origins of the pendulum clock

4 details of the simultaneous efforts of different societies to calculate time using uniform hours

Questions 5–8

Look at the following events (Questions 5–8) and the list of nationalities below.

*Match each event with the correct nationality, **A–F**.*

*Write the correct letter, **A–F**, in boxes 5–8 on your answer sheet.*

5 They devised a civil calendar in which the months were equal in length.

6 They divided the day into two equal halves.

7 They developed a new cabinet shape for a type of timekeeper.

8 They created a calendar to organise public events and work schedules.

List of Nationalities

A Babylonians
B Egyptians
C Greeks
D English
E Germans
F French

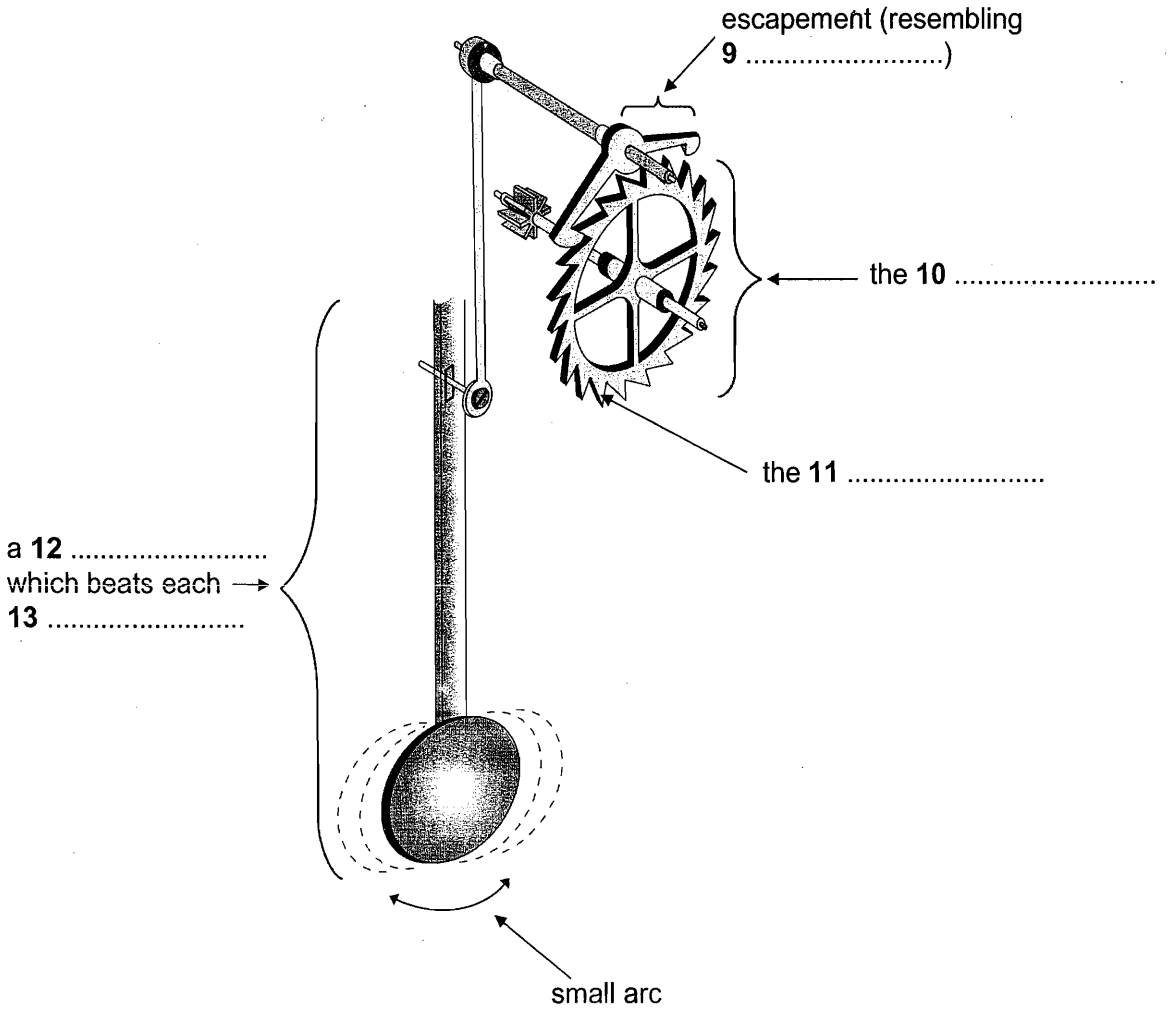
Questions 9–13

Label the diagram below.

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

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

How the 1670 lever-based device worked



READING PASSAGE 2

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

Questions 14–19

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

*Choose the correct heading for paragraphs **A** and **C–G** from the list below.*

*Write the correct number, **i–x**, in boxes 14–19 on your answer sheet.*

List of Headings

i	Disobeying FAA regulations
ii	Aviation disaster prompts action
iii	Two coincidental developments
iv	Setting altitude zones
v	An oversimplified view
vi	Controlling pilots' licences
vii	Defining airspace categories
viii	Setting rules to weather conditions
ix	Taking off safely
x	First steps towards ATC

14 Paragraph **A**

Example	*Answer*
Paragraph **B**	**x**

15 Paragraph **C**

16 Paragraph **D**

17 Paragraph **E**

18 Paragraph **F**

19 Paragraph **G**

AIR TRAFFIC CONTROL IN THE USA

A An accident that occurred in the skies over the Grand Canyon in 1956 resulted in the establishment of the Federal Aviation Administration (FAA) to regulate and oversee the operation of aircraft in the skies over the United States, which were becoming quite congested. The resulting structure of air traffic control has greatly increased the safety of flight in the United States, and similar air traffic control procedures are also in place over much of the rest of the world.

B Rudimentary air traffic control (ATC) existed well before the Grand Canyon disaster. As early as the 1920s, the earliest air traffic controllers manually guided aircraft in the vicinity of the airports, using lights and flags, while beacons and flashing lights were placed along cross-country routes to establish the earliest airways. However, this purely visual system was useless in bad weather, and, by the 1930s, radio communication was coming into use for ATC. The first region to have something approximating today's ATC was New York City, with other major metropolitan areas following soon after.

C In the 1940s, ATC centres could and did take advantage of the newly developed radar and improved radio communication brought about by the Second World War, but the system remained rudimentary. It was only after the creation of the FAA that full-scale regulation of America's airspace took place, and this was fortuitous, for the advent of the jet engine suddenly resulted in a large number of very fast planes, reducing pilots' margin of error and practically demanding some set of rules to keep everyone well separated and operating safely in the air.

D Many people think that ATC consists of a row of controllers sitting in front of their radar screens at the nation's airports, telling arriving and departing traffic what to do. This is a very incomplete part of the picture. The FAA realised that the airspace over the United States would at any time have many different kinds of planes, flying for many different purposes, in a variety of weather conditions, and the same kind of structure was needed to accommodate all of them.

E To meet this challenge, the following elements were put into effect. First, ATC extends over virtually the entire United States. In general, from 365m above the ground and higher, the entire country is blanketed by controlled airspace. In certain areas, mainly near airports, controlled airspace extends down to 215m above the ground, and, in the immediate vicinity of an airport, all the way down to the surface. Controlled airspace is that airspace in which FAA regulations apply. Elsewhere, in uncontrolled airspace, pilots are bound by fewer regulations. In this way, the recreational pilot who simply wishes to go flying for a while without all the

restrictions imposed by the FAA has only to stay in uncontrolled airspace, below 365m, while the pilot who does want the protection afforded by ATC can easily enter the controlled airspace.

F The FAA then recognised two types of operating environments. In good meteorological conditions, flying would be permitted under Visual Flight Rules (VFR), which suggests a strong reliance on visual cues to maintain an acceptable level of safety. Poor visibility necessitated a set of Instrumental Flight Rules (IFR), under which the pilot relied on altitude and navigational information provided by the plane's instrument panel to fly safely. On a clear day, a pilot in controlled airspace can choose a VFR or IFR flight plan, and the FAA regulations were devised in a way which accommodates both VFR and IFR operations in the same airspace. However, a pilot can only choose to fly IFR if they possess an instrument rating which is above and beyond the basic pilot's license that must also be held.

G Controlled airspace is divided into several different types, designated by letters of the alphabet. Uncontrolled airspace is designated Class F, while controlled airspace below 5,490m above sea level and not in the vicinity of an airport is Class E. All airspace above 5,490m is designated Class A. The reason for the division of Class E and Class A airspace stems from the type of planes operating in them. Generally, Class E airspace is where one finds general aviation aircraft (few of which can climb above 5,490m anyway), and commercial turboprop aircraft. Above 5,490m is the realm of the heavy jets, since jet engines operate more efficiently at higher altitudes. The difference between Class E and A airspace is that in Class A, all operations are IFR, and pilots must be instrument-rated, that is, skilled and licensed in aircraft instrumentation. This is because ATC control of the entire space is essential. Three other types of airspace, Classes D, C and B, govern the vicinity of airports. These correspond roughly to small municipal, medium-sized metropolitan and major metropolitan airports respectively, and encompass an increasingly rigorous set of regulations. For example, all a VFR pilot has to do to enter Class C airspace is establish two-way radio contact with ATC. No explicit permission from ATC to enter is needed, although the pilot must continue to obey all regulations governing VFR flight. To enter Class B airspace, such as on approach to a major metropolitan airport, an explicit ATC clearance is required. The private pilot who cruises without permission into this airspace risks losing their license.

Questions 20–26

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

In boxes 20–26 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*

20 The FAA was created as a result of the introduction of the jet engine.

21 Air Traffic Control started after the Grand Canyon crash in 1956.

22 Beacons and flashing lights are still used by ATC today.

23 Some improvements were made in radio communication during World War II.

24 Class F airspace is airspace which is below 365m and not near airports.

25 All aircraft in Class E airspace must use IFR.

26 A pilot entering Class C airspace is flying over an average-sized city.

READING PASSAGE 3

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

Can human beings communicate by thought alone? For more than a century the issue of telepathy has divided the scientific community, and even today it still sparks bitter controversy among top academics

Since the 1970s, parapsychologists at leading universities and research institutes around the world have risked the derision of sceptical colleagues by putting the various claims for telepathy to the test in dozens of rigorous scientific studies. The results and their implications are dividing even the researchers who uncovered them.

Some researchers say the results constitute compelling evidence that telepathy is genuine. Other parapsychologists believe the field is on the brink of collapse, having tried to produce definitive scientific proof and failed. Sceptics and advocates alike do concur on one issue, however: that the most impressive evidence so far has come from the so-called 'ganzfeld' experiments, a German term that means 'whole field'. Reports of telepathic experiences had by people during meditation led parapsychologists to suspect that telepathy might involve 'signals' passing between people that were so faint that they were usually swamped by normal brain activity. In this case, such signals might be more easily detected by those experiencing meditation-like tranquillity in a relaxing 'whole field' of light, sound and warmth.

The ganzfeld experiment tries to recreate these conditions with participants sitting in soft reclining chairs in a sealed room, listening to relaxing sounds while their eyes are covered with special filters letting in only soft pink light. In early ganzfeld experiments, the telepathy test involved identification of a picture chosen from a random selection of four taken from a large image bank. The idea was that a person acting as a 'sender' would attempt to beam the image over to the 'receiver' relaxing in the sealed room. Once the session was over, this person was asked to identify which of the four images had been used. Random guessing would give a hit-rate of 25 per cent; if telepathy is real, however, the hit-rate would be higher. In 1982, the results from the first ganzfeld studies were analysed by one of its pioneers, the American parapsychologist Charles Honorton. They pointed to typical hit-rates of better than 30 per cent – a small effect, but one which statistical tests suggested could not be put down to chance.

The implication was that the ganzfeld method had revealed real evidence for telepathy. But there was a crucial flaw in this argument – one routinely overlooked in more conventional areas of science. Just because chance had been ruled out as an explanation did not prove telepathy must exist; there were many other ways of getting positive

results. These ranged from 'sensory leakage' – where clues about the pictures accidentally reach the receiver – to outright fraud. In response, the researchers issued a review of all the ganzfeld studies done up to 1985 to show that 80 per cent had found statistically significant evidence. However, they also agreed that there were still too many problems in the experiments which could lead to positive results, and they drew up a list demanding new standards for future research.

After this, many researchers switched to autoganzfeld tests – an automated variant of the technique which used computers to perform many of the key tasks such as the random selection of images. By minimising human involvement, the idea was to minimise the risk of flawed results. In 1987, results from hundreds of autoganzfeld tests were studied by Honorton in a 'meta-analysis', a statistical technique for finding the overall results from a set of studies. Though less compelling than before, the outcome was still impressive.

Yet some parapsychologists remain disturbed by the lack of consistency between individual ganzfeld studies. Defenders of telepathy point out that demanding impressive evidence from every study ignores one basic statistical fact: it takes large samples to detect small effects. If, as current results suggest, telepathy produces hit-rates only marginally above the 25 per cent expected by chance, it's unlikely to be detected by a typical ganzfeld study involving around 40 people: the group is just not big enough. Only when many studies are combined in a meta-analysis will the faint signal of telepathy really become apparent. And that is what researchers do seem to be finding.

What they are certainly not finding, however, is any change in attitude of mainstream scientists: most still totally reject the very idea of telepathy. The problem stems at least in part from the lack of any plausible mechanism for telepathy.

Various theories have been put forward, many focusing on esoteric ideas from theoretical physics. They include 'quantum entanglement', in which events affecting one group of atoms instantly affect another group, no matter how far apart they may be. While physicists have demonstrated entanglement with specially prepared atoms, no-one knows if it also exists between atoms making up human minds. Answering such questions would transform parapsychology. This has prompted some researchers to argue that the future lies not in collecting more evidence for telepathy, but in probing possible mechanisms. Some work has begun already, with researchers trying to identify people who are particularly successful in autoganzfeld trials. Early results show that creative and artistic people do much better than average: in one study at the University of Edinburgh, musicians achieved a hit-rate of 56 per cent. Perhaps more tests like these will eventually give the researchers the evidence they are seeking and strengthen the case for the existence of telepathy.

Questions 27–30

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

*Write the correct letter, **A–G**, in boxes 27–30 on your answer sheet.*

27 Researchers with differing attitudes towards telepathy agree on

28 Reports of experiences during meditation indicated

29 Attitudes to parapsychology would alter drastically with

30 Recent autoganzfeld trials suggest that success rates will improve with

A	the discovery of a mechanism for telepathy.
B	the need to create a suitable environment for telepathy.
C	their claims of a high success rate.
D	a solution to the problem posed by random guessing.
E	the significance of the ganzfeld experiments.
F	a more careful selection of subjects.
G	a need to keep altering conditions.

Questions 31–40

Complete the table below.

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

Write your answers in boxes 31–40 on your answer sheet.

Telepathy Experiments			
Name/Date	**Description**	**Result**	**Flaw**
Ganzfeld studies 1982	Involved a person acting as a **31** ....., who picked out one **32** ..... from a random selection of four, and a **33** ....., who then tried to identify it.	Hit-rates were higher than with random guessing.	Positive results could be produced by factors such as **34** ..... or **35** ..... .
Autoganzfeld studies 1987	**36** ..... were used for key tasks to limit the amount of **37** ..... in carrying out the tests.	The results were then subjected to a **38**	The **39** ..... between different test results was put down to the fact that sample groups were not **40** ..... (as with most ganzfeld studies).

WRITING

WRITING TASK 1

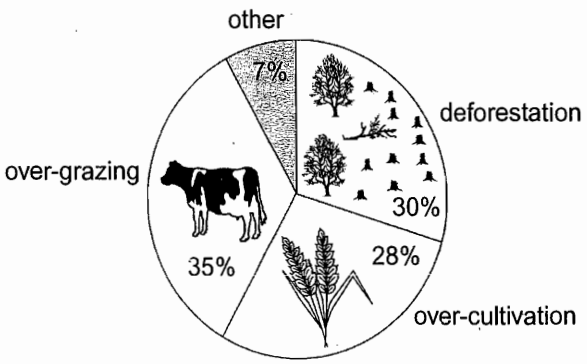
You should spend about 20 minutes on this task.

The pie chart below shows the main reasons why agricultural land becomes less productive. The table shows how these causes affected three regions of the world during the 1990s.

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

Write at least 150 words.

Causes of worldwide land degradation



Causes of land degradation by region

Region	% land degraded by...			
	deforestation	over-cultivation	over-grazing	Total land degraded
North America	0.2	3.3	1.5	5%
Europe	9.8	7.7	5.5	23%
Oceania*	1.7	0	11.3	13%

* A large group of islands in the South Pacific including Australia and New Zealand

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

> ***Some people think that parents should teach children how to be good members of society. Others, however, believe that school is the place to learn this.***
>
> ***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.