APPENDIX (B)
IELTS SELECTED READING MATERIALS
Session (1)

Reading

Questions 1-13

Questions 1-7

Look at the three restaurant advertisements on the following page. Answer the questions below by writing the letters of the appropriate restaurants (A-C) in boxes 1-7 on your answer sheet.

<table>
<thead>
<tr>
<th>Example</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>It stops serving lunch at 2:30 pm</td>
<td>B</td>
</tr>
</tbody>
</table>

1. It is open for breakfast.
2. It is open every night for dinner.
3. It is only open for lunch on weekdays.
4. It has recently returned to its previous location.
5. It welcomes families.
6. It caters for large groups.
7. It only opens at weekends.

DINNING OUT

A

Aboyne

The original Luigi's Italian Restaurant is now back in Aboyne
231 Beach Road, Aboyne
(ample parking available)
Open:
Lunch: 12 to 3 pm
Dinner: 6 to 10 pm
TUESDAY TO SUNDAY
Entrees $5.50  Mains $8.00
Free ice cream for the kids
Special functions
Up to 120 people
Reservations: Phone 9763 3501

B

Mermaids

Italian & Seafood Cuisine
Lunch: Tuesday - Friday
12 noon - 2.30 pm
Dinner: 6.00 pm - 11.30 pm
Tel & Fax: 9784 1234
54 Shore Street, Kempton

C

RIVIERA CRUISING BOAT CLUB
Breakfast by the water
$5.00
Saturday & Sunday
8.00 am to 11.00 am
• Australian
• Continental
• American
At Riviera Cruising Boat Club
9753 5544
The Quay, Gateside
Questions 8-13

Read the information given in 'New Electricity Account Payment Facilities' on the following page and look at the statements below (Questions 8-13).

In boxes 8-13 on your answer sheet write:

TRUE if the statement is true.
FALSE if the statement is false.
NOT GIVEN if the information is not given in the passage.

<table>
<thead>
<tr>
<th>Example</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>You must pay your account by mail.</td>
<td>FALSE</td>
</tr>
</tbody>
</table>

8. If you want a receipt, you should send your payment to the Southport address.
9. You may pay your account at branches of the Federal Bank.
10. You must pay the full amount, instalments are not permitted.
11. The Coastside Power Office is open on Saturday mornings.
12. You may pay your account by phone using your credit card.
13. There is a reduction for prompt payment.

NEW ELECTRICITY ACCOUNT PAYMENT FACILITIES

AVAILABLE FROM 1 JULY 1998

After 1 July 1998, you may pay your electricity account in any of the following ways:

1. Payment via mail:
   (A) No receipt required:
   Mail payments to:
   Coastside Power
   Locked Bog 2760
   Southport NSW3479

   (B) Receipt required:
   Mail payments to:
   Coastside Power
   PO Box560
   Northbridge NSW3472

2. Agency payments (payments directly to the bank):
   Payments can be made at any branch of the Federal Bank by completing the deposit slip attached to your account notice.
   NB This facility is no longer available at South Pacific Bank branches.

3. Payments directly to Coastside Power Office:
   Payments can be made directly to Coastside Power Office at 78-80 Third Avenue,
   Northbridge. Office hours are Monday to Friday, 8:30 am to 4:30 pm.
   Payment may be by personal cheque, bank cheque or cash.
   Note: Payments cannot be made by phone.
Questions 14-20

Read the passage about personal computers on the following page and look at the statements below (Question 14-20).

In boxes (14-20) on your answer sheet write.

TRUE if the statement is true.
FALSE if the statement is false.
NOT GIVEN if the information is not given in the passage.

14. There are two computers and two printers available for public use at the library.
15. You can buy floppy disks at the information desk.
16. The information desk is closed at weekends.
17. It is essential to reserve a computer three days in advance if you want to use one.
18. If you are more than a quarter of an hour late, you could lose your reservation for the computer.
19. Library employees do not have detailed knowledge of computers.
20. The library runs courses for people who want to learn about computers.

Central library

PERSONAL COMPUTERS AVAILABLE FOR PUBLIC TO USE

• 2 personal computers are available, for a fee of $5.00. There is also an inkjet printer attached to each terminal. The library has a number of commercially available programs for word processing and spreadsheets.
• A4 paper can be bought from the desk if you wish to print your work. Alternatively you can bring your own paper. If you wish to store information however, you will need to bring your own floppy disk.

Bookings

Because of high demand, a maximum of one hour’s use per person per day is permitted. Bookings may be made up to three days in advance. Booking may be made in person at the information desk or by phoning 8673 8901 during normal office hours. If for some reason you cannot keep your appointment, please telephone. If the library is not notified and you are
notified and you are 15 minutes late, your time can be given to someone else. Please sign in
the visitors' book at the information desk when you first arrive to use the computer.
Please note that staff are not available to train people or give a lot of detailed instruction on
how to use the programs. Prior knowledge is, therefore, necessary. However, tutorial groups
are available for some of the programs and classes are offered on a regular basis. Please see
the loans desk for more information about our computer courses.

Questions 21-26

The text on Atlas English Language College on the following page has seven paragraphs (A-
G).

Choose the most suitable headings for paragraphs (B-G) from the list of headings below.
Write the appropriate numbers (I-IX) in boxes (21-26) on your answer sheet.

NB There are more heading than paragraphs, so you will not use all of them.

List of Headings

I. Recognition of your achievements
II. Courses start every week
III. Other services/Pastoral care/ Personal arrangements
IV. A personal approach
V. Two meals every day
VI. First -class staff
VII. Up-to-data classroom practice
VIII. Discovering a new language
IX. Monitored achievement

<table>
<thead>
<tr>
<th></th>
<th>Example Paragraph A</th>
<th>Answer II</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.</td>
<td>Paragraph B</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Paragraph C</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Paragraph D</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Paragraph E</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Paragraph F</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>Paragraph G</td>
<td></td>
</tr>
</tbody>
</table>
GOOD REASONS FOR CHOOSING ATLAS ENGLISH LANGUAGE COLLEGE

On an English course with Atlas English Language College, you improve your language skills and make friends from all over the world.

A. Because Atlas courses start every Monday of the year, there’s bound to be one that fits in with your academic, personal or professional commitments. Whatever your level of language ability from beginner to advanced, you can choose to study for any length of time, from two weeks to a full year. Courses match a range of individual requirements, from intensive examination preparation to short summer programmes. Most courses commence at 9 am and run till 3 pm.

B. If you take an intensive full-time course, we will help you to select the special interest options which best suit your goals. From then on, our teacher will discuss your work with you on a weekly basis. This means that you should develop the language skills you need and that you are helped to study at your own pace.

C. The popularity and success of any language school depend greatly on the quality of the teachers and the methods they employ. All Atlas teachers have specialist qualifications in the teaching of English to foreign students and are all native speakers. We employ only experienced professionals with a proven record of success in the classroom.

D. Atlas’s teaching methodology is constantly revised as more is discovered about the process of learning a new language. Our teachers have access to an extensive range of materials, including the very latest in language teaching technology.

E. On your first day at school, you will take a test which enables our Director of Studies to place you at the appropriate study level. Your progress will be continuously assessed and, once you have achieved specific linguistic goals, you will move up to a higher level of study.

F. Every Atlas course fee includes accommodation in carefully selected homestay families. Breakfast and dinner each day are also included, so you need have no concerns about having to look for somewhere to live once you get to the school.

G. On completion of any intensive, Examination or Summer course, you will receive the Atlas Course Certificate of Attendance. On completion of a four-week course or longer you will also receive the Atlas Academic Record that reflects your ability in every aspect of the language from conversation to writing. Such a record will allow you to present your linguistic credentials to academic institutions or potential employers around the world.
Reading

Questions 27-40

The reading Passage on the following pages has seven paragraphs (A-G). Choose the most suitable headings for paragraphs (A-B) and (D-G) from the list of headings below. Write the appropriate number (I-IX) in boxes 27-32 on your answer sheet.

NB There are more headings than paragraphs, so you will not use all of them.

List of Headings

I. Robots working together
II. Preparing LGVs for take-over
III. Looking ahead
IV. The LGVs main functions
V. Split location for newspaper production
VI. Newspapers superseded by technology
VII. Getting the newspaper to the printing centre
VIII. Controlling the robots
IX. Beware of robots!

Example
Paragraph C  Answer IX

27. Paragraph A
28. Paragraph B
29. Paragraph D
30. Paragraph E
31. Paragraph F
32. Paragraph G
ROBOTS AT WORK

A
The newspaper production process has come a long way from the old days when the paper was written, edited, typeset and ultimately printed in one building with the journalists working on the upper floors and the printing presses going on the ground floor. These days the editor, subeditors and journalists who put the paper together are likely to find themselves in a totally different building or may be even in a different city. This is the situation which now prevails in Sydney. The daily paper is compiled at the editorial headquarters, known as the pre-press centre, in the heart of the city but printed far away in the suburbs at the printing centre. Here human beings are in the minority as much of the work is done by automated machines controlled by computers.

B
Once the finished newspaper has been created for the next morning's edition, all the pages are transmitted electronically from the pre-press centre to the printing centre. The system of transmission is an update on the sophisticated page facsimile system already in use on many other newspapers. An image-setter at the printing centre delivers the pages as film each pages takes less than minute to produce although for colour pages four versions are used, one each for black, cyan, magenta and yellow. The pages are then processed into photographic negatives and the film is used to produce aluminium printing plates ready for the presses.

C
A procession of automated vehicles is busy at the new printing centre where the Sydney Morning Herald is printed each day. With lights flashing and warning horns honking, the robots (to give them their correct name, LGVs or laser-guided vehicles) look for all the world like enthusiastic machines from a science-fiction movie, as they follow their own random paths around the plant busily getting on with their jobs. Automation of this kind is now standard in all modern newspaper plants. The robots can detect unauthorised personnel and alert security staff immediately if they find an 'intruder' and not surprisingly, tall tales are already being told about the machines starting to take on personalities of their own.

D
The robots' principle job, however, is to shift the newsprint (the printing paper) that arrives at the planet in huge reels and emerges at the other end sometime later as newspapers. Once the size of the day's paper and the publishing order are determined at head office, the information is punched into the computer and the LGVs are programmed to go about their work. The LGVs collect the appropriate size paper reels and take them where they have to go. When the press needs another reel its computer alerts the LGV system. The Sydney LGVs move busily around the press room fulfilling their two key functions to collect reels of newsprint either from the reel stripping stations or from the racked supplies in the newsprint.
storage area. At the stripping station the tough wrapping that helps to protect a reel of paper from rough handing is removed. Any damaged paper is peeled off and reel is then weighed.

E
Then one of the four pasteur robots moves in. Specifically designed for the job, it trims the paper neatly and prepares the reel for the press. If required, the reel can be loaded directly onto the press. If not needed immediately, an LGV takes it to the storage area. When the press computer calls for a reel, an LGV takes it lifts the reel onto the loading position and places it in the correct spot with complete accuracy. As each reel is used up, the press drops the heavy cardboard core into a waste bin, and when the bin is full, another LGV collects it and deposits the cores into a shredder for recycling.

F
The LGVs move at walking speed. Should anyone step in front of one or get too close, sensors stop the vehicle until the path is clear. The company has chosen a laser-guide function system for the vehicle because, as the project development manager says, 'The beauty of it is that if you want to change the routes, you can work out a new route on your computer and lay it down for them to follow'. When an LGV's batteries run low, it will take itself off line and go to the nearest batteries. And all this is achieved with absolute minimum human input and a much reduced risk of injury to people working in the printing centres.

G
The question newspaper workers must now ask, however is, how long will it be before the robots are writing the newspaper as well as running the printing centre, churning out the latest edition every morning?

Questions 33-40

Using the information in the passage, complete the flow chart below. Write your answer in boxes in boxes 33-40 on your answer sheet. Use NO MORE THAN THREE WORDS from the passage for each answer.
The final version of the text is ...(33) ... to the printing centre.

The pages arrive by facsimile

The pages are converted into... (34) ...

... (35) ...are made for use in the printing presses

The LGVs are ... (36) ... by computer

The LGVs collect the reels of paper

The LGVs remove the ...(37) ... from the reel

The reel is ... (38) ...

The reel is trimmed and prepared by the ... (39)...

The reel is taken to the press

The reel is taken to the ... (40) ....
Look at the information on the following page about the use of vehicles in the university ground.
In boxes 1-5 on your answer sheet write

TRUE if the statement is true
FALSE if the statement is false
NOT GIVEN if the information is not given in the passage

Example Answer
The campus roads are not open to general members of the public. True

1 University employees do not need to pay for their parking permit.
2 Parking in Halls of residence is handled by the wardens of the Halls.
3 Having a university permit does not allow staff to park at Halls.
4 Parking permits cost $20 a year.
5 Students living in Hall do not need permission to park in Hall car parks.

USE OF UNIVERSITY GROUNDS BY VEHICULAR TRAFFIC

The university grounds are private. The university authorities only allow authorised members of the University, visitors and drivers of vehicles serving the University to enter the grounds.

Members of staff who have paid the requisite fee and display the appropriate permit may bring a vehicle into the grounds. A University permit does not entitle them to park in Hall car parks however, unless authorised by the Warden of the hall concerned.

Students may not bring vehicles into the grounds during the working day unless they have been given special permission by the security officer and have paid for and are displaying an appropriate entry permit. Students living in Halls of residence must obtain permission from the Warden to keep a motor vehicle at their residence.
Students are reminded that if the park a motor vehicle on University premises without a valid permit, they will be fined 20 dollar.

**Question 6-13**

Look at the patient information leaflet on the following page. Match each of the following sentences with **TWO possible endings A-M** from the box below. Write the appropriate letters A-M in boxes 6-13 on your answer sheet.

*Example*  
Borodine tables should not be given to ....  
*Answer*  
A and M

**Question 6 and 7**

Borodine tables might be used to treat ....

**Question 8 and 9**

You must ask your doctor **before** taking borodine tables if you are already being treated for ....

**Question 10 and 11**

You do not need to consult your doctor immediately if borodine tables give you ....

**Question 12 and 13**

You must consult your doctor at once if you find Borodine tables cause ....

**Possible Endings**

A  children under 12 years of age.  
B  a headache.  
C  an uncomfortable feeling in your stomach.  
D  symptoms similar to a cold.  
E  a change in your skin colour.  
F  anything treated by a prescription medicine.  
G  a kidney complaint.  
H  a whitening of the eyes.  
I  score or broken skin.  
J  a fungal infection.  
K  a feeling of sadness.  
L  shortness of breath.  
M  a woman expecting a child.
The name of your medicine is borodine tablets

What are Borodine tablets used for?

Borodine tablets are used to help relieve hay fever and conditions due to allergies, in particular skin reactions and a runny nose.

It is not recommended that Borodine tablets are given to children under 12 years of age or pregnant or breastfeeding women.

Before you take Borodine tablets

In some circumstances it is very important not to take borodine tablets. If you are ignore these instructions, this medicine could affect your heart rhythm.

Are you taking oral medicine for fungal Infection?

Have you suffer a reaction to medicines Containing Borodine before?

Do you suffer from any liver, kidney or heat disease?

If the answer to any of these questions is Yes, do not take Borodine tablets before Consulting your doctor.

After taking Borodine tablets

Borodine tablets, like many other medicines, may cause side-effects in Some people.

If you faint, stop taking borodine tablets and tell your doctor immediately.

In addition Borodine tablets may cause Problems with your vision, hair loss, Depression or confusing, yel lowing of your skin or your eyes.

if you have these effects whilst taking Borodine tablets tell your doctor immediately.

Other side-effects are dizziness or headaches, and indigestion or stomachache. However, these effects are often mild and usually wear off after a few days treatment if they last for more than a few days, tell your doctor.
Session (5) Reading
Question 14-20

**Question 14-20**

Look at the introduction to West Thames College on the following page and at the statements (Question 14-20) below.

In boxes 14-20 on your answer sheet write

| **TRUE** | if the statement is true |
| **FALSE** | if the statement is false |
| **NOT GIVEN** | if the information is not given in the passage |

14 chiswick polytechnic was closed at the same time West Thames College was opened.

15 Most of the students at the college come from outside the local area.

16 The college changed its name to West Thames College in 1993.

17 There are currently 6000 students over the age of 19 attending the college.

18 Students under the age of 16 cannot attend any of the courses offered by the college.

19 The college offers a more mature environment in which to learn than a school.

20 There are fewer subjects to study in the sixth form of a school than at the college.

**WEST THAMES COLLEGE**

**BACKGROUND IN FORMATION FOR CANDIDATES**

West Thames College (initially known as Hounslow Borough College) came into existence in 1976 following the merger of isleworth Polytechnic and part of Chisewick Polytechnic. Both parent colleges, in various guises, enjoyed a long tradition of service to the community dating back to the 1890s.

The college is located at London Road, isleworth, on a site occupied by the Victorian house of the pear family, spring Grove House. An earlier house of the same name on this site had been the home of sir Joseph Banks, the botanist who named botany Bay with Captain cook in 1770s. Later the founded Kew Garden.

Situated at the heart of West London, West Thames College is ideally placed to serve the training and educational needs of local industry and local people. But its influence reaches much further than the immediate locality.

Under its former name, Hounslow Borough College, it had already established a regional, national and international reputation for excellence. In fact, about eight per cent of its students come from continental Europe and further a field, whilst a further 52 per cent are from outside
the immediate area. Since 1 April 1993, when it become independent of the local authority and adopted its new title, West Thames College has continued to build on that first class reputation.

These days there is no such thing as a typical student. More than half of West Thames Colleges 6000 students are over 19 years old. Some of these will be attending college part-time under their employers training schemes. Others will want to learn new skills purely out of interest, or out of a desire to improve their promotion changes, or they may want a change in career.

The college is also very popular with 16-18 years old, who see it as a practical alternative to a further two years at school. They want to study in the more adult atmosphere the college provides. They can choose from a far wider range of subjects than it would be practical for a sixth from to offer. If they want to go straight into employment they can still study at college to gain qualifications relevant to the job, either on a day-release basis or through network or the Modern Apprenticeship scheme.

**Question 21-26**

Look at the West Thames Colleges services for students on the following page. Each paragraph A-H describes a different service provided by the college.

From the list below (i-xi) choose the most suitable summaries for paragraphs A, C and E-H. Write the appropriate numbers (i-xi) in boxes 21-26 on your answer sheet.

NB there are more summaries than paragraphs, so you will not use them all

- A shop for the books and stationery needed to study
- Counseling and welfare willing to listen, offer advice or arrange a referral
- An examinations office arranging exams and issuing certificates
- A registrars office handling all fee payments and related enquiries
- A medical service offering on-site assistance with health-related problems
- A tutorial system for regular one-to-one guidance, support and feedback
- Careers Advice helping students into employment
- An Admissions service providing assistance in choosing and applying for higher education courses
- A student union representing students on college committees
- Clubs and societies for students free time
- A learning Support Service supporting students in studying, presenting information and handling numbers

**Example Answer**

21 Paragraph A

    Example Answer
    Paragraph B  xi

22 Paragraph C

    Example Answer
    Paragraph D  i

23 Paragraph E
WEST THAMES COLLEGE SERVICES FOR STUDENTS

A
As a full-time student at West Thames Colleges you will have your own personal Mentor who will see you each week to guide you through your studies, and discuss any problems which may arise. We take a cooperative approach to the assessment of your work and encourage you to contribute to discussion.

B
This service provides specialist assistance and courses for those who need help to improve their writing. Oral and numeracy skills for the successful completion of their college course. Help with basic skills is also available.

C
This service is available to anyone who is undecided as to which course to follow. It is very much a service for the individual, whatever your age, helping you to select the best option to suit your circumstances. The service includes educational advice, guidance and support, including a facility for accreditation your previous experience: the Accreditation of Prior Learning (APL). The Admission Office is open Monday to Friday 9.00 am to 5.00pm. All interviews are confidential in a relaxed and friendly atmosphere. Evening appointments are available on request.

D
The college bookshop stocks a wide range of books, covering aspects of all courses, together with a good selection of stationary. It also supplies stamps, phone cards, blank video and computer disks. The shop is open at times specified in the Student Handbook in the morning, afternoons and evenings.

E
When students are weary from study and want the chance to relax and enjoy themselves with friends, they can participate in a number of recreational activities, including football, badminton, basketball, table tennis, volleyball, weight training and aerobics. For the non-sporting students we offer a debating society, video club, hair and beauty sections, as well as a range of creative activities. Suggestions for activities from students are always welcome.

F
This confidential service is available if you have practical or personal difficulties during your course of study, whether of a financial or personal nature. Our student Advisors can help you directly or put you in touch with some one else who can give you the help you need.

G
The college nurses are there for general medical advice and for treatment of illness or injury. All visits are confidential. First aid boxes and fully-trained First aids are also on hand at various locations around the College.
West London employers have a permanent base in the center of college, with access to a database of more than 24,000 jobs available locally and in Central London. They will also help you with job applications and interview techniques.

**Question 27-31**

Complete the table below.
Write a date for each answer.
Write your answer in boxes 27-30 on your answer sheet.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example</strong></td>
<td><strong>Answer</strong></td>
</tr>
<tr>
<td>William Herschel was born</td>
<td>1783</td>
</tr>
<tr>
<td>Herschel began investigating astronomy</td>
<td>(27)</td>
</tr>
<tr>
<td>Discovery of the planet Uranus</td>
<td>(28)</td>
</tr>
<tr>
<td>Discovery of the moons Titania and Oberon</td>
<td>(29)</td>
</tr>
<tr>
<td>First discovery of Uranus rings</td>
<td>(30)</td>
</tr>
<tr>
<td>Discovery of the last 10 moons of Uranus</td>
<td>(31)</td>
</tr>
</tbody>
</table>

**Question 32-36**

Do the following statements reflect the claims of the writer of the reading passage?
In boxes 32-36 on your answer sheet write

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

<table>
<thead>
<tr>
<th>Example</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Herschel was multi-talented</td>
<td>YES</td>
</tr>
<tr>
<td>(32) It is improbable that there is a planet hidden behind the sun.</td>
<td></td>
</tr>
<tr>
<td>(33) Herschel knew immediately that he had found anew planet.</td>
<td></td>
</tr>
<tr>
<td>(34) Herschel collaborated with other astronomers of his time</td>
<td></td>
</tr>
<tr>
<td>(35) Herschel's newly-discovered object was considered to be too far from the sun to be a comet.</td>
<td></td>
</tr>
<tr>
<td>(36) Herschel's discovery was the most important find of the last three hundred years.</td>
<td></td>
</tr>
</tbody>
</table>
**Question 37-40**

Complete each of the following statement *(Question 37-40)* with a name from the Reading passage.

Write your answers in boxes 37-40 on your answer sheet.

The suggested names of the new planet started with... *(37)*..., then ... *(38)*..., before finally setting on Uranus.

The first five rings around Uranus were discovered by... *(39)*....

From 1948 until 1986, the moon... *(40)*... was believed to be the moon closet to the surface of Uranus.
The Discovery of Uranus

Someone once put forward an Attractive though unlikely theory. Throughout the Earth's annual revolution around the sun there is one point of space always hidden from our eyes. This point is the opposite part of the earth's orbit, which is always hidden by the sun. Could there be another planet there, essentially similar to our own, but always invisible?

If a space probe today sent back evidence that such a world existed it would cause not much more sensation than Sir William Herschel's discovery of a new planet, Uranus, in 1781.

Herschel was an extraordinary man—no other astronomer has ever covered so vast a field of work—and his career deserves study. He was born in Hanover in Germany in 1738, left the German army in 1757, and arrived in England the same year with no money but quite exceptional music ability. He played the violin and oboe and at one time was organist in the Octagon Chapel in the city of Bath. Herschel's was an active mind, and deep inside he was conscious that music was not his destiny, he therefore read widely in science and the arts, but not until 1772 did he come across a book on astronomy. He was then 34; middle-aged by the standards of the time, but without hesitation he embarked on his new career, financing it by his professional work as a musician. He spent years mastering the art of telescope construction, and even by present-day standards his instruments are comparable with the best.

Serious observation began in 1774. He set himself the astonishing task of reviewing the heavens, in other words, pointing his telescope to every accessible part of the sky and recording what he saw. The first review was made in 1775; the second, and most momentous, in 1780-81. It was during the latter part of this that he discovered Uranus. Afterwards, supported by the royal grant in recognition of his work, he was able to devote himself entirely to astronomy. His final achievements spread from the sun and moon to remote galaxies (of which he discovered), and papers flooded from his pen until his death in 1822.

Among these there was one sent to the Royal Society in 1781, entitled An Account of a comet. In his words:

On Tuesday the 13th of March, between ten and eleven in the evening, while I was examining the small stars in the neighborhood of H Geminorum, I perceived one that appeared visibly larger than the rest; being struck with its uncommon magnitude, I compared it to H Geminorum and the small star in the quartile between Auriga and Gemini, and finding it to be much larger than either of them, suspected it to be a comet.

Herschel's care was the hallmark of a great observer; he was not prepared to jump to any conclusion. Also, to be fair, the discovery of a new planet was the last thought in anybody's mind. But further observation by other astronomers besides Herschel revealed two curious facts. For a comet, it showed remarkably sharp disc; furthermore, it was moving so slowly that it was thought to be a great distance from the sun, and comets are only normally visible in the immediate vicinity of the sun. As
its orbit came to be worked out the truth dawned that it was a new planet far beyond Saturn's realm, and that the 'reviewer of the heavens' had stumbled across an unprecedented prize. Herschel wanted to call it georgium sidus (star of george) in honor of his royal patron King George III of Great Britain. The planet was later for a time called Herschel in honour of its discoverer. The name Uranus, which was first proposed by the German astronomer Johann Elert Bode, was in use by the late 19th century.

Uranus is a giant in construction, but not so much in size; its diameter compares unfavourably with that of Jupiter and Saturn, though on the terrestrial scale it is still colossal. Uranus' atmosphere consists largely of hydrogen and helium, with a trace of methane. Through a telescope the planet appears as a small bluish-green disc with a faint green periphery. In 1977, while recording the occultation of a star behind the planet, the American astronomer James L. Elliot discovered the presence of five rings encircling the equator of Uranus. Four more rings were discovered in January 1986 during the exploratory flight of Voyager 2, in addition to its ring. Uranus has 15 satellites (moons), the last ten discovered by Voyager 2 on the same flight; all revolve about its equator and move with the planet in an east-west direction. The two largest moons, Titania and Oberon, were discovered by Herschel in 1787. The next two, Umbriel and Ariel, were found in 1851 by the British astronomer William Lassell. Miranda, though before 1986 to be the innermost moon, was discovered in 1948 by the American astronomer Gerard Peter Kuiper.
Let's Go Bats

A Bats have a problem: how to find their way around in the dark. They hunt at night and cannot use light to help them find prey and avoid obstacles. You might say that this is a problem of their own making, one that they could avoid simply by changing their habits and hunting by day. But the daytime economy is already heavily exploited by other creatures such as birds. Given that there is a living to be made at night and given that alternative daytime trades are thoroughly occupied, natural selection has favoured bats that make a go of the night-hunting trade. It is probable that the nocturnal trades go way back in the ancestry of all mammals. In the time when the dinosaurs dominated the daytime economy, our mammalian ancestors probably only managed to survive at all because they found ways of scraping a living at night. Only after the mysterious mass extinction of the dinosaur about 65 million years ago were our ancestors able to emerge into the daylight in any substantial numbers.

B Bats have an engineering problem: how to find their way and find their prey in the absence of light. Bats are not the only creatures to face this difficulty today. Obviously the night-flying insects that they prey on must find their way about somehow. Deep-sea fish and whales have little or no light by day or by night. Fish and dolphins that live in extremely muddy water cannot see because, although there is light, it is obstructed and scattered by the dirt in the water. Plenty of other modern animals make their living in conditions where seeing is difficult or impossible.

C Given the question of how to manoeuvre in the dark, what solutions might an engineer consider? The first one that might occur to him is to manufacture light, to use a lantern or a searchlight? Fireflies and some fish (usually with the help of bacteria) have the power to manufacture their own light, but the process seems to consume a large amount of energy. Fireflies use their for attracting mates. This doesn't require a prohibitive amount of energy. A male's tiny pinprick of light can be seen by a female from some distance on a dark night, since her eyes are exposed directly to the light source itself. However, using light to find one's own way around requires vastly more energy, since the eyes have to detect the tiny fraction of the light that bounces off each part of the scene. The light source must therefore be immensely brighter if it is to be use as a headlight to illuminate the path, than if it is to be used as a signal to others. In any event, whether or not the reason is the energy expense, it seems to be the case that, with the possible exception of some weird deep-sea fish, no animal apart from man uses manufactured light to find its way about.

D What else might the engineer think of? Well, blind humans sometimes seem to have an uncanny sense of obstacles in their path. It has been given the name 'facial vision', because blind people have reported that it feels a bit like the sense of touch, on the face. One report tells of a totally blind boy who could ride his tricycle at good speed round the block near his home, using facial vision is nothing to do with tough or the front of the face, although the sensation may be referred to the front of the face, like the referred pain in a phantom limb. The sensation of facial vision, it turns out, really goes in through the ears. Blind people,
without even being aware of the fact, are actually using echoes of their own footsteps and of other sounds, to sense the presence of obstacles. Before this was discovered, engineers had already built instruments to exploit the principle, for example to measure the depth of the sea under a ship. After this technique had been invented, it was only a matter of time before weapons designers adapted it for the detection of submarines. Both sides in the Second World War relied heavily on these devices, under such codenames as Asdic (British) and Sonar (American), as well as Radar (American) or RDF (British), which uses radio echoes rather than sound echoes.

E The Sonar and Radar pioneers didn’t know it then, but all the world now knows that bats, or rather selection working on bats, had perfected the system tens of millions of years earlier, and their ‘radar’ achieves feats of detection and navigation that would strike an engineer dumb with admiration. It is technically incorrect to talk about bat ‘radar’, since they do not use radio waves. It is sonar. But the underlying mathematical theories of radar and sonar are very similar, and much of our scientific understanding of the details of what bats are doing has come from applying radar theory to them. The American zoologist Donald Griffin, who was largely responsible for the discovery of sonar in bats, coined the term ‘echolocation’ to cover both sonar and radar, whether used by animals or by human instruments.

Questions 1-5

Reading passage 1 has five paragraph, A-E.

Which paragraph contains the following information?

Write the correct letter, A-E, in boxes 1-5 on your answer sheet.

NB you may use any letter more than once.

1. Examples of wildlife other than bats which do not rely on vision to navigate
2. How early mammals avoided dying out
3. Why bats hunt in the dark
4. How a particular discovery has helped our understanding of bats
5. Early military uses of echolocation

Questions 6-9

Complete the summary below.

Choose ONE WORD ONLY from the passage for each answer.

Write your answers in boxes 6-9 on your answer sheet.

Facial vision

Blind people report that so-called ‘facial vision’ is comparable to the sensation of touch on the face. In fact, the sensation is more similar to the way in which pain from a 6 .................. arm or leg might be felt. The ability actually comes from perceiving 7 .................. through the ears. However, even before this was understood, the principle
had been applied in the design of instruments which calculated the 8 .......... of the seabed. This was followed by a wartime application in devices for finding 9 .................

Questions 10-13

Complete the sentences below.

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

Write your answers in boxes 10-13 on your answer sheet.

10 Long before the invention of radar,.................... had resulted in a sophisticated radar-like system in

Bats.

11 Radar is an inaccurate term when referring to bats because .................. are not used in their navigation system.

12 Radar and sonar are based on similar ....................

13 The word 'echolocation' was first used by someone working as a ..................
Reading

Session (8)

You should spend 20 minutes on Questions 14-26, which are based on READING PASSAGE 2 below.

On the following pages.

Questions 14-20

Reading Passage 2 has seven paragraphs, A-H.

Choose the correct heading for paragraphs A and C-H from the list of headings below.

Write the correct number, I-XI, in boxes 14-20 on your answer sheet.

List of Headings

I. Scientists’ call for a revision of policy
II. An explanation for reduced water use
III. How a global challenge was met
IV. Irrigation systems fall into disuse
V. Environmental effects
VI. The financial cost of recent technological improvements
VII. The relevance to health
VIII. Addressing the concern over increasing populations
IX. A surprising downward trend in demand for water
X. The need to raise standards
XI. A description of ancient water supplies
MAKING EVERY DROP COUNT

A The history of human civilization is entwined with the history of the ways we have learned to manipulate water resources. As towns gradually expanded, water was brought from increasingly remote sources, leading to sophisticated engineering efforts such as dams and aqueducts. At the height of the Roman Empire, nine major systems, with an innovative layout of pipes and well-built sewers, supplied the occupants of Rome with as much water per person as is provided in many parts of the industrial world today.

B During the industrial revolution and population explosion of the 19th and 20th centuries, the demand for water rose dramatically. Unprecedented construction of tens of thousands of monumental engineering projects designed to control floods, protect clean water supplies, and provide water for irrigation and hydropower brought great benefits to hundreds of millions of people. Food production has kept pace with soaring populations mainly because of the expansion of artificial irrigation systems that make possible the growth of 40% of the world’s food. Nearly one fifth of all the electricity generated worldwide is produced by turbines spun by the power of falling water.

C Yet there is a dark side to this picture: despite our progress, half of the world’s population still suffers, with water services inferior to those available to the ancient Greeks and Romans. As the United Nations report on access to water reiterated in November 2001, more than one billion people lack access to clean drinking water; some two and a half billion do not have adequate sanitation services. Preventable water-related diseases kill an estimated 10,000 to 20,000
children every day, and the latest evidence suggests that we are falling behind in efforts to solve these problems.

D The consequence of our water policies extends beyond jeopardizing human health. Tens of millions of people have been forced to move from their homes—often with little warning or compensation—to make way for the reservoirs behind dams. More than 20% of all freshwater fish species are now threatened or endangered because dams of water withdrawals have destroyed the free-flowing river ecosystems where they thrive. Certain irrigation practices degrade soil quality and reduce agricultural productivity. Groundwater aquifers* are being pumped down faster than they are naturally replenished in parts of India, China, the USA, and elsewhere. And disputes over shared water resources have led to violence and continue to raise local, national and even international tensions.

E At the outset of the new millennium, however, the way resource planners think about water is beginning to change. The focus is slowly shifting back to the provision of basic human and environmental needs as top priority—ensuring ‘some for all’, instead of ‘more for some’—some water experts are now demanding that existing infrastructure be used in smarter ways rather than building new facilities, which is increasingly considered the option of last, not first, resort. This shift in philosophy has not been universally accepted, and it comes with strong opposition from some established water organizations nevertheless, it may be the only way to address successfully the pressing problems of providing everyone with clean water to drink, adequate water to grow food and a life free from preventable water-related illness.

F Fortunately—and unexpectedly—the demand for water is not rising as rapidly as some predicted. As a result, the pressure to build new water infrastructures has diminished over the past two decades. Although population, industrial output and economic productivity have continued to soar in developed nations, the rate at which people withdraw water from aquifers, rivers and lakes has slowed. And in a few parts of the world, demand has actually fallen.

G What explains this remarkable turn of events? Two factors: people have figured out how to use water more efficiently, communities are rethinking their priorities for water use. Throughout the first three-quarters of the 20th century, the quantity of freshwater consumed per person doubled on average; in the USA, water withdrawals increased tenfold while the population quadrupled. But since 1980, the amount of water consumed per person has actually decreased, thanks to range of new technologies that help to conserve water in homes and industry. In 1965, for instance, Japan used approximately 13 million gallons* of water to produce $1 million of commercial output; by 1989 this and dropped to 3.5 million gallons (even accounting for inflation)– almost a quadrupling of water productivity. In the USA, water withdrawals have fallen by more than 20% from their peak in 1980.
on the other hand, dams, aqueducts and other kinds of infrastructure will still have to be built, particularly in developing countries where basic human needs have not been met. But such projects must be built to higher specifications and with more accountability to local people and their environment than in the past. And even in regions where new projects seem warranted, we must find ways to meet demands with fewer resources, respecting ecological criteria and to a smaller budget.

*underground stores of water
*1 gallons: 4.546 litres

Questions 21-26

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

In boxes 21-26 on your answer sheet, write

YES if the information agree with the claims of the writer.

NO if the information contradicts with the claims of the writer.

NOT GIVEN if it is impossible to say what the writer thinks about this.

21 water use per person is higher in the industrial world than it was in Ancient Rome.

22 feeding increasing population is possible due primarily to improve irrigation systems.

23 modern water systems imitate those of the ancient Greeks and Romans.

24 industrial growth is increasing the overall demand for water.

25 modern technologies have led to reduction in domestic water infrastructures.

26 in the future, governments should maintain ownership of water infrastructures.
EDUCATING PSYCHE

Educating Psyche by Bernie Neville is a book which looks at radical new approaches to
learning, describing the effects of emotion, imagination and the unconscious on learning. One
theory discussed in the book is that proposed by Geirge Lozanov, which focuses on the power
of suggestion.

Lozanov's instructional technique is based on the evidence that the connections made in the brain
through unconscious processing (which he calls non-specific mental reactivity) are more
durable than those made through conscious processing. Beside the laboratory evidence for this,
we know from our experience that we often remember what we have perceived peripherally,
long after we have forgotten what we set out to learn. If we think of a book we studied months
or years ago, we will find it easier to recall peripheral details—the colour, the binding, the
typeface, the table at the library where we sat while studying it—than the content on which we
were concentrating. If we think of a lecture we listened to with great concentration, we will
recall the lecture's appearance and mannerisms, our place in the auditorium, the failure of the
air-conditioning, much more easily than the ideas we went to learn. Even if these peripheral
details are a bit elusive, they come back readily in hypnosis or when we relive the event
imaginatively, as in psychodrama. The details of the content of the lecture, on the other hand,
seem to have gone forever.

This phenomenon can be partly attributed to the common counterproductive approach to study
(making extreme efforts to memorise, tensing muscles, inducing fatigue), but it also simply
reflects the way the brain functions. Lozanov therefore made indirect instruction (suggestion)
central to his teaching system. In suggestopedia, as he called his method, consciousness is
shifted away from the curriculum to focus on something peripheral. The curriculum then
becomes peripheral and is dealt with by the reserving capacity of the brain.

The suggestopedia approach to foreign language learning provides a good illustration. In its
most recent variant (1980), it consists of the reading of vocabulary and text while the class is
listening to music. The first session is in two parts. In the first part, the music is classical
Mozart, Beethoven, Brahms) and the teacher reads the text slowly and solemnly, with attention to the dynamics of the music. The students follow the text in their books. This is followed by several minutes of silence. In the second part, they listen to baroque music (Bach, Corelli, Handel) while the teacher reads the text in a normal speaking voice. During this time they have their books closed. During the whole of this session, their attention is passive; they listen to the music but make no attempt to learn the material.

Beforehand, the students have been carefully prepared for the language learning experience. Through meeting with the staff and they develop the expectation that learning will be easy and pleasant and that they will successfully learn

Several hundred words of the foreign language during the class. In a preliminary talk, the teacher introduces them to the material to be covered, but does not 'teach' it. Likewise, the students are introduced not to try to learn it during this introduction.

Some hours after the two-part session, there is follow-up class at which the students are stimulated to recall the material presented. Once again the approach is indirect. The students do not focus their attention on trying to remember the vocabulary, but focus on using the language to communicate (e.g. through games or improvised dramatizations). Such methods are not unusual in language teaching, what is distinctive in the suggestopedic method is that they are devoted entirely to assisting recall. The 'learning' of the material is assumed to be automatic and effortless, accomplished while listening to music. The teacher's task is to assist the students to apply what they have learned paraconsciously, and in doing so to make it easily accessible to consciousness. Another difference from conventional teaching is the evidence that students can regularly learn 1000 new words of a foreign language during a suggestopedic session, as well as grammar and idiom.

Lozanov experimented with teaching by direct suggestion during sleep, hypnosis and trance states, but found such procedures unnecessary. Hypnosis, yoga, Silva mind-control, religious ceremonies and faith healing are all associated with successful suggestion, but none of their techniques seem to be essential to it. Such rituals may be seen as placebos. Lozanov acknowledges that the ritual surrounding suggestion in his own system is also a placebo, but maintains that without such a placebo people are unable or afraid to tap the reserve capacity of their brains. Like any placebo, it must be dispensed with authority to be effective. Just as a doctor calls on the full power of autocratic suggestion by insisting that the patient take precisely this white capsule precisely three times a day before meals, Lozanov is categoric in insisting that the suggestopedic session be conducted exactly in the manner designated, by trained and accredited suggestopedic teachers.

While suggestopedia has gained some notoriety through success in the teaching of modern languages, few teachers are able to emulate the spectacular results of Lozanov and his associates. We can, perhaps, attribute mediocre results to an inadequate placebo effect. The students have not developed the appropriate mind set. They are often not motivated to learn through this method. They do not have enough 'faith'. They do not see it as 'real teaching',
especially as it does not seem to involve the 'work' they have learned to believe is essential to learning.

Questions 27-30

Choose the correct letter in boxes 27-30 on your answer sheet.

27 The book Educating Psyche is mainly concerned with
   A. The power of suggestion in learning.
   B. A particular technique for learning based on emotions.
   C. The effects of emotion on the imagination and the unconscious.
   D. Ways of learning which are not traditional.

28 Lozanov's theory claims that, when we try to remember things,
   A. Unimportant details are the easiest to recall.
   B. Concentrating hard produces the best results.
   C. The most significant facts are the most easily recalled.
   D. Peripheral vision is not important.

29 In this passage, the author uses the examples of a book and a lecture to illustrate that
   A. Both of this are important for developing concentration.
   B. His theory about methods of learning is valid.
   C. Reading is a better technique for learning than listing.
   D. We can remember things more easily under hypnosis.

30 Lozanov claims that teachers should train student to
   A. Memorise details of the curriculum
   B. Develop their own sets of indirect instructions.
   C. Think about something other than the curriculum content.
   D. Avoid overloading the capacity of the brain.

Question 31-36

Do the following statements agree with the information given in Reading Passage 3?

In boxes 31-36 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.
31. In the example of suggestopedic teaching in the fourth paragraph, the only variable that changes is the music.
32. Prior to the suggestopedia class, students are made aware that the language experience will be demanding.
33. In the follow-up class, the teaching activities are similar to those used in conventional classes.
34. As an indirect benefit, students notice improvements in their memory.
35. Teachers say they prefer suggestopedia to traditional approaches to language teaching.
36. Students in a suggestopedia class retain more new vocabulary than those in ordinary classes.

Questions 37-40

Complete the summary using the list of words, (A-K), below.
Write the correct letter, A-K in boxes 37-40 on your answer sheet.

Suggestopedia uses a less direct method of suggestion than other techniques such as hypnosis. However, Lozanov admits that a certain amount of 37............................is necessary in order to convince students, even if this is just a 38......................... Furthermore, if the method has become quite 39........................., the result of most other teachers using this method have been40............................

<table>
<thead>
<tr>
<th>A spectacular</th>
<th>B teaching</th>
<th>C lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>D authoritarian</td>
<td>E unpopular</td>
<td>F ritual</td>
</tr>
<tr>
<td>G unspectacular</td>
<td>H placebo</td>
<td>I involved</td>
</tr>
<tr>
<td>J appropriate</td>
<td>K well known</td>
<td></td>
</tr>
</tbody>
</table>
Reading

Session (10) Questions 1-13

Questions 1-8

Look at the advertisements opposite.

Write the appropriate letters A-E in boxes 1-8 on your answer sheet.

A  International Language Centre
B  Global Language Learning Centre
C  TAFE International
D  Club François
E  University of Canberra

Which advertisement mentions

1. up-to-date teaching systems?
2. that the institution has been established for a significant time?
3. examination classes?
4. that arrangements can be made for activities outside class?
5. the availability of courses for school students?
6. language teaching for special purposes?

Which TWO advertisements mention

7. a wide variety of language choices?
8. evening classes?
DO YOU WANT TO LEARN ENGLISH SOMEWHERE DIFFERENT?

Then come to Perth, the Picturesque Capital City of Western Australia.

Situated on the beautiful Swan River, Perth offers you...
- Mediterranean climate
- Lovely Indian Ocean beaches
- Various spots imaginable
- Multicultural society
- Government-owned TAFE Colleges
- High standards of facilities and staff
- Maximum flexibility
- Hostel or homestay accommodation

Intensive English Courses Available
- 5 intensities per year
- 10 week modules
- Multicultural classes
- Optional programs
- Cost $2500 AUD per 10 weeks

Study Tours Available
- English and Cultural Tourism

For further details, contact:
TAFE International.
Level 5, 1 Mill Street,
Perth 6000, Western Australia.
Telephone: 61 9 320 3777

Global Language Learning Centre
ONE OF THE WORLD'S BEST LANGUAGE SCHOOLS
NOW IN SYDNEY
LEARN A NEW LANGUAGE
IN 10–20 WEEKS
LATEST METHODS
DAY AND EVENING COURSES
BUSINESS, HOSPITALITY OR TRAVEL
CHOICE OF 9 LANGUAGES
Phone for appointment
938 0977

French
SUMMER COURSES
January 1997
Adults’ Crash Course 9–10 Jan
10 weeks, 5 hrs a day,
morning or evening
$2000
Adults’ Normal Course 9 Jan–4 March
10 weeks, 5 hrs a day, Beginner to Advanced
$3000
High School Crash Course 11–13 Jan
Intensive 3 hrs a day, 1am–4pm
$2500

Club Français
27 Clare St, Sydney, Phone 227 1746

UNIVERSITY OF CANBERRA
Lease English in Australia’s National Capital
- The Centre has more than 24 years’ experience in
  providing quality language programs for overseas students
- Test preparation: possibility of further academic study
- Access to University facilities
- Classes conducted on campus with opportunity to mix with
  Australian students

INTERNATIONAL LANGUAGE CENTRE
INSTITUTE OF TECHNOLOGY
FRENCH-JAPANESE SUMMER INTENSIVE
Also commencing January 1997
- Mandarin * Cantonese * Thai
- Vietnamese * Korean * Indonesian * English
- Spanish * Italian * German * Russian

For further details contact:
Admissions & Information Office
5 Bligh Street,
Sth. Sydney, 2000
Tel: 295 4561
Fax: 225 4714
Questions 9-13

Read the notice about road works below. In boxes 9—13 on your answer sheet write

TRUE if the statement is true
FALSE if the statement is false
NOT GIVEN if the information is not given in the notice

9  The road will be closed for two days and not re-opened until Monday. 10  The road
will be open as far as Little Street.
11  Work on the road will continue each weekend for the next month.
12  Temporary traffic lights will operate at intersections with Main Street.
13  There will be bus services to the university throughout the weekend.

MAIN STREET, GATTON RE-DEVELOPMENT
ROAD WIDENING TO AFFECT WEEKEND TRAFFIC AND BUS
SERVICES TO THE UNIVERSITY CAMPUS

The next stage in the re-development of the roads in the town of Gatton will mean that Main
Street will be closed between Little and Denning Streets from 6am on Saturday, 12 August to
6pm on Sunday, 13 August. The intersections of these streets with Main Street will not be
affected.

We expect that the work will be completed at this time without further disruption to traffic.
Motorists should note that Main Street will be closed over the weekend during the hours
indicated.

No university bus services will operate through the area between Little and Denning Streets.
However, alternative services will operate on bus routes 566 and 45 between Gatton Road, the
town centre and the university. The Transport and Roads Department apologises for any
inconvenience caused while improvements are in progress.
Reading

Session (11)

Questions 14-26
Questions 14-19

Read the enrolment details for Ashwood College on the following page and look at the statements below.

In boxes 14-19 on your answer sheet write

TRUE if the statement is true
FALSE if the statement is false
NOT GIVEN if the information is not given in the passage

Example

Overseas students may enroll for a course at the college from their home country

Answer TRUE

14 Overseas students must pay a deposit when they apply for a course at the college.
15 Outstanding fees are payable by the end of the first week of the course.
16 Classes are organised according to ability level.
17 There is a break between each lesson.
18 Students may change courses at any time during the term.
19 Any student is permitted to take a week’s holiday during a 12-week course.
ASHWOOD COLLEGE

How to enrol if you are abroad...

Please complete the Application Form and send this with the correct Non-Refundable Deposit (see below) to: The Overseas Registrar, Ashwood College, 20 Glossop Street, Middihaven.
Tel: 01423-968075; Fax: 01423-968076.

1. STUDENT SENDS APPLICATION FORM TO ASHWOOD COLLEGE WITH DEPOSIT OF £100.
2. ASHWOOD COLLEGE CHECKS AVAILABILITY OF COURSE AND ACCOMMODATION.
3. ASHWOOD COLLEGE SENDS STUDENT CONFIRMATION LETTER
   - Enrolment
   - Certificate of enrolment
   - Student enrolment form
4. STUDENT travelling contacting airport transfer service if required.
5. STUDENT MAKES ANY OUTSTANDING BALANCE FOR COURSE AND ACCOMMODATION.
6. STUDENT ARRIVES IN MIDHAVEN AND IS TESTED, INTERVIEWED AND PLACED IN CLASS.
7. STUDENTS COMING FROM ABROAD OR TO HOST FAMILY OR TO ASHWOOD COLLEGE.
8. ASHWOOD COLLEGE CONFIRMS TRANSFER.

How to enrol if you are in Midhaven...

We invite you to visit us and see the school. After an assessment you will be able to reserve a place on the next available course. We have two centres in Midhaven.

Railway Station

Wood College
20 Glossop Street

Monument

Ashwood College
12-15 Victoria Avenue

Deposits/Payments

1. Your enrolment form must be accompanied by the course deposit of £100 or, if you are booking accommodation through the school, your course and accommodation deposit of £200.
2. Any balance of course and accommodation fees must be paid in full by the first day of your course.
3. All bank charges incurred in sending money to Ashwood College must be paid by the student.
4. Deposits and payments are non-refundable and non-transferable.
5. A charge of £20 will be made for any changes made to bookings.

Conditions

Timetable

Each hour consists of 50 minutes’ tuition and a 10-minute break.

Public and School Holidays

There is no reduction in the fee where a course includes a public holiday, except for two weeks if Christmas.

Age

The above centres of Ashwood College do not accept students under 16 years of age.

Attendance

Students are expected to attend regularly and on time. Students’ behaviour if they arrive late, are absent or leave before the course ends.

Student Holidays

Students can keep courses except for examination preparation courses as they take a holiday of one week every 12 weeks without losing their course fee for this period.

Location and Time of Courses

Ashwood College has two all-year centres and a summer centre in Midhaven. Before entry to the school, students must take an aptitude test to determine the level of class they enter.

We cannot guarantee the time of completion of a student’s course although every attempt is made to place students in the correct and at the time of their choice.

308
Questions 20-26

Read the information on the Language Institute on the following page. Complete the summary of information below.

Choose NO MORE THAN THREE WORDS AND/OR NUMBERS from the passage for each answer.

Write your answers in boxes 20-26 on your answer sheet.

SUMMARY

<table>
<thead>
<tr>
<th>Example</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overseas students who study at ..... may choose to spend more of their free time</td>
<td>Totara Language Institute</td>
</tr>
</tbody>
</table>

with local students by applying for a room in the ...20... . Places are available here even for students enrolled on the minimum length course of ...21... . Class sizes for each course range from ...22... students and all the class teachers are well qualified; many of them teach on graduate programmes in areas such as applied linguistics. As a member of the Language Institute you will automatically be able to join the ...23...

Hamilton can offer students a wide range of social activities. The city itself lies on either side of the ...24... which results in some very ...25... views and enjoyable walks in the gardens. The Institute employs an activities co-ordinator who can help you organise your free time and you may also wish to make use of this service for planning your ...26... when you leave New Zealand. Remember that a student permit is not valid when you have finished your studies.
Session (12) Reading

Questions 27-40

Read the passage on the following pages.

Question 27

From the list below choose the most suitable title for the whole of the Reading Passage. Write the appropriate letter A-D in box 27 on your answer sheet.

A Pollution control in coal mining
B The greenhouse effect
C The coal industry and the environment
D Sustainable population growth

Questions 28-31

The Reading Passage has four sections A-D.

Choose the most suitable heading for each section from the list of headings below. Write the appropriate numbers i-viii in boxes 28-31 on your answer sheet.

<table>
<thead>
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Coal is expected to continue to account for almost 27 per cent of the world’s energy needs. However, with growing international awareness of pressures on the environment and the need to achieve sustainable development of energy resources, the way in which the resource is extracted, transported and used is critical.

A wide range of pollution control devices and practices is in place at most modern mines and significant resources are spent on rehabilitating mined land. In addition, major research and development programmes are being devoted to lifting efficiencies and reducing emissions of greenhouse gases during coal consumption. Such measures are helping coal to maintain its status as a major supplier of the world’s energy needs.

The coal industry has been targeted by its critics as a significant contributor to the greenhouse effect. However, the greenhouse effect is a natural phenomenon involving the increase in global surface temperature due to the presence of greenhouse gases - water vapour, carbon dioxide, tropospheric ozone, methane and nitrous oxide - in the atmosphere. Without the greenhouse effect, the earth's average surface temperature would be 33-35 degrees Celsius lower, or -15 degrees Celsius. Life on earth, as we know it today, would not be possible.

There is concern that this natural phenomenon is being altered by a greater build-up of gases from human activity, perhaps giving rise to additional warming and changes in the earth’s climate. This additional build-up and its forecast outcome has been called the enhanced greenhouse effect. Considerable uncertainty exists, however, about the enhanced greenhouse effect, particularly in relation to the extent and timing of any future increases in global temperature.

Greenhouse gases arise from a wide range of sources and their increasing concentration is largely related to the compound effects of increased population, improved living standards and changes in lifestyle. From a current base of 5 billion, the United Nations predicts that the global population may stabilise in the twenty-first century between 8 and 14 billion, with more than 90 per cent of the projected increase taking place in the world's developing nations. The associated activities to support that growth, particularly to produce the required energy and food, will cause further increases in greenhouse gas emissions. The challenge, therefore, is to attain a sustainable balance between population, economic growth and the environment.

The major greenhouse gas emissions from human activities are carbon dioxide (CO2), methane and nitrous oxide. Chlorofluorocarbons (CFCs) are the only major contributor to the greenhouse effect that does not occur naturally, coming from such sources as refrigeration, plastics and manufacture. Coal’s total contribution to greenhouse gas emissions is thought to be about 18 per cent, with about half of this coming from electricity generation.

The world-wide coal industry allocates extensive resources to researching and developing new technologies and ways of capturing greenhouse gases. Efficiencies are likely to be improved dramatically, and hence CO2 emissions reduced, through
combustion and gasification techniques which are now at pilot and demonstration stages.

Clean coal is another avenue for improving fuel conversion efficiency. Investigations are under way into superclean coal (3-5 per cent ash) and ultraclean coal (less than 1 per cent ash). Superclean coal has the potential to enhance the combustion efficiency of conventional pulverised fuel power plants. Ultraclean coal will enable coal to be used in advanced power systems such as coal-fired gas turbines which, when operated in combined cycle, have the potential to achieve much greater efficiencies.

Defendants of mining point out that, environmentally, coal mining has two important factors in its favour. It makes only temporary use of the land and produces no toxic chemical wastes. By carefully pre-planning projects, implementing pollution control measures, monitoring the effects of mining and rehabilitating mined areas, the coal industry minimises the impact on the neighbouring community, the immediate environment and long-term land capability.

Dust levels are controlled by spraying roads and stockpiles, and water pollution is controlled by carefully separating clean water runoff from runoff which contains sediments or salt from mine workings. The latter is treated and re-used for dust suppression. Noise is controlled by modifying equipment and by using insulation and sound enclosures around machinery.

Since mining activities represent only a temporary use of the land, extensive rehabilitation measures are adopted to ensure that land capability after mining meets agreed and appropriate standards which, in some cases, are superior to the land’s pre-mining condition. Where the mining is underground, the surface area can be simultaneously used for forests, cattle grazing and crop raising, or even reservoirs and urban development, with little or no disruption to the existing land use. In all cases, mining is subject to stringent controls and approvals processes.

In open-cut operations, however, the land is used exclusively for mining but land rehabilitation measures generally progress with the mine’s development. As core samples are extracted to assess the quality and quantity of coal at a site, they are also analysed to assess the ability of the soil or subsoil material to support vegetation. Topsoils are stripped and stockpiled prior to mining for subsequent dispersal over rehabilitated areas. As mining ceases in one section of the open-cut, the disturbed area is reshaped. Drainage within and off the site is carefully designed to make the new land surface as stable as the local environment allows: often dams are built to protect the area from soil erosion and to serve as permanent sources of water. Based on the soil requirements, the land is suitably fertilised and revegetated.
Questions 32-36

Choose the appropriate letters A-D and write them in boxes 32-36 on your answer sheet.

32 The global increase in greenhouse gases has been attributed to
   A industrial pollution in developing countries.
   B coal mining and electricity generation.
   C reduced rainfall in many parts of the world.
   D trends in population and lifestyle.

33 The proportion of all greenhouse gases created by coal is approximately
   A 14 per cent.
   B 18 per cent.
   C 27 per cent.
   D 90 per cent.

34 Current research aims to increase the energy-producing efficiency of coal by
   A burning it at a lower temperature.
   B developing new gasification techniques.
   C extracting CO2 from it.
   D recycling greenhouse gases.

35 Compared with ordinary coal, new, ‘clean’ coals may generate power
   A more cleanly and more efficiently.
   B more cleanly but less efficiently.
   C more cleanly but at higher cost.
   D more cleanly but much more slowly.

36 To control dust at mine sites, mining companies often use
   A chemicals which may be toxic.
   B topsoil taken from the site before mining.
   C fresh water from nearby dams.
   D runoff water containing sediments.
Questions 37-40

Do the following statements reflect the opinions of the writer in the Reading Passage?

In boxes 37—40 on your answer sheet write

YES if the statement reflects the opinion of the writer
NO if the statement contradicts the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

37 The coal industry should be abandoned in favour of alternative energy sources because of the environmental damage it causes.

38 The greatest threats to the environment are the gases produced by industries which support the high standard of living of a growing world population.

39 World population in the twenty-first century will probably exceed 8 billion.

40 CFC emissions have been substantially reduced in recent years.