

## ANSWER KEY

### SECTION 1

Example: B

1. C
2. C
3. B
4. A
5. C
6. A
7. B
8. C
9. B
10. C

### SECTION 2

11. Incidence should not be confused with prevalence, which is the proportion of cases in the population at a given time rather than the rate of occurrence of new cases. Incidence conveys information about the risk of contracting the disease, whereas prevalence indicates how widespread the disease is

### SECTION 3 (PART A)

Example: Criminal/terrorist purposes

12. Permission
13. privacy
14. plan to do
15. publish
16. signed release

### SECTION 3 (PART B)

Example: Agriculture

17. Seven million
18. Hunting and gathering
19. Domesticated
20. Farming / agriculture
21. Economic

### SECTION 4

Example: B

22. A
23. C
24. B
25. C
26. A

## SECTION 5

Example: C

- 27. B
- 28. B
- 29. C
- 30. C
- 31. A

## SECTION 6

Example: fewer

- 32. Lightweight
- 33. Adjustable print size/ability to adjust print size
- 34. Look and feel
- 35. Cracked screen

Example: Cancer

- 36. wild cats/lions and tigers
- 37. Asian leopard cat
- 38. spotted/domestic cat
- 39. Colour and patterns

## SECTION 7

Example: melting snow or meltwater

- 40. vault
- 41. membranes
- 42. artificial / hybrid / synthetic
- 43. climate change
- 44. optimum / best
- 45. hydroponics
- 46. salad leaves and herbs

## SECTION 8

47. Sample answer:

Hi Jon! I just read an interesting article about how we can ensure a food supply in an era of climate change. One such solution is the Svalbard seed bank, buried deep within a mountain. However, Svalbard is a storage facility and other solutions are being investigated for the production of food in safe environments like Svalbad. The world's population continues to grow, and planning for adequate food resources is now necessary. Such 'inside out' solutions can take advantage of modern techniques such as hydroponics and aeroponics which need fewer natural resources and do not depend on outside space being available. People can even grow food in their own homes, and commercial kits are now being sold for this purpose.

## SECTION 9

### 48. Sample answer A:

As they come close to leaving school many young people find it hard to think clearly about what kind of job they want to take up. This is perhaps unsurprising, given their lack of knowledge of the world, and it is here that family, friends and schools can offer help.

Many schools have 'careers' sessions for school leavers, where they can discuss their possible career choices in the light of their strengths and weaknesses. Carried out correctly this can provide students with useful and impartial advice. Without these sessions students may receive no other help.

Parents are less likely to be objective, often because they love their children and know little about their academic and social strengths. On the other hand, they often have valuable social and professional connections that can open up doors to students. However, nepotism can be a double-edged weapon and in most cases talent and competence will tell in the long run.

Arrangements can be made with local businesses to set up short-term work placements. While providing valuable experience and teaching commitment and responsibility these internships can also show students how well they are suited to that line of work. They can also provide a viable alternative to university, without the cost that tertiary education involves.

### 48. Sample answer B:

Many countries today still have zoos in which the public can view wild animals in captivity. Their presence is controversial, and arguments can be made for and against their continuing existence. This short essay will examine some of these.

Those in favour of zoos point out that they play an important role in the conservation of species, housing rescued animals and providing researchers with valuable information. They are also said to be a good educational resource available to schools and young people in general. There is no replacement for the close proximity to a furry, smelly beast.

Those against consider film or video a perfectly adequate (and often better) replacement for educational purposes. They highlight the obvious stress and boredom suffered by so many mammals and question man's right to inflict his desires on his fellow creatures for commercial and entertainment purposes.

So, we make our own choices. I would personally close down all public access but maintain research and conservation behind close doors. That said, the idea of conservation of species that are dying out is itself debatable. The animals alive today are a tiny fraction of those that have lived, and it seems that the evolution of the world necessarily entails the disappearance of animal species.



## TRANSCRIPTS

This is the Pearson Test of English General Practice Test, to prepare for the Pearson English International Certificate, Level 4. This test takes 2 hours and 30 minutes.

### SECTION 1

You will have ten seconds to read each question and the corresponding options. Then listen to the recording. After the recording you will have 10 seconds to choose the correct option .

Put a cross  in the box next to the correct answer, as in the example.

**Example:** Listen to the man speaking. Where does this announcement take place?

*This is a passenger announcement. Due to essential engineering work, many schedules have been revised for the coming weekend and passengers are advised to check the revised times of their trains before travelling. Full details are available on posters around the station.*

**The correct answer is B.**

**Number 1.** Listen to this radio programme. What is the topic of the talk this extract comes from?

*Think a moment of the footprint we leave on the earth as we live out our lives. Birds, turtles, crabs: they spend time on a beach and leave nothing behind but their footprints, which are then washed away by the tide. Now, walk down a sandy beach at a tourist resort on a sunny evening and just look at what humans leave behind.*

**Number 2.** Listen to a man talking about his work. What area of work is the man describing?

*It's the branch of medicine concerned with the uses, effects, and modes of action of drugs, which are used by millions of people worldwide to treat and cure a huge number of diseases. If you study this subject you can join the search for new drugs to treat diseases for which there is currently no cure.*

**Number 3. Listen to two people speaking. Where does this conversation take place?**

*Oh, hello! What are you doing here?*

*I have an appointment for a blood test. You?*

*I'm off to Paraguay on a photoshoot, and it's a yellow fever zone.*

*So they're going to take blood from you too?*

*No, but they'll be sticking something into me!*

*Poor you.*

**Number 4. Listen to a conversation between a man and a woman. The woman speaking tv commercials. How does the woman feel about TV commercials?**

*Hey, I saw you on TV last night!*

*Did you? I missed my bit because it went out live and on my channel the bit when I was on was interrupted by a commercial break. Bad news.*

*I can't stand those adverts. They break my concentration.*

*I'm kind of used to them. And you do get to see new products too.*

*Whatever floats your boat.*

**Number 5. Listen to a woman talking on the radio. What kind of radio show is this?**

Now this next one is simple enough to make for a weeknight family meal but smart enough to make if you've got friends dropping in, too. I just love the combination of colors, flavors, and textures. You can serve it hot from the oven, but it's also delicious at room temperature.

**Number 6. Listen to a man speaking. What is the man's job?**

I've only personally ever been to one actual hoax. More often, we get exaggerated calls, so we might be going to something described as "severe haemorrhage" and it turns out to be a minor cut. That's a massive waste of time and resources, as we have to be sure it was a hoax and there isn't a patient somewhere hidden.

**Number 7. Listen to part of a radio broadcast? What is the man talking about?**

Arthur is said to have led the British when they defeated an invading Saxon army at the legendary Battle of Badon, sometime at the end of the Fifth Century. But his story evolved into a magical fantasy tale through the writings of Twelfth Century writer Geoffrey of Monmouth. The truth is that nobody knows the truth.

**Number 8. Listen to this extract from a documentary. What does the speaker say about tagua?**

Tagua is a seed from a palm-like tree that grows in the tropical rainforests of Ecuador, Colombia, and Brazil. It is sometimes known as the “vegetable ivory” because of its rich ivory color and shiny texture. Tagua is used as a substitute for ivory in jewelry production. It is a versatile material that has the innate ability to absorb color brightly.

**Number 9. Listen to a man talking about a review he has published. What does the man say about reactions to his review?**

When my review of the book was published I expected my Twitter feed to get nasty reactions, but the opposite happened. The nasty reactions were far outnumbered by people who said they had always assumed that the book I was talking about was the hateful pseudoscientific mess that the critics had claimed, but had now decided they wanted to give the book a chance.

**Number 10. Listen to a woman talking about bees? What does the woman describe?**

Honey bees live in hives or colonies. They are super-important pollinators for flowers, fruits and vegetables. This means that they help other plants grow! Bees transfer pollen between the male and female parts, allowing plants to grow seeds and fruit.

## SECTION 2

**Number 11. You will hear a short recording about medical records. Listen to the whole recording once. Then you will hear the recording again with pauses for you to write down what you hear. Make sure you spell the words correctly.**

Incidence should not be confused with prevalence, which is the proportion of cases in the population at a given time rather than the rate of occurrence of new cases. Incidence conveys information about the risk of contracting the disease, whereas prevalence indicates how widespread the disease is.

## SECTION 3 (PART A)

**Numbers 12–16. You will hear a public service announcement about photography in public places. First, read the notes below then listen and complete the notes with information from the announcement. You will hear the recording twice.**

It is not illegal to take photographs or video footage in public places in the UK unless it is for criminal or terrorist purposes. There will be places where you have access as a member of the public, but will have to ask permission or may be prevented altogether. These could include stately homes, museums, churches, shopping malls, railway stations and council or government buildings. You need to check the situation out on a case by case basis.

The taking of photographs of an individual without their consent is a civil matter. Taking a photo of a person where they can expect privacy (inside their home or garden) is likely to be a breach of privacy laws.

The other issue to consider is what you plan to do with the photograph afterwards. If the picture is of an individual, perhaps as a portrait or character study, and you intend to publish it in any way (on the internet, in a book or at a gallery), it would be appropriate and may avoid unnecessary complications if you ask that person for permission.

Many media organisations are international and will not accept an identifiable photograph of a person without a signed release. If the photo could be seen as defamatory in some way then you would leave yourself open to civil proceedings.

**Now listen again**



## SECTION 3 (PART B)

**Numbers 17–21. You will hear the introduction to a talk about Neolithic man. First, read the notes below then listen and complete the notes with information from the talk. You will hear the recording twice.**

There is little doubt that the beginning of Neolithic agriculture is one of the most important events in human cultural history. Agriculture, or food production as the archaeologists call it, appeared in many different regions of the world between 10,000 and 5,000 years ago. From the first days of the human race, some 7 million years ago, until the introduction of agriculture, the only way to obtain food was hunting and gathering. The important step of establishing fixed settlements and developing agriculture, a move that led to the rise of civilization and the acquisition of material wealth beyond the wildest dreams of the Neolithic hunter and gatherer, has rightfully gained the title, the “Neolithic Revolution”.

The evidence of where and when wild plants and animals were domesticated for the first time is relatively well-established, as are the theories of how hunters and gatherers actually transformed wild plants and animals into domestic varieties. But one important question is still fiercely debated: What caused human societies to take the important step from hunting and gathering to farming? What was the trigger?

In this talk I shall provide you with the main theories that deal with this issue. Part 1 will examine why our ancestors decided to take up farming after tens of thousands of years of successful hunting and gathering. Part 2 will provide a brief historical survey of the theories that have dominated the archaeological and anthropological literature. In part 3 I shall offer a more detailed review of the related contributions in the economic literature. And finally, Part 4 will provide a conclusion.

**Now listen again**

**That is the end of the listening section of the test. Now go on to the other sections of the test.**