

## Section1

### Question 1-10

- ❖ Complete the notes below
- ❖ Write **one word and/or a number** for each answer.

#### Hiring a public room

Example: The Main Hall- seats 200

#### Room and cost

- the 1. \_\_\_\_\_ Room – seats 100
- Cost of Main Hall for Saturday evening: 2. £ \_\_\_\_\_  
+ £250 deposit (3. \_\_\_\_\_ payment is required)
- Cost includes use of tables and chairs and also 4. \_\_\_\_\_
- Additional charge for use of the kitchen: £25

#### Before the event

- Will need a 5. \_\_\_\_\_ license
- Need to contact the caretaker (Mr Evans) in advance to arrange 6. \_\_\_\_\_

#### During the event

- The building is no smoking
- The band should use the 7. \_\_\_\_\_ door at the back
- Don't touch the system that controls the volume
- For microphones, contact the caretaker

#### After the event

- Need to know the 8. \_\_\_\_\_ for the cleaning cupboard
- The 9. \_\_\_\_\_ must be washed and rubbish placed in black bags

- All **10.** \_\_\_\_\_ must be taken down
- Chairs and tables must be piled up

## Section 2

### Question 11-20

- ❖ Complete the notes below.
- ❖ Write **ONE WORD** for each answer
- ❖ Questions 11-14

#### Fiddy Working Heritage Farm

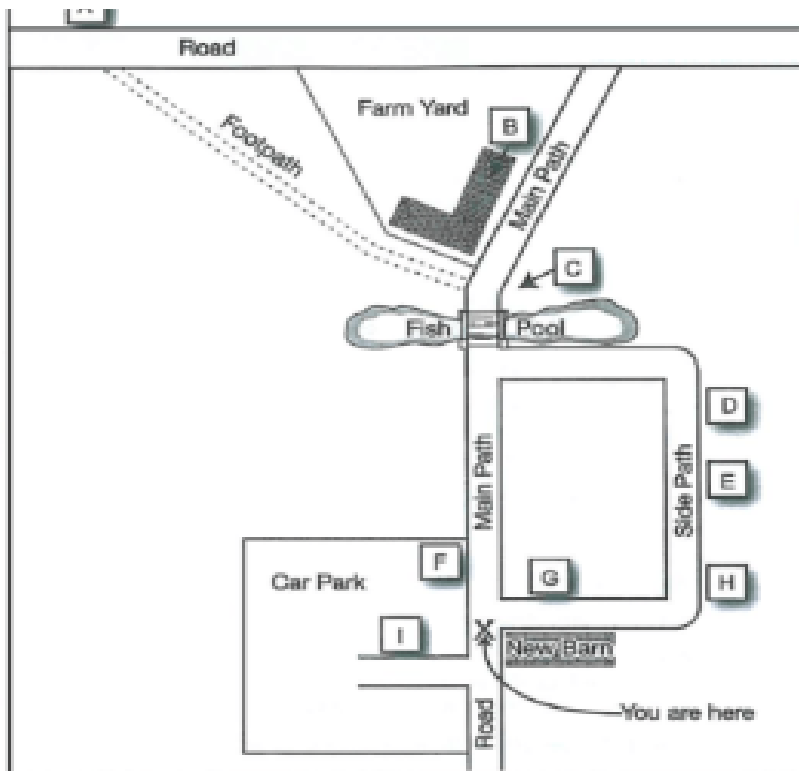
Advice about visiting the farm

Visitors should

- take care not to harm any **11.** \_\_\_\_\_
- not touch any **12.** \_\_\_\_\_
- wear **13.** \_\_\_\_\_
- not bring **14.** \_\_\_\_\_

- ❖ Questions 15-20
- ❖ Label the map below.

- ❖ Write the correct letter **A-I**, next to Questions 15-20



15. Scarecrow \_\_\_\_\_
16. Maze \_\_\_\_\_
17. Café \_\_\_\_\_
18. Black Barn \_\_\_\_\_
19. Covered picnic area \_\_\_\_\_
20. Fiddly House \_\_\_\_\_

## Section 3

### Question 21-30

- ❖ Choose the correct letter, A, B, C.
- ❖ Study on Gender in Physics

**Study on gender in physics**

21. **The students in Akira Miyake's study were all majoring in**
- A physics.
  - B psychology or physics.
  - C science, technology, engineering or mathematics.
22. **The aim of Miyake's study was to investigate**
- A what kind of women choose to study physics.
  - B a way of improving women's performance in physics.
  - C whether fewer women than men study physics at college.
23. **The female physics students were wrong to believe that**
- A the teachers marked them in an unfair way.
  - B the male students expected them to do badly.
  - C their test results were lower than the male students'.
24. **Miyake's team asked the students to write about**
- A what they enjoyed about studying physics.
  - B the successful experiences of other people.
  - C something that was important to them personally.
25. **What was the aim of the writing exercise done by the subjects?**

- A to reduce stress
- B to strengthen verbal ability
- C to encourage logical thinking

**26. What surprised the researchers about the study?**

- A how few students managed to get A grades
- B the positive impact it had on physics results for women
- C the difference between male and female performance

**27. Greg and Lisa think Miyake's results could have been affected by**

- A the length of the writing task.
- B the number of students who took part.
- C the information the students were given.

**28. Greg and Lisa decide that in their own project, they will compare the effects of**

- A two different writing tasks.
- B a writing task with an oral task.
- C two different oral tasks.

**29. The main finding of Smolinsky's research was that class teamwork activities**

- A were most effective when done by all-women groups.

B had no effect on the performance of men or women.

C improved the results of men more than of women.

30. **What will Lisa and Greg do next?**

A talk to a professor

B observe a science class

C look at the science timetable

## Section 4

### Question 31-40

- ❖ Complete the notes below.
- ❖ Write **ONE WORD ONLY** for each answer.

### Ocean Biodiversity

#### **Biodiversity hotspots**

- areas containing many different species
- important for locating targets for **31.** \_\_\_\_\_
- at first only identified on land

#### **Boris Worm, 2005**

- identified hotspots for large ocean predators, e.g. sharks
- found that ocean hotspots:
  - were not always rich at **32.** \_\_\_\_\_
  - had higher temperatures at **33.** \_\_\_\_\_

– had sufficient **34.**\_\_\_\_\_ in the water

### **Lisa Ballance, 2007**

- looked for hotspots for marine **35.** \_\_\_\_\_.
- found these were all located where ocean currents meet

### **Census of Marine Life**

- found new ocean species living:
  - under **36.** \_\_\_\_\_
  - near volcanoes on the ocean floor

### **Global Marine Species Assessment**

- want to list endangered ocean species, considering:
  - population size
  - geographical distribution
  - rate of **37.** \_\_\_\_\_
- Aim: to assess 20,000 species and make a distribution **38.**\_\_\_\_\_ for each one

### **Recommendations to retain ocean biodiversity**

- increase the number of ocean reserves
- establish **39.**\_\_\_\_\_ corridors (e.g. for turtles)
- reduce fishing quotas
- catch fish only for the purpose of **40.**\_\_\_\_\_

## **Answers**

### **Section1**

1. Charlton
2. 115

3. Cash
4. Parking
5. Music
6. Entry
7. Stage
8. Code
9. floor/floors
10. decoration/decorations

## Section 2

11. animal/animals
12. Tool/tools
13. Shoes
14. dog/dogs
15. F
16. G
17. D
18. H
19. C
20. A

## Section 3

21. C
22. B
23. B
24. C
25. A
26. B
27. C
28. A
29. B
30. A

## Section 4

31. Conservation
32. food/foods



- 33. Surface
- 34. Oxygen
- 35. Mammals
- 36. Ice
- 37. decline/declining/decrease
- 38. Map
- 39. Migration
- 40. consumption.