

CORE LEVEL

**PRACTICE TEST
1**

TEST 1

Exercise 1

Read the following advertisement about an unusual place to visit and then answer the questions on the opposite page.

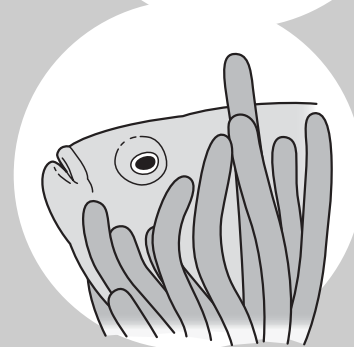
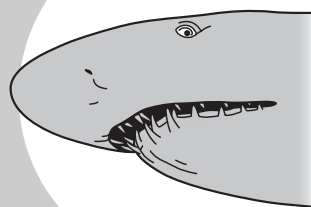
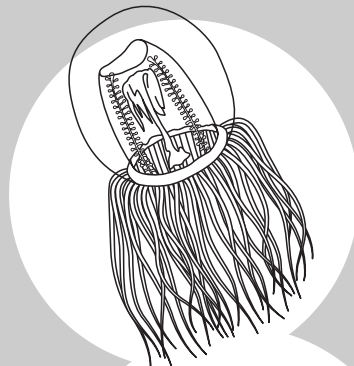
THE DEEP

Visit **THE DEEP** and explore the great ocean floor from tropical coral lagoons to the icy wastes of Antarctica. Discover the story of the world's seas and oceans on a dramatic journey back in time and into the future.

This is Europe's deepest seawater aquarium containing 2.5 million litres of water and 87 tonnes of salt – home to the many fascinating seawater species you will see here.

AMAZING EXPERIENCES IN THE DEEP

- Ride in the world's only underwater glass elevator (lift), while surrounded by Sharks, Hog Fish, Moray Eels, and hundreds of other unusual and strange sea creatures.
- Drive a submarine in the futuristic research station, Deep Blue One, deep deep down on the ocean floor.
- Feel the ice-cold walls of the polar gallery section.
- Walk the ocean floor in Europe's deepest viewing tunnel while Sand Tiger Sharks and Leopard Sharks glide over your head.
- Watch the Sharks feeding – daily at 2 pm.
- See the magical jellyfish which 'disappears'.
- Be amazed at the huge prehistoric sea monsters pictured on our dramatic marine dinosaur wall.



OPENING TIMES

10 am to 6 pm daily (last ticket 5 pm).

HOW TO FIND US

Follow signs to Hull City Centre, then local signs for The Deep.

Watch out for the Hull Navigators in their distinctive yellow and red uniforms. They carry a wealth of knowledge and experience – all you need to do is ask.

VISITING THE CITY

Why not combine your visit to The Deep with a stroll along Hull's historic walkways, bursting with cafés, bars and restaurants? The Fish Pavement links directly to seven museums and the High Street shops. Hull's marina is a relaxing place to wander, full of yachts and cruise boats, and offering panoramic views across the River Humber.

TEST 1

(a) What exactly is The Deep?

..... [1]

(b) What is unusual about the underwater glass elevator?

..... [1]

(c) Apart from the glass elevator, how else can visitors observe life under the sea? Name **two** ways.

..... [1]

(d) Which feature of The Deep helps visitors learn about prehistoric sea monsters?

..... [1]

(e) What is the latest time a visitor can enter The Deep?

..... [1]

(f) Where in the city can you see yachts and cruise boats?

..... [1]

[Total: 6]

TEST 1

Exercise 2

The following newspaper article is about sugar cane, the plant which provides the world with sugar. Read it carefully and then answer the questions on the opposite page.



The tough grass that sweetens our lives

Sugar cane was once a wild grass that grew in New Guinea and was used by local people for roofing their houses and fencing their gardens. Gradually a different variety evolved which contained sucrose and was chewed on for its sweet taste. Over time, sugar cane became a highly valuable commercial plant, grown throughout the world. The majority of the world's sugar now comes from this particular commercial species.

Sugar became a vital ingredient in all kinds of things, from confectionery to medicine, and, as the demand for sugar grew, the industry became larger and more profitable. Unfortunately, however, the plant started to become weaker and more prone to disease. Many crops withered and died, despite growers' attempts to save them, and there were fears that the health of the plant would continue to deteriorate.

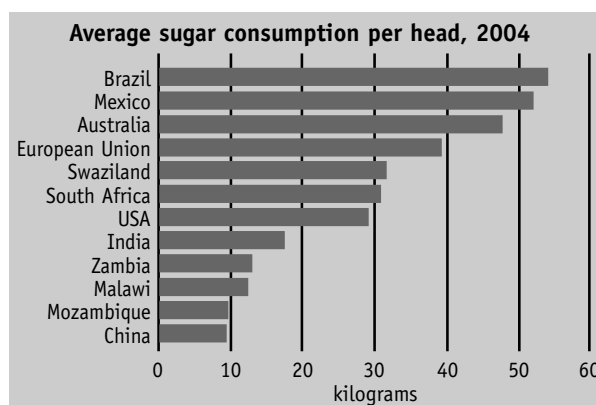
In the 1960s, scientists working in Barbados looked for ways to make the commercial species stronger and more able to resist disease. They experimented with breeding programmes, mixing genes from the wild species of sugar cane, which tends to be tougher, with genes from the more delicate, commercial type. Eventually, a commercial plant was developed which was 5 per cent sweeter than before, but also much stronger and less likely to die from disease. This sugar cane is not yet ready to be sold commercially, but when this happens, it is expected to be incredibly profitable for the industry.

Since the 1960s, scientists have been analysing the mysteries of the sugar cane's genetic code. Brazil, which produces one quarter of the world's

sugar, has coordinated an international project under Professor Paulo Arrudo of the Universidade Estadual de Campinas in São Paulo. Teams of experts have worked with him to discover more about which parts of the genetic structure of the plant are important for the production of sugar and its overall health.

Despite all the research, however, we still do not fully understand how the genes function in sugar cane. One major gene has been identified by Dr Angélique D'Hont and her team in Montpellier, France. This gene is particularly exciting because it makes the plant resistant to rust, a disease which probably originated in India, but is now capable of infecting sugar cane across the world. Scientists believe they will eventually be able to grow a plant which cannot be destroyed by rust.

Thanks to the pioneering work carried out by scientists in the last 50 years, sugar cane is now much more vigorous and the supply of sugar is therefore more guaranteed.



(a) What were the original uses of wild sugar cane?

..... [1]

(b) Why did the demand for sugar increase?

..... [1]

(c) Why was the future of the sugar industry under threat? Give **two** reasons.

..... [1]

(d) How did the scientists working in Barbados produce a stronger commercial species of sugar cane?

..... [1]

(e) Why is the single gene identified by the scientists in France important for the health of the plant?

..... [1]

(f) Which countries consumed more than 40 kilos of sugar per person in 2004?

..... [1]

(g) Write **four** points to show why the future of the sugar industry looks positive, according to the article.

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•

•

• [4]

[Total: 10]

TEST 1

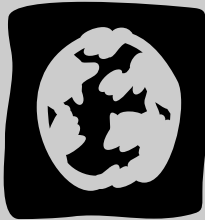
Exercise 3

Lindy Melamu is 17 years old and lives at 984 Tembenko Road, Gaborone, Botswana. She is very interested in nature, and her favourite subjects at school are geography (she would love to travel more) and zoology. Along with other students at her school, she has been involved in voluntary work to transform an area of waste ground into a small farm which provides fresh vegetables and fruit for local people.

As part of the research she is doing for an ecology project, Lindy is learning about environmental projects around the world. On an internet website she sees an advertisement for a project in the Maldives which she would love to take part in. She would be particularly interested in a marine-based project to restore coral reefs.

Lindy is free after her exams finish, which is at the end of November, and her parents are willing to let her travel to the Maldives by herself, as long as she is back in time to help them with their busy season (starting in April) in the small hotel they run.

Lindy is a vegetarian and is in good health. Her telephone number is 267-3901278. She is also on email at melamu.l@remac.com.

ADVERTISEMENT

GLOBAL ECO-PROJECTS

As an international agency, **Global Eco-Projects** offers young people the chance to participate in some of today's most fascinating ecological projects. Although you will work as a volunteer and not be paid, the insights and experience you gain and the friendships you make will more than compensate.

This season we have a major new project in the fabulous **Maldives**, the breathtakingly-beautiful islands in the Indian Ocean. You can choose whether to be involved with the protection of endangered species or with environmental conservation (including tree-planting or safeguarding the fragile coral reefs). The programme also includes lectures on the development of the Maldives, and the opportunity to get to know the traditional way of life and sample the delicious cuisine.

If you are aged 16–30, don't hesitate to contact us today for more information.

Your planet needs you!

Imagine that you are Lindy and complete the form on the opposite page.



GLOBAL ECO-PROJECTS

VOLUNTEER APPLICATION FORM / MALDIVES

(Please give your full name and address in CAPITAL LETTERS.)

NAME _____

ADDRESS _____

TELEPHONE _____ EMAIL _____

Please circle your age group: 16–19 19–21 21–24 Over 24

Male / Female (please delete)

How did you find out about Global Eco-Projects?

Are you intending to travel alone? Yes / No (please delete)

If you have a preference for any particular project, please specify:

Please specify any special dietary requirements: _____

Do you have any medical conditions the organisers should be aware of? _____

Which time(s) of the year are you available? _____

In the space below, please write **one sentence** giving information about any experience you have of environmental work, and **one sentence** explaining what you hope to gain from the project.

TEST 1

Exercise 4

Read the newspaper article below about dolphins and their relationship with man. Then complete the note-taking exercise which follows.

OUR TRUE FRIEND THE DOLPHIN

The dog may be 'man's best friend' but the sharp-eyed dolphin, with its cheery smile and intuitive intelligence, is the creature we love to love. Whether it's delighting whale-watchers or swimming playfully with scuba divers, the dolphin's ability to delight the world of humans has made it one of our favourites in the animal kingdom.

'Like us, dolphins are great communicators,' says Jo Clark, Conservation Officer for the Whale and Dolphin Conservation Society. They are very social, and communicate through a range of clicks, whistles and calls. Researchers say that each dolphin has its own unique whistle, which may identify it to others.'

Dolphins live in groups and work together to feed and to drive away predators. Orcas, a kind of dolphin known more commonly as killer whales, have strong family bonds and remain together in family groups called pods, which have their own individual language dialect. They are known to pass down knowledge from one generation to the next. Scientists are now suggesting that the only equivalent to the complex and stable relationships in orca groups is found in human societies.

Jo says, 'There are many examples of dolphins forming partnerships with people. For three generations, in Laguna, Brazil, a group of bottlenosed dolphins have been working with fishermen to catch mullet. The dolphins drive the fish towards the fishermen's nets, even signalling with a splash of their tails when the nets should be thrown.'

A particularly dramatic account of dolphins protecting humans from danger was reported by a group of fishermen from South Carolina in the United States in

2001. Their boat sank 50 kilometres from the shore and they found themselves surrounded by mako, hammerhead and tiger sharks. A group of dolphins arrived and set about driving the sharks away. They remained all night and the following day, protecting the fishermen from any sharks that came near.

Witnesses have also seen dolphins saving people from drowning, when there was no apparent benefit to themselves. We'll never know for certain why dolphins act like this at times. What we do know is that they have to protect their families from attacks by sharks, so it is possible they are acting instinctively when they help people or that they extend their concept of family to include an obviously vulnerable human.

But while dolphins display such loyal feelings towards man, the compassion is unfortunately often one way. Pollution and being drowned in fishing nets are two of the terrible dangers they face from us. Up to 10,000 dolphins and their cousins the porpoises are killed in the North Atlantic each year as a result of the fishing industry. Their habitats are destroyed and they are bombarded by noise. We even capture them and keep them in tanks, in spite of seeing what rich lives these wonderfully intelligent creatures lead in the wild.



You are planning to give a short talk to a wildlife club about people and dolphins.

On the notepad opposite, make **two** short notes under each heading as a plan for your talk. Do not use complete sentences. An example is given under the first heading

PEOPLE AND DOLPHINS

Similarities between people and dolphins

- *family structure / live as part of a group*
-
-

Practical ways dolphins have helped people

-
-

How people threaten their survival

-
-

[1]
[1]
[1]
[1]
[1]
[1]

[Total: 6]

Exercise 5

Imagine that you have given your talk to the wildlife club. Now you want to make a summary of your talk, to be published on a wildlife internet site.

Look at your notes in Exercise 4 above. Using the ideas in your notes, write a summary describing the ways dolphins and people are similar, and what is known about their impact on each other.

Your summary should be one paragraph of no more than 70 words. You should use your own words as far as possible.

.....

.....

.....

.....

.....

.....

[Total: 4]

TEST 1

Exercise 6

STARTING NEXT MONTH!!!

YOUR

NEW ... VIBRANT ...

EXCITING ... TOPICAL ...

**COLLEGE
MAGAZINE**

Are you young and full of fun?
Do you have strong views and ideas?
Do you want to have a say in what happens at college?
Can you write well in English?
Then you can help – we need you to join us as a regular writer!
Write now to the Editor and tell us why you are suitable.

You have seen a poster at your college about a new magazine and would like to be involved.

Write a letter offering to be a writer for the magazine.

Your letter should be about 100–150 words long.

Don't forget to include:

- details about yourself and why you are suitable
- why you want to write for the magazine
- what kinds of articles you could contribute.

You will receive up to 5 marks for the content of your letter, and up to 5 marks for the style and accuracy of your language.

TEST 1

Exercise 7

Your school wishes to send a sports team overseas to take part in a special international sports event for schools. Here are some comments about this idea from people in your class:

'How exciting! We'll be able to learn about a different culture and make new friends.'

'I don't like the idea – the competitions will be even more stressful than usual.'

'I'd love to go! Sport is a way to create peace and harmony between people.'

'I don't mind – as long as it doesn't distract us from our exam preparation.'

Write an article for your school magazine giving your views about the issue. Your article should be about 100–150 words long.

The comments above may give you some ideas, but you are free to use any ideas of your own.

You will receive up to 5 marks for the content of your article, and up to 5 marks for the style and accuracy of your language.

