

Cambridge English



新东方雅思指定辅导教程

Complete IELTS 剑桥雅思

高级教程练习册

Bands 6.5–7.5



Workbook *with Answers*

(英) Rawdon Wyatt 编著



CAMBRIDGE
UNIVERSITY PRESS



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English



Complete IELTS

剑桥雅思

高级教程练习册 Bands 6.5–7.5

Workbook with Answers

(英) Rawdon Wyatt 编著



Contents

Map of the units	4
1 Getting higher qualifications	6
2 Colour my world	12
3 A healthy life	18
4 Art and the artist	24
5 Stepping back in time	30
6 IT society	36
7 Our relationship with nature	42
8 Across the universe	48
 Recording scripts	 54
 Answer key	 62
 Acknowledgements	 71



CAMBRIDGE
UNIVERSITY PRESS



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English



4312
655

Complete IELTS 剑桥雅思

高级教程练习册 Bands 6.5–7.5

Workbook with Answers

(英) Rawdon Wyatt 编著



Contents

Map of the units	4
1 Getting higher qualifications	6
2 Colour my world	12
3 A healthy life	18
4 Art and the artist	24
5 Stepping back in time	30
6 IT society	36
7 Our relationship with nature	42
8 Across the universe	48
 Recording scripts	 54
 Answer key	 62
 Acknowledgements	 71

Unit title	Reading	Listening
1 Getting higher qualifications	Reading: The University of Life • True / False / Not Given • Note completion • Short-answer questions	Listening: Voluntary work • Form completion
2 Colour my world	Reading: An invention to dye for: the colour purple • Matching headings • Pick from a list • Summary completion	Listening: Information on a new book • Table completion • Pick from a list
3 A healthy life	Reading: Scientific research reveals hidden benefits of regular exercise • Yes / No / Not Given • Summary completion with a box • Multiple choice	Listening: Two people talking about common painkillers • Matching • Flow-chart completion
4 Art and the artist	Reading: A brief history of photography in advertising • Table completion • Flow-chart completion • True / False / Not Given	Listening: A lecture on prehistoric visual art • Note completion
5 Stepping back in time	Reading: When and why did we learn to stand on our own two feet? • Matching information • Sentence completion • Matching features	Listening: Describing a talk by an archaeologist • Multiple choice • Note completion
6 IT society	Reading: How green is your PlanIT Valley? • Multiple choice • Yes / No / Not Given • Matching sentence endings	Listening: A lecture on internet banking • Note completion
7 Our relationship with nature	Reading: Keystone species • Matching headings • Sentence completion • Pick from a list	Listening: A student and tutor talking about bird watching • Sentence completion • Labelling a plan • Short-answer questions
8 Across the universe	Reading: Life on Mars? • Yes / No / Not Given • Multiple choice • Summary completion with a box	Listening: A lecture about health problems in space • Note completion

Writing	Vocabulary and Spelling	Grammar
Writing Task 1 <ul style="list-style-type: none"> • Writing an introduction to the task • Choosing the correct vocabulary to describe a graph 	<ul style="list-style-type: none"> • Dependent prepositions • Key vocabulary 	<ul style="list-style-type: none"> • <i>used to / would</i> • Superlative forms • Past simple, present perfect simple and past perfect simple
Writing Task 2 <ul style="list-style-type: none"> • Analysing the task and brainstorming ideas • Planning an answer 	<ul style="list-style-type: none"> • Phrasal verbs • Key vocabulary 	<ul style="list-style-type: none"> • Nouns and articles
Writing Task 1 <ul style="list-style-type: none"> • Summarising key features in more than one chart • Paragraphing and the overview • Using your own words • Expressing amount, extent or category 	<ul style="list-style-type: none"> • Verb + noun collocations • Key vocabulary 	<ul style="list-style-type: none"> • Expressing large and small differences
Writing Task 2 <ul style="list-style-type: none"> • Brainstorming main ideas • Maintaining a clear position • Using reasons and examples for support • Introducing arguments • Choosing the best conclusion 	<ul style="list-style-type: none"> • Collocations and phrases with <i>make, take, do</i> and <i>have</i> • Key vocabulary 	<ul style="list-style-type: none"> • Expressing purpose, cause and effect
Writing Task 1 <ul style="list-style-type: none"> • Summarising a diagram • Analysing the task and organising the answer • Linking information, signalling and comparing stages • Using participle clauses to express consequences 	<ul style="list-style-type: none"> • Word formation – negative affixes • Key vocabulary 	<ul style="list-style-type: none"> • Using sequencers • Speaking hypothetically
Writing Task 2 <ul style="list-style-type: none"> • Describing advantages and disadvantages • Structuring an answer and linking paragraphs • Presenting a balanced view: discourse markers 	<ul style="list-style-type: none"> • Adjective + noun collocations • Key vocabulary 	<ul style="list-style-type: none"> • Referencing
Writing Task 1 <ul style="list-style-type: none"> • Categorising data • Organising information • Proofing your work: punctuation 	<ul style="list-style-type: none"> • Idiomatic expressions • Key vocabulary 	<ul style="list-style-type: none"> • Speculating and talking about the future
Writing Task 2 <ul style="list-style-type: none"> • Linking ideas and views across paragraphs 	<ul style="list-style-type: none"> • Verbs and dependent prepositions • Key vocabulary 	<ul style="list-style-type: none"> • Emphasising

Unit 1 Getting higher qualifications

Listening Section 1

- ① Look at the advertisement on a college notice board. From the information in the advertisement, can you predict what you are going to hear?



Care for the Community

Part-time student volunteers wanted.

Can you spare a few hours each week to help out in your local community? We urgently need volunteers to help us run and support a range of local care services. We especially need people who can:

- offer care and assistance to the elderly
- help those with mobility problems
- provide support for young people from disadvantaged backgrounds.

For more information, visit
www.care4thecommunity.co.uk

- ② Look at the Exam task below and decide what sort of information you need to complete each gap.

Questions 1–12

Complete the form below.

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

Care for the Community

Applicant details

Name: 1

Sex: Female

Occupation: 2 student at
Brookfields University studying
on 3 Course (BA).

Contact details

Phone: 4

Email: 5@chatbox.co.uk

Availability: Up to 6 per week.

Other information

- Reason for applying: Would like
7
- Area of interest: Children with
8
- Experience: Has recently done similar
work at a 9 Found it
10
- Perceived strengths: Has excellent
11 Also listens to people.

12 arranged for Wednesday 10th
September.

- ③ ② Now listen and complete Questions 1–12.

4 Look carefully at your answers and check to make sure:

- you haven't exceeded the allowed number of words and/or numbers ☐
- your answer is grammatically correct (where relevant), and/or collocates with the words before or after the gap (especially in questions 7-12) ☐
- your spelling is correct. ☐

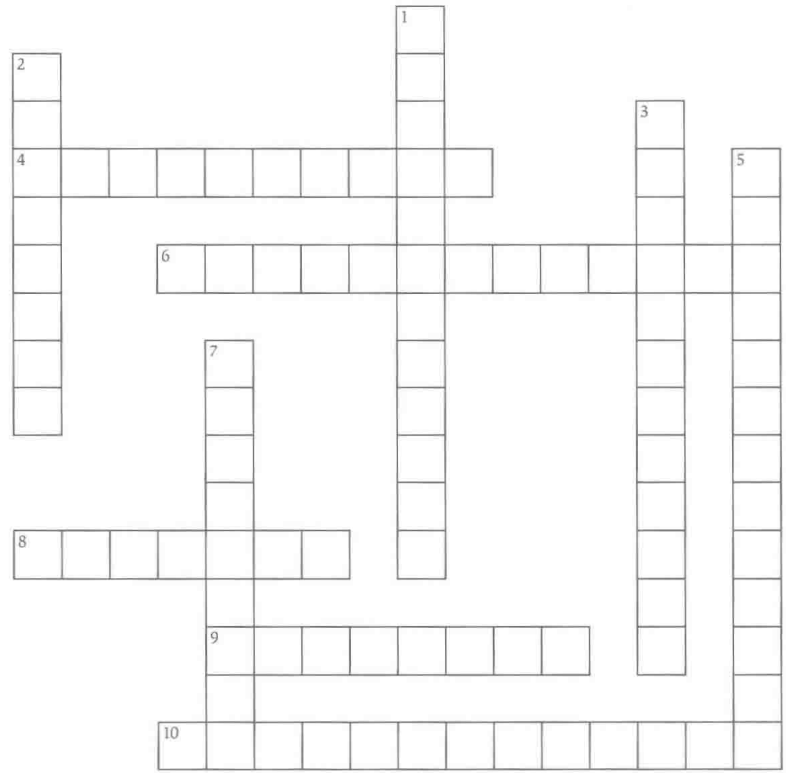
Vocabulary

Dependent prepositions

1 Complete each sentence with one word from the first box and one from the second box. Then write your answers in the crossword.

available	concentrate	confidence	for	in
deal	involved	participate	related	on
reputation	spent	suited	with	to

- 1 The college currently has no money new computers, so we'll have to make the best of the old ones.
- 2 I'm interested in politics, but I don't think I would be a career in it.
- 3 I have complete my tutor when she says that she'll do her best to get us through our exams.
- 4 One thing I've learnt is never get an argument unless it affects you directly.
- 5 During tutorials, I always try to the discussion as much as possible.
- 6 Mr Wilkinson has a being the strictest tutor in the college.
- 7 A lot of student illnesses before exams are stress caused by overwork.
- 8 On average, just under a third of a student's income is accommodation.
- 9 I tend to problems one at a time rather than try to tackle them all at once.
- 10 The college library is always so noisy and it's really difficult to your work.



Key vocabulary

2 Complete each gap in this passage with a word or words from the first box, and a word or words from the second box.

brings	channels all of its	desire	programme
common	get to	range	resources
go on	recruitment	people together	the top
vast	vocational	to do	training

For the last two years, I've been studying at the International University in Bampton, which I believe is one of the best universities in the country. As well as offering a 1 of academic courses, it also runs several 2 programmes, and is especially well-known for its computer-programming courses. What I like about it is that it is a truly international university which 3 from all around the world. It expects its students to be hardworking and to show initiative, and it 4 into ensuring they get the best education possible. The students all have a 5 - to get top grades in their subjects - and many 6 postgraduate studies before taking their first step on the career ladder. Naturally, many expect to 7 in their chosen career. The university has an excellent reputation, and some of the world's biggest and most prestigious companies visit the college each year as part of their 8

Reading Section 1

① You are going to read a passage about gap years. Skim the passage. Which of these best describes the writer's purpose? Circle A, B or C.

- A To summarise the main reasons why students take a gap year.
- B To explain why some gap year programmes are so successful.
- C To illustrate, with examples, one particular advantage of a gap year.

The University of Life

Katherine Demopoulos meets students who took a break from study to volunteer overseas and returned with a new sense of purpose

The majority of 18-year-old students entering higher education go straight from school to university. For many school leavers, however, there is the irresistible attraction of the 'gap year', a time between school and university when they decide to experience something new, different or exciting. Many of these so-called 'gappers' go off travelling around the world, often supplementing their limited funds by taking on casual work, while others may do voluntary work in a village in a distant part of the world.

For the majority of gappers, the gap year is simply a chance to enjoy life as an independent adult for the first time. Increasingly, however, they are also proving a great way of reinvigorating a lapsed or flagging interest in education, offering a chance to think about why you should study, or if you need to study at all. A growing number of students, having taken a break after school, are heading back into further and higher education via a roundabout route of working and 'gapping'. According to the latest data from the British university admissions service, UCAS, 105,000 students aged 19, and 44,400 aged 20, entered higher education last year – figures that show a steady annual increase in this age group over the previous three years.

19-year-old student Christine Samways is a typical example. She left school at 16 with nine good exam passes at grades A to C, but did not want to continue studying at the time. She was also worried that, despite having all the attributes of a good student, she would find the challenges of higher education too great and would be forced to drop out. Instead, she gained a vocational

qualification in hairdressing. However, she very quickly began to realise it was not quite what she wanted and that going back into some kind of education could be her next step. Like many 16-year-old school leavers starting work for the first time, it dawned on her that if you don't have qualifications, or the right qualifications, you have fewer work choices. 'The things that you want to do just aren't available to you,' she says.

Unsure of what her next step should be, Christine decided to head to Mexico to do voluntary work at a children's home. She was there for a year under the auspices of the International Cultural Youth Exchange (ICYE) – an organisation which has been running since 1949, when it sent 50 German students to the US as peace ambassadors. She never expected that working in Mexico would give her such a sense of confidence and, perhaps just as importantly, direction. On returning home to the UK, she decided to make a fresh start in education by enrolling on a course in Social Sciences and Humanities to prepare herself for university. Her new sense of confidence helped at her college interview. Previously, a formal interview would have made her very nervous, but she now found it much easier to talk on an informal and formal level to people she didn't know. 'I feel more comfortable in these situations,' she says. 'Mexico was the first time I'd been out of my comfort zone. Now I think I can cope with things better.'

Christine is now working towards a degree in International Development at Bath University, a choice of subject informed by her experience of working with Mexican children. And, as well as finding some direction in her career, she now speaks good Spanish – a skill she says she intends to keep up, perhaps by working abroad. She knows that the Mexican children's home benefited from her time there, just as she did. As well as being 'an extra pair of hands', she helped to streamline the children's timetable so they spent more structured time



on homework. The children began to 'do better in school,' she says. 'You only move up a year if you pass a year – I got four children that at the beginning of the year were told they were going to stay down, but they moved up. It's a good feeling.'

ICYE also brings students to Europe from the countries that European students traditionally visit. Agnes Eldad, from Kampala, Uganda, has just graduated with a degree in Social Work. She came to the UK in January this year, getting a voluntary work placement relieving full-time carers of elderly people in Bexleyheath, Kent. With her social work background, she wanted to understand how elderly people were treated in Britain and to see for herself how their relationships with their children, grandchildren and in-laws worked.

Agnes found the experience extremely beneficial, but says that the ICYE only really works if participants have a focus for what they want to do, see and study. Ironically, for her, this could be the only chance to work with elderly people before she goes back home in January. In Uganda, old people live with, and are supported by, their families, so she won't have an opportunity to work with them. Instead, she now wants to set up her own vocational training programme for young girls in northern Uganda. Agnes says her time in the UK has helped her to set her goals for the future.

2 Now look at Questions 1–13 below and underline the key words and phrases. Then read the passage and answer the questions.

Questions 1–5

Do the following statements agree with the information in the Reading passage?

- 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
- 1 The majority of young people who go travelling during their gap year must work in order to finance their trip.
 - 2 Taking a gap year can give young people time to consider whether or not they want to continue with their studies.

- 3 The number of university students has increased in the last few years.
- 4 Christine Samways lacks the right qualities to be a good student.
- 5 Christine Samways believes that if you lack educational qualifications, your career options are reduced.

Questions 6–10

Complete the notes below.

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

Christine Samways: ICYE participant

Carried out 6 in Mexico.

Programme gave her more 7 in herself.

Returned to 8 when she was back in the UK.

Currently studying 9

Thinks that 10 may be a good way of maintaining her Spanish.

Questions 11–13

Answer the questions below.

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

- 11 According to Agnes Eldad, what do people need in order to benefit from an ICYE exchange programme?
- 12 Who does Agnes Eldad plan to work with when she finishes her ICYE programme?
- 13 What does Agnes Eldad have now that she didn't have before she came to the UK?

3 Review your answers. For Questions 6–13, make sure that you have not used more than the maximum allowed number of words.

Grammar

used to / would

▶ Student's Book, page 120

① Complete the passage with expressions from the box. Use each expression once only.



didn't use to be used to be spent used to pour
used to seeing used to have would arrive
would go off would have to would receive
wouldn't go

Today, the Park Street Academy is widely recognised as being one of the best colleges in the country. However, it 1 *didn't use to be* like this. In fact, it 2 a very bad reputation. Students 3 late, and often they 4 to classes at all. The college building was in a terrible state. When it rained, water 5 through holes in the ceiling and the power 6 suddenly without any reason. In winter, the rooms were so cold that you quickly became 7 people in classrooms wrapped up like they were in the Arctic. Then, in 2010, a new head teacher was appointed, and she turned the place around. Strict discipline was applied at all levels. For example, students who were late or absent without reason 8 pay a financial penalty, while those who improved their academic record 9 rewards in the form of things like cinema tickets. Meanwhile, money that 10 on unimportant things like computer games for the library was instead used to repair the building.

Superlative forms

▶ Student's Book, page 119

② Underline the correct words or phrases in bold in these sentences.

- 1 My second **more favourite** / **favourite** subject was Art.
- 2 My Maths teacher Mrs Jennings was **the least popular** / **less popular** teacher in the school.
- 3 My English teacher, Mr Clark, was one of the **most funny** / **funniest** teachers I have ever had.
- 4 Mr Clark probably had the **lowest** / **most low** rate of absenteeism in the school.
- 5 When he ran the school's drama club, it had the **greatest number** / **most number** of members in its history.
- 6 It was the **greatest popular** / **most popular** activity by far.

Past simple, present perfect simple and past perfect simple

③ Complete this passage with the correct form of the verbs in brackets.

Since it first opened in 1989, St Darren's College 1 *has had* (have) a chequered history. The first five years 2 (be) slow in terms of student numbers, but after they 3 (receive) an excellent report in 1994, the number of students applying to the college 4 (rise), and 5 (continue) to do so each year for the next eight years. However, in 2002, the college 6 (see) a 30% increase in rent. Nobody at the college 7 (predict) this, and they 8 (have to) increase fees. As a result, in 2003, student numbers, which 9 (rise) consistently each year since 1994, suddenly 10 (stagnate). They then 11 (start) to fall. By 2007, student numbers 12 (fall) to less than 100. The following year, with applications at an all time low, the college 13 (shut) down. In 2010, the local council 14 (take) over the buildings, and 15 (start) offering vocational courses. Since then, St Darren's College 16 (go) from strength to strength.

Writing Task 1

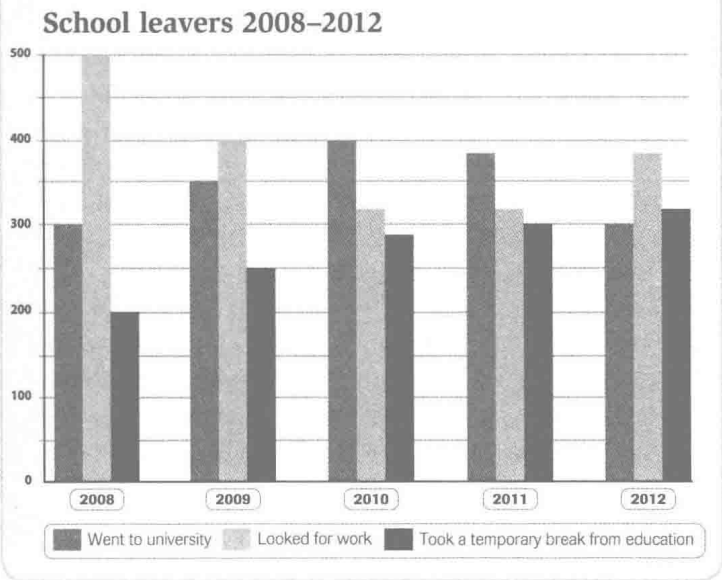
1 Look at the graph below and complete this introductory sentence by arranging the expressions in the box.

- did over a
- school leavers
- three things that
- five-year period
- information about

The graph gives

The graph below gives the results of a survey showing what 1,000 young people did after leaving school between 2008 and 2012.

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



2 Complete the rest of the answer with words and phrases from the box.

- by just over
- by the same amount
- continuous and steady
- differences
- less marked
- more detailed
- most noticeable
- fluctuated
- significant changes
- stagnating
- the same

At the beginning of the five-year period, about half of the school leavers surveyed looked for work. Of the remaining 500, 300 went to university and 200 took a temporary break from their education. By the end of the five years, however, the figures for those seeking employment and for those taking a break from their education had seen 1 . The former had fallen 2 a hundred, while the latter had risen 3 . Meanwhile, the number of school leavers going to university was

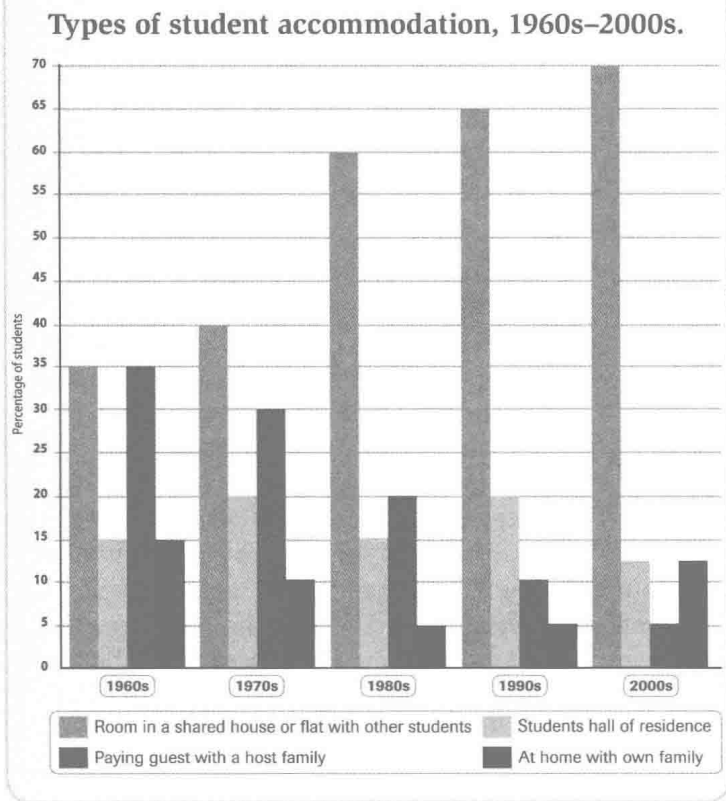
4 as it had been at the beginning of the period. Overall, the 5 between the three groups had become 6 .

A 7 look at the graph reveals that the number of school leavers going to university and the number of leavers looking for work 8 . Between 2008 and 2010, the former increased while the latter decreased. Then in 2011 and 2012, the number of those going to university fell, while after 9 briefly in 2011, the number of those looking for employment rose. The number of school leavers taking a break from their education saw a 10 rise.

Overall, the 11 changes involved the number of school leavers looking for work and those taking a break from education. This shows that more young people planned to enter higher education, even though they decided to wait a while before doing so.

3 Now write your answer to this Writing task in about 20 minutes. Your answer should be at least 150 words long.

The graph below shows the percentage change in places where students lived over five decades. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



Unit 2 Colour my world

Reading Section 2

1 Quickly read the passage below, which is about the colour purple. Match the names of the people (1–6) with the thing they do or did (a–e). There is one person who does not match any of the letters.

- 1 William Perkin
 - 2 August Wilhelm von Hofmann
 - 3 Simon Garfield
 - 4 Queen Victoria
 - 5 Dr Max Luscher
 - 6 Julia Kubler
- a believed that colours could be used to treat illnesses
 - b wrote a biography about an historical figure
 - c uses colours as a form of alternative medicine
 - d invented an artificial dye
 - e taught chemistry

An invention to dye for: the colour purple

A 19th century research chemist was trying to make medicine when, instead, he came up with a coloured dye that has ensured the world is a brighter place.

A Of all the colours, purple has perhaps the most powerful connotations. From the earliest cultures to the present day, people have sought to harness its visual power to mark themselves out as better than those around them. From bishops to kings, pop stars to fashion models, its wearing has been a calculated act of showing off. In ancient Rome, for example, purple was such a revered colour that only the emperor was allowed to wear it. Indeed, an emperor who was referred to as *porphyrogenitus*, ('born to the purple') was especially important, since this meant that he had inherited his position through family connections rather than seizing power through military force.

B But why purple? At that time, purple dye was an expensive substance produced in a complicated, foul-smelling and time-consuming process. This involved boiling thousands of molluscs in water in order to harvest their glandular juices. The technique had originally been developed by the Phoenicians over a thousand years previously, and it hadn't changed since. Cheaper but poorer quality purple dyes could be made from lichens using an equally messy and unpleasant procedure, but they were not as bright, and the colour quickly faded. It was no surprise, therefore, that good purple dye was a rare and precious thing, and clothes dyed purple were beyond the financial means of most people.

C However, times have changed. In the great consumer democracy of the 21st century, even the most humble citizen can choose it as the colour of their latest outfit. For that privilege, we must thank a young 19th century research chemist, William Perkin. A talented 15-year-old when he entered the Royal College of Chemistry in London in 1853, Perkin was immediately appointed as laboratory assistant to his tutor, August Wilhelm von Hofmann. He became determined to prove Hofmann's claim that quinine, a drug used to treat fevers such as malaria, could be synthesised in a laboratory. However, rather than the cure desperately needed for people dying from malaria in tropical countries, he produced little more than a black, sticky mess that turned purple when dissolved in industrial alcohol. Perkin's experiments could have been a complete waste of time, but to his surprise and, ultimately, financial benefit, his purple liquid turned out to be a long-lasting dye that was to transform fashion.

D Perkin repeated his experiments in an improvised laboratory in his garden shed, perfecting the process for making the substance he had called mauveine after the French mallow plant. It was, says Simon Garfield, the author of *Mauve* which details Perkin's life and work, an astonishing breakthrough. 'Once you could do that you could make colour in a factory from chemicals rather than insects or plants. It opened up the prospect of mass-produced artificial dyes and made Perkin one of the first scientists to

bridge the gap between pure chemistry and its industrial applications.' It didn't take long for the chemist, still only 18, to capitalise on his creation, patenting the product, convincing his father and brother to back it with savings, and finding a manufacturer who could help him bring it rapidly to the market. The buying public loved it, and clothes coloured with purple started appearing in shops up and down the country.

Appropriately, considering the origins of Perkins' colour, he was to receive a helping hand from the two most important women of the day. Queen Victoria caused a sensation when she stepped out at the Royal Exhibition in 1862 wearing a silk gown dyed with mauveine. In Paris, Napoleon III's wife, Empress Eugenie, amazed the court when she was seen wearing it. To propel the scientist further on the way to a great fortune, the fashion of the time was for broad skirts that, happily for him, needed a lot of his revolutionary new dye.

E Perkins, ever the serious scientist, would have been among the first to point out that his mauve is just one of a range of colours described in everyday language as purple. Not itself a true colour of the spectrum – that position is given to indigo and violet – purple normally refers to those colours which inhabit the limits of human perception in the area between red and violet. Newton excluded the colour from his colour wheel. Scientists today talk about the 'line of purples' which include violet, mauve, magenta, indigo and lilac.

F In the alternative medical practice of colour therapy, which practitioners say can trace its origins back to ancient India, the 'purple range' colours of indigo and violet are vital. They refer to spiritual energy centres known as chakras and are situated in the head. The colours and their 'medical' qualities were first officially listed by the Swiss scientist Dr Max Luscher, who said that appropriately coloured lights, applied to specific chakras, could treat ailments from depression to grief. Julia Kubler is one of Britain's leading colour therapists and has been using colours to treat patients at her clinic at Manningtree, Essex, for 15 years. Purple, she says, 'is consistent with intuition and higher understanding, with spirituality and meditation. It combines the coolness of blue with a bit of red that makes it not just passive but active.'

It is hardly the most outlandish of claims for this most enigmatic of colours. Variouslly touted as the colour of everything from insanity to equality, it is enjoying a new role as the symbol of political compromise. Purple may have had its origins in the ancient world, but thanks to a young chemist, it still has a brilliant future.

2 Look at Questions 1–14 below, and underline the key words and phrases. Then look for the answers in the passage.

Questions 1–6

The reading passage has six sections, **A–F**.

Choose the correct heading for each section from the list of headings below.

List of headings

- i** From the laboratory to the High Street
- ii** Seeking royal support
- iii** An unexpected but fortunate side result
- iv** The healing power of purple
- v** An old problem
- vi** Standing out from the crowd
- vii** Finding an alternative cure for a common illness
- viii** Part of a larger family
- ix** An ancient manufacturing practice

- | | |
|--------------------------|--------------------------|
| 1 Section A | 4 Section D |
| 2 Section B | 5 Section E |
| 3 Section C | 6 Section F |



Questions 7–10

Choose **TWO** letters, A–E.

Questions 7–8

What **TWO** points does the writer make about the colour purple and purple dye before William Perkin's creation?

- A It was only used to colour clothes.
- B It was originally produced for Roman emperors.
- C It was not easy to make.
- D There were many different techniques used to make it.
- E Some purple dyes were inferior to others.

Questions 9–10

What **TWO** things about William Perkin are true, according to the passage?

- A He taught Chemistry at a college in London.
- B He believed that quinine could be artificially produced.
- C He extracted the substance for his dye from a common plant.
- D He quickly realised the financial benefits of his new creation.
- E He set a new fashion trend for large skirts.

Questions 11–14

Complete the summary below.

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

The purple range of colours plays an essential role in colour therapy, a form of 11 Colour therapy is said to have originated many years ago in 12 and is still used by colour therapists such as Julia Kubler, who uses it to 13 with various health issues. According to Kubler, purple 14 aspects of two colours, making it both active and passive.

- ③ Check your answers carefully. For Question pairs 7–8 and 9–10, make sure you have chosen **TWO** answers for each pair. For Questions 11–14, make sure that you have used no more than the maximum number of words allowed, your spelling is correct, and your answers make grammatical sense.

Listening Section 2

- ① You are going to hear the first part of a radio programme about a book on colour. Underline the key ideas around each gap in the table below and decide what information you need to listen for.

Questions 1–6

Complete the table below.

Write **ONE WORD** for each answer.

Spectrum by Alex Mackenzie

Title of chapter	Theme	Features
'The hidden jungle'	How an animal's colour and shape can conceal it when it hides or 1	Has some outstanding 2
'A question of choice'	Why people's colour 3 differ from others.	A 4 test which involves readers grading things based on colour.
'It's all in the 5	How our brain perceives colour.	Describes some 6 that the reader can do.

- ② ③ Now listen to the first part of the Listening passage and complete questions 1–6.
- ③ Read questions 7–10 below. Underline the key words or phrases in the **questions** and **options**.

Questions 7–10

Choose **TWO** letters, A–E.

Questions 7–8

According to the book, which of these **TWO** effects are red and orange believed to have on shoppers?

- A They calm you down.
- B They make you feel energetic.
- C They give you an appetite.
- D They make you feel enthusiastic.
- E They encourage you to spend more.