

Paper Reference(s)

Examiner's use only

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Team Leader's use only

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[illegible]

Time: 2 hours

Items included with question papers

Nil

Dictionaries may **not** be used in this examination.

Question numbers are written in bold or bold type in square brackets: e.g. [36].

You will be assessed on your ability to organise and present information, ideas, descriptions and arguments clearly and logically, including your use of grammar, punctuation and spelling.

Section A

Read *Top Tips for Saving Money at College* and answer questions 1 to 10.

Identify which paragraphs (A – H) contain the information listed in questions 1 to 10 by marking (X) for the correct answer. Paragraphs may be used more than once or not at all. If you change your mind, put a line through the box (X) and then indicate your new answer with a (X).

TOP TIPS FOR SAVING MONEY AT COLLEGE**A**

College can be expensive, even with scholarships and other kinds of financial aid. Not only do you have to balance your study schedule, you also have to keep an eye on your spending. Everything from books, food and transport to accommodation will cost you money. However, there are easy ways to save and here are several suggestions.

B

New textbooks can be very expensive. Brand new editions of some chemistry books can cost as much as £150 and that doesn't include any lab materials. However, you can cut costs on reading material and not starve. Look around for used bookstores: most college campuses should have several. The prices are heavily discounted and the condition of the books is generally good. If you have time before classes start, check out the internet for your books. Even with shipping charges, prices can turn out to be cheaper from online bookstores. And don't forget your friends – you may be able to borrow books from someone.

C

Instead of driving to class and spending money on gas, parking and so on, look into the local bus or subway system. If the system is run by your university, you may be able to ride for free with a student ID. If a transportation system doesn't exist (or isn't safe or reliable), try to work out class schedules with friends and car-pool. If you are close enough, walk or bike to class and get some much-needed exercise.

D

It might seem like hassle, but saving receipts of everything you purchase, from small items such as a candy bar or a CD, to big things like a computer, is a great way to monitor your spending habits. Try it out for a month. When your thirty days are up, add up all of your expenses and see where your money went. You'll be surprised at how easy it is to cut back on unnecessary spending.

E

Everyone needs to unwind after studying, at movie theatres, bars, cafes, parks, etc. Ask if any of these places offer student discounts. You can also think of alternative ways to have a good time. If you make the right choices and use a bit of creativity, you can have fun and save money at the same time. Plan a picnic in the park, make dinner for a date instead of going to a fancy restaurant, go for a bike ride around town, play frisbee or golf on campus.

F

If you can fit it into your busy class schedule, a part-time job is a great way to bring in some extra income and give you some more flexibility with your spending. Waiting tables or delivering food can bring in great tips, and college-town restaurants are almost always looking for new help. Alternatively, you could earn some money and get some studying done by working at your university library. It's not a very demanding job and is usually quiet so you can read for class and get paid at the same time.



G

It's difficult to get by without a cell phone today, but with a little research you can find an affordable plan that fits your needs. You can join a family cell phone plan with your parents: it's usually much cheaper for everyone involved. If you are on your own, check out websites that offer comparison charts of different plans. You should also avoid text messaging. Before you know it, you could rack up hundreds of dollars worth of texts when you could have communicated the same information for much less face-to-face. Instead, send emails or use free networking websites.

H

If you are not living in the dorm, split the rent with a few roommates. When thinking about appliances, see if your apartment complex provides a refrigerator or washer and dryer and other handy accessories. If your parents or friends have any old appliances lying around, ask them if they'd be willing to part with them. Electricity, heating and water bills can be costly, so do your best to conserve. Turn off lights when you are not in the room, use as little water as possible by taking showers and use the heating and A/C sparingly.

Reprinted courtesy of HowStuffWorks.com

Questions**Answers**

Which section of the text gives you information about the following?

	A	B	C	D	E	F	G	H
1. how sharing accommodation can save you money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. how you can get fit and save money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. the range of things you need to spend money on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. how you can save money chatting to your friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. recycling old electronic equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. mixing studying and work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. asking someone you know to lend you their books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. checking how much money you spend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. using websites to buy things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. reducing energy consumption	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total 10 marks)

Section A



Section B

Read the information from a university website on their part-time courses and answer questions 11 to 25.

Student support and guidance

Course information

The Prospectus for our part-time awards and qualifications is published in July each year and is a list of the courses available at local centres in the region and at Madingley Hall, including certificate and diploma courses and day-schools. It gives details of the cost of courses and how to enrol. This list is sent automatically to students who have registered with the university in the preceding year.

The course syllabuses contain full descriptions of each course, including aims of the course, course content, reading list and how the course will be taught, what assignments will be set and the general contribution you will be encouraged to make. When you enrol on a course, you will be sent a copy of the relevant course syllabus. Copies of course syllabuses are also available from the Course Registrar on request.

Competence in English language

All teaching and assessment for the courses is in English. Students for whom English is not their first language are asked to satisfy themselves that they have a near-native command of the language in order to get the maximum benefit from study with us.

Provision for disabled students

We welcome applications from students with disabilities. For information on facilities for classes held at local centres, please contact the centre where the class is taking place.

Madingley Hall offers some facilities for disabled students, including ramped access, four study bedrooms specifically equipped with the needs of disabled students in mind, and a platform lift for access to the bar. Wheelchair access is at present limited to the ground floor. Further information is given in a leaflet entitled 'Information for Course Members with Reduced Mobility' available from the Course Registrar.

Field trips and laboratory work

Your course may include field trips, visits to galleries or laboratory work. The university has a strict set of guidelines under which your tutor will organise your activity. This means that they will have prepared a 'risk assessment' form and appropriate measures will have been taken before the event to minimise these risks. You are therefore required to listen carefully when your tutor draws your attention to these hazards, to take particular note of your tutor's instructions and to follow them carefully. In particular, please adhere to your tutor's recommendations regarding suitable clothing and equipment for the teaching session.

Only students enrolled on the course who participate in the field trip or laboratory session are covered by the university's public liability insurance. However, please note that the university does not provide travel or personal accident insurance.



If transport to your activity is by coach, students will normally be expected to make payments to cover the cost of the coach trip. Only in special circumstances will this expense have been included in your course fee. If arrangements have been made for students to meet at the gallery, laboratory or fieldwork site, it is then the students' responsibility to get to the venue. The university's public liability insurance cover commences only when you arrive at the fieldwork site, gallery or laboratory.

Any accidents or incidents which have a potential for harm must be reported to the university by your tutor.

Adapted from The Student Handbook, www.cont-ed.cam.ac.uk



Questions 11-20

Look at the statements below. Decide whether they are True, False or Not Given according to the text.

Mark (X) for the correct answers. If you change your mind, put a line through the box (X) and then indicate your new answer with a (X).

	True	False	Not Given
11. The Prospectus contains information about all the courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Every student gets a copy of the Prospectus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The course syllabus has information about your tutors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The university requires all students to take a language test.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. In order to do well on a course, you need to have a high level of English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Disabled students can stay at Madingley Hall overnight.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Wheelchair users can access every part of Madingley Hall.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The university can provide students with information about personal accident insurance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. All travel expenses on field trips are included in the fees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Students must report all accidents to the university immediately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Questions 21-25 Complete the sentences. Write no more than TWO words and/or numbers taken from the text.

21. Courses are run at Madingley Hall and at
22. Information about the content of courses can be found in the
23. To get a copy of your course syllabus, you should contact the
24. When planning an activity, tutors have to complete a document.
25. Your tutor will give you information on what you should wear and what you need on field trips.

(Total 15 marks)

Section B



Section C

Read the article on laughter and answer questions 26 - 40.

How laughter works

Human beings love to laugh and the average adult laughs 17 times a day. Humans love to laugh so much that there are actually industries built around laughter – jokes, sitcoms, comedy shows are all designed to get us laughing. For us it seems so natural, but the funny thing is that humans are one of the only species that laughs. Laughter is actually a complex response that involves many of the same skills used in solving problems.

Laughter is a great thing: studies and experiments have provided strong evidence that laughter can actually improve health and help fight disease. In this article, we'll look at laughter: what it is, what happens in our body when we laugh, and what makes us laugh. You'll also learn that there's a tremendous amount that no one understands yet.

What is laughter?

First of all, laughter is not the same as humour. Laughter is the physiological response to humour. Laughter consists of two parts: gestures and the production of a sound. When we laugh, the brain pressures us to conduct both those activities simultaneously. When we laugh heartily, changes occur in many parts of the body, even the arm, leg and trunk muscles. In fact, when we laugh, fifteen facial muscles contract.

Why do we laugh?

Philosopher John Morreall believes that the first human laughter may have begun as a gesture of shared relief at the passing of danger. Since the relaxation that results from a bout of laughter inhibits the biological flight-or-fight response, laughter may indicate trust in one's companions.

Many researchers believe that the purpose of laughter is to create and develop connections between individuals. 'Laughter occurs when people are comfortable with one another, when they feel open and free,' says cultural anthropologist Mahadev Apte.

Studies have also found that dominant individuals – the boss, the tribal chief, the family patriarch – use humour more than their subordinates. If you've noticed that everyone laughs when the boss laughs, you're very perceptive. Managing when and how the group laughs is one way of exercising power by manipulating the emotional climate of the group. So laughter, like much human behaviour, must have evolved to alter the behaviour of others. For example, in an embarrassing or threatening situation, laughter may serve as a conciliatory gesture or as a way to deflect danger. If the threatening person joins the laughter, the risk of confrontation may lessen.

Laughter, like bird song, can also function as a kind of social signal. Other studies have confirmed that theory by proving that people are 30 times more likely to laugh in social settings than when they are alone (and without a pseudo social stimuli like television).



Laughter and the brain

The physiological study of laughter has its own name – gelotology. We know that certain parts of the brain are responsible for certain human functions. For example, emotional responses are the function of the brain's largest region, the frontal lobe. But researchers have learnt that the production of laughter is involved with various regions of the brain. While the relationship between laughter and the brain is not fully understood, researchers are making some progress. For example, they have traced the pattern of brainwave activity in subjects responding to humorous material, by measuring brain activity when subjects laughed. In each case, the brain created an electrical pattern, and it appears that laughter is produced via a circuit that runs through many regions of the brain.

What's funny?

Laughter is triggered when we find something humorous. There are three traditional theories about what we find humorous.

- The incongruity theory suggests that humour arises when logic and familiarity are replaced by things that don't normally go together. When a joke begins, our minds and bodies are already anticipating what's going to happen and how it's going to end. When the joke goes in an unexpected direction, our thoughts and emotions suddenly have to switch gears. We now have new emotions backing up a different line of thought and it is this incongruity which we find humorous.
- The superiority theory comes into play when we laugh at jokes that focus on another person's mistakes. We feel superior to this person, experience a certain detachment from the situation and so are able to laugh at it.
- The relief theory is the basis for a device movie-makers have used effectively for a long time. In action films, when the tension is high, the director uses comic relief at just the right times. He builds up tension or suspense as much as possible and then breaks it down slightly with a side comment, enabling the viewer to release all pent-up emotion.

That's not funny

Experts say that several obvious differences in people affect what they find humorous. The most significant seems to be age. Infants and children are constantly discovering the world around them. Children also appreciate jokes where cruelty is present.

Laughter and health

What may surprise you even more is the fact that researchers estimate that laughing 100 times is equal to 10 minutes on the rowing machine or 15 minutes on an exercise bike. That's why you often feel exhausted after a long bout of laughter – you've just had a body workout!

Reprinted courtesy of HowStuffWorks.com



Questions 26 to 40

Complete the following sentences. Write no more than TWO words and/or numbers taken from the text.

26. There are many activities that are to make people laugh.
27. Laughter involves a number of the we use in finding answers to problems.
28. There is some from research that indicates that laughter can make you feel better.
29. Laughter involves both and sound.
30. Laughter may have started as a sign of and trust.
31. Some scientists believe that the purpose of laughter is to make the between humans stronger.
32. It is possible to control the behaviour of colleagues by controlling the in the office.
33. Making others laugh can decrease the possibility of
34. People usually laugh more in
35. When we laugh, an is produced by the brain.
36. Some jokes are funny because they have an ending.
37. Someone else's are often funny.
38. Laughter also allows us to tension.
39. Children often find funny.
40. Laughter can keep you fit by providing you with a

(Total 15 marks)**TOTAL FOR READING: 40 MARKS**

Section C



Section D

Next year, some students from another country will be visiting your town. Your teacher has asked you to write a short report describing the town you live in for these students. In your report, you should include information about the following:

- **two** reasons why you think your town is a good place to live
- **two** leisure activities they could participate in
- **one** cultural or historical monument that they should visit.

You should write between 100 and 150 words.

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the paper.

Leave
blank

Handwriting practice area with 20 horizontal dotted lines.

(Total 20 marks)

Section D

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Handwriting practice area with 20 horizontal dotted lines.

(Total 20 marks)

Section

Blank box for section marking.



Section F

Read this information from your local council's recycling website and write a short summary for your school magazine using this information. In your summary you should include the following:

- **two** reasons why recycling is important
- **two** things students can do at school
- **two** things students can do at home.

You should write between **100 and 150 words**.

REDUCE, REUSE, RECYCLE**Recycling and Rubbish**

Last year we collected 33,000 tonnes of household rubbish in our town – that's the same weight as 64 jumbo jets! Of this, 77% was buried in a landfill site and with this hole set to fill up in less than four years' time, it's vital that we all play our part in reducing waste and recycling more. We have set ourselves a target of 40% by 2009. We can only achieve this with everyone's participation.

Recycling

Our borough council has 23 recycling points located at supermarkets, shopping parades and in some residential areas. This means that people don't have to store materials in their houses for long periods and they needn't drive to a site, which makes the whole process more environmentally friendly.

Why should we recycle?

There are many advantages. Recycling

- saves on natural resources. Recycling glass uses 20% less energy than making it from raw materials. Recycling aluminium saves 95% of the energy needed to make it from its raw material bauxite. And recycling paper uses around 20% less energy than paper produced from virgin materials. It also uses less water.
- maintains the countryside. By recycling we reduce the need to use more raw materials that are needed to produce the products from scratch.
- reduces the amount of waste we throw away.
- reduces the cost of collection and disposal.

Buy recycled

Everyone who recycles knows that they are diverting waste from landfill. However, in order for all material we recycle to be wanted and used, we all need to buy products made from recycled materials. We need to close the loop.



So what can we recycle?

In different towns you can recycle different materials, it is all dependent on the reprocessor the council has a contract with. In our town, we are able to recycle a large range of materials.

- Glass is collected mixed, there is no longer any need to separate out the different colours. Glass should be clean, there is no need to take the labels off.
- Our banks can take any paper and card, and you can also place it in your recycling boxes.
- Plastic bottles should be clean with the lids removed.
- All types of food and drink cans are now accepted as well as aerosols. Please rinse cans out and make sure aerosols are completely empty.
- Aluminium foil.
- Fridges and freezers must be recycled according to new European legislation. Please call 0800 587 5888 for more information.
- Clothing and textiles can be collected in any condition as long as they are clean.

Remember! Don't bin it, recycle it!**At home**

- Stop junk mail. You can download the form from our website and send it back to reduce the amount of unwanted mail you receive. There is plenty of useful advice there too.
- Buy family sized products to reduce the amount of packaging you have to recycle or throw away.
- Only buy what you need.
- Buy concentrated and refillable products.
- Buy products like vegetables loose – remember you pay for packaging.
- Think durability – buy rechargeable batteries.
- Reuse plastic bags as bin liners.
- Swap magazines with friends or take unwanted magazines to doctors' surgeries so more people will read them.

At work and school

- Share reports, handouts, journals and other publications rather than having individual copies.
- Make more use of notice boards for shared information.
- Use the phone or email instead of writing letters.
- Only photocopy when really necessary and use the double sided facility.
- Avoid wasting materials like paper – use only what you need.
- Choose refillable and recycled items.
- Write on both sides of a piece of paper and use script paper for drafts.
- Pack your school lunch in a reusable lunch box instead of plastic bags.

Adapted from <http://www.crawley.gov.uk>

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Section F

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