

**READING PASSAGE 1**

You should spend about 20 minutes on **Questions 1-8**, which are based on Reading Passage 1 below.

**Do the following statements agree with the information in the text? Write:**

TRUE	if the text confirms the statement
FALSE	if the text contradicts the statement
NOT GIVEN	if it is impossible to know from the text

**Statements:**

- 1 The police may ask the people who are at the crime scene to wait together until they can talk to them .....
- 2 SOCOs are not normally first at a crime scene .....
- 3 Sometimes hair, skin cells, etc. from a SOCO are left at the crime scene, even though they wear protection to try to stop this .....
- 4 Every item at a crime scene is photographed five times .....
- 5 Fibres are an example of trace evidence .....
- 6 If evidence is burnt, it cannot be dealt with .....
- 7 A SOCOs job is to help get good evidence to court .....
- 8 SOCOs may have to go to court to provide evidence .....

## **Investigating a crime scene**

**Assessing the scene**

On arrival, the police officer's first job is to carry out an initial assessment of the scene. If they are at first unsure whether or not a crime has taken place, it's best to assume that it has. Valuable time and evidence in the investigation could be lost otherwise. First they must deal with anyone at the scene needing medical help. Any other people present at the scene must be kept apart, as they may be eyewitnesses or suspects. Witnesses at crime scenes are not allowed to talk to each other. A person's perception of what happened can get distorted during conversation.

The police officer then calls for a Scene of Crime Officer (SOCO).

**Preserving the scene**

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When the SOCO arrives at the crime scene, they put on a full protective body suit, gloves, a mask, and plastic overshoes. Without this, the SOCO's skin cells, hair, fibres, fingerprints or shoeprints could be added to the crime scene.

### **Recording the scene**

The SOCO must produce a permanent record of the crime scene, using detailed written notes, sketches, photographs and videos. It is essential that the original position of items at the scene is recorded. Some biological and chemical evidence may quickly deteriorate. Other evidence may be very fragile, and might be destroyed as the SOCO tries to recover it. Other evidence from the scene of crime will be sent to the forensic lab for analysis.

### **Photographing the scene**

When photographing a crime scene, the SOCO follows four rules:

- 1 Photograph the whole crime scene.
- 2 Photograph each item at the scene before doing anything to it.
- 3 Add a scale and photograph the item again.
- 4 After collecting trace evidence from the item, or removing it for analysis, photograph the same part of the crime scene again.

### **The search for evidence**

Any evidence at the crime scene may turn out to be important at some stage in the investigation, so it's important that the team's search is thorough and systematic.

- Some of the evidence, such as a cigarette butt, may be immediately obvious to the SOCO.
- Some of the evidence, such as fibres, may be present in very small amounts. This is called trace evidence.
- Other evidence, such as fingerprints, may be invisible to the naked eye, and special techniques are needed to reveal it.
- Some evidence may have been damaged, for example burnt. Special procedures are then needed.

### **Storing the evidence P2**

Each item of evidence must be packaged separately, labelled and sealed before it is stored. Small items, such as hairs, fibres, glass fragments and paint, are put into plastic bags or bottles and sealed. Clothing and shoes are put into paper sacks. Evidence must be stored in secure facilities. Most types of evidence are kept in cool, dry rooms. Biological samples are refrigerated or frozen to prevent their decay.

### **Using the evidence in a criminal investigation**

## **NEU/ IELTS FOUNDATION 2/ FINAL TEST/ READING**

SOCOs must always use standard methods to process evidence. Only then will it provide valid information that can be used, or be admissible, in court. If fingerprint and DNA evidence are absent, incomplete or damaged, other types of evidence may be very important in solving the crime. The way in which the SOCO team searches for, collects, packages and stores such evidence is important in preserving it. Badly preserved evidence may not provide useful information for the investigation and may not be admissible in court.

### **PASSAGE 2**

You should spend about 20 minutes on **Questions 9-14**, which are based on Reading Passage 2 below.

**The reading passage has six sections, A-F. Choose the correct heading for sections A-F from the list of numbered headings below. Write the correct number i-x next to sections A-F.**

<b>List of headings</b>	<b>Sections</b>
i. the disappearance of traditional playground sports	Section A: .....
ii. the disappearance of classic playground games	Section B: .....
iii. the dangers of the playground	Section C: .....
iv. the best traditional games in Britain	Section D: .....
v. possible explanations for the bans	Section E: .....
vi. not a very British bulldog	Section F: .....
vii. no real support for the bans	Section F: .....
viii. differing opinions about the bans	Section F: .....
ix. different ways of playing	
x. a closer look at some traditional games	

## **Is this the end of traditional British playground pastimes?**

### **Section A**

A survey has suggested that traditional pastimes are increasingly being banned at break times in primary schools. Number one on the list is chasing game British Bulldog, followed by leapfrog and conkers.

### **Section B**

Despite its name, British Bulldog is a game that does not involve animals, and is played all over the world in a number of variations. In its basic form it involves runners trying to get to the other side of the playground without being caught by the chaser, the 'bulldog'. If caught, they become a bulldog too, until there is only one person left: the winner of the game.

'Conkers' on the other hand, is genuinely British, as it is a game that was invented in England. The players bring their own 'conker': a horse chestnut attached to a thick piece of string that goes through the middle of the nut and is knotted underneath. Players pair up, wrap the string around one of their hands and try up to three times to hit the other person's conker by swinging their hand back and forth. They take this in turns until one of the conkers is destroyed. That could be the end of the game, or the winner could go on to 'fight' others. There are different types of scoring methods in place. The game is also played outside the school playground, with a world championship taking place in England every year.

### **Section C**

It will come as no surprise that people have had accidents resulting in a broken arm or leg while playing British Bulldog, or by simply walking across the playground when a game is taking place! It is also not difficult to imagine that many conker players manage to hit their opponent's hand rather than their conker. Horse chestnuts are very hard and being hit with one hurts, as many school children will - proudly - tell you.

### **Section D**

This whole situation is not new. In the past, we have also heard stories about the banning of kiss chase and of musical chairs. There is also anecdotal evidence that some schools ban marbles, and even hopscotch, duck-duck-goose and skipping. The main reason for forbidding these games is again fear of injury. Sometimes the justifications are stranger and perhaps not actually true. For example, kiss chase, a chase game where the person who has been caught receives a kiss before becoming the chaser, may pass on germs. And conkers might also be a problem for children with nut allergies.

**Section E**

Sporting activities are also becoming rarer on the playground, often because there is a lack of staff available to supervise them. Apart from banning these, there are also more original solutions, such as allowing students to play touch rugby only - a form of rugby where tackles are not allowed, and playing football with a soft ball rather than the traditional leather one. Having said that, these activities are often not popular with the kids, and this may discourage them from playing at all.

**Section F**

***Your comments:***

This is just ridiculous! Illnesses and injuries are part of growing up! *Sean, Watford*

I used to play all these games, and more. I think I split my lip once when I fell over during a circle game, but so what? It can't compete with the hours of fun I had with my friends.

*Susan, Bournemouth*

I don't think it's wrong to question whether we should allow violent games in schools. After all, violence should not be tolerated in an educational environment. Perhaps this is something that could lead to healthy group discussions involving teachers and pupils about rules and behaviour, but in my opinion this should not result in a ban of healthy running games such as circle, tag or chase games. Otherwise all P.E. and sports activities should also be banned on health and safety grounds, which would be mad: it's just not necessary to do any of this. *Kiran, Cardiff*

Let's ban active playground activities. Let's keep the kids inside the classrooms during break times and pay extra staff to stay indoors to supervise them and keep them safe. Let's watch them become very fat and very boring adults! *A. Watson, Sheffield*

Allowing children to play games that involve the occasional risk, such as British Bulldog, teaches them to make intelligent decisions about their safety. *Mohammed, Scotland*

I blame lawyers and society: we always feel somebody should be to blame if anything goes wrong, so we can sue them for a lot of money. *Alison, London*

**PASSAGE 3**

You should spend about 20 minutes on **Questions 15-26**, which are based on Reading Passage 3 below.

**Read the following passage. Do the statements agree with the views of the writer? Write:**

YES	if the statement agrees with the views of the writer
NO	if the statement contradicts what the writer thinks
NOT GIVEN	if it is impossible to know what the writer's point of view is

**15** Another name for the East-West trading route is 'silk road' .....

**16** Zhang Qian is admired by Chinese schoolchildren .....

**17** Zhang Qian was a Chinese adventurer .....

**18** At least one German used the Silk Road in the 19th century .....

**19** Silk was the main material to be traded on this route .....

**20** The Silk Road was used for trade in natural materials, man-made materials and animals.

.....

**21** We know that Zhang Qian was the first person to use the Silk Road .....

**22** The Romans may well have used the Silk Road .....

**23** The reports about a 'stone tower' provide evidence that the Romans used the Silk Road.

.....

**24** Kashgar is a welcoming city .....

**25** People who go in the Taklamakan desert never come back out .....

**26** The journey from West to East was so long and difficult that the travellers probably did

not go all the way to China .....

Schoolchildren in China learn that the opening of the East-West trading route popularly known as the Silk Road occurred in 139 B.C. when Zhang Qian, the Chinese ambassador-adventurer, travelled westward across the Pamirs, a mountain range in Central Asia. He was

the first known Chinese person to do so. The term 'Silk Road' was actually first used late in the nineteenth century by a German geographer, Baron Ferdinand von Richthofen (1833-1905). Silk was not the only material that passed along these routes. Other goods are known to have included ceramics, glass, precious gems and livestock. However, there are reasons to think that these roads were being used centuries, probably even millennia, earlier than Zhang's expedition. In Roman times, Pliny the Elder reported a 'stone tower' which he said existed on the Pamir Plateau where goods had been traditionally exchanged between traders from the East and the West. In the early second century, Maes Titianus, an ancient Roman-Macedonian traveller, actually reported reaching this famous Stone Tower, but its exact location remains uncertain. According to one theory, it was at Tashkurgan in the Pamirs. (The word 'Tashkurgan' actually means 'stone tower' or 'stone fortress' in the Uyghur language.) Scholars today, however, believe that its location was probably somewhere in the Alay Valley. Whatever the truth about the Stone Tower may be, it seems likely that that some form trade was taking place in this region millennia before more formal recorded trade took place.

On the other hand, it is difficult to believe that people in those times were able to travel such huge distances. Travelling from West to East, the trader first had to cross the Pamir Plateau, through the 20,000-foot-high mountains. If the weather in the mountains had been kind and the journey undertaken in the right season, the eastward bound traveller would then finally arrive at the Kashgar, a logical place for trade and rest, where they could exchange horses or camels and then start on the return journey back over the mountains before the winter snows started. It is unlikely that in these earlier times traders or travellers would have continued further eastwards from Kashgar, as they would have had to go round the Taklamakan Desert. Going through it was not an option as its name suggests: it literally means 'Go in and you won't come out'. Beyond this desert, there still would have remained eight hundred miles of a dangerous journey before they would have found the first true signs of Chinese civilization.

*Adapted from The Moon over Matsushima - Insights into Mugwort and Moxa, by Merlin Young (Godiva Press).*

***Good luck***