

PRACTICE TEST 2

SECTION II: LEXICO – GRAMMAR

Part 1. Choose the best answer to each of the following questions. Write your answer in the numbered boxes. (20 points)

1. I ____ my eyes around the room but could not see her.
A. flung B. tossed C. threw D. cast
2. I know we're told to shuck our routines and live spontaneously, but I'm ____ - it's just easier when you know exactly how each day will pan out.
A. a nasty piece of work B. a creature of habit C. a soft touch D. clock-watcher
3. Many modern refrigerators never need to be ____.
A. frosting B. frosty C. defrosting D. defrosted
4. Many old people don't like change. They are very set in their ____.
A. lives B. habits C. routine D. ways
5. The river is just ____ in the dry season.
A. deep-knee B. knee-depth C. depth knee D. knee-deep
6. Although they hold similar political views, their religious beliefs present a striking contrast.
A. minor comparision B. interesting resemblance C. significant difference D. complete coincidence
7. Of the two new teachers, one is experienced and ____.
A. the others are not B. another is experienced C. the other is not D. other lacks experience
8. Owen's second goal was ____ because he was off-side.
A banned B. disqualified C. disallowed D. outlawed
9. Lennon's sardonic music with lyrics written in the first person, and McCartney's songs that created scenarios with off beat individuals, contributed to the character of the music produced by the group.
A. sceneries B. situations C. life stories D. love themes
10. My father often does ____ with people from other countries in the region.
A. finances B. business C. affair D. economy
11. There is too much ____ in this world.
A. greediness B. greed C. greedy D. greedness
12. Hotel rooms must be ____ by 10 a.m, but luggage may be left with the porter.
A. vacated B. evacuated C. abandoned D. left
13. He is one of the founders of the company so he has the rules ____
A. by his fingertips B. at his fingertips C. in his fingertips D. on his fingertips
14. *Jane*: "Don't forget to drop me a line when you settle down." – *Jack*: "Trust me. ____"
A. I will. I'll keep you in touch. B. I won't. I'll keep you posted.
C. I don't. I'll keep you in touch. D. I drop out a line when I settle down.
15. Mauritius was a British colony for almost 200 years, ____ the domains of administration and teaching, the English language was never really spoken on the island.
A. barring B. besides C. but saving for D. with the exception of
16. "Can I use your phone?" - " ____"
A. I'm afraid so B. Might as well C. Be my guest! D. Serves you right.
17. Laos has a land area ____ are members of hill tribes ensconced in the virtually inaccessible mountain valleys of the north.
A. about the same as Great Britain but a population of only four million people, many of them
B. comparable to that of Great Britain but a population of only four million people, many of whom
C. comparable to the size of Great Britain, but only four million in population, and many of them
D. of about the same size as Great Britain is, but only four million in population, and many of whom
18. Medical privacy laws ____ of health care provides that they be careful with protected information.
A. conceive B. devise C. envisage D. require
19. We must be careful not to put the cart before the ____.
A. bull B. horse C. pony D. cabbage
20. *Jimmy*: "What did Professor Spencer say when you asked him if the final exam could be postponed?
Kate: "He said that it was out of ____ because there's no time to reschedule the test."
A. all proportion B. order C. the question D. reach

Your answers

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.
11.	12.	13.	14.	15.
16.	17.	18.	19.	20.

Part 3. Fill in the blanks with proper prepositions or adverbial particles. Write your answer in the numbered boxes.

- Roger took painting _____ for a while, but soon lost interest.
- Josh can while _____ a whole day playing online computer games with his mates.
- My boss is biased _____ me, which explains why I'll never get promoted if I stay with his company.
- Has your toothache passed _____ yet?
- The two brothers set off in quest _____ gold.
- The elaborate bridal costumes of the coastal Indians are handed _____ from mother to daughter.
- You shouldn't have sent Sebastian that Valentine's card. I think you've scared him _____.
- Don't come _____ hard on the new workers.
- Without any prior preparation, Peter sailed _____ his final exams.
- He blacked _____ after working non-stop for three entire days.

Your answers

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

Part 4. Fill in each blank with the most suitable form of the word in brackets. Write your answer in the numbered boxes.

There is little to disagree about in the notion that a good voice, whether in opera or rock music, is one that moves its audience and brings a sense of release and fulfillment to the singer. But contemporary pop and rock music have come about due to (1. substance) _____ advances in technology. Here, the impact of the microphone should not be (2. estimate) _____, as it has (3. able) _____ the magnification of quiet, intimate sounds. This, in turn, allows, the singer to experiment with the (4. emphatic) _____ on mood rather than on strict (5. adhere) _____ to proper breathing and voice control.

Donna Soto-Moretin, a rock and jazz vocal trainer, feels that (6. anatomy) _____ reasons may account for the raspy sound produced by certain rock singers. Her (7. suspect) _____ is that swollen vocal chords, which do not close properly, may allow singers to produce deeper notes. She does not, however, regard this as detracting (8. notice) _____ from the value of the sound produced. Singing, she maintains, has an almost (9. seduce) _____ quality and so our response to it has more (10. signify) _____ than its technical qualities.

Your answers

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

SECTION III: READING COMPREHENSION**Part 1: Read the passage below and decide which answer (A, B, C or D) best fits each gap. Write your answer in the numbered boxes.**

From Land's End, in southwestern England, to John O'Groats in Northeastern Scotland is 903 miles. It's a long way to walk or cycle, through the famously unpredictable British weather, but it's the sort of challenge that (1) _____ to people. Steve Watts, for example, joined a team which was cycling from one end of the British Isles to the other as a way of (2) _____ money for charity. All went well on Steve's trip, which was very well-organized and he managed to complete the distance in eleven days. At least, he nearly did. For when Steve got to within a mile of his (3) _____ destination, he was so overjoyed with his (4) _____, that he invited one of his back-up team, a young female physiotherapist, to join him on the bike for the last few meters. That's when disaster (5) _____. Somehow the pair (6) _____ their balance and the bike crashed to the ground. The next thing Steve knew was when he woke up in an ambulance on his (7) _____ to hospital. It was then that the awful truth hit him. He not only injured himself quite (8) _____, but he had also failed to complete his journey after all. Fortunately, however, the organizers (9) _____ sorry for Steve and decided to (10) _____ the fact that he hadn't actually crossing the finishing line!

- | | | | |
|-------------------|----------------|----------------|---------------|
| 1. A. likes | B. attracts | C. enjoys | D. appeals |
| 2. A. doing | B. raising | C. fetching | D. gaining |
| 3. A. furthest | B. latest | C. terminal | D. final |
| 4. A. realization | B. fulfillment | C. achievement | D. conclusion |
| 5. A. shot | B. struck | C. burst | D. broke |
| 6. A. lost | B. missed | C. slipped | D. spoilt |
| 7. A. approach | B. path | C. travel | D. way |
| 8. A. badly | B. heavily | C. hardly | D. strongly |
| 9. A. said | B. felt | C. had | D. got |
| 10. A. neglect | B. escape | C. ignore | D. reject |

Your answers

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

Part 2. Read the text below and think of the word which best fits each space. Use only ONE word in each space.

Many celebrated artists have found it hard to make ends meet early on in their careers. (1) _____ a few well-known exceptions, however, (poor Van Gogh being perhaps the most famous one) most went on to find recognition within their own lifetime. Picasso's life story is the kind of rags-to-riches tale which gives hope to many (2) _____ unknown artist. In 1904, he was sharing a draughty and primitive studio complex (3) _____ thirty other artists. But by his death, he was a multi-millionaire and probably the most celebrated modern artist ever. Nevertheless, (4) _____ every success story, there must be dozens of artists (perhaps some potential 'greats') who have endured a lifetime (5) _____ hardship in obscurity. Whether they were never recognized because their work was out of sympathy with the prevailing fashion, or (6) _____ they lacked talent, is impossible to say. Most people see art (7) _____ a vocation rather (8) _____ a career. There may indeed be some truth in the idea that artists need to (9) _____ exceptionally dedicated to succeed, and even relatively successful artists sometimes have (10) _____ supplement their income by working in other areas occasionally.

Your answers

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

Part 3. Read the passage carefully and choose the best answer A, B, C or D. Write your answer in the space provided.

Suddenly international trade has become a very controversial issue. When the representatives of about a hundred states met in Uruguay to form the World Trade Organisation the response of the public in general was a big yawn. Most people did not think that complicated agreements on things like import taxes could have very much effect on their lives, and they were just not interested. How different it was at the last meeting of the WTO in Seattle!

This time the delegates were met by a rainbow **coalition** of protesters, from members of trade unions to **anarchists** and environmentalists. Many of the protests were passive and peaceful, or consisted of demonstrators blocking roads and making it difficult for delegates to get to meetings. However, other demonstrations were violent, and by the end of the first day, shop windows had been broken, cars wrecked and police had fired tear gas at the demonstrators.

What was all the fuss about? The demonstrators themselves would not have been able to agree. The environmentalists were afraid that looser trade laws would allow big business to work from countries which allowed them to pollute the environment. Trade unions were afraid that cheaper labor in the third world would take their jobs, and the anarchists were, well, just being anarchists.

So with all these objections why did anyone want to increase global trade anyway? Well, it is a fact that the opening of the markets of the world, and world prosperity have increased together, and countries that

have closed their economies from outside trade, like India, have done much worse than open countries like Thailand and Singapore.

So who is right? Perhaps both sides have a point. In any case at some time the two groups will have to talk, so that agreement can be reached so that world trade can become freer while still meeting the concerns of those opposed to it. But the sudden interest of ordinary people in world trade has been caused by one thing - people realize that what is decided at these inter-government meetings can change their lives; and not necessarily for the better.

1. This article is _____.
 A. critical of efforts to liberalize world trade
 B. a discussion of the world economy
 C. a review of the arguments about world trade
 D. about world trade and the environment
2. At the Uruguay talks _____.
 A. the WTO was born
 B. 100 countries joined the WTO.
 C. mainly import taxes were discussed
 D. the environment was not discussed
3. The author suggests that _____.
 A. world trade has recently become controversial
 B. that the WTO is part of the United Nations
 C. that demonstrations in Uruguay were peaceful
 D. world trade is unfair to many countries
4. The demonstrators were _____.
 A. worried about the environment
 B. worried about their jobs
 C. mainly anarchists
 D. concerned about different things
5. The advantage of world trade is that _____.
 A. it gives businesses less environmental laws
 B. it helps countries to become richer
 C. people can travel more easily
 D. it has helped countries like India and Singapore
6. The author thinks that _____.
 A. the two sides will never agree
 B. we must choose between free trade and the environment
 C. the two sides must negotiate
 D. the WTO should listen to its critics
7. The article concludes that _____.
 A. now most people think world trade is important
 B. world trade must become freer.
 C. trade has been better for Thailand than for India
 D. inter-government meetings interest ordinary people.
8. Where would you find this sort of article?
 A. In a work of fiction
 B. In an economics magazine
 C. In a political journal
 D. In an anarchist newsletter
9. Which word can replace the word **coalition** in paragraph 2?
 A. coal mining
 B. coeducation
 C. combination
 D. coexistence
10. **Anarchists** in paragraph 2 are those who _____.
 A. establish laws in a particular state.
 B. excite revolts against the established rule, law, or custom.
 C. believe in the current government.
 D. promote order where necessary.

Your answers

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

Part 4. The reading passage below has SIX paragraphs, A-F. Reading the passage and do the tasks below. (15 points)

Acquiring the principles of mathematics and science

- A. It has been pointed out that learning mathematics and science is not so much learning facts as learning ways of thinking. It has also been emphasised that in order to learn science people often have to change the way they think in ordinary situations. For example, in order to understand even simple concepts such as heat and temperature, ways of thinking of temperature as a measure of heat must be abandoned and a distinction between 'temperature' and 'heat' must be learned. These changes in ways of thinking are often referred to as conceptual changes! But now do conceptual changes happen? How do young people change their ways of thinking as they develop and as they learn in school?
- B. Traditional instruction based on telling students how modem scientists think does not seem to be very

successful. Students may learn the definitions, the formulae, the terminology, and yet still maintain their previous conceptions. This difficulty has been illustrated many times, for example, when instructed students are interviewed about heat and temperature. It is often identified by teachers as a difficulty in applying the concepts learned in the classroom; students may be able to repeat a formula but fail to use the concept represented by the formula when they explain observed events.

- C. The psychologist Piaget suggested an interesting hypothesis relating to the process of cognitive change in children. Cognitive change was expected to result from the pupils' own intellectual activity. When confronted with a result that challenges their thinking - that is, when faced with conflict — pupils realise that they need to think again about their own ways of solving problems, regardless of whether the problem is one in mathematics or in science. He hypothesised that conflict brings about disequilibrium, and then triggers equilibration processes that ultimately produce cognitive change. For this reason, according to Piaget and his colleagues, in order for pupils to progress in their thinking they need to be actively engaged in solving problems that will challenge their current mode of reasoning. However, Piaget also pointed out that young children do not always discard their ideas in the face of contradictory evidence. They may actually discard the evidence and keep their theory.
- D. Piaget's hypothesis about how cognitive change occurs was later translated into an educational approach which is now termed 'discovery learning'. Discovery learning initially took what is now considered the 'lone learner' route. The role of the teacher was to select situations that challenged the pupils' reasoning; and the pupils' peers had no real role in this process. However, it was subsequently proposed that interpersonal conflict, especially with peers, might play an important role in promoting cognitive change. This hypothesis, originally advanced by Perret-Clermont (1980) and Doise and Mugny (1984), has been investigated in many recent studies of science teaching and learning.
- E. Christine Howe and her colleagues, for example, have compared children's progress in understanding several types of science concepts when they are given the opportunity to observe relevant events. In one study, Howe compared the progress of 8 to 12-year-old children in understanding what influences motion down a slope. In order to ascertain the role of conflict in group work, they created two kinds of groups according to a pre-test: one in which the children had dissimilar views, and a second in which the children had similar views. They found support for the idea that children in the groups with dissimilar views progressed more after their training sessions than those who had been placed in groups with similar views. However, they found no evidence to support the idea that the children worked out their new conceptions during their group discussions because progress was not actually observed in a post-test immediately after the sessions of group work, but rather in a second test given around four weeks after the group work.
- F. In another study, Howe set out to investigate whether the progress obtained through pair work could be a function of the exchange of ideas. They investigated the progress made by 12-15-year-old pupils in understanding the path of falling objects, a topic that usually involves conceptual difficulties. In order to create pairs of pupils with varying levels of dissimilarity in their initial conceptions the pupils' predictions and explanations of the path of falling objects were assessed before they were engaged in pair work. The work sessions involved solving computer-presented problems, again about predicting and explaining the paths of falling objects. A post-test, given to individuals, assessed the progress made by pupils in their conceptions of what influenced the path of falling objects.

For questions 1-6, choose the correct heading for paragraphs A-F from the list of headings below Write the correct number, i-ix.

List of Headings

- i. A suggested modification to a theory about learning.
- ii. The problem of superficial understanding.

- iii. The relationship between scientific understanding and age.
- iv. The rejection of a widely held theory.
- v. The need to develop new concepts in daily life.
- vi. The claim that a perceived contradiction can assist mental development.
- vii. Implications for the training of science teachers.
- viii. Evidence for the delayed benefits of disagreement between pupils.
- ix. An experiment to assess the benefits of exchanging views with a partner.

- 1. Paragraph A.....
- 2. Paragraph B.....
- 3. Paragraph C.....
- 4. Paragraph D.....
- 5. Paragraph E.....
- 6. Paragraph F.....

For questions 7-10, complete the summary below. Choose NO MORE THAN TWO WORDS from the passage for each answer.

How children learn

Piaget proposed that learning takes place when children are (7)..... ideas that do not correspond to their current beliefs. The application of this theory gave rise to a teaching method known as (8)..... At first, this approach only focused on the relationship between individual pupils and their (9)..... Later, researchers such as Perret-Clermont became interested in the role that interaction with (10)..... might also play in a pupil's development.

Part 5. For each gap choose the correct sentence. There is one extra sentence which you do not need to use.

COWBOYS OF MADAGASCAR

The anthropologist Luke Freeman joins a group of young Malagasy men on the cattle trail.

As a socio-cultural anthropologist, I've lived in Madagascar for more than three years and I know the people, the language and the culture well. The cattle drives undertaken by young Malagasy men have fascinated me ever since I lived in a remote rice-farming village in the central highlands.

(1).....

This gives an indication of how much the Malagasy love cattle. They are potent symbols on the island and it is common practice for young men to trade in them prior to marriage.

To fulfil my ambition, I headed for the frontier town of Tsiroanomandidy looking for a group of drovers with whom to share life on the road. Here I met Vonjy, a young man who had spent most of his life driving cattle across the island.

(2).....

Our destination sat in the middle of nowhere, abandoned in a landscape of wide plains, where nothing grows but tall, swaying savannah grass. Undulating hills dip and rise to the horizon, the monotony broken only by the broad red scars of soil erosion. There is often no sign of life for miles. This was the land we were to cross with our herd of 52 zebu steers, the long-horned cattle found all over East Africa and the Indian subcontinent.

(3).....

Far off in the darkness glowed the orange rings of bushfires lit to burn off the old dry grass and bring forth new green shoots. Ground that seemed flat in the daylight became treacherously uneven on a moonless night. Some of us formed a line either side of our cattle as we struggled to keep the herd together, shouting warnings to the drovers behind us. On one occasion we stopped to discover that two of our steers had disappeared.

(4).....

The next morning we awoke, dew-damp, on a cloudy hilltop, not far from our destination. The cattle mooched slowly in the tall, wet grass. It was just dawn, but a woman and her daughter who had walked 16 kilometres to set up shop were already selling coffee and cakes wrapped in leaves.

Tsiroanomandidy hosts the largest cattle market in Madagascar. Every Wednesday, a huge cloud of dust hangs over the town, raised by the hundreds of cattle pressed into the wooden corrals.

(5).....

This was an easier journey, a slow wandering over the highest peaks of central Madagascar. The head drover was a laid-back languorous man who didn't raise an eyebrow when he heard I was joining his team; we nicknamed him the President. Our somewhat haphazard meanderings through the hinterland came to a sudden end when, passing through a village near Firavahana, the President found a buyer for his cattle. It would take a couple of days to sort out the paperwork, so Vonjy and I decided to leave him to it.

(6).....

From there, we got a lift 400 kilometres by road down to Madagascar's second biggest cattle market at Ambalavao, where Vonjy had more family in the trade. We joined them on another cattle drive up through the central highlands along Madagascar's main north-south road.

The highlands are the most crowded part of the island; every last hectare of land has been carved into neat rice terraces that scale the hillsides. From here, our journey took us eastwards into the forest.

(7).....

I learnt that such minor hardships were easily overcome as my body became conditioned to the rhythm of the road: walking at cattle pace, prodding and coaxing the beasts; listening to the drovers' soft talk.

If there's a lesson to be learnt from the young men with whom I travelled, it's just how simple travelling can be. Over the hundreds of kilometres I travelled with the drovers, I never heard a cross word or an argument.

You don't need a whole lot to be happy on such a journey.

Missing paragraphs

A. Cloud hung over us all day and we used our plastic sheets as raincoats, for the drizzle was unremitting. This was perhaps the toughest bit of droving: being wet all day, sleeping in damp bedding. Even the cattle seemed depressed as they bowed their heads into the rain. But the constant rain did not dampen my enthusiasm for the droving life.

B. To add to our woes, there was no wood nearby with which to make a fire and it was a long, slow wait for the rice to boil over smouldering dried cowpats. But we didn't dwell on our loss, accepting it in typically Malagasy fashion as the work of fate.

C. Children clamber on the fences and point out their favourites, learning to spot strengths and weaknesses; cattle barons stand quietly eyeing up the steers and making silent calculations. We sold ours to a buyer from Antananarivo, who took them on to supply the capital's meat markets. Not wishing to take that route, Vonjy and I joined another group of drovers taking a herd of smaller cattle to the western highlands.

D. We hit it off immediately, and after 20 minutes talking cattle, we took a truck to the isolated market town of Ambatomainty, where we joined some of his family, who were going to buy cattle to drive east into the highlands.

E. Surrounded by curious children, we exchanged little formal speeches of farewell, reflecting on our time together, the companionship and laughter, the meals shared and the happy memories we would keep in spite of the distance that would now separate us. With a plaintive song, the drovers wished us goodbye and we left them to their trading.

F. On one occasion, a politician was giving a speech in the main street when a long-distance drive passed through. The listeners' attention switched immediately to admiring the cattle and greeting the drovers; young men in rice fields downed spades and ran to the roadside; the schoolmaster let the children out of class and the boys whooped with glee and ran alongside. The politician's promises fell on deaf ears.

G. The drovers knew better than to work these smaller steers too hard, and if we came across a river, we often set up camp before sunset. With the cattle grazing nearby, we slept soundly in our makeshift tents, the full moon shining brightly above.

H. Ours were ultimately destined for Antananarivo, the Malagasy capital, where they would fetch roughly twice what we had paid for them. Joining up with other herds for safety, we drove them for days under a blazing sun. I'd imagined we would stop in the early evening to set up camp, but such was our hurry to make market day in Tsiroanomandidy that we often kept going well after sunset.

Your answer:

1.	2.	3.	4.	5.	6.	7.
----	----	----	----	----	----	----

PRACTICE TEST 2

SECTION IV: WRITING

Part 1. Read the following article and use your own words to summarize it. Your summary should be about 120 words long.

Although video games were first developed for adults, they are no longer exclusively reserved for the grown ups in the home. In 2006, Rideout and Hamel reported that as many as 29 percent of preschool children (children between two and six years old) in the United States had played console video games, and 18 percent had played hand-held ones. Given young children's insatiable eagerness to learn, coupled with the fact that they are clearly surrounded by these media, we predict that preschoolers will both continue and increasingly begin to adopt video games for personal enjoyment. Although the majority of gaming equipment is still designed for a much older target audience, once a game system enters the household it is potentially available for all family members, including the youngest. Portable systems have done a particularly good job of penetrating the younger market.

Research in the video game market is typically done at two stages: some time close to the end of the product cycle, in order to get feedback from consumers, so that a marketing strategy can be developed; and at the very end of the product cycle to 'fix bugs' in the game. While both of those types of research are important, and may be appropriate for dealing with adult consumers, neither of them aids in designing better games, especially when it comes to designing for an audience that may have particular needs, such as preschoolers or senior citizens. Instead, exploratory and formative research has to be undertaken in order to truly understand those audiences, their abilities, their perspective, and their needs. In the spring of 2007, our preschool-game production team at Nickelodeon had a hunch that the Nintendo DS - with its new features, such as the microphone, small size and portability, and its relatively low price point - was a ripe gaming platform for preschoolers. There were a few games on the market at the time which had characters that appealed to the younger set, but our game producers did not think that the game mechanics or design were appropriate for preschoolers. What exactly preschoolers could do with the system, however, was a bit of a mystery. So we set about doing a study to answer the query: What could we expect preschoolers to be capable of in the context of hand-held game play, and how might the child development literature inform us as we proceeded with the creation of a new outlet for this age group?

Our context in this case was the United States, although the games that resulted were also released in other regions, due to the broad international reach of the characters. In order to design the best possible DS product for a preschool audience we were fully committed to the ideals of a 'user-centered approach', which assumes that users will be at least considered, but ideally consulted during the development process. After all, when it comes to introducing a new interactive product to the child market, and particularly such a young age group within it, we believe it is crucial to assess the range of physical and cognitive abilities associated with their specific developmental stage.

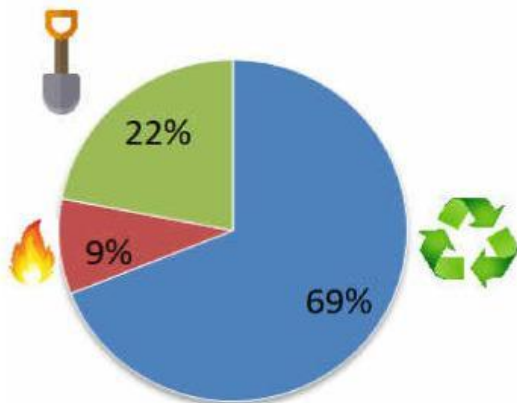
Revelle and Medoff (2002) review some of the basic reasons why home entertainment systems, computers, and other electronic gaming devices, are often difficult for preschoolers to use. In addition to their still developing motor skills (which make manipulating a controller with small buttons difficult), many of the major stumbling blocks are cognitive. Though preschoolers are learning to think symbolically, and understand that pictures can stand for real-life objects, the vast majority are still unable to read and write. Thus, using text-based menu selections is not viable. Mapping is yet another obstacle since preschoolers may be unable to understand that there is a direct link between how the controller is used and the activities that appear before them on screen. Though this aspect is changing, in traditional mapping systems real life movements do not usually translate into game-based activity.

Over the course of our study, we gained many insights into how preschoolers interact with various platforms, including the DS. For instance, all instructions for preschoolers need to be in voice-over, and include visual representations, and this has been one of the most difficult areas for us to negotiate with respect to game design on the DS. Because the game cartridges have very limited memory capacity, particularly in comparison to console or computer games, the ability to capture large amounts of voice-over data via sound files or visual representations of instructions becomes limited. Text instructions take up minimal memory, so they are preferable from a technological perspective. Figuring out ways to maximise sound and graphics files, while retaining the clear visual and verbal cues that we know are critical for our youngest players, is a constant give and take. Another of our findings indicated that preschoolers may use either a stylus, or their fingers, or both

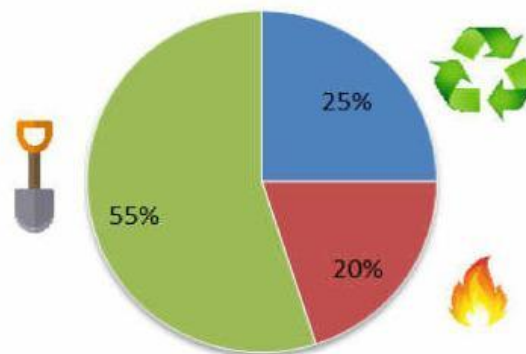
although they are not very accurate with either. One of the very interesting aspects of the DS is that the interface, which is designed to respond to stylus interactions, can also effectively be used with the tip of the finger. This is particularly noteworthy in the context of preschoolers for two reasons. Firstly, as they have trouble with fine motor skills and their hand-eye coordination is still in development, they are less exact with their stylus movements; and secondly, their fingers are so small that they mimic the stylus very effectively, and therefore by using their fingers they can often be more accurate in their game interactions.

Part 2. The pie charts below show how dangerous waste products are dealt with in three countries. Write a report for a university, lecturer describing the information shown below. Summarise the information by selecting and reporting the main features and make comparisons where relevant. You should write at least 150 words.

Republic of Korea



Sweden



United Kingdom



Part 3. Write an essay of 350 words on the following topic:

The children who grow up in a family short of money are more capable of dealing with problems in adult life than children who are brought up by wealthy parents. To what extent do you agree or disagree?

----- THE END -----