



SUMMARY

WRITING

Contents

1. Queen of All Flowers	2
2 The Sabi - Sand Game Reserve.....	3
3 Why Zoo Cats Loose Their Cool.....	4
4 THE ENEMY WITHIN	5
5 The Mangoes in Your Trolley	6
6 Young Ambassadors	7
7 MY DAUGHTER CAN ACHIEVE WHATEVER SHE WANTS.....	8
8 From School Boy to Clown	9
9 What's For Dinner, Mum?	10
10 Pupils find internet 'a poor learning tool'	11
11 Lost For Words.....	12
12 BORN TO TRADE	13
13 Perfume.....	14

Read the article about rose-growing. Then write a summary outlining how roses were used in previous civilisations and why the rose is called the 'flower of life'. You should write no more than 100 words and use your own words as far as possible

1. Queen of All Flowers



The ancient Egyptians appear to be among the first early civilisations to learn how to grow roses. In 1888, at Hawara in the El Faiyum region of Egypt, two-thousand-year-old roses were found in ancient graves.

The discovery suggested roses were an important part of the elaborate burial ceremony which took place when an important person died. The roses found in the tombs are thought by modern experts to be the oldest preserved flowers ever found in the entire world. They must have been cut and dried before opening so that they would remain undamaged. Over the centuries, the roses had shrunk and wrinkled into tight balls, but on careful examination it was discovered that the petals themselves were hardly damaged - not a grain of pollen had been lost.

Egypt's expertise in mass cultivation of roses in early times led to the flowers becoming an important export product. At the height of the Roman Empire, Egypt exported enormous quantities of the blooms to the Roman courts. Wealthy Romans loved to indulge in the beautiful colours, soft texture and sensuous fragrances of roses and they would strew the floors of their main halls with layers of rose petals.

The Romans eventually attempted to cultivate their own roses and, after much trial and error, they mastered the art of mass cultivation. Egypt then decided to concentrate on growing grain instead of roses. Economic conditions meant that grain soon took over as the number-one agricultural product of the Nile Valle.

Roses were appreciated in other early civilisations too, including Greece and Persia. They are a decorative feature on coins, sculpture, vases and

ornaments dating back thousands of years. There is also evidence that roses were highly valued in China. The Chinese believed that fluids extracted from roses could be used to help treat a wide range of illnesses, from toothache and earache to skin and chest diseases. The healing properties of the flowers were recorded in extensive detail in their manuscripts.

In the modern world, the rose has not lost its popularity as the 'Queen of Flowers' - the name given to it by the Greek poetess Sappho. A rose is a very romantic gift, and to this day more roses are sold than any other flower. Modern techniques have enabled botanists to create ever more beautiful hybrids, combining selected features of parent plants. Transportation by air makes it possible to grow roses in countries with favourable climates and sell them within 24 hours in lucrative markets all over the world. Tons of roses are transported this way every week. Roses from Ecuador can be bought in Holland, even though that country itself has an enormous rose-growing business. The rose has everything a plant can have: roots, stem, leaves, petals, thorns, colour and scent. The combination of beautiful flowers and sharp, prickly thorns is seen by some as symbolising the opposites of beauty and ugliness, happiness and pain, love and hatred. This rich symbolism surely makes the rose deserving of its other name: the flower of life.

Read the article about the Sabi -Sand game reserve and write a paragraph outlining the positive steps that are being taken to ensure the wildlife habitat is suitably protected and developed. Write no more than 100 words and use your own words as far as possible.

2 The Sabi - Sand Game Reserve



Bisected by the Sabi and Sand rivers, the Sabi-Sand game reserve in South Africa is one of the richest wildlife regions in the African continent. Over 200 species of mammals and 350 different birds can be found in its vast plains, grasslands and forest. I spoke to Michael Rattray, chairman of the Sabi-Sand management committee, about the management policies for such a diverse habitat. 'If in a thousand years' time the reserve is still a wonderful habitat for wildlife, then we will have succeeded in our mission. We have a programme of ongoing management and various measures are being put in place. These include tackling the problem of erosion. In 1996 we had abnormally high rainfall - 1300 ml instead of the expected 500 ml. This could have been absolutely devastating. However we have successfully combated erosion using gabion stretchers, which are cylindrical wire baskets filled with rocks. These have proved a simple and effective

method of improving drainage. We have also used a lot of old aerial photographs, which have helped us return the land to its earlier state. This meant recreating open grassland areas to attract herds of wildebeest, zebra, buffalo, antelope and their predators.'

In addition to these measures, the reserve employs a wide range of local workers in a variety of occupations. Building staff accommodation of any sort, even small bungalows, would have made a big impact on the environment and would have gone against the objective of keeping the reserve as natural as possible. Instead, transport is provided so employees can live a normal, free and unrestricted life with their families outside the area, and human impact is kept to a minimum.

Visitors to the reserve spend about six hours a day in open 4x4 vehicles, observing wildlife on game drives. They are accompanied by a ranger and local tracker. Part of the management policy is to employ only rangers and trackers of the highest standard. The ranger is highly

educated, often with a degree in botany, biology, bush craft, zoology and even astronomy.

Tourists can listen to 'ranger-speak' on the two-way radio as, with ear-piece tucked into his ear, the ranger communicates with fellow rangers. Animals are referred to by their Shangaan names: ingwe (leopard), shumba (lion) and khankankha (cheetah). The local Shangaan trackers are chosen for their keen eyesight and in-depth knowledge of the bush. Ranger and tracker together make a professional team. I shall never forget the moment on a game drive when a cheetah with her five cubs was pointed out to me. She was lying in a sea of long yellow grass, her markings almost invisible. We got close enough to hear her purr.

The Sabi-Sand reserve offers the visitor a taste of Africa as it used to be before mankind's incursions, a place where animals co-exist in accordance with natural cycles, with no fear of humans. It is impossible to quantify the therapeutic benefits of spending time - however briefly - in such an environment.

Read the article about zoo cats. Write a paragraph outlining the signs of stress which big cats in zoos may show and what could be done to make them feel more comfortable in a zoo environment. Write no more than 100 words and use your own words as much as you can.

3 Why Zoo Cats Lose Their Cool



Lions and tigers are stars of the show at most zoos. But the stress of celebrity status can cause them and other big cats on display to behave abnormally. Researchers in the US have found that cats living near visitor areas are more likely to be disturbed in their behaviour. For example, during the day they may pace aimlessly back and forth. They also spend an unusual amount of time cleaning themselves, licking themselves and generally grooming. They are also noticeably more vigilant, pricking up their ears and moving around as though they feel the need to be on guard against threat. This is all strange and abnormal behaviour for naturally nocturnal felines which should not be all suspicious during this part of the day. In fact, big cats are usually asleep, resting or dozing during the day and active and watchful at night.

The findings highlight the dilemma that zoos face when the welfare and happiness of the animals they look after are at odds with the paying public's desire to get a close-up view of a lioness yawning or her cubs suckling. It seems as though disturbed behaviour in animals may well continue unless positive action is taken to improve the environment in which zoos house big cats and their smaller cousins in the cat family, such as caracals and bobcats. While a lot of work has gone into designing accommodation for primates and studying how visitors affect the health and well-being of monkeys, gorillas or chimpanzees, cats have been largely ignored.

Jennifer Ryback of James Madison University in Harrisonburg, Virginia, studied seven species of cat kept at the National Zoological Park in Washington, DC. All the cats, including lions, tigers, caracals and fishing cats, showed abnormal behaviour, and Ryback found that those housed near the public spend more time acting unnaturally than those that live further away. 'Typically a cat will be resting during the day, which is certainly not what the public wants to see,' says Ryback. When the cats seem distant or aloof and appear to be ignoring people, visitors actively try to attract their attention by waving or calling to them. They hope to get a reaction from the cats, such as hearing them roar or spring up a nearby tree. But the gesturing and shouting from observers make the animals even more stressed and irritated, putting them on the alert and making them pace around and groom more.

As well as improving the cats' enclosures by redesigning the space, including better use of ponds, bushes and trees, Ryback thinks zoos could greatly enhance the quality of life for their cats by displaying notices explaining how to behave near the animals. In other words, people should show no excitement, not try to attract the animals or make a noise near them. Zoo attendants or keepers should also watch out in particular for visitors behaving inappropriately near the animals and intervene at once. Ryback also suspects that keeping visitors just a little further away from the animals could make a big difference to the cats with virtually no effect on people who enjoy them.

Read the article about allergies. Then write a paragraph explaining why some people develop allergies, why allergic reactions seem to be increasing, and how medication can help. Write no more than 100 words and try to use your own words as far as possible.

4 THE ENEMY WITHIN



Allergy has become more and more common over the last 30 years. Now one-third of us are affected by allergy at some point in our lives and half of these sufferers are children. In the UK three million people

suffer from asthma and five per cent of children suffer from food allergy. Allergy is a reaction that occurs when the immune system has a strange and unnecessary reaction to a substance which is normally harmless such as pollen or peanuts. The immune system is there to protect the body against outside attackers including viruses, bacteria and parasites. To defend your body against an attacker. The immune system remembers these dangerous micro-organisms and attacks them if it meets them again. This work is done by antibodies. The immune system in allergy sufferers makes antibodies against harmless substances, because it mistakenly believes them to be dangerous.

An allergic reaction may not happen the first time a sufferer meets an allergen (the substance causing the reaction. such as pollen, milk or strawberries). Sometimes people can eat nuts for years and then suddenly become allergic to them. What has happened is that the immune system has now decided the substance is dangerous and has made an allergy antibody. This antibody then attaches itself to cells which contain histamine. When the antibodies meet the allergen the next time. They attempt to destroy it. As they do that. The surface of the cells is broken and histamine is released. The

histamine and other chemicals inflame the tissues. This leads to the symptoms of allergy such as swelling and rashes. Sneezing, sore eyes and breathlessness. Anaphylaxla is the most severe allergic reaction of all and is most often triggered by wasp or bee stings or peanuts. This must be treated immediately.

Allergies run in families. Some people are born with the ability to make lots of allergy antibodies and they are more likely to develop allergies and allergic disorders such as hay fever and asthma. Experts believe more people have developed allergies because of changes in our lifestyle which have exposed us to more allergens. We eat more processed foods with a wide range of additives and colourings; more and more people have central heating and double glazing making our houses warmer and less draughty - an ideal environment to breed the house dust mite. There may also be a link between allergies and antibiotics. At one time our immune systems were kept busy fighting off disease and trying to win the battle for health but antibiotics have reduced the amount of work our immune systems have to do. Now experts think they may direct spare energy to harmless substances such as strawberries. In other words our immune systems have become over-sensitive

A good deal of research is being devoted to finding a cure for allergies. Sufferers may be given medicine to control symptoms and they may also be offered tests to find out what substances trigger an allergic reaction so that they can avoid contact with these in future.

Read the article about mangoes. Then write a summary describing how various parts of the mango tree are used, and outlining how the problems in producing mangoes for the world's supermarkets can be solved. Write no more than 100 words. Try to use your own words as far as possible

5 The Mangoes in Your Trolley



Wild mangoes come from the foothills of the Himalayas. They are by far the most important fruit in India, and have been cultivated there for 4000 years. The arrival of the mango tree in other parts of the world was probably due to the

Portuguese who carried mangoes via Goa to Africa, from where they eventually reached the New World. Mango trees are now so well established in many tropical countries that it might appear that they have always been there.

Like many tropical trees, the mango tree is a multi-purpose commodity. Its timber is used in boat building, and its leaves can be fed to cattle in moderation.

Most of the mango crop is consumed in the areas where it is grown, but in recent years mangoes have gained in popularity across the world as people in temperate climates become increasingly eager to savour the delights of the fresh fruit.

The global market for mangoes is potentially very lucrative, and mango producers are keen to exploit the fruit's growing popularity. Modern shoppers appreciate the fruit's high nutritional value (the mango is a good

source of vitamins A and C, protein, fructose and fibre), but also expect it to look and taste perfect. Unfortunately for producers, the seedlings of mangoes are extremely variable in quality, and many have to be rejected as below the standard required for propagation. For mass cultivation, producers now select only the best quality seedlings which have the most chance of developing into good quality fruit.

Although the mango tree has spread from its native Himalayan foothills to all of the tropics, delivering the fresh fruit to the world's supermarkets presents a challenge, as it does not travel well. Producers transport the fruit by speedy but costly air freight for minimum delay rather than risk the cheaper but slower road or shipping routes which, although saving money, can result in damage to the fruit.

Mangoes are usually in storage for some time after their arrival at their destination. The fruit must be kept cold or the sweet, juicy flesh will soon become over-ripe and the mangoes will be unfit for sale. Fortunately, extremely effective refrigeration is now available and this is the best way of preventing the fruit from deteriorating before it reaches the supermarket shelves. Many of the mangoes in our supermarkets come from plantations established in Kenya. These mangoes are sold in the shops at quite a high price relative to other fruit, but the cost reflects the expense of air transport and top-quality refrigeration. Fortunately for the producer, shoppers are prepared to pay extra to enjoy this most delicious of tropical fruit at its best.

Read the article about students who spend a year abroad at a foreign university as part of their course. Write a paragraph explaining what projects students are expected to produce from this year, the practical ways the home university prepares them for leaving, and how they maintain links with their tutors at home. You should write no more than 100 words and use your own words as far as possible.

6 Young Ambassadors



Contrary to the beliefs of many of its opponents, going abroad to study at an overseas university whilst on an undergraduate degree programme is definitely not an opportunity for a lazy year off. The year abroad provides students with a remarkable period of linguistic and cultural immersion in the host community. It allows them to gain first-hand insights into the history, culture and society of the host country, as well as an opportunity to improve their academic skills. Besides attending lectures and doing coursework while abroad, students are required to complete a cultural and linguistic assignment for their home university.

The year overseas is also important to students on a personal level. It calls upon untapped reserves of tenacity, fortitude, perseverance and initiative, and requires a spirit of open-mindedness, curiosity and willingness to fit into a new life. The diversity of the experiences certainly broadens the minds of most undergraduates. Many language students now spend their year abroad in Spanish speaking Latin America, French territories in the Caribbean or the Indian Ocean, or the Russian speaking states that once formed part of the Soviet Union.

Home universities spend a great deal of time making sure their students have a realistic idea of what the year abroad will be like - they certainly do not simply wave goodbye to them for a year.

It is important, for example, that students do not expect the foreign institution to mirror their home university or indeed be like it in anyway. In many universities, students are provided with a series of briefings throughout their second year of study, which include checklists, guides, handbooks and web based information. Students who went abroad the previous year and have now returned answer questions on their experiences.

Although university staff make great efforts to reduce the culture shock some students feel on arrival in another country, the students have responsibilities and obligations too. When overseas, they have a duty to keep in close touch with their home departments, through answering regular questionnaires, for example. Maintaining contact with their personal tutor at home via email, telephone or letter is essential. Tutors can only act quickly in giving support if they are kept informed by their students about their situation.

In my experience as a lecturer; returning students are usually brimming with exciting tales to tell of their experiences abroad. They return much more competent, with a more mature and considered approach, and have acquired some valuable life skills.

Read the article about a girl who lost her feet in babyhood. Write a paragraph of no more than 100 words outlining how she has coped with the effects of her disability, the differences between her 'old' and 'new' artificial legs, and the effect of her new legs on her life. Use your own words as far as possible.

7 MY DAUGHTER CAN ACHIEVE WHATEVER SHE WANTS



Vanessa Hill lost her feet from illness at such a young age that she never knew what it was like to have them. At 13 months old she was fitted with a set of prosthetic (artificial) limbs to assist her in learning to take her first

baby steps. 'I should have been pleased, but the artificial legs were horrible,' says Vanessa's mother, Jan. 'They weren't even the same colour as her skin and were cold to the touch. Problems began when Vanessa was older. 'I'd see people walking past me and they would stare and make comments. It upset me, and hurt Mum too, to see me so upset,' says Vanessa. 'Mum told me to ignore what unkind people said and, in time, I was able to do that. When activities at school came up, like swimming and skiing, I was reluctant to take part but my mother encouraged me so much I decided to give the sports a go anyway, and now I enjoy them. 'She was so brave and determined', says Jan. ' At first she took the teasing to heart and was very upset, but she just wouldn't give up. At home we gave her all the support we could and I think that made a big difference.'

A couple of years ago, the family saw a television programme about a girl in Cape Town, Laura Giddings, who had lost her leg in an explosion at restaurant. Jan explains: 'Laura had been fitted with a silicone leg which was much more realistic looking than the prosthetic limbs Vanessa had. I cried as I thought what a massive difference such natural-type legs could have on Vanessa's life. But with two other children to look after as well as Vanessa, there was no way we could afford to pay for silicone legs. We would have had to spend £5,500 on new legs for her every six months, as she is still growing.'

Not long afterwards, the school support worker rang the family and asked if there was anything she could do to help. 'I found myself spilling out everything about the private treatment', says Jan. A few weeks later the support worker called again to say she had come up with a plan to organise some fund-raising events to get Vanessa new legs. 'I was completely overwhelmed. The school organized raffles, cake sales and sponsored events. People we had never met sent donations. Every day we got cards from well-wishers, and the cheese just kept arriving.'

'When enough money had been raised, I contacted the orthopaedic centre and Vanessa was measured for her new legs.

When the consultant showed us the sort of silicone legs Vanessa could have, we couldn't believe how realistic they looked. The specialists could match her exact skin tone.'

'I've got loads more confidence and love going shopping for shoes and clothes,' says Vanessa. 'Myles look so real, and if you touch them they feel warm, like proper legs. But the best part is finally being able to do anything without having to worry about how my legs look. Now I'm just like everyone else.'

Read the article about a boy who joined the circus. Write a paragraph outlining why Alex wanted to become a clown, and how his life has changed since he began training as a clown. Write no more than 100 words and use your own words as much as you can.

8 From School Boy to Clown



Alex Santas, 13, has always had a burning ambition to become a circus clown. A few years ago, his dream started to come true when, accompanied by his parents, he left home to begin training with the circus. 'When Alex was only three,' says his mother Anna, 'we took him to the circus and he absolutely could not take his eyes off the clowns.' Alex still remembers that visit: "I just loved the way the audience was looking and smiling at the clowns. If a juggler drops his clubs, or a trapeze artist falls, it messes up the act. But if a clown falls over, everyone thinks it's a great joke and roars with laughter.'

'Alex was so intrigued by the special power that the clowns seemed to have, he kept asking to visit the circus again,' recalls his father. 'At family parties he used to dress up as a clown and put on a performance doing juggling, comedy routines and magic tricks. Over the years, Alex's love of the circus began to affect the way Anna and I felt. His aspirations were rubbing off on us. Then, unexpectedly, I was made redundant from my job as a gas-heating designer. I was offered similar work with an agency, but Anna and I wanted to explore our dream, so we wrote away to the circus to see if there were any jobs.'

'Eventually David and I were offered jobs with the Moscow State Circus', explains Anna. 'It was so exciting. David worked as spotlight operator and I worked in the box office, selling tickets. Most important of all, Alex had a chance to begin his training as a clown. 'However, Anna admits that there was a lot of soul-searching and agonising decision making to do before they finally made up their minds. 'After all,' she says, 'we were leaving our pleasant, centrally-heated house with all its home comforts to live in a small caravan. But Alex was so thrilled at the prospect, and he seemed to have so much talent and flair, we thought, why not?'

After two years, the family joined Zippo's Circus. 'We now go touring, which is marvellous', smiles Anna, 'and David has been promoted to foyer operations manager. 'Although he is not old enough to performing the circus yet, Alexis continuing to develop his clowning skills. 'I think this way of life is fantastic,' he says. 'And it's even better now that I'm allowed to go out with Dad to perform in front of school audiences when we're on tour.

'People ask about my education,' adds Alex, 'but wherever we are on tour, Mum organises a private tutor to come and teach me. I follow the same books as children at school and I've got a laptop. I just have to make sure I don't fall behind. I've got used to one-to-one teaching and really like it.'

And the future? 'I'm going to be a main clown in a circus one day,' declares Alex firmly.

Read the article about Daphne and her experience of family meals. Then write a paragraph of no more than 100 words explaining why mealtimes with her own children are usually tense. You should use your own words as far as possible.

9 What's For Dinner, Mum?



I'm the product of a Latin family. That means I was raised in an environment in which food was vital part of family life and family mealtimes were sacred. The scene around our kitchen table when I was a child must have seemed a bit like a television commercial for the perfect family I remember us all sitting down to dinner every night. Laughing and talking while we consumed huge platefuls of my mum's delicious home cooking.

Actually, when I was younger I sometimes thought my Spanish family was too rigid and insistent about being at home for meals. When I was at college. For example, living miles from home. I used to have to travel home every weekend for Sunday lunch. Although this wasn't always convenient. If I didn't turn up I ran the risk of my strict father cutting me off without my inheritance! Our lives were ruled by the idea that families who eat together, stay together and there were certain expectations regarding eating and mealtimes. In my family'. No one ever ate in front of the TV or said. 'I'll grab a sandwich later.

It's strange that although I felt resentment about these rules when I was a teenager now as a mother of two children myself. I've found that the old habits have reasserted themselves. Now I myself insist that we all sit down together every evening and eat dinner - although frankly, I often wonder why I do this. I have to admit that our mealtimes are rarely civilised affairs,

where people smile warmly, compliment the cook and enquire politely about each other's day.

Family meals in our house usually start with a row between I 1-year-old Frankie and 14-year-old Jessica about whose turn it is today the table or why one of them has got a drink for themselves but not for the other. Then when dinner is served the annoying grumbles about the food begin of the 'I hate soup / salad / anything healthy whatsoever 'variety 'Yuk' said Frankie the other night as I put a dish of lovely home-cooked vegetables on the table. 'I'd really like to shoot that broccoli.'

Mealtimes also seem to lead to quarrels about other things perhaps it's because we're tired and argumentative after a long day at work or school, and sitting down together as a family stirs up conflicts. However much we try, my husband and I can't seem to avoid using this opportunity for telling the children off about the state of their bedrooms. Their disregard for the value of money or their flagrant laziness. Other families. In my imagination are spending mealtimes having intelligent discussions - about the state of the environment. Perhaps. We, meanwhile, are declaring World War Three a tour own dinner table. Don't ask me why my family mealtimes are so confrontational- ask a psychiatrist. Whatever the reason - too much eye contact perhaps? - I do know that I end up feeling very resentful about the time I've spent preparing a tasty meal only for it to stick in my throat while my family bicker with each other. Maybe the kids are right after all and it's time to hang up my apron, put away the saucepans and the cookery books pick up the 'dial a pizza' menu and let it go.

Read the article about research into modern educational methods. Then write a summary of no more than 100 words explaining what classroom learning methods were found to be most popular with school students. Try to use your own words as much as you can.

10 Pupils find internet 'a poor learning tool'



Schoolchildren believe they learn more from traditional methods, such as taking notes from the teacher, than they do from using the internet or watching videos, a government-funded study shows.

The findings will undermine the current trend to put information technology at the heart of learning. The present fashion is to put more and more of the curriculum online and to enable more schools to have faster access to the internet. The government-funded survey, designed by pupils and carried out by the Science Museum, found that almost half of pupils thought that taking notes from the teacher was one of the most useful classroom activities.

Three-quarters of students said that watching videos was enjoyable but only a quarter of them thought it was effective. Fewer than one in ten rated the internet as useful. The report concluded that: 'the internet, though moderately enjoyable, is ranked very poorly as a learning tool.'

Research commissioned by the Association of Maintained Girls' Schools recently reported similar results. Academics at London Metropolitan University found that the 203 pupils questioned from eight schools valued contact with the teacher most highly. Less than a third of pupils said that learning through specially designed science and history computer courses was effective, compared with 70 per cent who said that opportunities to do practical work and listen to teacher explanations were essential. At Kendrick Girls, a high-performing state school, computers are dotted around the

school and pupils spend an hour a week learning how to master information and communications technology (ICT). Pupils, however, regard the internet's use across the curriculum as limited.

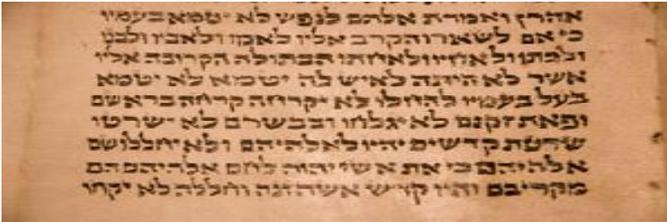
India Dhillon, 12, said: 'as I see it, the internet can be quite good but anyone can put anything on it, so you should not necessarily believe what you read. I learn most from listening and writing things down. Answering questions the teacher writes on the board is a good way to remember as well.' Jessica Burns, a classmate, valued textbooks specially written for her age group. Quyen Hoang, 15, a pupil at King Edward VI School in Birmingham, said that material from the internet was often too easy or complex to be useful.

Children now use computers and the internet in every subject and from an early age. Groups of pupils gathered around a terminal looking at a monitor is a common sight in many classrooms. However, pupils complain that group work such as this can lead to some students not concentrating, distracting others, and generally 'messing around'. Most head teachers think that there is a place for computers in the classroom but believe the teacher remains the most important resource. Lynn Gadd, the head of Copthall Girls' School in North London, said: 'In my opinion, you cannot just stick pupils in front of a computer and expect learning to happen by itself.'

Some critics also claim that multimedia approaches, including distance learning, e-learning, CD-ROMs and video, are being promoted as a solution to teacher shortages in the mistaken belief that students can access these resources independently and fewer teachers are required. The Education Minister is not convinced by the criticisms. He argues that computers help teachers to be creative and engage pupils. 'Some people have contested the value of ICT in teaching and learning. I challenge that view.'

Read the article about the decline in minority languages. Then write a summary explaining what measurement experts use to assess whether a language is in danger of being lost, and why the students interviewed want to preserve their traditional languages. You should write no more than 100 words and use your own words as far as possible.

11 Lost For Words



The Scottish island of Lewis, in a remote part of the British Isles, has two languages: English and the local language of Gaelic. In the village post office of Skigersta, little is spoken that isn't in Gaelic. There's Gaelic gossip and Gaelic small talk, and even the business is transacted in Gaelic - a sweet and lilting Celtic tongue.

But while older residents cling to Gaelic, each of the greeting cards in the post office is in English. 'Happy Anniversary' they shout and 'Well-done! You've passed your exams!' For Gaelic is an endangered language, constantly threatened by English, Jayne, the 19-year-old daughter of the postmistress, says: 'Gaelic is definitely dying out. It seems to have an image problem among the youth and it's considered uncool and old-fashioned to speak it.'

Jayne, unlike many of her peers, has chosen to remain on Lewis and study for a BA in Gaelic language and culture. In her spare time, she organises traditional dancing classes, and she has taken part in a project to record the memories of older residents. She also hosts a radio programme in Gaelic.

In all of this, her inspiration comes from her grandmother, whose wealth of memories fascinates and motivates her, this close contact with the past has made Jayne realise how much will be lost if Gaelic dies out. 'It is so expressive: she says. 'There are sayings and phrases that just can't be translated into English, but it's not just that. The language and culture go hand in hand and it makes me sad to see them slipping away, it's part of my roots - part of my ancestry.'

UNESCO estimates the degree to which languages are under threat by looking at trends in language use. If 30 per cent of the children in a community no longer learn a language, then experts reckon it to be endangered, around 3000 languages across the globe - half the world's languages - are thought to be in peril.

One of these is Sami. For thousands of years the Sami people were nomads whose way of life was based on reindeer husbandry around the Arctic Circle. Today, 80,000 Sami live in the extreme north of Europe, where their former herding grounds are divided between Norway, Sweden, Finland and Russia. Many modern Sami have rejected the old language in order to be progressive. This attitude appeals 18-year-old Anna Karrstedt. She is at high school and lives with her family in the Kiruna region of Sweden.

Where Jayne regards Gaelic as her first language, so Anna regards Sami as her mother tongue, her enthusiasm for her ancestry and cultural heritage is also inspired by her grandmother, who has taught her many of the old skills associated with reindeer tending.

'I get so much joy out of being Sami and using the language: she says. 'I feel my Sami life is like an extra life, I would be so sad to see my language die out. I have my Swedish friends, but at the weekends I go off to the mountains with my uncle and get to be with the reindeer and with nature.'

These days few young Sami or teenagers on Lewis expect to survive using the traditional skills, but both Jayne and Anna are determined to preserve their heritage. 'If there aren't any reindeer when my grandchildren are born, I would at least like to tell them how it was for me and my grandmother', says Anna. 'And, most of all, I would like to pass on the language.'

Read the following article about trade and then write a summary of its history. Your summary should be one paragraph of no more than 100 words. You should use your own words as much as you can.

12 BORN TO TRADE



It is sometimes thought that the longing for material goods, the need to buy things, is a relatively modern invention, but in fact its roots go back to the dawn of humanity. Trade or 'shopping' is certainly an ancient obsession, and existed before our ancestors invented writing, laws, cities or farming, even before they used metal to make tools.

Humans are born to trade; and we don't need shops or money to do it. Evidence from modern hunter-gatherers suggests that the exchange of food and other essentials comes naturally, as well as the ability to keep a record of the credits and debits involved. And once trade begins, the economic benefits are hard to resist.

Until less than fifty years ago, a group of coastal aboriginals in northern Australia traded fish hooks, along a chain of trading partners, with people living 400 miles inland, who cut and polished local stone to make axes. Every individual along the chain made a profit, in the form of hooks or axes, even if he produced neither himself. And both groups of 'manufacturers', by concentrating on things they could produce efficiently and exchanging them for other things they needed, benefited as a result.

Trade in the necessities of life, such as food and simple tools, is not really surprising, considering the link between these basic items and survival. What is surprising, though, is that our taste for luxury items - objects with no obvious survival value - also goes back a long way. Archaeologists used to think that 'consumer culture' first began about 40,000 years ago. However, recent findings in Africa, of art, jewelry, cosmetics and decorative objects, are pushing the origins of consumerism much further back into human prehistory.

In South Africa, 100,000-year-old decorative dyes have been found in a region where none were produced; it is thought that these goods had been bought at least 30 kilometres away. Beads 76,000 years old were also found at the same site. These earliest beads known to us were not just random findings - they were grouped together in size and had holes like those used for threading onto a necklace.

Archaeologists argue that trade prepared the way for the complex societies in which we live today. Modern-day shoppers may not be impressed by simple beads, axes and fishing hooks, but their modern equivalents - fast cars and designer labels - hold the same fascination for us as 'trade goods' did for people 100,000 years ago.

Read the following article about perfume and then write a summary explaining why perfume manufacturers use artificial ingredients. Your summary should be one paragraph of no more than 100 words. You should use your own words as much as you can.

13 Perfume



The use of scent dates back to earliest times. The ancient Egyptians perfumed the bricks used to build their houses and temples, and wore cones of perfumed fat in their hair. Fragrant cedar wood was thought to preserve bodies, and temple doors were made from it. We know that perfume was used in ancient purification rituals, and that the Romans used lavender in their baths.

These days, consumer demand for perfumed products is intense. In the home, from detergents to paper tissues, soap to shoe polish, fragrance is the common ingredient. Artificial leather is perfumed to make it smell like the real thing, and on the New York subway the scent of chamomile has been tested as an anti -crime aid .In Japan, some companies spray scent through the building's air conditioning system at key times of the working day.

To meet the demands of the perfume industry, manufacturers use ingredients from many countries: rose from Morocco, eucalyptus from Portugal, patchouli from Indonesia and sandalwood from India. Scientific developments also mean that companies can use substitutes for some natural ingredients. Scientists have discovered that natural and synthetic materials are highly complementary and are acceptable to the consumer. Even the most expensive perfumes are in fact compounds of both natural and synthetic ingredients. The French perfume manufacturers were among the first to incorporate synthetics when they made the famous perfume Chanel No 5 in 1923. Cory'sL'Aimant and Lanvins Arpege followed in 1927.

Producing natural oils is very expensive. For example, 1000kilosof jasmine flowers make just one kilo of extract. Using synthetic fragrance has reduced the costs of manufacture overall, although the chemical operations involved can be very time-consuming and costly - sixteen or seventeen chemical separations may be needed to produce the right result. Nevertheless, the use of sophisticated chemicals to reproduce fragrances is likely to increase, as the supply of many natural ingredients is insufficient to meet demand. Nature's own products are subject to variations in the weather, pests, and changes in natural oil yield and crop failure. Using artificial ingredients as well as natural oils gives perfume manufacturers more control over the production process, which is why many classic perfumes owe their characteristic top notes to the fruits of science, not nature.

Ingredients, whether natural or synthetic, are not the main cost of a fragrance, however. Packaging, marketing and advertising makeup a higher percentage of the final cost.