



CAMBRIDGE
UNIVERSITY PRESS



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English

OFFICIAL



FIRST 2

WITH ANSWERS

AUTHENTIC EXAMINATION PAPERS

READING AND USE OF ENGLISH (1 hour 15 minutes)

Part 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A closed B contained C surrounded D shut

0	A	B	C	D
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Lighting a town

The Norwegian town of Rjukan lies along the floor of a narrow valley, (0) by sheer mountains. Because of its location, the town, with its 3,400 (1), has in the past lived in shadow for half the year. During the day, from late September to mid-March, the town gets no direct natural sunlight at all. Its residents all agreed this (2) that the town was incredibly depressing during the winter months.

However, that all changed in 2013 with the (3) of a system of mirrors whose design Martin Anderson, an artist, had first (4) up with some 12 years earlier. With financial (5) from the local government and from several prominent business people, Anderson's idea became a (6) Today, high on the mountain opposite the town, (7) three large solar-powered, computer-controlled mirrors (8) the precise movement of the sun across the winter sky, reflecting its rays onto the town's market square and flooding it in bright sunlight.

- | | | | | |
|---|-----------|---------------|--------------|----------------|
| 1 | A totals | B populations | C numbers | D inhabitants |
| 2 | A meant | B explained | C showed | D made |
| 3 | A ending | B conclusion | C completion | D result |
| 4 | A brought | B come | C caught | D got |
| 5 | A budget | B cost | C expense | D investment |
| 6 | A reality | B truth | C principle | D practicality |
| 7 | A find | B sit | C stay | D hold |
| 8 | A passing | B following | C proceeding | D continuing |

Part 2

For questions 9–16, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

The homing instinct

The homing instinct is what makes certain animals, birds and fish return (0) ^{To}..... the place they consider home. Cats often have this instinct. It was particularly strong in an American cat called Ninja, which disappeared shortly (9) its owners had taken it to their new home; a year later the cat turned up at its old home even (10) this was 1,360 kilometres away from (11) its owners were now living. Other cats may not travel so far but many (12) on going back to their old home. Pilsbury, an English cat, made a 13-kilometre journey back to its former home 40 times in spite of having to cross several busy roads to (13) so.

Pigeons also have the homing instinct and, ever (14) ancient times, human beings have used them to carry messages back home. However, cat owners, (15) have to keep returning to their old address in (16) to bring their cat home, tend to find the homing instinct simply irritating rather than useful or interesting!

Part 3

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Example: 0

F	A	N	T	A	S	T	I	C											
---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--

The oldest house in Britain

It was warm, round, had a (0) view of a lake and appears to have been occupied for several hundred years. Welcome to the oldest house in the UK, which was found with other fascinating relics (17) at a site in North Yorkshire. These remains are transforming our (18) of how Britain's earliest inhabitants lived.

The structure was 3.5 metres in (19) and was supported by a circle of wooden posts. Dark, decayed matter at the centre of the ruin suggests the possibility of a roof entirely made of grasses. (20) of the remains by scientists revealed that the building stood in 8,500 BC. It was (21) thought that people living in Britain at this time were nomadic with no fixed homes. But the (22) of the oldest known house provides clear (23) that some of these people built large permanent structures. Researchers of the site, however, are (24) about how long the house will remain the 'oldest' in the UK, because new finds are being made all the time.

FANTASY

NEAR

KNOW

WIDE

INVESTIGATE

ORIGIN

DISCOVER

EVIDENT

SURE

Part 4

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (0).

Example:

0 A very friendly taxi driver drove us into town.

DRIVEN

We a very friendly taxi driver.

The gap can be filled by the words 'were driven into town by', so you write:

Example:

0	WERE DRIVEN INTO TOWN BY
---	--------------------------

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 I haven't decided what sort of job I'd like to do when I leave college.

MIND

I haven't made the sort of job I'd like to do when I leave college.

26 Tony never took any notice of the advice people gave him.

ATTENTION

Tony never the advice people gave him.

27 Mary didn't ring us last night because she knew we were going out.

WOULD

Mary us last night if she hadn't known we were going out.

20 I am planning to go to the football match, unless they cancel it because of the weather.

DUE

If the football match the weather, I am planning to go to it.

20 Louise didn't really feel like going out for a meal.

MOOD

Louise wasn't really going out for a meal.

30 'Last week, I unexpectedly met an old friend on the train,' said the man.

RUN

The man said that an old friend on the train unexpectedly last week.

Part 5

You are going to read an article about a flight in a very fast aeroplane. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

My fastest ever plane ride

Reporter Matt Rudd goes on an extraordinary plane ride

In The Red Bull Air Race, twelve pilots take it in turns to race through a series of pylons between 15 and 25 metres high, negotiating sharp turns, barrel rolls and loops on the way, all at speeds of up to 370 km per hour. I was invited to find out what it feels like to take part.

An hour before the flight, I had to sign two forms. The first confirmed that I was in good health, the second that I would empty all my pockets, because tiny objects can become very dangerous during the flight. I also learnt that I would have to try to stay orientated throughout. 'The horizon is your best friend,' I was told, 'the pilot will explain in which direction you have to look.' I was also asked to promise that when I was flying upside down, I would 'completely relax. Try and enjoy the view.' Half an hour before the flight, I had a safety briefing in which I was told not, under any circumstances, to touch anything.

By the time we were taxiing down the runway, my legs up in front of me, feet trying not to touch the incredibly important steering pedals, hands trying not to rest on any of the many important switches within reach, my mind had made itself up. Ignoring all instructions received, I would not relax and enjoy the flight. This is the cruel paradox of high-speed acrobatic flying. In order to survive it without passing out, you have to keep calm and focused. You have to tense up at the right time and you have to relax at the right time. Panicking is a bad idea. None of this was of particular comfort as we began accelerating down the runway.

Dario, the pilot, and I reached the end of the runway. There we were in the Zivko Edge 540, upsettingly one of the world's fastest acrobatic planes, ready to go. The plane took off and two seconds later we banked sharply to the right. It was an instant, violent manoeuvre and I felt

the air squeeze out of my lungs. I looked up at the horizon, tensed everything and emitted short gasps as I sank down into the seat. For a split second I weighed 6.2 times my normal weight. And then we levelled out. We turned another sharp left and dived, leaving my stomach at 2,000 metres and my lungs scrunched up on the roof of the plane. Seconds later, we were 10 metres off the ground, aiming for the alarmingly small space between two pylons. They passed at 400 km per hour but my whoop of momentary excitement was stolen by a sharp right turn. We hadn't even done any acrobatics yet.

For two minutes, I was allowed to fly the plane, my hand shaking so much the plane shook too... it's that responsive. And then after that Dario said something. And I said, 'Can you repeat that?' But instead of replying, he did a barrel roll, a full lateral 360° turn.

'Are you okay?'

'Yup.'

'Have you had enough?'

'No,' I lied.

Then he did a loop, flying the plane up and over, turning a full circle in the air. Now, I am aware that many people would find this exciting. The sort of people who enjoy rollercoasters. However, I just thought it was a bit much. At the top of the loop, as we were flying upside down, I heard a small voice shouting, 'Relax, relax, look up.' Then I looked up and saw some fields.

The flight was over in 10 minutes. It had been 'soft' compared to what the pilots endure when they race. As if to illustrate the point, Dario got out some sandwiches the minute we landed and merrily tucked in. I didn't eat for hours and that night I did the loop the loop over and over again in my sleep.

line 55
line 56

line 59

line 71

- 31 How did Matt feel as the plane started moving along the runway?
- A annoyed that there were so many rules to follow
 - B surprised that he had to sit in a rather awkward position
 - C convinced that he was going to be unable to behave as required
 - D anxious that he had not been adequately prepared for the experience
- 32 Why does Matt say *We hadn't even done any acrobatics yet* in lines 55 and 56?
- A to justify his impatience
 - B to express his disappointment
 - C to explain why he felt so relieved
 - D to emphasise how apprehensive he felt
- 33 What does *responsive* mean in line 59?
- A eager
 - B sensitive
 - C active
 - D helpful
- 34 In the fifth paragraph, Matt wants the pilot to think that
- A he understands the technical terms.
 - B he needs a break.
 - C he is feeling fine.
 - D he had expected to roll.
- 35 What does *it* refer to in line 71?
- A turning a full circle
 - B being aware
 - C finding this exciting
 - D enjoying rollercoasters
- 36 What is implied about the pilot in the final paragraph?
- A He finds Matt's reaction amusing.
 - B He wants to demonstrate that he is tougher than Matt.
 - C He feels unusually hungry after the flight.
 - D He is completely unaffected by their experience.

Part 6

You are going to read an article about sleep and learning. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

College students need their sleep!

Research into the connection between sleep and learning suggests that sleep is even more important than previously thought.

Only a month and a half into her first semester at college, Liz, a student at Harvard University, already wishes she had more time for sleep. Several mornings each week, Liz rises before six to join her teammates for rowing practice. On days like these she seldom sleeps more than seven hours per night, but it's not as if she doesn't try.

37 She often misses opportunities to socialize in order to get her coursework done and still get to bed at a reasonable time. Even without knowing just how important sleep is to learning, she tries to make time for it.

This is not always easy, however. The many demands on her time include her chosen sport, as well as activities like studying optional extra subjects. 38 She and other students who think the same way as her sacrifice sleep to fit everything in. It isn't surprising to learn, therefore, that students represent one of the most sleep-deprived segments of the population. Coursework, sports and new-found independence all contribute to the problem.

Studies have found that only eleven percent of college students sleep well consistently, while seventy-three percent experience at least occasional sleep issues, as Liz does. Forty percent of students felt well-rested no more than two days per week. Poor sleep is no longer considered a harmless aspect of college.

39 The results of this show that it has significant impact on memory and learning.

Inadequate sleep negatively affects our learning processes. It is simply more difficult to concentrate when we are sleep deprived; this affects our ability to focus on and gather information presented to us, and our ability to remember even those things we know we have learned in the past. 40 That is, the effect that many sleep researchers think it has on memory consolidation, the process by which connections in the brain strengthen and form into something more permanent.

A number of studies have shown that poor quality sleep can negatively impact on a person's ability to turn factual information or processes they've just learned into long-term memories: 41 And if this opportunity is missed – such as when a student stays awake all night – it generally can't be made up. Even if sleep is 'recovered' on subsequent nights, the brain will be less able to retain and make use of information gathered on the day before. These findings shed new light on the importance of making time for sleep, not only for college students like Liz, but for anyone who wants to continue to learn.

Early in her first semester at Harvard, Liz feels like she is maintaining a healthy balance, but only just. Trying hard to get the most out of her time in college, she admits it's sometimes hard to see sleep as an important part of her athletic and scholastic objectives. 42 Rather than thinking of sleep as wasted time or even time off, we should, they say, instead view it as the time when our brain is doing some of its most important work.

- A** Although it may seem unnecessary to do these, Liz views them as essential.
- B** It also has a less obvious but possibly even more profound impact.
- C** Liz knows that she must nevertheless do her best to avoid it.
- D** Research suggests that the most critical period of sleep for this to happen in is the one on the same day.
- E** In fact, Liz's behaviour is not at all like that of other college students her age.
- F** But that's exactly what many researchers say it is.
- G** Quite the opposite, actually, as research into its effects progresses.

Part 7

You are going to read an article in which four tourist guides talk about their work. For questions 43–52, choose from the people (A–D). The people may be chosen more than once.

Mark your answers on the separate answer sheet.

Which person

says that a guide must be able to react to unexpected events?

43

takes clients to a location which is starting to disappear?

44

had a sudden realisation that he wanted to be a guide?

45

says he can look back on his experiences with pleasure?

46

fulfilled a long-held ambition?

47

admits to taking tourists on the wrong trip?

48

lived close to where history was made?

49

enjoys seeing his clients' sense of achievement?

50

criticises some of the people he guides?

51

mentions that his work changed someone's life for the better?

52

Adventure guides

Four guides describe the benefits and drawbacks of taking tourists to some of the world's most scenic, beautiful but different terrain.

A Torfi from Iceland

The worst thing about being a guide in Iceland is when people haven't bothered to bring the right clothes for the weather. We like to say that there is no such thing as bad weather, only bad equipment. I haven't had any disasters but funny moments and blunders are endless: locking myself out of the car in a mind-numbing blizzard, taking folks hiking over a mountain when the schedule clearly said we should have been going rafting, being stranded on a glacier in a blizzard with a broken-down car for 16 hours. This is a job that provides a stream of good memories and friendship. The river Hvítá is my favourite place for white-water rafting. I'd also recommend a visit to the glacier to hike across the ice – you won't be able to do that for much longer as the ice is melting at an alarming rate.

B Tulga from Mongolia

When I became a guide I had virtually no training at all, just a two-hour lecture about what not to do. I had to learn from my mistakes. There were four Swiss people on my first trip. When I met them, I said: 'Hi guys.' They gave me a strange look. I asked if there was anything wrong but they said: 'No, no problem.' After two days, one of them explained, 'Guys means "goats" in our language.' I felt terrible. On a later trip, clients were upset because they were meant to see an ice gorge in the Gobi desert but our vehicle broke down and we didn't get there so they demanded half their money back. On a happier note, I once guided a family whose son had behavioural problems, and the child improved so much during the trip that a documentary was made about him called *The Horse Boy*.

C Ngima from Nepal

I used to watch the trekkers going through my village to the mountain peak situated just above it and that made me want to become a guide. The house where I grew up was on the old trekking path to Everest base camp. This is the route Sir Edmund Hillary and Sherpa Tenzing Norgay took to become the first people to climb Everest. We saw an inspiring video about them at school. On my first job as a lead guide, as we crossed the difficult Tashi Lapsa pass we had very heavy snowfall and one of our porters had to be rescued by helicopter because he got frostbite and snow-blindness. We have many beautiful places in Nepal but my favourite trek is up Mera Peak – from the summit you can see five mountains above 8,000m, including Everest.

D José from Peru

I was working in a factory when a school friend who was a river guide took me on an expedition. The moment our boat set off down the river I knew I had found the job for me. After two months of training, I guided my first group. Ten years later, one of my hands was badly damaged in an accident so it was impossible for me to continue. My boss suggested I use my legs rather than my arms, and this was the start of my life as a trek leader. You have to deal with lots of situations you hadn't anticipated would occur. There was the time when it snowed on the Inca Trail and the combination of snow and sun made for blinding conditions. So we had to improvise sunglasses out of the silver lining of our drinks boxes! I still love watching people's reactions on arriving at the summit of a high pass – it's so much better to get there after a few hours' walk than after a comfortable car journey.

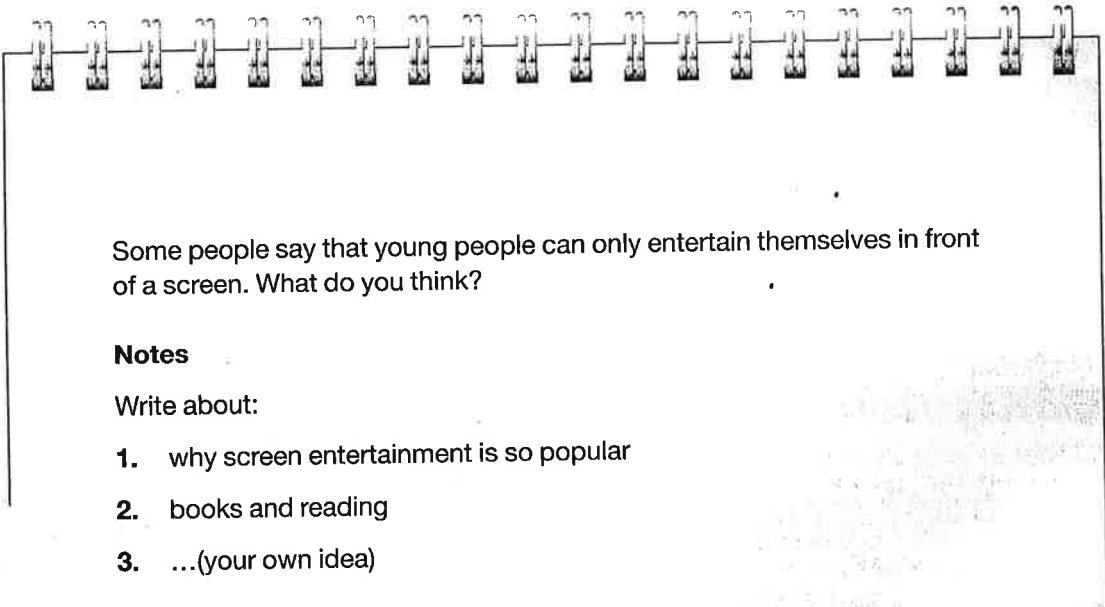
WRITING (1 hour 20 minutes)

Part 1

You **must** answer this question. Write your answer in **140–190** words in an appropriate style **on the separate answer sheet**.

- 1 In your English class you have been talking about modern entertainment. Now, your English teacher has asked you to write an essay.

Write an essay using **all** the notes and giving reasons for your point of view.



Some people say that young people can only entertain themselves in front of a screen. What do you think?

Notes

Write about:

1. why screen entertainment is so popular
2. books and reading
3. ...(your own idea)

Part 2

Write an answer to **one** of the questions **2–4** in this part. Write your answer in **140–190** words in an appropriate style **on the separate answer sheet**. Put the question number in the box at the top of the answer sheet.

- 2 You have received an email from your English-speaking friend, Tom:

As you know, my mum and dad own a restaurant and want me to work there when I leave college. However, I'm still really keen to be a journalist. What do you think I should do?

Write your **email**.

- 3 Your local government wants to improve your town centre and make it better for local people. Your college principal has asked students to write a report on the situation to send to the local government. In your report you should:

- Describe some of the problems in the town centre
- Suggest, with reasons, what improvements should be made to solve these problems

Write your **report**.

- 4 You see this notice in an English-language magazine:

We're looking for articles about good luck.

Write an article telling us about something lucky that happened to you and what effect this had.

Write your **article**.

Part 1

You will hear people talking in eight different situations.

For questions 1–8, choose the best answer (A, B or C).

- 1 You hear part of an interview with a crime writer.
What does he say about his home town?
 - A It was a good background for the writing he does.
 - B He generally feels uncomfortable returning there.
 - C People there tend to treat him differently now.

- 2 You hear a careers adviser talking to a woman who has applied for two jobs.
What suggestion does he make?
 - A find out more information about the first job
 - B withdraw the application for the second job
 - C ask the first company to be flexible

- 3 You hear a girl talking about a psychology textbook.
What does she say about it?
 - A It is not very interesting.
 - B It is good value for money.
 - C It is going to come in useful.

- 4 You hear the mother of a famous skier talking about a competition.
She says that her daughter
 - A expected to win the competition.
 - B didn't tell her mother she was entering it.
 - C gave up her job to practise for it.

- 5 You hear a film director talking about the actors she works with.
How does she feel about the actors in her current film?
 - A She sympathises with their problems.
 - B She admires the sacrifices they make.
 - C She approves of their attitudes.

- 6 You hear a man talking about his first job interview.
How did he feel during the interview?
 - A confident that he was right for the job
 - B embarrassed because of the long silences
 - C relieved he could answer most of the questions

- 7 You hear two friends talking about a popular television programme.
What is the programme about?
 - A retirement
 - B cookery
 - C teaching

- 8 You hear two people talking about a place they have visited.
What kind of place is it?
 - A a museum
 - B a library
 - C a shop

Part 2

You will hear a girl called Laura Beamer talking about being a volunteer at a summer school for 7–14 year olds, which is called the Children's University. For questions 9–18, complete the sentences with a word or short phrase.

Volunteer at the Children's University

The Children's University was started by a [] 9 five years ago.

The focus of this year's Children's University was the topic of [] 10.

Laura's partner was Mark, who works as a [] 11 when he is not volunteering.

Laura's group of volunteers gave some workshops about how [] 12 is made.

Laura says the children had a booklet called a ' [] 13 ' which was stamped to show their progress.

Laura and the children went to the graduation ceremony in the [] 14 hall of the local University.

Some children received a [] 15 for attending a lot of workshops.

Laura said the scheme allowed her to develop skills such as [] 16.

Laura will most probably become a [] 17 in the future.

Laura says she can give people in her audience something called an [] 18 for volunteers.

Part 3

You will hear five different people talking about why they have applied to go on a space journey to the planet Mars. For questions 19–23, choose from the list (A–H) each speaker's reason for applying to go on the trip to Mars. Use the letters only once. There are three extra letters which you do not need to use.

A to discover new natural resources

B to learn new skills

Speaker 1

	19
--	----

C to take advantage of a rare opportunity

Speaker 2

	20
--	----

D to be involved in advancing scientific knowledge

Speaker 3

	21
--	----

E to become a famous personality

Speaker 4

	22
--	----

F to face an extreme challenge

Speaker 5

	23
--	----

G to provide others with inspiration

H to be among the first to have the experience

Part 4

You will hear an interview with a man called Mark Phillips, who is talking about his work as a potter. For questions 24–30, choose the best answer (A, B or C).

- 24 Why did pottery not appeal to Mark when he was younger?
- A He was put off by his mother's achievements.
 - B His many attempts always seemed to end in failure.
 - C He was too busy playing in a band to take an interest.
- 25 Why did Mark decide to take up pottery?
- A His business wasn't as successful as he wanted it to be.
 - B He saw how enjoyable pottery classes could be.
 - C He realised he needed to be more creative.
- 26 What did Mark say about being a student again?
- A He missed having responsibility.
 - B He was made to feel that he was different.
 - C He felt physically challenged.
- 27 Mark describes the pots he makes as
- A reflecting shapes in nature.
 - B objects that are to be used.
 - C similar to his mother's in design.
- 28 What has surprised Mark about the pottery community?
- A how supportive they have been to a newcomer
 - B how willing other potters are to share ideas
 - C how content they are with their lifestyle
- 29 What advice from his mother has Mark valued most?
- A to concentrate all his efforts on perfecting pottery
 - B to remember the skill of potters from the past
 - C to be realistic about the money-making possibilities of pottery
- 30 In the future, Mark says he would like to be able to
- A develop some new colours for his pots.
 - B exhibit his pots in a gallery.
 - C explore different techniques for making pots.

READING AND USE OF ENGLISH (1 hour 15 minutes)

Part 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A open B think C find D look

0	A	B	C	D
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

The importance of science

The aim of science is to (0) out how the world and everything in it, and beyond it, works. Some people, though, (1) that much of what is done in the name of science is a waste of time and money. What is the (2) in investigating how atoms behave or in studying stars billions of kilometres away? Science, they argue, is of (3) only if it has some practical use.

When the Scottish scientist James Clerk Maxwell (4) experiments with electricity and magnetism in the late 19th century, he had no particular end in (5) and was certainly not (6) to make money; he was simply trying to reveal more about how the world works. And yet his work laid the (7) for our modern way of life. Computers, the internet, satellites, mobile phones, televisions, medical scanners all owe their existence to the fact that a scientist (8) the need to understand the world a little better.

- | | | | | |
|---|--------------|---------------|--------------|---------------|
| 1 | A claim | B demand | C tell | D review |
| 2 | A basis | B cause | C point | D sake |
| 3 | A gain | B profit | C advantage | D value |
| 4 | A brought on | B carried out | C pulled out | D set off |
| 5 | A plan | B idea | C mind | D thought |
| 6 | A reaching | B aiming | C targeting | D designing |
| 7 | A sources | B origins | C structures | D foundations |
| 8 | A held | B felt | C chose | D used |

Part 2

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Food preservation

Keeping food for long periods (0) *OF* time was historically a huge problem. This proved especially crucial (9) times when agricultural production (10) severely limited by weather or crop failure. People commonly used ice to keep food fresh but, of (11) , ice itself melts relatively quickly. In 1859 an American, John Mason, invented a glass jar with a metal screw-on lid, creating a perfect seal and making (12) possible to preserve food that would previously not have remained edible. Mason's jar is still (13) use throughout the world.

An even (14) successful method for keeping food by canning it in metal containers was perfected between 1870 (15) 1920 by Englishman Bryan Donkin. This preserved food beautifully, though the early iron cans were expensive, heavy and difficult to open. A breakthrough came in the 1880s with the development of lighter materials (16) also enabled mass production of cans.

Part 3

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Example:

0	P	A	R	T	I	C	U	L	A	R	L	Y						
---	---	---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--

Enjoying travel

I always enjoy travelling, (0) when it means visiting other countries. One of the clearest memories from my childhood is of going to Disneyworld. Some people disapprove of the place but I loved it as a child and found it just as (17) when I returned years later as an adult.

PARTICULAR

ENJOY

I am (18) that my work involves a lot of travel. The two places I visit most often are Barcelona and New York. I like both, but there is a tremendous (19) between them. Barcelona is relaxed and overflowing with culture. New York, though, is bustling and full of (20) When I'm there I'm constantly looking upwards, overwhelmed by the (21) of the buildings. It is quite (22) anywhere else I've ever been.

FORTUNE

DIFFERENT

EXCITE

HIGH

LIKE

I went to Tokyo last year and found it absolutely fascinating. However, my top (23) for a city break has to be Toronto; it is visually (24) and I've had some of the best meals I've ever eaten there.

CHOOSE

SPECTACLE

Part 4

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (0).

Example:

0 A very friendly taxi driver drove us into town.

DRIVEN

We a very friendly taxi driver.

The gap can be filled by the words 'were driven into town by', so you write:

Example:

0	WERE DRIVEN INTO TOWN BY
---	--------------------------

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 Everyone apart from John thought that Lisa would get the job.

PERSON

John was not expect Lisa to get the job.

26 I'm concerned about whether I'll be able to finish the project on time.

CONCERNS

What whether I'll be able to finish the project on time.

27 We had to leave the lecture early or we would have missed the last bus.

UNTIL

If we of the lecture, we would have missed the last bus.

28 The number of students going to university went up last year.

INCREASE

There the number of students going to university last year.

29 I'll phone you tonight so you can tell me what you've been doing.

CATCH

I'll phone you tonight to news.

30 That was one of the best meals I've had this year.

AS

I've had very that one this year.

Part 5

You are going to read an article about a wildlife cameraman called Doug Allan. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

Wildlife cameraman

Doug Allan films wild animals in cold places. If you've ever been amazed by footage of polar bears in a nature documentary, it's probably been filmed by him. His perfect temperature, he says, is -18°C . Allan trained as a marine biologist and commercial diver. Diving was his first passion, where he learned about survival in cold places. His big break came when a TV crew turned up in Antarctica, where Allan was working, to film a wildlife documentary. 'I ended up taking the crew to different places, and after 48 hours I realised that being a wildlife cameraman ticked all the boxes: travel, adventure, underwater.'

He is now a top cameraman and has worked on many major TV wildlife series. 'I came along at a good time. When I started, hardly anyone had been to the Antarctic. You had coral people, elephant people, chimpanzee people. I just became the cold man. It was like all these amazing sequences were just waiting to be captured on film.' The camera and communications technology was very basic when he started 35 years ago. 'It is certainly easier to film today. If you shot something then, you had to remember it. Today, with digital technology, you can shoot a lot and look at it immediately. You used to have to think what shots you needed next, and what you had missed. You shot less. Film was very expensive. Today you can have too much material.'

'My value is field experience in cold conditions. I have a feel for it. I have spent so much time on sea ice it now feels like crossing the street. I do get cold toes but the poles are healthy places. There are no leeches, no diseases or mosquitoes.' Wildlife filming, Allan says, is full of great successes, but also failures and embarrassments. Once, he was in the

Orkneys to film kittiwakes. Unfortunately he could not identify which birds they were.

When Allan recently got permission to film sequences for a major TV series in Kong Karls Land, a group of islands in the Arctic Ocean, he did not expect an easy assignment. It is a world of polar bears and is strictly off limits to all but the most fearless or foolish. Usually -32°C in April, the wind is vicious and hauling cameras in the deep snow is a nightmare. After walking five or more hours a day and watching polar bear dens in the snow slopes for 23 days, however, Allan had seen just one mother bear and her cub. By day 24, though, he says, he was living in bear world, at bear speed, with bear senses.

'We find a new hole and wait. We shuffle, hop, bend, stretch and run to stay warm. Five hours of watching and then with no warning at all I catch a glimpse so brief that I almost miss it. But the camera's locked on the hole on full zoom and my eye's very quickly on the viewfinder. Nothing for a couple of seconds and then an unmistakable black nose. Nose becomes muzzle, grows bigger to become full head and in less than a minute she has her front legs out and is resting on the snow in front of the hole. She's looking at me but she's not bothered. I've just taken a close-up, thinking this can't get much better ... when she sets off on a long slide down the slope. I'd swear it's partly in sheer pleasure,' he recounts, adding that two cubs then appeared at the den entrance. 'Clearly it's their first view of the world ... It's show time on the slopes and we have front-row seats.'

Now Allan would like to make his own film about climate change in the Arctic, talking to the people who live there and experience the impact of it first hand. He says he would be able to make an extraordinary documentary.

line 80

- 31 What do we learn about Allan in the first paragraph?
- A He had to train as a diver in order to become a wildlife cameraman.
 - B Becoming a cameraman suited the interests he already had.
 - C He was given the chance to work as a cameraman by a TV crew he met.
 - D Finding work as a cameraman allowed him to remain in Antarctica.
- 32 What does Allan say about the first documentaries he worked on?
- A He has very clear memories of them.
 - B Most of what he filmed was new to viewers.
 - C They were shorter than those he makes nowadays.
 - D He would have liked to have been able to choose where he worked.
- 33 Why does Allan compare spending time on sea ice to crossing the street?
- A It is an ordinary occurrence for him.
 - B He thinks it presents a similar level of danger.
 - C He has learnt to approach it in the same way.
 - D It requires skills that can be used in winter conditions anywhere.
- 34 When Allan had been on Kong Karls Land for a while, he began to
- A stop worrying about the dangers he was facing.
 - B feel a deep understanding of how polar bears lived.
 - C get used to the terrible conditions for filming.
 - D be more hopeful that one bear would lead him to others.
- 35 What feeling does Allan describe in the fifth paragraph?
- A panic when he nearly fails to film a fantastic sequence
 - B concern that he has disturbed an adult female with her young
 - C amazement at being lucky enough to capture some great shots
 - D delight at being able to move around after waiting quietly for ages
- 36 What does *it* refer to in line 80?
- A Allan's film
 - B climate change
 - C the Arctic
 - D living there

Part 6

You are going to read an article about how the Egyptian pyramids were built. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

Has one of the mysteries of the ancient pyramids been solved?

A painting in a 3000-year-old tomb suggests how the Ancient Egyptians may have transported the heavy stones used to build the pyramids.

Ever since the discovery of the first pyramid, scientists have wondered how ancient Egyptians built these monumental structures that are visible even from space.

There are a number of theories about the construction techniques they used. Egyptologists had always wondered how workers were able to move the giant limestone blocks. These weigh as much as 2.5 tons each, and the stone quarries from which they were cut were often located hundreds of kilometres away from the pyramid sites.

Dragging them on basic wooden sledges, similar to those people use to slide down snow-covered slopes in winter, was the obvious answer. It now turns out that the workers probably did have some assistance – from ordinary water! What is even more amazing is that the answer to the Egyptologists' puzzle has been staring them in the face for many years, in a wall painting in the tomb of an ancient Egyptian king, or pharaoh.

The artwork, which depicts a pharaoh being pulled along by a large team of workers, has one significant detail that had so far been misinterpreted – a man pouring water in front of the sledge the pharaoh is being dragged upon. Egyptologists had always thought that the man was performing some kind of religious ritual. However, some scientists now believe that the water was being poured for a totally different reason.

This revelation was made by researchers from the University of Amsterdam and the Foundation for Fundamental Research on Matter. The scientists arrived at this conclusion after conducting extensive testing in their laboratory, by sliding a weighted tray across both dry sand and sand that had been mixed with varying amounts of water. In dry sand, heaps formed in front of the tray as it was dragged along.

However, as the researchers added water, the sand hardened, which helped reduce both the force needed to pull the tray and the friction against it. That's because the water helps form tiny water bridges, known as capillary bridges, between the sand particles, causing them to stick together.

The force required to pull the sledge would have been reduced by as much as 50% as the sand became stiffer, which meant that half as many workers were needed to move the heavy stones.

There was a tipping point, though. After the moisture exceeded a certain amount, the stiffness started to decrease and the capillary bridges melted away, causing the sand to clump up around the tray once again. According to the researchers, the perfect balance appears to be when the volume of the water is between 2 – 5% of the volume of sand.

And so another step has been taken towards understanding the incredible feat achieved by these ancient engineers. Now if we could only find a painting that would tell us how the workers erected these impressive structures without access to modern mechanics, that would be amazing!

A However, to do so would have required superhuman strength against the friction of the desert sand.

B This allowed them to work out exactly how much of it had been used every time.

C This slowed it down dramatically.

D One question, however, had been left unanswered.

E The pyramid builders seem to have realised that this was the correct proportion.

F The effect of this turns out to be significant.

G It was to help the sledge move more easily across the sand.

Part 7

You are going to read four reviews of books about sleep and dreams. For questions 43–52, choose from the reviews (A–D). The reviews may be chosen more than once.

Mark your answers on the separate answer sheet.

Which review

- | | | |
|--|----|----------------------|
| emphasises how enjoyable sleep is? | 43 | <input type="text"/> |
| says certain aspects of our lives are becoming less distinct from one another? | 44 | <input type="text"/> |
| points out that many people share a mistaken belief? | 45 | <input type="text"/> |
| describes the structure of the book? | 46 | <input type="text"/> |
| explains why we have certain experiences? | 47 | <input type="text"/> |
| mentions a practical problem faced by scientists? | 48 | <input type="text"/> |
| says the book shows that major developments have occurred in a field? | 49 | <input type="text"/> |
| says the writer deals with issues that cause debate? | 50 | <input type="text"/> |
| comments that our lack of knowledge regarding sleep is surprising? | 51 | <input type="text"/> |
| says the reader learns how a technological advance caused problems? | 52 | <input type="text"/> |

Four books about sleep

A Sleepfaring

Why do we sleep? Are we sleeping enough? How can we tackle sleep problems? Jim Horne finds answers to these questions and many more in *Sleepfaring*, a journey through the science and the secrets of sleep. He reveals what goes on in our brains during sleep, and also gives some hints from the latest sleep research that may just help you get a better night's rest. In recent years, understanding sleep has become increasingly important, as people work longer hours, styles of working have altered, and the separation between workplace and home is being reduced by cell phones and the internet. Horne draws on the latest research to reveal what science has discovered about sleep. Nor does Horne avoid controversial topics; challenging, for example, the conventional wisdom on the amount of sleep we actually need. For anyone wishing to know more about the many mysterious processes that begin when we close our eyes each night, *Sleepfaring* offers a wealth of insight and information.

B Dreaming

What is dreaming? Why are dreams so strange and why are they so hard to remember? In this fascinating book, Harvard researcher Allan Hobson offers an intriguing look at our nightly journey through the world of dreams. He describes how the theory of dreaming has advanced dramatically. We have learned that, in dreaming, some areas of the brain are very active – the visual and auditory centres, for instance – while others are completely shut down, including the centres for self-awareness, logic, and memory. Thus we can have visually vivid dreams, but be utterly unaware that the sequence of events or localities may be bizarre and, quite often, impossible. And because the memory centre is inactive, we don't remember the dream at all, unless we wake up while it is in progress. With special boxed features that highlight intriguing questions – Do we dream in colour? (yes), Do animals dream? (probably) – *Dreaming* offers a cutting-edge account of the most mysterious area of our mental life.

C Counting Sheep

Even though we will devote a third of our lives to sleep, we still know remarkably little about its origins and purpose. Does getting up early really benefit us? Can some people really exist on just a few hours' sleep a night? Does everybody dream? Do fish dream? How did people cope before alarm clocks and caffeine? And is anybody getting enough sleep? Paul Martin's *Counting Sheep* answers these questions and more in this illuminating work of popular science. Even the wonders of yawning are explained in full. To sleep, to dream: *Counting Sheep* reflects the centrality of these activities to our lives and can help readers respect, understand, and appreciate that delicious time when they're lost to the world.

D Dreamland

Reporter Randall provides a brisk tour of sleep research and what it means for individuals hoping to feel well rested. The author engaged with sleep research in part because of his sleepwalking. Researching the world of sleep is obviously difficult because sleeping subjects selected for studies rarely remember anything specific. Nonetheless, Randall interviewed sleep researchers and read academic papers to learn what he could from those who devote their careers to the science of sleep. The book is not a continuous narrative but rather a loose progression of chapters about different sleep-related issues. For example, Randall explains how the invention of electricity led to countless cases of sleep deprivation; the lack of utter darkness after sunset is often the enemy of sound sleep. He also emphasises the too-often neglected common-sense realisation that sleep is no void; rather, it is perhaps one third of the puzzle of living well.

You must answer this question. Write your answer in **140–190** words in an appropriate style on the separate answer sheet.

- 1 In your English class you have been talking about education. Now, your English teacher has asked you to write an essay.

Write an essay using **all** the notes and giving reasons for your point of view.

Part 1

'Teachers need more than just a good knowledge of their subject.'
What do you think?

Notes

Write about:

1. patience
2. friendliness
3. ...(your own idea)

Part 2

Write an answer to **one** of the questions **2–4** in this part. Write your answer in **140–190** words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the answer sheet.

- 2 You have received an email from your English-speaking friend, Robert:

Hi!

My parents are both 50 next month and I want to do something special for them – I can't decide whether to organise a surprise birthday party or take them away to a hotel for the weekend. What do you think I should do?

Write your **email**.

- 3 You recently saw this notice on an English-language website called *TV Watch*:

Reviews wanted!

TV series

Is there a TV series which you watch regularly?

Write a review of the series explaining what it is about, why you like it and who you would recommend it to.

Write your **review**.

- 4 You see this advertisement on your college noticeboard:

Wanted: English-speaking guide

A group of English students is coming to your town for a week. The tourist office is looking for a guide to show the students the town. Write a letter of application to the organizer of the tour, Mrs Isobel Parks, explaining:

- Which places you would take the students to visit
- Why you would be the best person for the job

Write your **letter**.

Part 1

- 1 You hear a psychologist talking about green spaces in cities.
What does she say about them?

 - A People fail to appreciate them as much as they should.
 - B They are more important for children than for adults.
 - C Few governments make them a priority.

- 2 You hear part of an interview with a singer.
What does he say about playing tennis?

 - A It calms him down after a performance.
 - B It is used by a lot of singers to improve their technique.
 - C It requires similar skills to singing.

- 3 You hear an actor talking about how she met her husband.
How did she first meet him?

 - A She sat next to him in a cinema.
 - B She appeared in a play with him.
 - C A friend introduced them.

- 4 You hear two people talking about a bus service.
What does the man say about it?

 - A It is frequent.
 - B It is cheap.
 - C It is punctual.

- 5 You hear a retired ballerina comparing dancers today with dancers in the past.
She says professional ballet dancers today

 - A are less concerned about expressing emotion.
 - B are more interested in being celebrities.
 - C dance with less technical ability.

- 6 You hear a chef talking about making a TV series.
What does he say about it?

 - A He didn't expect to enjoy the experience so much.
 - B He didn't get on with his co-presenter.
 - C He didn't like the working hours.

- 7 You hear two friends talking about an art course.
What do they agree about it?

 - A The teacher is inspiring.
 - B The class is the right size.
 - C The content is interesting.

- 8 You hear a swimmer talking about a competition she took part in.
How does she feel about it?

 - A disappointed with her result
 - B excited about where it will lead
 - C surprised by the support she received

Part 2

You will hear a man called Sid Holmes talking about a journalism course he attended. For questions 9–18, complete the sentences with a word or short phrase.

Journalism Course

Sid did the same course in journalism that his **9** did.

On the first day, Sid had to do a reporting exercise about a man who was rescued from a **10** by helicopter.

An assistant editor from the **11** section of a local newspaper gave an interesting talk about being a journalist.

Sid's main tutor had written a biography of a famous local **12**.

Sid had an idea for an article about a man who makes **13** for young people to borrow.

Sid's first article was published in a **14** soon after he wrote it.

Sid had to report on a council meeting about proposed improvements to the **15** in the town.

One aspect of the course Sid didn't enjoy was the **16** classes.

Sid found it useful to chat to his classmates in the **17** at the college.

Sid now has a chance of getting a job at a **18**.

Part 3

You will hear five short extracts in which people are talking about collecting things as a hobby. For questions **19–23**, choose from the list (**A–H**) why each speaker collects the things. Use the letters only once. There are three extra letters which you do not need to use.

A I enjoy the challenge.

B It means I spend time with my family.

Speaker 1

	19
--	----

C It's a way of meeting interesting people.

Speaker 2

	20
--	----

D I want to help the local community.

Speaker 3

	21
--	----

E I use my collection to teach other people.

Speaker 4

	22
--	----

F It's a financial investment.

Speaker 5

	23
--	----

G It connects me to the past.

H I like to have beautiful things around me.

Part 4

You will hear an interview with a scientist called Peter Crane, who is talking about an ancient tree called the ginkgo. For questions 24–30, choose the best answer (A, B or C).

- 24 What first interested Peter about the ginkgo tree?
- A how its leaves grow
 - B the family it belongs to
 - C what's known about its history
- 25 What does Peter say about the ginkgo tree in ancient China?
- A It wasn't originally grown for its nuts.
 - B It wasn't common before people started growing it.
 - C It was one of the earliest plants to be grown there.
- 26 When asked about the medicinal uses of ginkgo, Peter says
- A researchers in different parts of the world disagree about it.
 - B scientists have failed to identify any positive effects.
 - C some parts of the plant help the brain to function.
- 27 Why are there so many ginkgo trees in cities all over the world?
- A They don't suffer from problems that usually affect trees there.
 - B Other trees can't survive if they are too close to the species.
 - C People take more trouble to look after them than other trees.
- 28 Peter says that street trees benefit people by providing
- A some protection from the sun.
 - B a reduction in traffic noise.
 - C increased privacy.
- 29 Peter says people can help other species of plant to survive by
- A leaving plants to grow in the wild.
 - B protecting them from plant-eating animals.
 - C growing them in many different places.
- 30 How does Peter's work influence the way he thinks about the world?
- A It makes him feel concerned about the future of human beings.
 - B It reminds him that human beings are a relatively new species.
 - C It allows him to understand why human beings focus on the present.

READING AND USE OF ENGLISH (1 hour 15 minutes)

Part 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A settled B established C installed D found

0	A	B	C	D
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A new partnership

In 1884, a small engineering firm was (0) in a part of Manchester. Its owner had (1) to complete only two years in formal education yet was still successfully (2) a business. In 1903, he bought his first car but it did not meet his high (3) and, being an engineer, he could not (4) having a go at improving it. By the following year he had designed a new car himself, and then started manufacturing this model. One of his cars came to the (5) of a wealthy car salesman from an aristocratic background. He was (6) impressed by the car and a meeting was (7) between the two of them at the Midland Hotel in Manchester. The meeting was a success and the two men decided to go into business together. The name of the manufacturer was Henry Royce and that of the wealthy aristocrat, Charles Rolls – and so the world-famous brand, the luxurious Rolls-Royce, was (8)

- | | | | | |
|---|-------------|--------------|--------------|--------------|
| 1 | A passed | B achieved | C managed | D allowed |
| 2 | A arranging | B running | C working | D dealing |
| 3 | A standards | B rates | C levels | D ranks |
| 4 | A obstruct | B resist | C oppose | D refuse |
| 5 | A attention | B view | C interest | D attraction |
| 6 | A widely | B mainly | C greatly | D fully |
| 7 | A put out | B turned up | C taken out | D set up |
| 8 | A brought | B originated | C discovered | D born |

Part 2

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Example: 0 F O R

The importance of reading

Reading is good (0) us. In fact, there is plenty of evidence that reading for pleasure is more than just another leisure pursuit – it actually improves our mental and physical health. Reading extended texts (9) as novels or biographies, (10) requires intense concentration for a considerable period of time, helps to lengthen attention spans in children and improves their ability to think clearly. However, experts say (11) is essential to acquire the habit of reading extensively (12) a small child, while the brain is still developing.

Reading can undoubtedly (13) beneficial to our mental well-being. Reading not (14) helps combat feelings of loneliness, it also allows people to relax and forget their problems for (15) while. The concentration required during the act of reading seems to ease muscle tension and slow the heart rate. Researchers have found that just six minutes of reading can reduce stress levels by as (16) as two-thirds.

Part 3

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Example: 0 E X P E N S I V E

The price of meals

When a meal is (0) , do people say they enjoy it simply because it costs a lot of money? There is some (17) from an experiment in a New York restaurant which suggests that this might be so.

EXPENSE

EVIDENT

The restaurant served diners a meal but charged some (18) as much as others, even though the meals were identical and taken in the same (19) with the same level of service. After the meal everyone was asked what they thought of the meal. One might think that the people who had paid least would be the most impressed with the meal. (20) though, it was those who had paid most who gave it the highest (21)

TWO

SURROUND

SURPRISE

RATE

According to a well-known (22) the reason for this finding is that a high price for a meal is very (23) in convincing people that a meal is good. One wonders if this might (24) restaurant owners to keep their prices high.

PSYCHOLOGY

SIGNIFY

COURAGE

Part 4

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (0).

Example:

0 A very friendly taxi driver drove us into town.

DRIVEN

We a very friendly taxi driver.

The gap can be filled by the words 'were driven into town by', so you write:

Example:

0	WERE DRIVEN INTO TOWN BY
---	---------------------------------

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 Last Saturday my friend asked me, 'Do you want to see a film tonight?'

WHETHER

Last Saturday my friend asked me a film that night.

26 The journey was shorter than I had expected.

LONG

The journey was I had expected.

27 'There's been a rise of over ten per cent in the price of the tickets,' said Sue.

GONE

Sue said that the price of the tickets than ten per cent this year.

28 He sings in the show and dances in it as well.

ONLY

Not in the show, he also dances in it.

29 My mother thought it would be good for me to live abroad for some time.

BENEFIT

My mother thought that I would abroad for some time.

30 I am sorry I didn't contact you, but I was very busy.

TOUCH

I apologise for you, but I was very busy.

Part 5

You are going to read an extract from a book about a cycle ride from Russia to the UK. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

Cycling Home from Siberia, by Robert Lilwall

We had been flying east all night and I awoke to notice that it was already daylight. Looking out of the window onto the empty landscape below, the dark shades of brown and green reassured me that, although it was mid-September, it had not yet started snowing in Siberia. I could see no sign of human life and the view rolled away in an otherworldly blend of mountains, streams and forests to an endless horizon.

My Russian neighbour Sergei woke up and smiled at me sleepily. I had told him that I was flying to the far-eastern Siberian city of Magadan with only a one-way ticket because it was my intention to return home to England by bicycle. 'But, Robert,' he had reasoned with me, 'there is no road from Magadan; you cannot ride a bicycle.' I explained that I had reason to believe that there was a road, though not many people used it these days.

'Alone?' he asked, pointing at me.

'No, I will be riding with a friend called Al.'

'Just one friend?'

line 27

'Yes just one,' I nodded. Sergei still looked unconvinced and with just one word 'Holodna' (cold) he pointed outside. I tried to bolster my case by explaining to Sergei with hand gestures that I had a lot of warm clothes, though I left out the fact that, because my trip was self-funded I was on a tight budget. Most of my clothes and equipment had been bought at slashed prices. In reality, I was not at all sure they would be up to the job. This was especially true of my enormous postman's over-trousers which I had bought for £10.

My life of travel had all started in a lecture hall in Scotland several years ago. The hall that morning was full of students slumped in their seats. Some were taking notes, without energy. The lecturer droned on. I was thinking

hard about a particular dilemma. Should I ask him or not? 'Well, why not?' I tore a fresh sheet from my pad and wrote, 'Hi Al, Do you want to cycle across the Karakorum Highway between Pakistan and China this summer? Rob.' In the row in front of me slouched Al, my old school friend. I tapped him on the shoulder and passed the note. He tried to decipher my scrawl, scratched his head, wrote something and passed it back. I unfolded it and held my breath while I read. 'OK,' it said.

Six years later I was going to join Al in Siberia. I had been working as a geography teacher and although I was still far from having full control of my classes, the job did tick many important boxes for me. It was frequently challenging, rarely boring, often fulfilling and of course there were great long holidays in which to chase adventures. Twice since I had started teaching I had used these holidays to go to meet Al. He had caught the adventuring-bug in a big way after our bike ride through Pakistan and so had decided to do something far more relaxing than teaching: to cycle around the world. I was now joining him for the Siberian part of his trip.

Ever since that first ride we had taken together, Al had been setting himself greater and greater challenges. This round-the-world-by-bike trip was certainly his greatest so far. At times he thought that the ride, or the road, would break him. Although it sounded tough, I envied him in many ways. He was having an extraordinary adventure, finding that he could deal with each new challenge even if it seemed impossible. He was proving wrong the sceptics who had told him he could not do it. He was doing something that scared him nearly every day and it made him feel alive.

- 31 In the opening paragraph Robert reveals that he was
- A grateful that the long night was over.
 - B relieved that the winter weather had not yet arrived.
 - C surprised that the area seemed uninhabited.
 - D disappointed by the colours of the earth below him.
- 32 Robert uses the phrase 'bolster my case' in line 27 to show that he was trying to
- A change the subject.
 - B end the conversation.
 - C reassure Sergei.
 - D correct Sergei.
- 33 Robert uses the example of the over-trousers to show that
- A he had been successful in getting local people to help him.
 - B he had had a restricted amount of money to spend on clothes.
 - C he was confident that he was well prepared for the extreme cold.
 - D he had been able to negotiate good prices for his equipment.
- 34 What do we learn about Robert in the lecture hall?
- A He didn't want the lecturer to notice his lack of attention.
 - B He was puzzled by something the lecturer had said.
 - C He was unsure about what to write in the note.
 - D He was apprehensive about his friend's reaction to his suggestion.
- 35 How can Robert's attitude to teaching best be summarised?
- A He felt it was the right career choice for him.
 - B The holidays were the only positive aspect of the job.
 - C He felt the job was getting too stressful.
 - D He enjoyed having the respect of his students.
- 36 What does Robert say about Al's round-the-world trip?
- A Al never doubted that he would be successful.
 - B Al tried to hide the difficulties he was facing from his friends.
 - C Al was pushing himself to the limit of his capabilities.
 - D Al was totally fearless as he enjoyed the adventure.

Part 6

You are going to read an article about a type of seabird, called a puffin. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

Puffins in peril

Scientist Mike Harris explains that the puffin seems about to join the list of seabirds whose numbers are declining.

It's a grey day in early April on the Isle of May off the east coast of Scotland. Far out to sea a small dot appears on the horizon. It rapidly increases in size, suddenly turning into a puffin that lands with a splash on the water. This bird probably hasn't seen land for five months, but now it's returning to its colony for the breeding season.

The first puffin is soon joined by others and together they bob on the sea. Newly returned birds are nervous but, as the days pass, they gain confidence and begin reclaiming the underground nesting burrows they made the previous year by tunnelling into the soft earth on the top of the cliffs. **37** They have to hurry because it takes three months to rear a chick and all the birds must leave by early August to spend time feeding intensively before the winter.

I visit the island every April, eager to see how many of the adult puffins we have caught and attached identification rings to have returned. **38** With a team of helpers I counted every occupied burrow on the island – something we undertake every five years.

The island's puffin population had been increasing every year for the previous 40 years, and so we anticipated at least 100,000 pairs. To our dismay we found just 42,000. **39** Experts from other research programmes have concluded it must be connected to where puffins spend the winter months.

Last spring we also caught and weighed some returning adults and found they were significantly lighter than the birds we caught 10 years ago. **40** Puffins are long-lived and can cope with a few poor productive seasons, but not with such a large loss of adults.

In early August, the puffin colonies empty rather abruptly. Virtually all puffins leave within a week, though a few adults remain to feed a late chick. **41** I have always believed, though, that few of them venture far from the North Sea. Now, however, the development of instruments known as geolocators, small enough to be fitted around a puffin's leg, is enabling us to test this idea.

We fitted these units to some puffins two years ago and caught the birds again last year to download the data. Some did remain within the North Sea, but others went much further. For someone who has spent years watching puffins for only part of their lives, this new technology is providing some fascinating information. **42** This would still leave us with the question of what they eat in winter and whether there are sufficient quantities of prey available.

The good news is that we now have an idea of the areas our puffins go to in winter, and we can check whether conditions there might have altered due to climate change or overfishing. Maybe we can then take some steps to help them. Hopefully it is just a local problem, because there are in fact still plenty of puffins to see around the Scottish coast.

- A** We weren't the only ones to wonder why this might be happening.
- B** From this moment on, we know remarkably little about where these birds end up and what could possibly be affecting them there.
- C** But we should also take into account that if a young puffin survives the winter, it will come back the following July.
- D** Other devices will also hopefully tell us how much time puffins spend diving for food.
- E** This was further evidence that something unusual is happening at sea before they return to the colony.
- F** Puffins are always among the earliest seabirds to lay eggs.
- G** Last year there was an additional task.

Part 7

You are going to read an article about the Italian painter Canaletto. For questions 43–52, choose from the sections (A–E). The sections may be chosen more than once.

Mark your answers on the separate answer sheet.

In which section does the writer

suggest why Canaletto's work was less appreciated in his home city than elsewhere?

43	
----	--

give examples of how Canaletto tricks the viewer in his pictures?

44	
----	--

claim that Canaletto's paintings contain a kind of historical record of Venice?

45	
----	--

tell us where Canaletto worked on the composition of his pictures?

46	
----	--

mention the reason why Canaletto didn't paint exactly what he had seen?

47	
----	--

suggest a weakness in the work Canaletto painted away from Venice?

48	
----	--

give some details of Canaletto's initial painting technique?

49	
----	--

say that Canaletto took a risk by specialising in a particular kind of art?

50	
----	--

describe different artistic reactions to Venice?

51	
----	--

refer to the effect Canaletto's paintings had on artists in another country?

52	
----	--

Canaletto and Venice

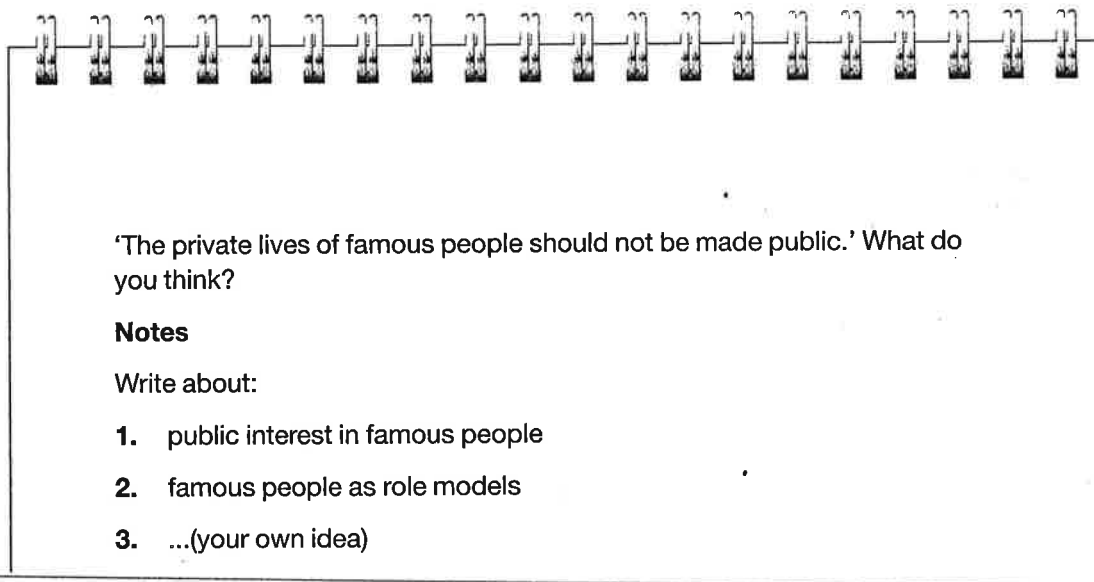
An expert describes the close relationship between the great 18th century Italian painter Canaletto and his home city.

- A** Canaletto's lifetime subject was the city of Venice. Apart from the works done during his decade in London, he painted virtually nothing else, and Venice has never been so minutely and extensively painted by any other artist. His response to Venice was not like the dramatic, emotional response of a visitor overpowered by the city's haunting beauty and magic, as the British painter Turner was later, for example. Canaletto's paintings, with their love of incidental detail, betray a deeper-rooted, more lasting attachment – the affection of a native Venetian.
- B** Canaletto depicted the city as it really was, documenting the changes in the cityscape over the years – Piazza San Marco being repaved, palaces being reconstructed, graffiti appearing and disappearing. Above all, he suffused his painting with the natural light and atmosphere of Venice which was second nature to him. When he went to London in 1746, Canaletto could not quite come to terms with painting the cooler tones and the unsympathetic climate of England, and somehow his paintings of the River Thames always ended up looking rather like the Grand Canal.
- C** In spite of his natural affection for Venice, Canaletto's paintings were rarely bought by his fellow Venetians. This was probably because the locals did not need reminders of their city, and also because in Venice 'view painting' was not taken very seriously in comparison with historical and religious painting, or even landscape and figure painting. To become a 'view painter' at that time was quite a brave choice and, by the end of his career, Canaletto had done much to raise the status of the genre. However, his influence was felt more among painters in England, the home of his major patrons.
- D** Canaletto's extraordinarily detailed and accurate scenes were perfect for the foreign tourists in Venice, who wanted souvenirs or mementoes of their visits. The more accurate the scene the better, in fact, and Canaletto's first patron, Owen McSwiney, persuaded him to change from his earlier picturesque and theatrical style to a more factual one. Instead of loose brushwork and thick paint, alongside dramatic contrasts of light and shade, Canaletto adopted more of a snapshot approach, which proved to be very commercial. His colours became brighter, the paint surface smoother, and the scenes looked more realistic. McSwiney wrote 'his excellence lies in painting things which fall immediately under his eye', as if he worked directly from nature. At a casual glance, everything in his pictures is instantly recognisable and looks exactly as it does, or did, in reality. In fact, Canaletto never painted from nature – his pictures were created in the studio.
- E** In working out the compositions, he used his imagination and a certain artistic licence. Although he paid the minutest attention to the detail of a decorative carving, a ship's sails or washing hanging out, Canaletto felt at liberty to distort and reorganise the main objects in his paintings in the interest of dramatic effect. He would alter the sweeping curve of the Grand Canal, for example, or include more in a composition than could be seen from any single viewpoint. The clutter of traffic on the waterways looks random and natural, but the position of each boat was carefully worked out to achieve the best effect. In this way, he conveyed the essence of Venice even if he deceived the eye. The drawings which formed the basis of his compositions range from rapid sketches of ideas for painting, done on the spot, to large-scale fully detailed preliminary drawings. Sometimes, he made precise drawings for engravers to copy, and occasionally he produced them as works of art in their own right, in which case they were finished in the studio.

You **must** answer this question. Write your answer in **140–190** words in an appropriate style **on the separate answer sheet**.

- 1 In your English class you have been talking about famous people. Now, your English teacher has asked you to write an essay.

Write an essay using **all** the notes and giving reasons for your point of view.



'The private lives of famous people should not be made public.' What do you think?

Notes

Write about:

1. public interest in famous people
2. famous people as role models
3. ...(your own idea)

- 2 You see this notice in an English-language website called Restaurant World:

Reviews wanted

A Wonderful Meal

Write us a review of a restaurant where you had a wonderful meal. Tell us what the restaurant was like, describe what you ate and explain why it was so good.

The best reviews will be posted on the website.

Write your **review**.

- 3 You see this advertisement in your local newspaper:

Helpers wanted

We are looking for people to work in a holiday club for English-speaking children (aged 4–8).

Write a letter to Mr Nick Jones, the club organizer, giving details of:

- your experience of working with children
- your knowledge of English
- why you would be suitable for the job.

Write your **letter of application**.

- 4 You see this notice in an English-language magazine:

Articles wanted

Ambition

What does ambition mean to you? What ambitions do you have? How do you intend to achieve them?

The best articles will be published in our magazine.

Write your **article**.

- 1 You hear two friends talking about a laptop computer.
What is the woman doing?
 - A persuading her friend to buy one like it
 - B offering to lend it to her friend for a day
 - C explaining why she needed a new one

- 2 You hear two students talking about a play they have just seen.
What do they agree was good about it?
 - A the script
 - B the set
 - C the actors

- 3 You hear two people talking about a friend.
What do they agree about him?
 - A He's very helpful.
 - B He's easy to get to know.
 - C He rarely complains about anything.

- 4 You hear a lecturer talking to some of his students about their history project.
What is he doing?
 - A encouraging them to ask him questions about it
 - B recommending some books that will help with it
 - C advising them on how to organise their time

- 5 You hear two TV sports presenters talking about their work.
What do they agree about sports presenters?
 - A They're generally more effective when using a script.
 - B They have to be able to relate well to their audience.
 - C They should adopt an attitude that isn't too serious.

- 6 You hear a woman talking about a radio programme.
What does she say about the programme?
 - A It provided her with a lot of useful information.
 - B It was more interesting than she had expected.
 - C It made her want to find out about a place.

- 7 You hear two music students talking about an assignment they have to do.
What are they both unsure about?
 - A what to include in the piece of writing
 - B how to organise the recording
 - C what kind of music they should perform

- 8 You hear a writer talking about a book she wrote which has been turned into a film.
How does the writer feel about the film director?
 - A She thinks he has made a good film.
 - B She is upset because her opinion was ignored.
 - C She found him easy to work with.

Part 2

You will hear a woman called Anne Ruskin giving a talk about a one-day archery course, during which she learnt to use a bow to shoot arrows at a target. For questions 9–18, complete the sentences with a word or short phrase.

Archery

Anne used to shoot arrows from a bow made of 9 when she was a child.

Anne only had time to read about the 10 of archery before the beginner's archery course.

Anne's archery course took place in a 11.

Anne was surprised that learning to 12 properly was so difficult.

The teacher told Anne she needed to relax her 13.

One of Anne's arrows went into a 14 by accident.

During the breaks, Ann was happy to look at the 15 and talk to other people.

Some of the people on Anne's course said that a 16 had inspired them to try archery.

Anne was excited when the class were allowed to start 17.

Anne is trying to persuade her 18 to do an archery course with her.

Part 3

You will hear five short extracts in which people are talking about when they moved their office from one building to another. For questions **19–23**, choose from the list (**A–H**) what each speaker says. Use the letters only once. There are three extra letters which you do not need to use.

- A** We were not allowed to do the packing ourselves.
- B** We decided not to blame the removal company for all the problems.
- C** We chose certain members of staff to take responsibility for the move.
- D** We chose a removal firm with a good reputation to avoid wasting time.
- E** We made sure our senior staff stayed with the company.
- F** We took advantage of the move to make additional necessary changes.
- G** We managed not to exceed our budget.
- H** We expressed our concerns about the move.
- Speaker 1 19
- Speaker 2 20
- Speaker 3 21
- Speaker 4 22
- Speaker 5 23

Part 4

You will hear part of a radio interview with someone called Jane Brown, who is a home economist working in the food industry. For questions 24–30, choose the best answer (A, B or C).

- 24 Why did Jane choose to study at Longley University?
- A The location suited her.
 - B She knew people there.
 - C The quality of the accommodation was good.
- 25 What did Jane like about her course?
- A She gained practical experience.
 - B The teachers helped her a great deal.
 - C She learned to work with other people.
- 26 What does Jane say about her food tasting training?
- A It was a little boring.
 - B It was rather time-consuming.
 - C It was sometimes stressful.
- 27 How did Jane feel when she was offered her first job?
- A excited to be involved in a challenging area
 - B relieved to have been able to find employment
 - C concerned she might not do her work well enough
- 28 Jane is proud that in her first job she
- A came up with her own original idea for a product.
 - B proved that she was capable of working independently.
 - C succeeded in doing something nobody thought she could.
- 29 How did working in Denmark help Jane's career?
- A She made useful contacts.
 - B She came across new recipes.
 - C She found a better job.
- 30 What aspect of her job does Jane enjoy?
- A the wide variety of activities she does
 - B the opportunity to meet new people
 - C the experience of trying new foods

READING AND USE OF ENGLISH (1 hour 15 minutes)

Part 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A late B previous C closing D final

0	A	B	C	D
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dr Joseph Bell

Dr Joseph Bell was a distinguished Scottish doctor and professor at Edinburgh University in the (0) nineteenth century. He had remarkable powers of observation and deduction. This (1) him to accumulate useful information about patients in a very (2) space of time.

He was very good at (3) where his patients were from by identifying small differences in their accents. He could also (4) a patient's occupation from marks on their hand. He claimed to be able to (5) a sailor from a soldier just from the way they moved. If he identified a person as a sailor he would look for any tattoos that might assist him in knowing where their travels had (6) them.

Dr Bell's skills for observation and deduction (7) a great impression on his students, particularly on one called Arthur Conan Doyle. Conan Doyle went on to create the famous fictional detective Sherlock Holmes, whose character was (8) on that of Dr Bell.

- | | | | | |
|---|---------------|---------------|----------------|--------------|
| 1 | A enabled | B authorised | C guaranteed | D caused |
| 2 | A small | B rapid | C narrow | D short |
| 3 | A showing off | B working out | C setting down | D turning up |
| 4 | A relate | B acknowledge | C solve | D determine |
| 5 | A change | B differ | C distinguish | D contrast |
| 6 | A transported | B brought | C conveyed | D taken |
| 7 | A set | B made | C formed | D put |
| 8 | A applied | B established | C based | D written |

Part 4

For questions **25–30**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given**. You must use between **two** and **five** words, including the word given. Here is an example (0).

Example:

0 A very friendly taxi driver drove us into town.

DRIVEN

We a very friendly taxi driver.

The gap can be filled by the words 'were driven into town by', so you write:

Example:

0	WERE DRIVEN INTO TOWN BY
---	---------------------------------

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 Tom was so tired that he did not even get undressed before he lay down on his bed.

TAKE

Tom was so tired that he did not even before he lay down on his bed.

26 It was Samantha's responsibility to ring all the members of the team.

RESPONSIBLE

Samantha all the members of the team.

27 I had expected to enjoy the film more than I did.

AS

The film was I had expected.

28 Helen finally managed to think of a solution to her problem.

COMING

Helen finally succeeded a solution to her problem.

29 My sister regrets buying a second-hand car.

WISHES

My sister a second-hand car.

30 I was late for work because I missed my bus.

ACCOUNT

I was late for work my bus.

Part 5

You are going to read a newspaper article about a polar explorer. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

Pen Hadow – polar explorer

The explorer is risking his life in the Arctic again, this time for all of us. Cole Moretonin reports.

In 2004, Pen Hadow became the first person to trek to the North Pole alone, without being resupplied on the way. That meant swimming through unimaginably cold waters, fighting frostbite and risking encounters with polar bears. Just eight months later, he made a similar trip to the South Pole. Now he is back in the Arctic again, preparing for an expedition he says is even more ambitious. Explorers are confident, driven individuals. They have to be. This time, however, there is far more at stake. Pen and two colleagues will set out on a three-month, 1,000-kilometre trek to the North Pole, taking detailed measurements of the thickness and density of the ice. Nobody has ever done this before, and he knows the results will be of vital importance to the scientific community. This will be the truest picture yet of what global warming is doing to the ice that covers the polar region.

Pen is married to Mary, a horsewoman, who says he has a 'spine of steel' and who shares his love of the outdoors. She helps to run his polar guide business and claims to be more worried about him when he's at home: 'He's in more danger driving along the motorway because I know that in his head he's somewhere in the Arctic.' For fun, she once competed against him in a famous mountain event in which riders on horseback race against people on foot. Mary and her horse finished an hour ahead of Pen.

Pen and Mary live in the country with their two children. 'It's much harder to be away from them this time,' he admits. 'They were one and five when I last went, and I made a mistake in the way I said goodbye. I thought it would be a good idea to say to my son, "You're the man of the house now, look after your mum

and your sister." He absolutely took it to heart, asking his mum how she was all the time, but the strain eventually became too much. While it was well intentioned, it was an unfair thing to do.' For similar reasons he is planning to have very little contact with them while in the Arctic. 'If you call them, you remind them how far away you are.'

line 40

He is spending these last days before departure preparing his kit, obsessively. 'Out on the ice, one is virtually incapable of mending things or doing anything that isn't absolutely straightforward,' he says. With him will be Ann Daniels, one of the world's leading polar explorers, and the expedition photographer, Martin Hartley. They will be supported by a crew of six, flying in supplies. Being part of a team is actually more stressful to someone with his mentality, says Pen, and something else is on his mind too. 'I'm going to be 47 on Thursday. I've done far less training than I'm comfortable with.' Why? 'Organisational things always seem more urgent. So I'm almost fearful of what I'm going to ask of myself.'

Pen believes his mission reconnects exploration with the search for knowledge that drove previous generations into the unknown. 'Making it to the North Pole was ultimately a personal ambition,' he admits, 'and of limited value to anyone beyond the polar adventuring community. This time, scientists will profit from the data, and we're creating a platform in which to engage as many people as possible in what's happening in the Arctic Ocean. This is important work, and nobody can do it but us,' he says. 'Our skills, which are otherwise bizarre and socially redundant, have become hyper-relevant. Suddenly, we're socially useful again.'

- 31 In the first paragraph, what do we learn about Pen Hadow's opinion of the new expedition?
- A He feels certain that it will be successful.
 - B He thinks it may be harder than his previous journeys.
 - C He is aware of the huge significance of its aims.
 - D He is looking forward to the scientific work it will involve.
- 32 What does Mary Hadow think about her husband?
- A He isn't as determined as she is.
 - B He can't run as quickly as he thinks he can.
 - C He hasn't got enough time to manage his business properly.
 - D He finds it hard to think about anything except his expeditions.
- 33 When talking about leaving his children for long periods, Pen mentions feeling
- A ashamed that his wife has had to look after them so much.
 - B guilty that he once added to the pressure caused by his absence.
 - C sad that he is missing so much of their growing up.
 - D sorry that he can't telephone more often.
- 34 What does 'took it to heart' mean in line 40?
- A He memorised his father's words.
 - B He carried out his father's words precisely.
 - C He started to feel unwell.
 - D He was afraid of the responsibility.
- 35 What is worrying Pen about the new expedition?
- A whether he will still be fit enough to take part
 - B whether he will be mentally prepared
 - C whether the equipment will work properly in icy conditions
 - D whether the arrangements he has made will turn out well
- 36 When he compares the new expedition to his previous ones, Pen feels
- A pleased that more people will benefit from it.
 - B uncertain if it will collect information.
 - C doubtful about its long-term usefulness.
 - D relieved that the general public will be more supportive.

Part 6

You are going to read an article about the sport of inline skating. Six sentences have been removed from the text. Choose from the sentences **A–G** the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

Inline Skating

The popularity of inline skating is growing all the time.

No doubt about it, inline skating is one of the world's most popular street sports. Different people call it different things. Rollerblade was the original American skate manufacturer and that's why many call it rollerblading. Others shorten this to blading, while still others prefer inline skating (because the wheels on each skate are in line).

37 Inline skating has taken the concept of self-propelled wheels into a new dimension which allows skaters of the most basic ability to move with grace, speed and style, and feel good about doing it. A huge attraction is that you can do it anywhere where there is a smooth, hard surface and if you're really keen, you can even do it off-road too.

But the very popularity of the sport everywhere has created something of a problem. The 'Ban all Skaters' group, made up of opponents of the sport, has never been far behind. **38** No matter – people will keep on skating wherever they can.

So the difficulty lies in changing the attitude of established local authorities, which are so often dominated by older people who have no concept of the joy of inline skating, don't want anything to do with it, and simply dismiss the sport as a branch of the current youth culture they can do without.

We know they are wrong. **39** It is a sport which offers everyone a brilliant way to get up off the couch, whizz around outside, have fun, get fit, get involved, develop skills and learn team-work.

In time, all skaters will be allowed to go about their business and co-exist in harmony with other users of tarmac. **40** So skaters should take care not to adopt a selfish attitude to others, because annoying other people might eventually lead to a situation where the skaters' own enjoyment or freedom of movement is curtailed.

Kids as young as five or six can learn to skate well.

41 And in between those two extremes skating is no less important as a way for those in their teen years to avoid the trap of urban boredom, which can create problems in contemporary society.

To qualify as an inline skater, you just have to get through the basics of pushing off, turning and stopping – all easy techniques which most people can learn to handle in half a dozen sessions.

42 Next you can learn to skate faster, turn tighter, stop faster, skate through slalom cones (just use tin cans) forwards and maybe backwards. Then you can learn how to go up and down hills and perhaps some clever tricks as well.

- A** Inline skating is not just about kids whose wishes can be ignored.
- B** Once up and running, it's all about consolidating what's been learned, enjoying the feel of your wheels and getting better.
- C** They all add up to the great new world of inlining.
- D** What's more, with all the right padding and protection, adults can start to skate safely at an age when they are collecting their pensions.
- E** In some areas it has been successful in implementing notorious and strict skating prohibitions, such as the closure of most of London's parks to skaters.
- F** The name doesn't really matter; it's the impact it has had that is important.
- G** Indeed, it's all about the right to enjoy life's little – and not so little – pleasures.

Part 7

You are going to read an article about a psychology test carried out on very young children. For questions 43–52, choose from the sections (A–D). The sections may be chosen more than once.

Mark your answers on the separate answer sheet.

In which section does the writer mention

how a child's background can affect behaviour?

43	
----	--

that the results of Mischel's long-term research were surprising?

44	
----	--

reasons for questioning the results of the original experiment?

45	
----	--

claims that training young children to resist temptation will have long-term benefits?

46	
----	--

the proportion of very young children who were able to resist temptation?

47	
----	--

an everyday example of the need for self-control?

48	
----	--

that Mischel may have oversimplified the route to success in life?

49	
----	--

that Mischel's own life experience has influenced his work?

50	
----	--

strategies employed by participants during the test procedure?

51	
----	--

two major factors which affect everyone's ability to resist temptation?

52	
----	--

The Marshmallow Test

A psychology experiment carried out with a group of pre-school children in California in 1968 led to the development of ideas that are still relevant today.

A

In 1968, Walter Mischel set a challenge for a group of children aged three to five at the nursery school his daughters attended in California. A researcher offered each of them a marshmallow and then left them alone in the room. If they could resist eating the colourful sweet until the researcher returned up to 15 minutes later, they would be given a second sweet. Some children ate the marshmallow straight away, but most would engage in unintentionally comic attempts to resist temptation. They looked all around the room to avoid seeing the sweet, covered their eyes, wiggled around in their seats or sang to themselves. They pulled funny faces, played with their hair, picked up the marshmallow and just pretended to take a bite. They sniffed it, pushed it away from them or covered it up. If two children were doing the experiment together, they engaged in a conversation about how they could work together to reach the goal of doubling their pleasure. About a third of the children, the researchers reported, managed to wait long enough to get the second treat.

B

What Mischel, a clinical psychologist, wanted was to understand how children learned to deal with temptation. Over the following years, the group of children remained friends. When Mischel chatted to his daughters about their former classmates, he began to notice an interesting pattern: the children who had exhibited the most restraint in the 'marshmallow test' were doing better in life than their peers. He decided to investigate further. For more than 40 years, Mischel followed the lives of the nursery students. His findings were extraordinary. It turns out that being able to resist a treat at the age of five is a strong predictor of success in life: you are more likely to perform well at school and develop self-confidence and less likely to become obese, develop addictions or get divorced.

C

Mischel still teaches psychology at Columbia University and has just written *The Marshmallow Test*, a book summing up half a century of research. When Mischel was young, his family was forced to move from a comfortable life in Austria to the US. They settled in Brooklyn, where they opened a bargain shopping store. Business was never good and Mischel believes that moving from 'upper middle class to extreme poverty' shaped his outlook. He is concerned with trying to reduce the impact of deprivation on an individual's life chances. The conclusion he draws from his marshmallow research is positive: some people may be naturally disciplined but the ability to resist temptation is a skill that can also be taught. Teach children self-control early and you can improve their prospects.

D

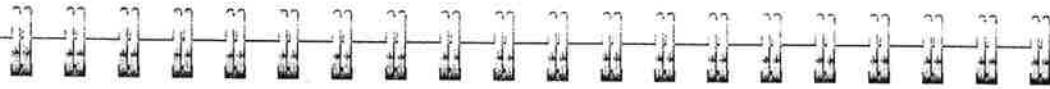
However, no single characteristic – such as self-control – can explain success or failure. Some critics have pointed out that Mischel's original subjects were themselves children of university professors and graduate students – not exactly a representative sample. Other scientists noted that variations in home environment could account for differences: stable homes and one-child families encourage self-control, whereas in less stable homes and those with many children, if you don't grab a marshmallow now there won't be any left in 15 minutes. Mischel answers these critics by noting that studies in a wide variety of schools found similar results. He acknowledges that the environment shapes our ability to resist temptation and observes that genetics plays a role too. But he still believes that the ability to resist temptation can be learnt and encouraged. I asked Mischel whether self-control comes easily to him. 'Not at all,' he said. 'I have great difficulties in waiting. It's still difficult for me to wait in a queue in the bank.'

Part 1

You **must** answer this question. Write your answer in **140–190** words in an appropriate style on **the separate answer sheet**.

- 1 In your English class you have been talking about learning history at school. Now, your English teacher has asked you to write an essay.

Write an essay using **all** the notes and giving reasons for your point of view.



'Everyone should be taught the history of their own country.' Do you agree?

Notes

Write about:

1. what people can learn from the past
2. it's more important to think about the future
3. ...(your own idea)

- 2 Your English teacher has asked you to write a report on transport facilities in your area. In your report, you should:

- describe the existing transport facilities
- explain what's good and bad about them
- suggest how they could be improved in the future.

Write your **report**.

- 3 You have received this email from your English-speaking friend, Susan:

From: Susan
Subject: Money!

Hi!

I've just won £1,000 in a photography competition. I could spend it all on a fantastic holiday or I could put it in my bank account, or I could give it to my parents who don't have much money.

What do you suggest I do?

Thanks,
Susan

Write your **email**.

- 4 You see this in an English-language magazine.

Articles wanted

Being kind

What does being kind mean to you?

Why is it important to be kind?

We will publish the best articles in the next magazine.

Write your **article**.

Part 1

- 1 You hear two people talking about some music they're listening to.
What does the man say about the song?
 - A It cheers him up.
 - B It reminds him of his family.
 - C It inspired him to take up a musical instrument.

- 2 You hear part of a radio programme in which a teacher is talking about her own education.
Why did she become a teacher?
 - A She enjoyed her own time at school very much.
 - B She was encouraged to do so by colleagues.
 - C She wanted others to have the same opportunities as her.

- 3 You hear a woman telling a friend about a new job she has.
What problem does she have with the job?
 - A being asked to do tasks she's not suited for
 - B being too busy at certain times of day
 - C being disrespected by some customers

- 4 You hear two students talking about an architecture course.
What do they agree about?
 - A There is too much work on the course.
 - B Their fellow students are creative people.
 - C The course is taught in an interesting way.

- 5 You hear two students talking about the chemistry laboratories at their college.
What does the woman say about the laboratories?
 - A The equipment in them should be updated.
 - B They are not large enough.
 - C They need redecorating.

- 6 You hear a woman talking about a place she used to visit as a child.
What point is she making?
 - A She might be disappointed if she returned there.
 - B She prefers more sophisticated holidays now.
 - C The place appeals more to children than adults.

- 7 You hear a runner telling his friend about a sports injury he has.
What did his doctor advise?
 - A keep going with some training
 - B introduce other sports very gradually
 - C start running very slowly

- 8 You hear a woman talking about her favourite radio programme.
What does she say about the stories in the programme?
 - A The creative element in them is what makes them work.
 - B They tend to vary in how interesting they are.
 - C They contain messages we can all learn from.

Part 2

You will hear a man called Peter Green talking about a group expedition he went on to the South Pole for a TV documentary. For questions 9–18, complete the sentences with a word or short phrase.

Expedition to South Pole

Peter was working as an **9** when he applied to join the expedition.

On the expedition, Peter and his group went to the South Pole on **10**
instead of more typical means of transport.

Peter says that his greatest challenge was the **11** he suffered.

Peter says that ensuring they could get enough **12** took up a good
deal of the group's time.

Peter was surprised at how quickly his **13** decreased.

Peter's **14** were affected by the cold during the expedition.

One of Peter's teammates had a chest infection and the lack of **15**
made it worse.

When they reached the **16** point, Peter's team were given
a medical check.

Peter felt a great sense of **17** when he reached the pole.

Peter uses the word **18** to describe the environment at the South Pole.

Part 3

You will hear five short extracts in which people are talking about how to give good presentations. For questions 19–23, choose from the list (A–H) what advice each person gives. Use the letters only once. There are three extra letters which you do not need to use.

- A Keep your presentation short.
- B Remember to repeat your main point.
- C Support your presentation with visuals.
- D Add some humour.
- E Practise giving your presentation.
- F Try to relax during your presentation.
- G Don't try to memorise every word.
- H Find out about your audience.

Speaker 1	<input type="text"/>	19
Speaker 2	<input type="text"/>	20
Speaker 3	<input type="text"/>	21
Speaker 4	<input type="text"/>	22
Speaker 5	<input type="text"/>	23

Part 4

You will hear an interview with a woman called Maggie Wharton who is skilled in the sport of kitesurfing. For questions 24–30, choose the best answer (A, B or C).

- 24 Maggie says it took her a long time to learn to kitesurf because
- A the equipment wasn't widely available.
 - B it was hard to find the right assistance.
 - C she needed to build up her strength.
- 25 In Maggie's opinion, since she began kitesurfing
- A suitable locations have been more clearly identified.
 - B attitudes to some aspects of safety have changed.
 - C participants have become better informed about sea conditions.
- 26 Maggie hopes that by competing in Fiji, she will
- A encourage others to take up the sport.
 - B have the chance to pick up some new moves.
 - C be invited to start organising future events.
- 27 During one distance event, Maggie became slightly worried when
- A she had to switch to different equipment.
 - B she experienced a great deal of pain.
 - C she lost sight of the people helping her.
- 28 Maggie thinks her success is due to the fact that
- A the sport suits her character very well.
 - B her family have given her a lot of support.
 - C she has the opportunity to practise regularly.
- 29 Maggie says that some new kitesurfers she's met
- A are likely to develop the sport in interesting ways.
 - B are unwilling to focus on basic techniques first of all.
 - C are too worried about the rules of the sport.
- 30 What does Maggie hope to do in the future?
- A find sources of investment for her sport
 - B continue to compete at a high level
 - C set up a kitesurfing school

