



CAMBRIDGE
UNIVERSITY PRESS



CAMBRIDGE ENGLISH

Cambridge English



ADVANCED

CERTIFICATE IN ADVANCED ENGLISH

WITH ANSWERS

1

**AUTHENTIC EXAMINATION PAPERS
FROM CAMBRIDGE ENGLISH
LANGUAGE ASSESSMENT**



For revised exam from 2015

Test 1

READING AND USE OF ENGLISH (1 hour 30 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 esteemed B viewed C regarded D believed

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

The camera never lies

Arthur Conan Doyle, creator of the Sherlock Holmes stories, (0) himself to be a rational man, a scientist even. But in 1920, when he saw photographs of fairies taken in a garden (1), he thought he was seeing scientific proof that these tiny creatures really existed. He published the photographs alongside an article he wrote, (2) fairies as supernatural wonders. It was not until 1939 that the two ladies who took the photos admitted these were (3), They simply cut out pictures of fairies from a book and (4) them among flowers. The results are (5) beautiful. But the simplicity of the trick (6) a basic principle of photography, that the camera cannot lie.

But it can, and always could. Today, we are used to computer software (7) us to rework our digital images and it is a (8) that photography ever had a true age of innocence. From the moment cameras began capturing reality, that reality was being altered.

- | | | | |
|-------------------|---------------|-----------------|-----------------|
| 1 A venue | B setting | C background | D surrounding |
| 2 A calling | B naming | C attributing | D acknowledging |
| 3 A false | B faulty | C fake | D fictional |
| 4 A arranged | B spaced | C settled | D distributed |
| 5 A categorically | B unavoidably | C substantially | D undeniably |
| 6 A weakens | B undermines | C demolishes | D dismantles |
| 7 A letting | B supporting | C enabling | D empowering |
| 8 A fantasy | B legend | C dream | D myth |

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).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 I T

Online passwords – what everyone should know

When (0) comes to online security, we all know what we ought to do: choose a different, random set of letters and numbers for every email account, shopping site or bank account. But hardly (9) does this, because memorising them all is impossible. So we use the same familiar words for every site, (10) a pet's name or, even worse, the word 'password', occasionally remembering to replace the letter O with a zero, or choosing to (11) use of a capital letter.

Even if we opt (12) a random group of letters such as 'fpqzy', there is now software available which can make a thousand guesses per second, enabling a hacker to get to your password in just under four hours.

Interestingly, (13) increasing your password to twenty random letters, you increase a hacker's guessing time to 6.5 thousand trillion centuries. The problem is that you would (14) no chance of ever remembering those 20 letters. The solution, apparently, is to come (15) with three or four short, unrelated words and work (16) a way to remember them. Easy!

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).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 I N C R E A S I N G L Y

Too many climbers on Mount Everest

Mount Everest in Nepal is becoming (0) popular as a destination for adventure tourism. During the month of May, (17) weather presents a number of safe opportunities to make the climb. As a result, the sheer number of climbers has brought an (18) problem, potentially even more dangerous than low temperatures and changeable weather – overcrowded conditions. The fact that there are so many climbers, many of them complete (19) , means that at times people are queuing for hours to reach the summit.

INCREASE

FAVOUR

EXPECT

BEGIN

This hazard has led to calls for stricter assessments of new learner climbers, as in their (20) to reach the mountain's summit such inexperienced climbers are sometimes ignoring the advice of their Nepalese guides, which may (21) everyone's lives.

DESPERATE

DANGER

Perhaps one (22) would be to make the charges for climbing the mountain so high that only a few people could afford the climb. Or (23) , one could ban the use of artificial oxygen and local guides, leaving Everest to the very best (24) Extreme, maybe, but it may just

SOLVE

ALTERNATE

MOUNTAIN

Part 3

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 three and six words, including the word given. Here is an example (0).

Example:

0 James would only speak to the head of department alone.

ON

James to the head of department alone.

The gap can be filled with the words 'insisted on speaking', so you write:

Example:

0

INSISTED ON SPEAKING

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

25 'You should stop your children watching so much television,' Mary's sister told her.

LET

Mary's sister advised her so much television.

26 The local council wants to impose a ban on driving at more than 30 kilometres per hour anywhere in this area.

ILLEGAL

The local council wants to at more than 30 kilometres per hour anywhere in this area.

27 Tom missed his plane because he was late leaving for the airport.

TIME

If only for the airport, he wouldn't have missed his plane.

28 The guidelines for the appointment of new staff need to be thoroughly revised.

THOROUGH

There needs the guidelines for the appointment of new staff.

29 The employment rate rose gradually as the economy began to recover.

GRADUAL

There the employment rate as the economy began to recover.

30 The change in the company's logo didn't make any difference to the majority of its customers.

CONSEQUENCE

The change in the company's logo to the majority of its customers.

Part 5

You are going to read an article about a famous psychologist. 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.

Jean Piaget

Jean Piaget, the pioneering Swiss philosopher and psychologist, became famous for his theories on child development. A child prodigy, he became interested in the scientific study of nature at an early age. He developed a special fascination for biology, having some of his work published before graduating from high school. When, aged 10, his observations led to questions that could be answered only by access to the university library, Piaget wrote and published some notes on the sighting of an albino sparrow in the hope that this would persuade the librarian to stop treating him like a child. It worked. Piaget was launched on a path that led to his doctorate in zoology and a lifelong conviction that the way to understand anything is to know how it evolves.

Piaget went on to spend much of his professional life listening to and watching children, and poring over reports of researchers who were doing the same. He found, to put it succinctly, that children don't think like adults. After thousands of interactions with young people often barely old enough to talk, Piaget began to suspect that behind their cute and seemingly illogical utterances were thought processes that had their own kind of order and their own special logic. Albert Einstein, the renowned physicist, deemed this a discovery 'so simple that only a genius could have thought of it'.

Piaget's insight opened a new window into the inner workings of the mind. Several new fields of science, among them developmental psychology and cognitive theory, came into being as a result of his research. Although not an educational reformer, he championed a way of thinking about children that provided the foundation for today's education reform movements. One might say that Piaget was the first to take children's thinking seriously. Others who shared this respect for children may have fought harder for immediate change in schools, but Piaget's influence on education remains deeper and more pervasive.

Piaget has been revered by generations of teachers inspired by the belief that children are not empty vessels to be filled with knowledge, as traditional academic thinking had it, but active builders of knowledge – little scientists who are constantly creating and testing their own theories of the world. And while he may not be as famous as Sigmund Freud, Piaget's contribution to psychology may be longer lasting. As computers and the Internet give children greater autonomy to explore ever larger digital worlds, the ideas he pioneered become ever more relevant.

In the 1940s, working in Alfred Binet's child-psychology lab in Paris, Piaget noticed that children of the same age, regardless of their background or gender, made comparable errors on true-false intelligence tests. Back in Switzerland, the young scientist began watching children play, scrupulously recording their words and actions as their minds raced to find reasons for why things are the way they are. Piaget recognised that a five-year-old's beliefs, while not correct by any adult criterion, are not 'incorrect' either. They are entirely sensible and coherent within the framework of the child's 'way of knowing'. In Piaget's view, classifying them as 'true' or 'false' misses the point and shows a lack of respect for the child. What Piaget was after was a theory that could find coherence and ingenuity in the child's justification, and evidence of a kind of explanatory principle that stands young children in very good stead when they don't know enough or don't have enough skill to handle the kind of explanation that grown-ups prefer.

The core of Piaget's work is his belief that looking carefully at how children acquire knowledge sheds light on how adults think and understand the world. Whether this has, in fact, led to deeper understanding remains, like everything about Piaget, contentious. In recent years, Piaget has been vigorously challenged by the current emphasis on viewing knowledge as an intrinsic property of the brain. Ingenious experiments have demonstrated that newborn infants already have some of the knowledge that Piaget believed children constructed. But for those of us who still see Piaget as the giant in the field of cognitive theory, the disparity between what the baby brings and what the adult has is so immense that the new discoveries do not significantly reduce the gap, only increase the mystery.

- 31 In the first paragraph, the writer suggests that as a child Piaget
- A was particularly eager to teach others about animals.
 - B was confident his research would help other children.
 - C was already certain about the career he would follow.
 - D was determined that nothing should hold back his progress.
- 32 In quoting Einstein, the writer is
- A questioning the simplicity of Piaget's ideas.
 - B supporting the conclusion that Piaget reached.
 - C suggesting that Piaget's research methods were unprecedented.
 - D recommending a less complicated approach than Piaget's.
- 33 In the third paragraph, the writer puts forward the view that
- A Piaget's work with children was difficult to put to a practical use.
 - B Piaget's theories about children were less revolutionary than he thought.
 - C Piaget laid the basis for our current understanding of how children's minds work.
 - D Piaget was actually committed to radical change in the education system.
- 34 The phrase 'empty vessels' (paragraph 4) refers to
- A why children should be encouraged to study more independently.
 - B what traditional academic theory said about children and learning.
 - C how teachers can increase children's motivation to learn.
 - D the kind of knowledge that children need to acquire.
- 35 The writer says Piaget was unwilling to categorise children's ideas as true or false because
- A he realised that the reasoning behind a child's statement was more important.
 - B he knew that this could have long-term effects on a child.
 - C he felt that this did not reflect what happens in real life.
 - D he felt that children are easily influenced by what adults have told them.
- 36 What does the writer conclude about newer theories that have appeared?
- A They completely undermine Piaget's ideas.
 - B They put greater emphasis on scientific evidence.
 - C They are an interesting addition to the body of knowledge.
 - D They are based on flawed research.

You are going to read a magazine article about whale sharks. Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (41–46). There is one extra paragraph which you do not need to use.
Mark your answers on the separate answer sheet.

Secrets of the deep

Until recently, little was known about the movements of the whale shark. But a pioneering project is shedding new light on this ocean giant. Project scientist Jonathan Green reports.

When an animal the size of a very large double-decker bus – the largest fish in the ocean – makes a sudden 90° turn, it has to be for a good reason. As the satellite tracks started to come in from whale sharks which we had tagged off the Galapagos Islands, they clearly showed that as the sharks were swimming away from the islands, they were all reaching a certain point and then making a very abrupt change in direction.

41

That, among other things, was what The Galapagos Whale Shark Project was attempting to find out. Established to study the population of sharks that visits the islands each year, the primary aim of the research was to find out more about whale shark movements on a local scale.

42

This involved two main processes. To begin with, we had to be able to identify individual sharks. We used a modified version of photo software initially developed for the mapping of stars and deep-space objects. This worked because the characteristic white spots of the whale shark resemble the human fingerprint in that each pattern is individually unique. By running photographs of the sharks' sides through the software, we could characterise the patterns of spots, and figure out which shark was which.

43

We also attached tags to the sharks to track their movements. This was done by inserting a small dart through the thick skin into a fatty layer beneath using a pneumatic spear gun and then tethering the

tags with a piece of steel cable. They were intended to be towed alongside or above the dorsal fin in order to break the surface and transmit data by satellite. But getting the tags to stay on was easier said than done. For reasons unknown, some came off in less than 24 hours.

44

The sharks used common departure routes soon after we had tagged them. They headed due north, following a series of sea fissures until they reached the Galapagos Rift Valley system. This zone is where the divergence of two oceanic plates has created a rift system similar to that which runs through eastern Africa. Many reached the margin between the two plates and most then turned west.

45

Conversely, one juvenile female's track was astounding, overlaying almost perfectly the rift system as it runs west. It's clear that she and the other whale sharks are using geological features as route indicators, just as motorists use, say, familiar buildings. But how the sharks perceive such features thousands of meters below on the ocean floor is as yet unresolved.

46

The theory we are working on is that the Earth's magnetic field reverses its polarity intermittently over the course of time, thus supplying a source of directional information. Fault systems, rift valleys, ocean trenches and plate margins all emit a distinct magnetic signature that can be used by whale sharks and other species as a virtual map.

- A There may be a number of explanations: the sharks might have rubbed up against rocks, or the tags may have been ripped off by associated species, such as silky sharks, that mistook them for prey. Having begun with a 1.8-metre tether, we shortened this to 1.3 metres, which seemed to be more effective.
- B After three months, all the sharks that had retained their tags proceeded to head south. They converged on three mountain chains that run westwards from the edge of Peru's continental shelf. There, one by one, they shed their tags and continued on to destinations unknown.
- C However, it wasn't until we overlaid them onto a map of the sea floor that we saw that these movements were apparently in response to geological features deep in the ocean that the sharks couldn't possibly see. It became clear that they must somehow be using faults, fissures and plate boundaries. But how?
- D After all, the marine environment, in comparison to that on land, has few apparent points of reference. The waters are often murky and the maximum penetration of light only extends into the upper levels. So how do marine creatures navigate over long distances?
- E We undertook one of the most ambitious whale shark programmes to date. The fieldwork was carried out in three 15-day sorties.
- F The frequency of transmissions from the tags depended on the behaviour of the individual sharks. Some spent a lot of time on or near the surface, and their tags reported on a regular basis. Others, such as the single male we tagged, spent a great deal of the time diving – for six weeks we didn't receive a single transmission.
- G If spotted at the same location at a later date, or a different location, the shark was 'recaptured' on a database, which stores photos of whale sharks from around the globe, thus providing details of their movements geographically and over time.
- 7

Part 8

You are going to read an article about employees who do some or all of their work from home. For questions 47–56, 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 are the following mentioned?

the mistaken view that physical proximity at work automatically ensures good supervision

47

the fact that the proportion of home workers in the labour force has not matched expectations

48

the risk of an employer making unreasonable demands on a home worker

49

the fact that staff retention increases in firms that encourage home working

50

the duty of firms not to dismiss requests to work at home out of hand

51

one of the main obstacles to home working in employers' minds being the fear of loss of direct control

52

personal circumstances increasing the likelihood of an individual being allowed to work at home

53

the wider benefits that home working brings to the community

54

the advisability of ensuring that home workers are not putting in excessive hours

55

a reduction in expenditure on premises as a result of home working

56

The Rise of Home Working

- A** Whether you call it working from home, telecommuting or home-working, it's a growing market. Banks, call centres, councils, software companies, law firms, PR agencies: all are increasingly allowing their staff to do it at least part-time. British Telecom, the pioneer of home working in Britain, now has 65,000 flexible workers, of whom 10,000 do not come into the office at all. However, we're still a long way from the dreams of 25 years ago, which imagined offices emptying of everyone who didn't operate a machine or wield a mop. So how do you get on the home-working bandwagon? In some countries, if you have a child under 16, or 18 if they are disabled, in a sense you have a head start. Employers in Britain are legally obliged at least to consider your case if you ask to work flexibly, and that could include working at home for at least part of the week. They must also consider an application if you are caring for a friend or a family member. But even if none of those apply, you are still likely to have a strong case – if you can persuade your company to listen.
- B** Not only do home workers cut down on the need for large offices, they are often vastly more productive. American studies show a 30–40% increase. Noel Hodson, a key proponent of home working, suggests that this is at least partly down to the removal of the daily commute: 'What we found was that most of the time saved went back into work. These workers valued their new lifestyle and to protect it they did more work.' Companies that offer flexible working also find it easier to attract staff, and to hang on to them. At British Telecom, at least 97% of women who take maternity leave come back to work afterwards, against a national average of about half that. The downtime, the recruitment, the instruction of each person at a very moderate estimate would be around £10,000. So, not only are they creating a more socially integrated company in line with government guidelines, they're saving £5m–£6m on skill losses.
- C** And there are bonuses for society too. Home working encourages a more diverse labour force, introducing to the world of work, sometimes for the first time, not just carers but disabled people or those who live in remote locations. Then there's the reduction in pollution and greenhouse gases. So if home working is so great, why aren't we all doing it? 'The issues are human, not technological,' says Peter Thomson of the Telework Association. 'For the past 200 years we have been in an environment where people get together in the same place to work and a manager stands there and watches what they do.' So the last barriers are attitudinal, but it's a myth that someone is in total charge of what people do just because they are all working in the same location. Most managers who are worried about this kind of thing are actually holed up in their offices and rarely interact with their people. Merely turning up is a really poor performance indicator.
- D** Mark Thomas runs a PR consultancy whose employees work at home. 'We've come up with measures of performance that are more to do with what they produce than with desk time. This is the way forward,' he says. Some managers are concerned that their home workers might go shopping during the 'working day'. This goes against the idea of flexible working since hours shouldn't matter so long as the required productivity is there. The concern still remains whether some employees will abuse this, but the same technology that makes it possible to escape the office makes it harder to get away from your boss, which is surely true even if you work in an office. It's well known that some managers insist on interrupting their underlings' evenings and weekends with 'urgent' enquiries that could easily wait. So, many of us are already on call 24/7. However, the great thing about technology is that it has an 'off button'. The best employers will not just expect you to use it, but worry if you don't.

Part 6

You are going to read four contributions to an online debate about advertising. For questions 37–40, choose from the contributions A–D. The contributions may be chosen more than once. Mark your answers on the separate answer sheet.

The role of advertising in society today

- A** Almost all public spaces nowadays have advertisements in sight, and all forms of media, from newspapers to the cinema to the Internet, are filled with adverts. This all-pervasive presence reflects the value of advertising to us. Without it, businesses of all types and sizes would struggle to inform potential customers about the products or services they provide, and consumers would be unable to make informed assessments when looking for products to buy and services to use. Without advertising, the promotion of products and practices that contribute to our physical and psychological well-being – medicines to treat minor ailments, insurance schemes to protect us, clothes and cosmetics to make us look and feel better – would be infinitely more problematic than it is. And without advertisements and the aspirations represented in them, the world would be a far duller place.
- B** Advertising is everywhere, and it's often so subtle that we don't realise it's there at some level of our consciousness. The ultimate aim, of course, is to get us to buy things, regardless of whether it makes sense for us to do so. In fact, adverts mostly impair rational decision-making. A recent study in the UK found that 90% of customers failed to understand the truth about what was on offer in adverts for broadband internet services. This irrational dimension is evident in the success advertisers enjoy not only in getting us to buy products that, directly or indirectly, cause physical damage to us, but also in raising our expectations about what our lives should be like – expectations that inevitably imply something is wrong with us if we don't meet them. Having said this, advertising is fundamental to the workings of modern economies, so the chances are that it will only continue to grow in significance.
- C** There is a tendency to underestimate people's intelligence and to invest advertising with powers it doesn't have. Certain dubious techniques have been banned – like the use of subliminal images shown so quickly that viewers don't consciously realise they've seen them – but other forms of advertising are simply manifestations of creativity. Audiences understand this and are able to enjoy adverts without falling prey to some complex deception. They know that an advert tells them a product exists and suggests they might benefit from having it. They don't expect it to provide objective details, confirming why they should or should not go ahead with a purchase. They are also smart enough to know that what they see in advertisements is fiction and, therefore, not something they should feel bad about if they don't have it. The bottom line, however, is that advertising helps the wheels of the economy to turn, a crucial role which societies are likely to depend on for the foreseeable future.
- D** Advertising is a worldwide, multi-billion dollar industry and inevitably tends to favour large businesses, which can afford advertising costs, rather than smaller companies, which can't. In that way, it makes life ever more difficult for that sector of the economy – small and medium-sized businesses – which is the key to a nation's prosperity. Advertising also encourages certain patterns of consumption – fast food, cars, labour-saving devices and so on – which characterise a sedentary lifestyle and undermine physical well-being, while also generating a sense of inadequacy and unhappiness among people who feel inferior if they don't possess a product or conform to certain ideas of what is 'beautiful' or 'cool'. And far from providing consumers with clear, reliable information enabling them to make sensible decisions about what to spend their money on, advertisers use underhand methods to confuse and manipulate feelings and thoughts.

Which contributor

- expresses a different view from the others about the impact that advertising has on a country's economy?
- has a different opinion from the others on the extent to which advertising helps people to make choices?
- takes a similar view to contributor D about the influence advertising can have on people's self-esteem?
- expresses a different opinion from contributor B regarding public awareness of how advertising works?

37	
----	--

38	
----	--

39	
----	--

40	
----	--

LISTENING (approximately 40 minutes)

TEST 1/1

Part 1

You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear two friends talking about a new office building.

- 1 The woman says that in the building some people are having difficulty
 - A coping with the new technology.
 - B adjusting to a new concept of work.
 - C working without clear supervision.
- 2 She thinks one effect of people moving around the building will be to
 - A promote physical as well as mental well-being.
 - B create a more productive work force.
 - C provide useful contact with other employees.

Extract Two

You hear two friends discussing business travel.

- 3 The woman believes that in future companies should
 - A fly only with airlines that have an eco-friendly policy.
 - B concentrate on the use of video conferencing.
 - C reduce overall levels of executive travel.
- 4 The man thinks that the prime consideration for transport providers should be
 - A increasing revenue.
 - B thinking long-term.
 - C creating jobs.

Extract Three

You hear two friends talking about some research.

- 5 What is the man's attitude to the research?
 - A He is doubtful about the methods used.
 - B He is surprised by its findings.
 - C He is dismissive of the concept behind it.
- 6 During the discussion, the woman reveals her
 - A sympathy towards the subjects of the experiments.
 - B interest in complex human behaviour.
 - C admiration for the originality of the research.

Part 2

You will hear a man called Steven Kane giving a presentation about research into a cargo of children's bath-toys which were lost at sea. For questions 7–14, complete the sentences with a word or short phrase.

BATH-TOY CARGO

Of the four kinds of bath-toy lost at sea, Steven thinks the **7** had the most surprising colour.

The subject Steven was teaching when he first read about the bath-toys was

8

In Alaska, Steven heard of a lost consignment of **9**, some of which turned up alongside the bath-toys.

Steven discovered that the bath-toys are used by scientists known as

10 in their research.

Steven says that the findings obtained by researchers were immediately useful to

the **11** industry.

Steven mentions the particular case of a **12** adversely

affected by plastic pollutants in the sea.

Steven regarded the factory that he traced in China as the bath-toys'

13.

Steven travelled on something called an **14** on his

journey across the Arctic.

Part 3

You will hear part of an interview in which two scientists called Jessica Conway and Paul Flower are talking about exploration and discovery. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 In response to the idea that everything has already been discovered Jessica emphasises
- A the potential for further marine exploration.
 - B the precision of modern satellite technology.
 - C the inaccuracy of modern mapping techniques.
 - D the number of recent discoveries.
- 16 Regarding new species found around underwater craters, Jessica says that
- A they are being discovered less often these days.
 - B they are more abundant in certain locations.
 - C it is difficult to estimate possible numbers.
 - D there are problems classifying them.
- 17 When asked about geographical discoveries in general, Paul and Jessica agree that scientists need to
- A make regular reassessments of their work.
 - B compare their respective results.
 - C recognise their limitations.
 - D promote their findings.
- 18 What does Paul say about walking where no one has ever walked before?
- A It recharges his tired mind.
 - B It makes him feel he is unique.
 - C It gives him a sense of belonging.
 - D It helps him forget physical discomfort.
- 19 When asked about others visiting remote areas, Paul
- A supports the public's right to experience them.
 - B expresses his concern at growing urbanisation.
 - C suggests it would benefit local communities.
 - D criticises the attitude of some tourists.
- 20 In Paul's view, future generations will
- A only need to go online to experience the thrill of adventure.
 - B have to reduce travel for environmental reasons.
 - C be less interested in the concept of exploration.
 - D still be attracted to isolated places.

Part 4

You will hear five short extracts in which people are talking about taking up a new sport.

TASK ONE

For questions 21-25, choose from the list (A-H) why each speaker took up their particular sport.

TASK TWO

For questions 26-30, choose from the list (A-H) what advice each speaker gives about taking up a sport.

While you listen you must complete both tasks.

A to make new friends

A Stick to your training routine.

B as the result of recommendations

B Don't let it rule your life.

C to get fit

C Believe in yourself.

D for the travel opportunities

D Get reliable assistance.

E as a personal challenge

E Follow a strict diet.

F for the thrill of competing

F Try to be a good role model.

G to improve a skill

G Don't expect instant rewards.

H as a result of discovering a talent

H Continue to push to new limits.

Speaker 1	21
-----------	----

Speaker 1	26
-----------	----

Speaker 2	22
-----------	----

Speaker 2	27
-----------	----

Speaker 3	23
-----------	----

Speaker 3	28
-----------	----

Speaker 4	24
-----------	----

Speaker 4	29
-----------	----

Speaker 5	25
-----------	----

Speaker 5	30
-----------	----

Test 2

READING AND USE OF ENGLISH (1 hour 30 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 balance B record C income D profit

0	A	B	C	D

Promotion is good for your health

A recent study suggests that being promoted isn't just good for your bank (0) , it's also good for your health. Researchers found that those who work in jobs with better promotion (1) are less likely to develop serious illnesses. Specifically, those working in departments with double the average promotion (2) had a twenty percent better chance of escaping serious illness.

The researchers (3) into account factors such as family background, pre-existing medical conditions and educational level. (4) , they could be confident that the lower occurrences of illness were not simply due to a healthier or more (5) upbringing.

The results seem to (6) earlier studies showing that people who win prestigious awards, such as an Oscar or Nobel Prize during their career, have a tendency to outlive those who are less fortunate. As the author of the report says, 'When our findings are put together with the large body of other (7) literature, there is little (8) that achieving a higher position at work is good for the health.'

- | | | | |
|----------------|-------------|----------------|----------------|
| 1 A forecasts | B advances | C predictions | D prospects |
| 2 A scale | B rate | C degree | D ratio |
| 3 A set | B took | C put | D made |
| 4 A Anyway | B Moreover | C Consequently | D Admittedly |
| 5 A privileged | B preferred | C entitled | D honoured |
| 6 A call for | B go over | C back up | D lead to |
| 7 A related | B combined | C referred | D incorporated |
| 8 A hesitation | B question | C reservation | D opposition |

PART 2

Handwriting

About six months ago, I realised I had (0) ^{NO} idea what the handwriting of a good friend of mine looked like. We had always communicated by email and text but never by a handwritten letter. And it struck me that we are at a moment (9) handwriting seems to be about to vanish from our lives altogether. (10) some point in recent years, it stopped (11) a necessary and inevitable intermediary between people – a means by (12) individuals communicate with each other, putting a little bit of their personality (13) the form of the message as they press the ink-bearing point onto the paper. It has started to become just (14) among many options, often considered unattractive and elaborate.

For each of us, the act of putting marks on paper with ink goes back as (15) as we can remember. Our handwriting, like ourselves, seems always to have been there. But now, given that most of us communicate via email and text, have we lost (16) crucial to the human experience?

PART 3

Modernising a museum

The Ashmolean Museum in Oxford, England – the world's oldest university museum – has recently gone through a major ^{TRANSFORMATION} (0) The architects wanted to create a new space that would make the museum one of the world's most important and (17) cultural showcases.

TRANSFORM

INNOVATE

The collections in the museum are absolutely (18) and cover the cultures of east and west, charting the aspirations of mankind from the prehistoric era to the present day. The approach that was adopted was based on the idea that (19) that have shaped our modern societies did not develop in isolation but were part of a complex interrelated world. Every object has a (20) story to tell, and these are gradually uncovered through tracing the journey of ideas and influences across time and continents.

STAND

CIVILISE

SIGNIFY

People who knew the old museum say it has (21) an amazing makeover. The new layout (22) people to appreciate the objects fully; it is (23) to everyone, from school children to academic scholars, so (24) to all those involved in redesigning this wonderful treasure house.

GO

ABLE

ACCESS

CONGRATULATE

- 25 The other students don't mind whether you give your presentation on Thursday or Friday.

DIFFERENCE

It the other students whether you give your presentation on Thursday or Friday.

- 26 'What are you thinking of doing for the college's centenary celebration?' the tutor asked the students.

MIND

The tutor asked the students what for the college's centenary celebration.

- 27 Dr. Ramesh's colleagues regarded him so highly that they forgave his inability to remember people's names.

HELD

Dr. Ramesh by his colleagues that they forgave his inability to remember people's names.

- 28 As learning new languages had never been a problem for her, Katy didn't expect to have any difficulties when she went to live abroad.

COME

Learning new languages had her so Katy didn't expect to have any difficulties when she went to live abroad.

- 29 I think we owe this passenger an apology, as she was apparently given incorrect train times by our call centre staff.

MISINFORMED

I think we owe this passenger an apology, as she seems train times by our call centre staff.

- 30 If her party wins the election, which is unlikely, she'll become President.

EVENT

In the the election, she'll become President.

Part 5

You are going to read an extract from a novel. 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.

Howard's Career as a Palaeontologist

Howard became a palaeontologist because of a rise in interest rates when he was six years old. His father, a cautious man with a large mortgage and thoughts focussed merely on how the economic situation would affect him, announced that the projected holiday to Spain was no longer feasible. A chalet was rented on the English coast instead and thus, on a dank August afternoon, Howard picked up a coiled fossil shell, called an ammonite, on the beach.

He knew for a long time that he wanted to become a palaeontologist, and towards the end of his time at university he became clear as to what sort of palaeontologist he wanted to be. He found the focus of his interest reaching further and further back in time. The more spectacular areas were not for him, he realised, turning his back on the Jurassic, on dinosaurs. He was drawn particularly to the beginnings, to that ultimate antiquity where everything is decided, from which, against all odds, we derive. So he studied delicate creatures revealed on the surface of grey rocks.

Work on his doctoral thesis came to an end, and, he knew, possibly a bitter one. Would he get a job? Would he get a job in the sort of institution he sought? He was far from being without self-esteem and knew that his potential was good. But he knew that those who deserve do not always get, and that while the objectives of science may be pure and uncompromising, the process of appointment to an academic position is not. When the Assistant Lectureship at Tavistock College in London came up, he applied at once, though without high hopes.

On the morning of Howard's interview, the professor who would chair the panel had a row with his wife. As a consequence he left home in a state of irritation and inattention, drove his car violently into a gatepost and ended up in the Casualty Department of the local hospital. The interview took place without him and without the support he had intended to give to a candidate who had been a student of his.

The professor who replaced him on the panel was a hated colleague, whose main concern was to oppose the appointment of his enemy's protégé; he was able to engineer without much difficulty that Howard got the job. Howard, surprised at the evident favouritism from a man he did not know, was fervently grateful until, months later, a colleague kindly enlightened him as to the correct interpretation of events. Howard was only slightly chagrined. It would have been nice to think that he was the obvious candidate, or that he had captivated those present with his ability and personality. But by then the only thing that really mattered was that he had the job and that he could support himself by doing the sort of work he wanted to do.

He often found himself contrasting the orderly nature of his professional life – where the pursuit of scientific truth was concerned, it was possible to plan a course of action and carry it out – with the anarchy of private concerns. The world teems with people who can determine the quality of your existence, and on occasion some total stranger can reach in and manipulate the entire narrative, as Howard was to find when his briefcase, containing the notes for a lecture he was about to give, was stolen at an Underground station.

Fuming, Howard returned to the college. He made an explanatory phone call and postponed the lecture. He reported the theft to the appropriate authorities and then went for a restorative coffee. He joined a colleague who was entertaining a visiting curator from the Natural History Museum in Nairobi. And thus it was that Howard learnt of the recently acquired collection of fossils, as yet uncatalogued and unidentified, the study of which would provide him with his greatest challenge and ensure his professional future. But for the theft, but for that now benevolent stranger ... Within half an hour he had dismantled and reassembled his plans. He would not go to a conference in Stockholm. He would not spend a fortnight taking students on a field trip to Scotland. He would pull out every stop and somehow scramble together the funds for a visit to the museum in Nairobi.

31 What is suggested about Howard's father in the first paragraph?

- A He'd foreseen a change in the economic climate.
- B He acted in character when cancelling the holiday.
- C He'd never been in favour of holidays abroad.
- D He tended to make decisions spontaneously.

32 What area of palaeontology did Howard develop a special interest in at university?

- A the earliest life forms
- B the dating of pieces of evidence
- C the scale of pre-historic creatures
- D the fragile beauty of many fossils

33 What concerned Howard about the chances of getting a job?

- A his lack of work experience
- B his uncertainty of his own worth
- C that jobs were not always awarded on merit
- D that jobs in his field were always in short supply

34 The result of Howard's job interview depended on...

- A a change of heart by a member of the panel.
- B the relative strengths of the candidates.
- C the performance of a favoured candidate.
- D the conflict between two members of staff.

35 How did Howard feel when he learnt the truth about his appointment?

- A pleased he would be so well paid
- B unconcerned about why he got the job
- C dismayed at not being the best candidate
- D gratified to think he'd made a good impression

36 Over the text as a whole, the writer suggests that the course of Howard's career was determined to a large extent by

- A a series of random coincidences.
- B an interest developed in childhood.
- C a belief in scientific certainties.
- D a mix of hard work and academic success.

Part 7

You are going to read a newspaper article about a new trend in the travel and tourism industry. Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (41–46). There is one extra paragraph which you do not need to use. Mark your answers on the separate answer sheet.

Stargazing in East Africa

Jonathan Ford went to Tanzania on an 'astro-safari', which combines animal-watching with looking at the stars.

We are gathered about a campfire on the dusty edge of the Serengeti National Park. After a long day scanning the savannah for creatures with jaws, claws, tusks, the flames are comforting. Normally on one of these trips, this is the moment at which the day starts to wind down; when tourists compare the animals they've had the chance of seeing and capturing on film.

41

Amateur astronomy is enjoying a surge of popularity and remote hotels around the world are installing telescopes and hiring expert star guides. Nevertheless, when I first heard about the idea of an 'astro-safari', I was sceptical. Wasn't the whole point of going to Africa to look around at hyenas and gazelles, say, rather than up at constellations that have scarcely changed since our ancestors first struggled to stand upright?

42

So it was with certain qualms that I found myself in Tanzania, on one of the first such safaris in Africa. The plan was simple. We would spend four days travelling through the spectacular Ngorongoro crater and the highlands, before dropping down on to the plain, animal watching by day and stargazing by night. We would hit the Serengeti plains just as 1.5 million wildebeest were making their way across, accompanied by zebras and gazelles, one of east Africa's most thrilling sights.

43

We were in luck: Nick Howes, a science writer for the European Space Agency learnt to love astronomy at an

early age. A natural communicator, Howes promptly reassured us that degrees in astrophysics are all very well, but cutting-edge astronomy relies on the work of thousands of amateurs. They are just like us, but with better lenses and more patience.

44

The vocabulary, however, was alluringly alien: not just nebulae and supernovae, but globular clusters and Magellanic Clouds. Howes continued the astral tour even in daylight hours. To do so, he had brought with him a solar scope that you screw into a telescope. This allows you to look directly into the sun, and, if you are lucky, see the huge 'coronal mass injections' that spurt from the surface of our very own star.

45

In fact, 'seeing' here in the Serengeti – astronomer-speak for clarity – is among the best in the world. But it was the unexpected spectacles that caused the greatest delight: one evening, a great fireball streaked across the sky, seeming to plunge to earth some way to the south.

46

Appropriate perhaps, considering that this is the part of the world where mankind first lived and looked at the night sky. Within 24 hours of arriving, the raw tourist finds himself asking all the big questions – the origins of the universe, why life started here of all places ... and the relative scariness of hyenas and asteroids. It was completely different to sitting in front of a TV screen where everything seemed more certain.

A Stars, unlike elephants and giraffes, can surely be seen any winter evening from anyone's back garden. And it was doubtful that anything could be learnt from peering through a telescope that some professor couldn't get across on a TV programme.

B We mobbed our guide with fretful questions. He shrugged and laughed. It could be a meteor. 'You have to get used to not knowing. That's the hardest part of the job,' he said. It was then I became aware of the point of being here.

C What was less clear was how our night-time viewing would go. Our group featured no one who could confidently say what they were looking at in the sky, so much depended on the astronomer accompanying us.

D Indeed, we learnt that Nik Szymanek, one of the world's finest astro-photographers, is a London Tube driver by day. Tom Boles, who has discovered more supernovas than anyone living, turns out to be a retired telecoms engineer.

E But here the banter is not of giraffe and rhino but of astronomical terms like quarks and parsecs. A particular constellation of stars known as Leo will be turning up, cloud permitting, later that night. Who will be awake? 'We won't be able to see it till about 3.30 in the morning,' says our guide, cheerily unfazed by the idea of staying up till dawn.

F My nonchalance didn't stand a chance against this passion and knowledge. I soon realised that the sky over my London home is a moth-eaten faded curtain compared with the lavishly studded dome that dominates the wilds of Africa. This is due, of course, to the total absence of light pollution.

G I wasn't sure whether it had been the right decision, even though seeing the animals at close range was thrilling. But then I saw the Carina Nebula, nothing but the faintest of glows to the naked eye but a furnace of throbbing scientific possibility when seen through the telescope.

A scientific view of modern art

Kat Austen investigates scientific research on modern art and why we appreciate it

A Standing in front of Jackson Pollock's *Summertime: Number 9A* one day I was struck by a strange feeling. What I once considered an ugly collection of random paint splatters now spoke to me as a joyous celebration of movement and energy. It was the first time a piece of abstract art had stirred my emotions. Like many, I used to dismiss these works as a waste of time and energy. How could anyone find meaning in what looked like a collection of colourful splodges thrown haphazardly at a canvas? Yet here I was, in London's Tate Modern gallery, moved by Pollock's work. So, why are we attracted to paintings and sculptures that seem to bear no relation to the physical world? Little did I know that researchers have already started to investigate this question. By studying the brain's responses to different paintings, they have been examining the way the mind perceives art, and how masterpieces hijack the brain's visual system.

B Studies in the emerging field of neuroaesthetics have already offered insights into many masterpieces. The blurred imagery of paintings of the Impressionist era towards the end of the 19th century seems to stimulate a part of the brain which is geared towards detecting threats in our rather blurry peripheral vision. The same part of the brain also plays a crucial role in our feelings and emotions, which might explain why many people find these pieces so moving. Could the same approach tell us anything about modern art, the defining characteristic of which has been to remove almost everything that could be literally interpreted? Although such works often sell for vast sums of money, they have attracted many sceptics, who claim that modern artists lack the skills or competence of the masters before them. Instead they believe that many people claim to like these works simply because they are in fashion.

C In an attempt to make sense of how we perceive art, scientists have designed experiments that play with volunteers' expectations of the pieces they are viewing. The volunteers viewed pairs of paintings – either creations by famous abstract artists or the doodles of infants, chimps and elephants. Then they had to judge which they liked best. A third of the paintings were given no captions, while the rest were labelled. The twist was that sometimes the labels were mixed up so that the volunteers might think they were viewing a chimp's messy brushstrokes, while they were actually seeing an abstract piece by a famous artist. Some sceptics might argue that it is impossible to tell the difference, but in each set of trials, the volunteers generally went for the work of the well-accepted human artists. Somehow it seems that the viewer can sense the artist's vision in these paintings, even if they can't explain why. Yet, the experiment did not explain how we detect the hand of the human artist, nor the reason why the paintings appeal to us. But how does the artist hold our attention with an image that bears no likeness to anything in the real world? Of course, each artist's unique style will speak to us in a different way, so there can be no single answer.

D A few studies have tackled the issue of how people process images, a case in point being Robert Pepperell's attempt to understand the way we deal with works which do not offer even the merest glimpse of a recognisable object for the brain to latch on to. But they may instead catch our attention through particularly well-proportioned compositions that appeal to the brain's visual system. We may also be drawn in by pieces that hit a specific point in the brain's ability to process complex scenes, which, in turn, may be why certain artists use a particular level of detail to please the brain. According to one psychologist, if there is too little detail we find the work boring, but too much complexity results in a kind of perceptual overload.

Part 8

You are going to read an article about scientific interpretations of modern art. For questions 47–56, 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 certain viewers being able to relate to what artists had in mind?
- refer to a doubt about the merit of a piece of artwork?
- highlight a need for artists to strike the right balance?
- indicate a possible reason for difficulty in reaching a consensus?
- state that people may have a shallow reason for liking a piece of art?
- suggest that some artists are aware of how they can satisfy the brain?
- refer to a shift in her own perception?
- point out shortcomings in a specific piece of research?
- mention the possibility of extending the scope of an existing research area?
- describe a procedure employed in the gathering of some scientific data?

47	
----	--

48	
----	--

49	
----	--

50	
----	--

51	
----	--

52	
----	--

53	
----	--

54	
----	--

55	
----	--

56	
----	--

You are going to read four extracts from online articles about sports psychology. For questions 37–40, choose from the extracts A–D. The extracts may be chosen more than once.
Mark your answers on the separate answer sheet.

Sports psychology: a valid discipline?

A Dorothy Common

Is the ever growing discipline of sports psychology contributing effectively to sporting performance or is it, as many people think, simply the art of 'stating the blindingly obvious'? I have certainly seen evidence that those in journalistic circles are yet to be fully convinced. And it is certainly true that sport psychologists should strive to increase the sophistication of their approaches to research, making use of more reliable scientific methods. Yet it's a shame that people should be so sceptical. Essentially, sports psychology asks this simple question: considering the undeniable role mental life plays in deciding the outcomes of our sporting efforts, why is mental training not incorporated to the equivalent degree into the athlete's typical training? If, say, a track sprinter is susceptible to letting their head get the better of them (temper issues, nerves, anxiety), then why should they spend their training just working on their strengths (the physical side)?

B Jahangir Khan

There is a popular view, largely based on a well-known case with a prominent runner, that sports psychology is something for treating athletes with mental disorders. This has no basis in fact and stems from making assumptions based on a limited understanding of psychology and how it is used in applied settings. In my area of particular expertise, football, rugby and hockey, there exists a culture of what one psychologist calls 'folk psychology'. That is, there are usually individuals (typically an older dominant coach) who communicate non-scientific words of wisdom which, consciously or unconsciously, affect everyone, usually to detrimental effect in the long run. Think of a young player who is told to 'dig deep' and give it '110%' consistently. This gives a mental aspect to training that is non-scientific and misguided. But this is in stark contrast to the reality of modern day psychology research, which is based upon rigorous scientific methodologies.

C Brian D. Rossweller

Research into sports psychology is increasingly evidence-based, using the gold standard methodology of 'randomized control group designs'. Nevertheless, using the term 'psychology' in relation to psychological efforts with athletes, especially those involved in team sports, can be both an asset and a hindrance to understanding the field. Psychology as a field has become much more acceptable in social life. It seems that every time a person flicks through the television channels they are likely to see a psychologist talking about something or other. Thus people tend to view psychologists, including those seen on sports programmes, as knowledgeable and as providing information useful to everyday life. However, the flip side is that most people know someone who sees a clinical psychologist or therapist for a mind-related problem. In our society there has been a stigma attached to such problems and so many people have attached negative connotations to seeing a psychologist and may misunderstand the nature of seeing a sports psychologist.

D Xiu Li

There is still some distance between research and coaching practice. Sports psychology has been able to develop a relatively significant research base in the last fifteen years; aided by general experimental researchers often using athletes as an easily identifiable and obtainable population. Yet, as a practising sports psychologist I recently observed an athletics coach, whose reaction to a promising middle-distance runner losing a winning position on the last lap was to prioritise developing a sprint finish. What he didn't address was the fact that the runner failed to focus whenever he got overtaken. Then again, I also witnessed some baseball coaches doing some work - which I would have been proud of in my professional capacity - on assessing and profiling strengths and weaknesses, and also on performance anxiety. So things vary, and some trainers are clearly more knowledgeable than others. But it is not surprising that, as a result, public conceptions are confused on the issue.

Which expert

shares Khan's opinion on why public misconceptions about sports psychology have occurred?

37	
----	--

has a different view from Khan on whether some psychological training used in team sports is helpful to the players?

38	
----	--

has a different view from Rossweller on how the media regard sports psychologists?

39	
----	--

has a different opinion from the other three experts on the current state of research in sports psychology?

40	
----	--

Test 3

READING AND USE OF ENGLISH (1 hour 30 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 aspect B part C element D factor

0	A	B	C	D
---	---	---	---	---

The Japanese Bobtail

Cats have been (0) of the lives of human beings for thousands of years. One interesting breed which fascinates scientists is the Japanese Bobtail – a domestic cat with an unusual 'bobbed' tail more (1) resembling the tail of a rabbit than that of other cats. The breed has been known in Japan for centuries, and it features (2) in folklore. In many traditions, cats are frequently (3) of fear and mistrust but in Japanese stories the Bobtail tends to be (4) as a force for (5) The image of a Bobtail seated with one paw raised is considered a lucky charm.

But how did the Bobtail (6) its short tail? One legend tells of a sleeping cat whose long tail (7) fire. In a panic, it tore through the town, spreading flames everywhere. As a result, the then emperor declared that all cats should have their tails cut short as a (8) measure. Science, however, has a less 'romantic' explanation based on genetics.

- | | | | |
|-----------------|---------------|----------------|-----------------|
| 1 A nearly | B similarly | C accurately | D closely |
| 2 A prominently | B obviously | C appreciably | D significantly |
| 3 A products | B articles | C objects | D elements |
| 4 A assumed | B portrayed | C exposed | D disclosed |
| 5 A right | B virtue | C good | D truth |
| 6 A come by | B get at | C hit on | D go for |
| 7 A took | B caught | C set | D seized |
| 8 A defensive | B restrictive | C preventative | D corrective |

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).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	O	F															
---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Work experience abroad

Every year thousands (0) young people in various countries do short periods of work in other countries (9) the time they leave school and start university. Typically these involve helping in schools or hospitals, or on conservation projects. The experience the young people gain will be of great benefit in their lives. (10) a personal point of view, it gives them a sense of independence and confidence. It may also help them with their long-term career.

There are many organisations that run work experience programmes. (11) such company is Global Volunteers, (12) spokesperson Mary Cooper comments: '(13) than being an extended holiday, our placements involve learning to (14) responsibility for themselves. Young people should push themselves out of their comfort zones and do (15) productive. Doing a placement will add value to a CV, helping young people to (16) out from the crowd in the job market. Some employers look favourably on students who have the initiative and drive to complete one.'

The significance of hairstyles

ADAPTABLE

Hair is the most easily (0) part of the human body and also one of the most (17) The first barbers appeared in ancient Greece, when short hair became a sign of social status. Similarly, South American Inca chiefs had their hair short; in contrast, the hair of their citizens got (18) longer the further down the social chain they were. Barbers prospered in the days of the Roman Empire, until they were expelled from Rome, when it was discovered how much they earned.

Women have always reflected fashion through their hairstyles, sometimes quite (19) In 15th-century Europe, women would pluck the hair from the front of their heads in (20) of beauty. Three centuries later, the fashion was for huge hairstyles that made it (21) for the hairdresser to climb a small ladder. The maintenance needed to (22) these styles looked good was enormous. Today, in our more liberal world, very little is socially (23) with regard to hairstyles and technology has been enormously (24) in reducing the time we spend on our hair.

ADAPT

DISTINCT

PROGRESS

DRAMA

PURSUE

NEED

SURE

ACCEPT

BENEFIT

Part 4

Example:

0 James would only speak to the head of department alone.

ON

James to the head of department alone.

The gap can be filled with the words 'insisted on speaking', so you write:

Example:

0

INSISTED ON SPEAKING

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

25 The constant public attention on famous people must have an effect on them.

EYE

Constantly must have an effect on famous people.

26 This building would be ideal for our new office except that there are no parking facilities nearby.

FROM

This building would be ideal for our new office of parking facilities nearby.

27 It's only because of the quality of the lead singer's voice that people listen to the album.

WORTH

It's the quality of the lead singer's voice that to.

28 The hotel wasn't just far from the sea, it was expensive too.

ONLY

Not way from the sea, it was expensive too.

29 Jenny felt she had stayed too long at the party.

HIGH

Jenny felt it the party.

30 Hannah's essay doesn't have a clear enough explanation of the main point to be awarded top marks.

CLEARLY

Hannah's essay doesn't to be awarded top marks.

Part 5

You are going to read a newspaper article about research into a chemical. 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.

Oxytocin

Oliver Burkeman asks the US academic Paul Zak about his research into a chemical called oxytocin, which has an important role in our lives.

Paul Zak is renowned among his colleagues for two things he does disconcertingly soon after meeting people. The first is hugging: seeing me approach, he springs to his feet, and enfolds me in his arms. The second is talking them into having needles stuck into their arms to draw blood. I escape our encounter unpunctured, but plenty don't – willingly, of course. Zak's work has involved extracting blood from, amongst others, a couple on their wedding day, people who have been dancing, and a group in Papua New Guinea preparing to perform traditional rituals.

Having dipped into his book, *The Moral Molecule*, I know that what drives Zak's hunger for blood is his interest in oxytocin. Long known as a female reproductive hormone, oxytocin emerges from Zak's research as something much more. Being treated decently, he says, causes people's oxytocin levels to rise, prompting them to behave more decently, while experimental subjects given an artificial oxytocin boost behave more generously and trustingly. Describing the chemical as the 'moral molecule that keeps society together', Zak offers nothing less than a vast explanation of whole swathes of philosophical questions. The subtitle of the book, *the new science of what makes us good or evil*, gives a sense of this.

16 The aforementioned wedding took place at a house in England, where Zak set up the equipment needed to collect blood. He took samples, before and after the ceremony, from the bride and groom, and various guests, then transferred his spoils to his laboratory. There, he discovered the results he'd been expecting: the ceremony caused oxytocin to spike. And it did so in direct proportion to the likely intensity of emotional engagement in the event.

The bride recorded the highest increase, followed by close family members, then less closely involved friends. Mapping the wedding's oxytocin levels gave rise, in Zak's words, to an amazing human 'solar system' with the bride as the sun, the hormone finely calibrated to the emotional warmth each guest felt.

Zak's interest in oxytocin was fuelled by experiments involving the Trust Game. Participant A is invited to lend some money to a stranger, Participant B. They're told that any money A sends will triple in value, whereupon B can return some as a thank-you. According to traditional models, the game should break down before it begins. B, acting selfishly, has no reason to give any money back – and, knowing this, A shouldn't send any in the first place. However, as in previous research with this tried and tested set up, the vast majority of A-people send money, while even larger percentage of B-people return some. Zak's analysis of the oxytocin in participants' bloodstreams reveals that by sending money to B, person A is giving a sign of trust – and for person B, being on the receiving end causes oxytocin levels to increase, motivating more generous behaviour in return.

The possible implications are intriguing. Evolution has given us oxytocin, a biological mechanism that lets us be instinctively trusting and kind – or 'moral'. Mixing science and morality prompts suspicion, however. Just because something is 'natural' doesn't mean it's 'right', and efforts to derive moral codes from science rarely end well. Moreover, it's unclear what Zak means when he says oxytocin, or the lack of it, 'makes' us good or evil. Still, none of this undermines the pragmatic aspect of Zak's work. If oxytocin is the mechanism through which moral action takes place, then by manipulating oxytocin, we might boost levels of trust, generosity, and ultimately happiness.

On the other hand, what's to stop car dealers, say, pumping oxytocin into showrooms? Zak waves the matter away: it's incredibly hard to get enough oxytocin into the bloodstream. Sure, oxytocin can be stimulated in subtle ways to serve other people's agendas, 'but they're already doing that. Why do you think they have babies in adverts? To make you feel good, by provoking the release of oxytocin.' Meanwhile, he says, we should all do at least eight hugs a day, massage and even watch soppy movies – he's done the tests. Interaction on social media seems to lead to oxytocin spikes, undermining the argument that it's killing real human interaction; hormonally, it appears, the body processes it as real interaction.

- 31 What does the writer suggest about Paul Zak in the first paragraph?
- A He provokes mixed feelings in people.
 - B He understands that aggression can sometimes be useful.
 - C He can adapt himself to a variety of situations.
 - D He is capable of being very persuasive.
- 32 What does 'spoils' refer to in line 16?
- A equipment
 - B samples
 - C guests
 - D results
- 33 What is the writer's purpose in the fourth paragraph?
- A to make a counter-argument
 - B to introduce a new concept
 - C to summarise an idea
 - D to expand on a point
- 34 What does the writer say about Zak's Trust Game experiments?
- A They demonstrate the importance of money in human relations.
 - B Their artificiality means that what they tell us is of limited value.
 - C The results challenge conventional notions of human behaviour.
 - D They were constructed in a way that was clever and innovative.
- 35 What does the writer suggest in the sixth paragraph?
- A The potential exploitation of oxytocin should be given serious consideration.
 - B Zak's experimental methods are the object of some mistrust.
 - C Further work is needed to define exactly what oxytocin is.
 - D Science cannot be free of ethical considerations.
- 36 How does Zak regard the idea of deliberately manipulating oxytocin?
- A He doubts whether it's ever going to be feasible.
 - B He worries about possible commercial misuse.
 - C He advocates wider use of readily available means.
 - D He feels it's outside his area of expertise.

Part 7

You are going to read an extract from a newspaper article about travelling in Poland. Six paragraphs have been removed from the extract. Choose from the paragraphs A–G the one which fits each gap (41–46). There is one extra paragraph which you do not need to use.

Mark your answers on the separate answer sheet.

Before Google ... the alternative travel guide to Poland

Vicky Baker takes social networking back to its roots by resurrecting a travel project in Poland from the early 1990s.

'I am going to take you to my friend's studio. It's quite unusual,' says Jarek, my unofficial guide to Kraków, in one of the biggest understatements of the trip. He leads me to an old cottage. It looks abandoned, but then we are greeted by a man who, with his grey beard and sheepskin waistcoat, looks like an ageing pop star. Outside there's a two-metre-high carved totem pole and the remains of a bonfire are still burning.

later, Jim's hosts would still be willing to greet an unknown visitor from overseas. But first I would have to track them down.

As a couch surfer I am used to finding golden opportunities through strangers, but the unusual thing about this connection is that it came about after I tried to reconstruct a tourism project that was, in many ways, the precursor to modern social networking. Back in the 1980s, US-born Jim Haynes, a renowned supporter of alternative arts, had an idea. Convinced that the best travel experiences come from the people you meet, he set himself a goal: he would match inquisitive travellers with gracious hosts by creating an alternative guidebook, in a country he loved. *Poland: People to People* finally hit the bookshelves in 1991.

At first I planned to communicate only by post and sent several letters before realising I lacked the patience. Feeling a little guilty, I opted for the 21st-century solution: searching for the names on the Internet. Many were dead ends; others simply never responded. But gradually people did come forward and I received various slightly stunned replies. Before long I had meetings arranged in Kraków and Gdansk.

Eventually enough people came forward with their contact details and a willingness to participate in the scheme. Jim assembled all the names in what read like a personal address book. The cover price of £6 bought you the contact details of 1,000 strangers.

I skip the organised tours, though, and head off to meet Wladek, a 50-year-old academic. We meet in a 19th-century café, where an ultra-polite waitress sets down a massive plate of Polish dumplings before us. It is too much for any tourist to eat.

Intrigued by the idea of taking modern networking back to its roots, I wondered whether, many years

I'm charmed by Kraków and reluctant to leave Wladek, who proves to be excellent company, and the café, but I already have my next meeting arranged a 10-hour train ride away. Gdansk, with its immaculately renovated buildings and little boutiques, is clearly a world away from the city it was in the 1990s. I have arranged to meet kite-surfing enthusiast Mariusz at a restaurant there. *Poland: People to People* lives on, it seems. I know Jim will be delighted.

A Peer to peer websites are common now, but turning the idea into a book back then was a challenge. Jim sent out hundreds of letters through his already extensive network of friends and placed small ads in various Polish publications.

B My new acquaintance has hazy memories of the people he met through the book, but says he enjoys the company of visitors, as they are curious and interested in others. He shows me old photos and speaks of how life has changed here.

C What follows is one of those surreal travel experiences, where one new friend introduces you to another and another. Before long we've set off on a tour of Kraków's artistic community.

D That was easier said than done. Details were sparse; just contact details and a very short profile. 'I live in Kraków and I am a man of Kraków,' read one rather unhelpful entry.

E Jim gave me an out-of-print edition at one of the open-house dinners he runs every Sunday at his Paris home. It was like opening a little time capsule and from that moment I knew what I had to do.

F The next morning is the occasion of my impromptu adventure with Jarek, an artist I found after contacting various local galleries. He invites me for dinner and even finds the original typewritten letter Jim sent in 1989 to introduce the project.

G It is my first time in Poland, and the former is undeniably impressive. The picture-perfect main square is lined with Renaissance buildings, lively street cafés and golf carts waiting to take tourists around town.

NATURE BOOKS

A WHY ELEPHANTS HAVE BIG EARS by Chris Lavers

Chris Lavers has set out to produce a book that sits neatly between serious scholarship (he is a senior lecturer in animal ecology) and the need to satisfy the inquisitive pesterings of children. Why are ants so small? Why can a bat fly and a shrew not? And of course, why do elephants have big ears? The answer is no shocker - creatures have interacted with their habitats to evolve into the extraordinary forms they possess today. But once this principle is established, the book loses some of its charm. The book's most successful sections are where we travel through the Jurassic and Cretaceous periods of prehistory to look at how nature made its primal decisions: which species would fly and which would swim, which creatures would be warm or cold-blooded? Lavers argues that it is here we find the true answers to our questions today and the principles to safely predict our future.

B ORIGINS: The Evolution of Continents, Oceans and Life by Ron Redfern

Shortlisted for the BP Natural World Book Prize, *Origins* comprises panoramas and a wide-ranging, accessible scientific insight to make this work a fresh interpretation of the Earth's fascinating evolution. The landscape photographs were shot specifically for the book, albeit by the author himself, after consultation with leading scientists to find the location of the best-known examples of various forms and processes. The writer manages to reduce the most complex theories to digestible nuggets of information. The text is an entertaining narrative that successfully weaves recent and ancient history with science. *Origins* is a heavyweight work in more ways than one: as a test for the legs of any coffee table and as a definitive guide to our planet's evolution. It is ideal for regular dipping into as much as for in-depth reference.

C EARTH ODYSSEY by Mark Hertsgaard

Worried about the effects of our expanding population on the world's resources, Mark Hertsgaard took a world tour to see for himself how bad things really were. *Earth Odyssey* is the culmination of seven years' work, during which time he visited 19 countries. To read it is to shadow him on his tour and to observe the condition of the planet through the eyes of the people he met along the way: their living conditions, their personal struggles and triumphs. He does not try to offer his own opinions; rather he lets us make our own minds up. Hertsgaard cleverly interweaves his observations with carefully gathered evidence as he seeks to answer questions about our environment. He takes us through the industrial and agricultural revolutions, then back to the origins of the human species, to see if the past can provide any answers. Although the answers we want to hear sit uneasily with the facts, Hertsgaard presents an elegant portrait of the human species, full of character, dignity, perseverance and strength. He leaves you with a strong conviction that it is ultimately a race worth saving.

D THE VIKING ATLAS OF EVOLUTION by Roger Osbourne

Why are there no penguins in the Arctic, or polar bears in Antarctica? How is it that camels and llamas are so closely related, yet they live so far apart? The answers come down to the fact that evolution takes place according to geographical location as well as time. Using photographs, superb illustrations and more than 100 maps showing distributions of organisms, migrations, territories and biogeographic regions, the atlas graphically highlights the impact geography has had on the development of life on Earth. It charts the origins, evolution and spread of plants, reptiles, birds and mammals worldwide. It also investigates the way people have altered the world they live in, from the introduction of exotic species into fragile ecosystems to the destruction of habitats and the domestication of wild species. The accompanying text is highly informative. The atlas does not review the evolution of every 'important' life form on the planet. Rather, it chooses several case studies to highlight the evolutionary process in differing geographical settings.

Part 8

You are going to read four book reviews. For questions 47–56, choose from the sections (A–D). The sections may be chosen more than once.

Mark your answers on the separate answer sheet.

Of which book are the following stated?

It presents complicated material in manageable chunks of data.

47

The book failed to sustain the reviewer's interest throughout.

48

Readers are left to draw their own conclusions about some of the book's material.

49

Its author sought expert advice on certain aspects of the book.

50

The book is both instructive and visually appealing.

51

It looks both backwards and forwards in time.

52

Its author effectively brings together different fields of study.

53

It offers a selective, rather than comprehensive, coverage of its topic.

54

It is possible to feel a sense of involvement with the subject matter.

55

The text is a skilful mixture of data and personal comment.

56

You are going to read four extracts from online articles about childhood. For questions 37–40, choose from the extracts A–D. The extracts may be chosen more than once.

The Changing Face of Childhood in the USA

A Mary Granger

Parents often complain that childhood today seems different to what it was when they were young – when a free day meant they ran care-free out the door after breakfast and played until twilight. But they are somewhat hypocritical, because many of today's better-off children seem to have less time for such unstructured play as they face an unfortunate mass of parent-organised 'things-to-keep-kids-busy' that might include karate lessons, tutoring or ballet. Parents are increasingly unwilling to let their offspring play outside. As a result children are more protected than ever before. A generation ago children went cycling on their own, went on public transport alone, took responsibility for themselves. Some experts suggest that the whole nature of parenting was different; that it was much less hands-on and more trusting of the child.

B Max Poenbaum

The interaction between the child and the natural environment provides an authentic learning experience based on sensory absorption and investigation, but it disappears with the passing of childhood. Then adult cognitive reasoning gradually takes over as the world is seen in a more objective or scientific way. At the transition between childhood and adulthood, young people can feel in danger of having nothing stable to hold on to, caught between the trapeze of childhood that has been let go of and the trapeze of growing up not yet within his or her grasp. Now parents must become a safety net at a time when the young person feels naturally anxious and insecure. But these days, parents are struggling against the slow creep of an increasingly commercial and sexualised culture and behaviour. That very culture, which is so rightly blamed for preventing younger children from being children also undermines the parenting of teenagers.

C John P. Ondorenko

It is clear that young children have a special affinity for the great outdoors that is connected to their development and their ways of knowing and learning. This is a unique and unrepeatable ability that starts to fade during the teenage years. Even so, today's teenagers are under pressure to grow up before they are ready. Celebrity culture, adult-style clothes and music videos are all guilty of encouraging them to act older than they are. As a result they are adrift in a sea of disaffection. In particular they care less about school performance and social obedience than ever before. On the flip side, they are much more tolerant and aware of ethical issues and also more caring regarding the future of the planet. A common adolescent complaint is of ever-increasing boredom, and yet children today have no reason to be bored, partly as the number of formal, extra-curricular activities available to them is unprecedented.

D Steven Zafaria

Once the pre-teen years are gone, parents have a more aloof adolescent who is more reluctant to be touched; who would rather spend time with friends, who feels too old to play with parents, who is embarrassed by their public company, who is more private and less forthcoming, and who seems to court their disapproval through deliberate resistance and opposition. The pattern is a standard one and always has been, as any psychologist will tell you. Teenagers may think they are fully independent, fiercely so in fact, but parents must be there for them, taking a back seat, intervening less than before, but ready to listen and guide when called upon. But parenting is becoming increasingly complex. The increasingly commercialised and sexualised world we live in means that children are missing out on a proper childhood. The solution is clearly not to keep children wholly innocent until they are adults, but we have surely reached the point where some regulatory protection is required.

Which expert

has a similar view to Poenbaum on how long people's instinctive relationship with nature lasts?

37	
----	--

expresses a similar opinion to Zafaria on what the role of a parent should be regarding teenage children?

38	
----	--

has a different view from the others on whether children are growing up too fast?

39	
----	--

expresses a different opinion from Ondorenko on the value of planned activities for children?

40	
----	--

Test 4

READING AND USE OF ENGLISH (1 hour 30 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 assessment B account C expression D estimate

0	A	B	C	D

Dressing for success

Whether you like it or not, when you go for a job interview your personal appearance will be judged as an (0) of who you are. Just from looking at you, the interviewer will start (1) an opinion about your capabilities, your attitude to work and how well you might (2) their organisation. The right image is one that helps the interviewer (3) you as one of their team and (4) them that you could represent their company. So, find out about the company dress code prior to the interview, or see how people are dressed on their corporate website.

However, even if you (5) the image right, it may not (6) be remarked on. The interviewer will just sense that you 'look right', and feel (7) to being convinced that you are the right person for the job. But if you get it wrong, it can be very difficult to (8) the negative impression you may already have made.

- | | | | |
|-------------------|------------------|-----------------|--------------|
| 1 A shaping | B making | C creating | D forming |
| 2 A put up with | B settle down to | C fit in with | D live up to |
| 3 A visualise | B reflect | C observe | D foresee |
| 4 A reassures | B clarifies | C encourages | D supports |
| 5 A put | B get | C hit | D set |
| 6 A significantly | B necessarily | C appropriately | D strictly |
| 7 A open | B free | C alert | D aware |
| 8 A overtake | B overthrow | C overdo | D overcome |

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).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet:

Example: 0 N O T

How technology is helping people to talk

The term 'eye-gaze technology' may (0) mean much to most people, but it can be life-changing for anyone suffering from a severe speech problem. (9) been invited to try one such hi-tech communication aid, I find (10) sitting staring at a computer screen. As a journalist, this is nothing new for me (11) for the fact that this screen features a red dot which tracks the movement of my eyes.

I start by looking at a letter from an on-screen keyboard. However, I could, (12) I wanted to, select alternative screens (13) up of vocabulary and expressions, which, for experienced users, would (14) doubt speed things up. The letter or word I've selected pops up at the top of the screen, and slowly I build up my message. More speed would be good as this isn't a fast way to communicate, (15) with the aid of predictive text. After (16) seems like a long time, my phrase 'this is an amazing machine' is complete. I stare at the phrase and it comes back to me in a synthesised voice.

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).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 D E S P E R A T E L Y

Two sleeps per night

Sometimes we wake up in the middle of the night and try (0) hard to **DESPAIR**
get back to sleep, but instead we spend a really (17) night tossing and **COMFORT**
turning until morning. This situation could be (18) of a stressful week, **SYMPTOM**
but it could also be because of a sleep pattern we have inherited. Research
shows that our ancestors, rather than enjoying an (19) period of sleep **INTERRUPT**
at night, had two sleeps broken up by some time awake.

The eight-hours-a-night pattern that has become almost (20) to **ESSENCE**
modern humans has only been (21) in industrialised countries since **CUSTOM**
the 19th century. Then (22) electricity was introduced, which resulted **AFFORD**
in a division between night and day that became (23) blurred. What **PROGRESS**
had until then been daytime activities could now be enjoyed after darkness,
and as a result, we went to bed later. We were therefore more tired, and this
(24) us to sleep through the night. However, scientists believe that, **ABLE**
subconsciously, some people may still follow the old patterns and have a
lengthy period of wakefulness during the night.

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 three and six words, including the word given. Here is an example (0).

Example:

0 James would only speak to the head of department alone.

ON

James to the head of department alone.

The gap can be filled with the words 'insisted on speaking', so you write:

Example:

0

INSISTED ON SPEAKING

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

25 Do you mind if John joins us for the meeting?

TO

Do you have us for the meeting?

26 Dan abandoned his studies at university because he was ill.

RESULTED

Dan's his studies at university.

27 As soon as the tennis players went onto the court, it started raining.

HAD

No onto the court than it started raining.

28 'We'll have to postpone the meeting until next week, as a lot of people are on leave,' the manager said.

OFF

The manager said the meeting until the following week, as a lot of people were on leave.

29 As visibility was getting worse and worse, Bob and Jane had to cut short their sailing trip.

BUT

As visibility was getting worse and worse, Bob and Jane had cut short their sailing trip.

30 Please tick this box if you don't want us to inform you about future events.

RATHER

Please tick this box if you sent any information about future events.

Part 5

You are going to read an article about travel. 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.

SEEING THE WORLD

The taxi is late, and I get nervous. Once at the airport I'm thrown into the harsh lights of Terminal B, running with my suitcase so I can wait in a long security line. My belt buckle sets off the metal detector, and my aftershave is confiscated. By now you can probably guess the punchline of this very banal story: my flight has been cancelled due to bad weather. I will be stuck here for the next 218 minutes, my only consolation a plastic cup of coffee and the predictably tasteless sandwich. Then I will miss my connecting flight and wait, in a different city, with the same menu, for another plane. It's not the flying I mind – I will always be awed by the physics that gets a fat metal bird into the sky. The rest of the journey, however, will inevitably feel like a depressing lesson in the ills of modernity, from the pre-dawn X-ray screening to the sad airport malls peddling rubbishy souvenirs.

So why do we travel? Sometimes it's because we have to, but most travel isn't non-negotiable. (In recent years only 30% of trips over 100 kilometres were made for business.) Instead we travel because we want to, because the annoyances are outweighed by the thrill of being someplace new. Because we need a vacation. Because work is stressful. Because home is boring. Because New York is New York. Travel, in other words, is a basic human desire. We're a migratory species. But here's my question: is this collective urge to travel still a worthwhile compulsion? Or is it like the taste for fatty foods: one of those instincts we should have lost a long time ago?

The good news is that pleasure is not the only advantage of travel. In fact, several new science papers suggest that travel is essential for effective thinking. Of course it's not enough simply to jump on a plane: if we want to experience the psychological benefits of travel, then we have to rethink why we do it. An Englishman, for example, might take a short break in Paris so as not to think about those troubles he's leaving behind. But here's the twist: that tourist is actually most likely to solve his stubbornest problems while sitting in a stylish Parisian café. Our thoughts are constrained by the familiar, and with a near-infinite number of things to think about, our brain spends most of its time choosing what not to notice. As a result, imagination is traded for efficiency. Putting some space between you and home, however, makes it easier to see something new in the old; the mundane is grasped from a slightly more abstract perspective. So while contemplating some delicious French pastry, we should be mulling over those domestic riddles we just can't solve.

And that isn't the only psychological perk of travel. Recently researchers at business schools in France and the USA have reported that students who had lived abroad were 20% more likely to solve a classic experiment, known as the Candle Task, than students who had never lived outside their birth country. In this task, subjects are given a candle, a cardboard box containing drawing pins, and some matches. They are told to attach the candle to a piece of corkboard on a wall so that it can burn properly and no wax drips on to the floor. Nearly 90% of people either try to pin the candle directly to the board, or melt it with the matches so that it sticks to the board. Neither strategy works. Only a slim minority of subjects come up with the solution, which involves attaching the candle to the cardboard box with wax and then pinning the box to the board. According to the researchers, the experience of another culture gives us the open-mindedness to realise that a single thing can have multiple meanings. Consider the act of leaving food on the plate: in some Oriental countries this is seen as a compliment, a signal that the host has provided enough to eat. But in many Western countries the same act is a subtle insult, an indication that the food wasn't good enough to finish. Such cultural contrasts mean that seasoned travellers are alive to ambiguity, and more willing to accept that there are different (and equally valid) ways of interpreting the world.

- 31 What is the writer's attitude towards flying in the first paragraph?
- A He is frustrated by the inefficiencies of air travel.
 - B He is surprised by the poor standard of airport facilities.
 - C He is anxious for the flight to be over as soon as possible.
 - D He is resigned to the tediousness of the airport experience.
- 32 The writer mentions business trips to make the point that
- A relatively few people travel out of necessity.
 - B relatively few journeys are taken for pleasure.
 - C the majority of people travel without a valid reason to do so.
 - D the majority of journeys are made for the same few reasons.
- 33 What does the writer recommend in the third paragraph?
- A having a holiday so as to take a rest from everyday worries
 - B going as far away as possible rather than spending holidays at home
 - C taking full advantage of the cultural experiences that travel can offer
 - D travelling in order to gain original insights into familiar situations
- 34 According to the writer, recent 'Candle Task' results suggest a link between living abroad and
- A practical skills.
 - B mental flexibility.
 - C determination to solve problems.
 - D confidence in one's own resourcefulness.
- 35 The writer mentions leaving food on one's plate in order to highlight
- A the difficulties travellers face when interpreting cultural conventions.
 - B the importance of behaving naturally in different contexts.
 - C the wide variation in levels of politeness across the world.
 - D the effect of exposure to foreign influences.
- 36 What would be a suitable subtitle for this article?
- A How to understand the mentality of different cultures
 - B How to overcome the more inconvenient aspects of travel
 - C How distance and difference can boost our creative thinking
 - D How other places can change the way we perceive ourselves

Part 7

You are going to read part of a review of a book about grass. Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (41–46). There is one extra paragraph which you do not need to use.
Mark your answers on the separate answer sheet.

The Story of Grass

John Carey reviews *The Forgiveness of Nature; The Story of Grass* by Graham Harvey

There is no doubting the radical importance of Graham Harvey's message. His case is that grass is unique among the world's plants not just in its arctic-to-equator adaptability and species diversity, but in the power of its elaborate root system to enrich soil with useful carbon compounds. The method of land management that turns this to advantage is mixed crop and cattle farming using crop rotation.

41

This traditional, nature-based farming practice received a boost in the 17th century, when it was discovered that fertility was enormously increased if the pasture incorporated clover flowers, since clover has the ability to convert nitrogen from the atmosphere into soluble soil nitrates. In the century and a half to 1850, grain yields and animal products doubled because of the clover revolution, and British farming was able to feed an extra seven million people as the industrial revolution spurred population growth.

42

When these incentives were introduced in the last quarter of the 20th century, farmers scrambled to get rid of their cattle, plough up their pastures, and turn their farms into various kinds of cereal monoculture, with fields full of single crops. These need heavy applications of chemicals to maintain yields. The high levels of artificial nitrogen that result make the crops susceptible to disease, particularly mildew, which have to be countered with yet more chemicals in the form of fungicides.

43

Intensive agriculture has had a similar effect on hay meadows. These used to flourish in Britain, and their mix of grasses supported the evolution of a rich diversity

of animals and birds. Covering grassland with artificial fertiliser reverses this process. It allows one or two fast-growing varieties to eliminate the others, together with the wildlife they supported, producing monotonous acres of rye-grass.

44

In Harvey's view, British agriculture seems little more than an elaborate means of transferring money from the taxpayer to the pockets of the agrochemical industry, and laying waste the countryside in the process. The more intensive the farm, the more its owner can claim public subsidy. The European Union's common agricultural policy does not escape his attention. It has, in his opinion, outlawed the traditional mixed farm, since it requires farmers to choose between intensive crop or intensive cattle production.

45

Harvey runs the story of British agriculture alongside the story of the American prairies – flat grasslands without trees. Again the hero is grass, and the villains are well-meaning farmers with no understanding of ecology. The earliest American settlers, in the 17th century, saw no use for the prairies and labelled them desert. In fact, although arid, they were a rich and delicate ecosystem, supporting vast herds of bison which, at their peak, equalled in weight the entire current human population of north America. In three generations, all this was wiped out. The bison were slaughtered, and the prairies ploughed up for wheat and maize.

46

Now the prairies have to be dosed with artificial fertiliser and pesticides, and the government spends millions of dollars on irrigation. It is a depressing picture which mirrors the story across the Atlantic.

- A** But it's not just institutions that incur Harvey's anger, the phasing out of grass has also compounded the greenhouse effect. Grasslands take carbon from the atmosphere and lock it safely in the soil. They are far more effective at doing this than tropical rain forests, and Harvey contends that a return to grass-based husbandry would crucially alleviate global warming.
- B** Its presence is a result of the clearing of forest land to make way for crops and pasture. While many deplore this development it is the end result of the need to supply cheap food.
- C** With this system, cattle graze on fields consisting just of grass, known as pastures. After four years these are ploughed up and planted with food crops. At the same time, other fields on the same farm will now have been exhausted by food production, so they are returned to pasture again.
- D** The result is depressingly predictable – all these substances damage the soil and destroy its wildlife, from micro-organisms up to earthworms, insects and small mammals. The landscape falls silent.
- E** Farming of this kind is now virtually obsolete in the country, largely because farm subsidies encourage farmers to abandon crop rotation based on grass and to rely on chemical fertilisers instead.
- F** At first, yields of these crops were huge, drawing on organic matter in the topsoil accumulated over centuries. But in the next 30 years, they fell by three-quarters. Then came the 'high' winds of the 1930s, when the degraded soil literally blew away.
- G** This particular species spread with frightening speed in the 20th century. By 1984, the total area of species-rich grassland remaining in the country was just 3% of what it had been in 1930, and the destruction is continuing to the present day.

Careers in archaeology

A Jack Stone from The Archaeological Association

The visibility of archaeology on TV and in the press has increased enormously in recent years. Whether this makes it an attractive career, given an economic climate in which young people understandably favour jobs with good salaries – not common in archaeology – is debatable, but generally, it's had a positive impact. Many archaeologists are hired by small companies to work on excavations; these jobs are often interesting but don't tend to last more than a few months at a time. Then, there are those who work for government organisations, caring for the historical environment. These jobs are more stable, but there are fewer of them. Some people stay on at university doing research and teaching, and others do museum work. In my experience, most people go into archaeology with their feet firmly on the ground.

B Dr Paul Simpson, university lecturer

It's probably what they see on film and TV, but many people assume that archaeology equals digging big holes. While this is obviously an aspect of our work, the bulk of what we do nowadays is lab-based. Few university programmes cover the ground archaeology does. Spanning sciences and humanities, it requires all sorts of skills, and in my department at least, we teach everything from human evolution to the industrial revolution. The number of people wanting to study archaeology is regrettably small – tiny relative to history, for example. Potential salaries partly explain this, but it's also down to misguided school teachers saying, 'Why not choose a safe subject like business?' Perhaps they forget it's perfectly feasible to study archaeology and then succeed in an unrelated career. Having said this, half the final-year students in my department stay in archaeology, and tend to be obsessive about it. There's something about telling stories based on evidence you've discovered – and knowing that if you hadn't discovered it, no-one would have – that cannot be experienced in any other field.

C Victoria Walker, postgraduate student

I'm researching links between Roman civilisation and Ireland 2,000 years ago, which I realise non-archaeologists might think somewhat obscure. I have a fantastic bunch of academics and students

backing me up and there's a tremendous sense of being in it together. It's a challenging discipline, and one that because of the fieldwork particularly suits a hands-on person like me. Archaeology's wonderful even if you end up doing a completely different kind of job. With hindsight, I now see that the undergraduate course is as much about learning how to do things that can be used in other areas of life, like how to gather and interpret evidence, as it is about archaeology itself.

D Mark Anderson, field archaeologist

My company excavates sites before big construction projects like roads and shopping centres get started on them. Some remains date back many thousands of years, others a couple of centuries; they might be castles, temples, small houses or even just ancient farmland. Over the years, however, I've worked extensively on wetland sites like marshes and river estuaries. This means I have unusual expertise and am in demand for digs in such locations. Much of our work is practical, but we also use imagination to figure out what the tiny fragments we dig up might mean. This, I feel, is something historians, with their access to masses of evidence, tend to miss out on. People say archaeology is a luxury – today's world has far greater problems to solve than investigating how ancient people lived. It's hard to argue with this, but our troubled globe is run by people seeking quick, short-term solutions, and a deeper, longer-term understanding of humanity's history, derived from archaeology, would surely enhance their thinking.

E Tina Cray, museum manager

Even at university I was always more interested in the theoretical side of things than digging, but on graduating I assumed, like many others in my position, that excavation is what archaeology's all about. It took me a while to realise there were other paths to explore. I'm now part of a team that runs museums and heritage sites, and we provide a valuable, if underestimated, service to the community. There's the key role museums play in ensuring that knowledge of the past doesn't remain the preserve of a privileged minority. My team has also overseen an impressive rise in the number of tourists visiting museums and monuments, and this has stimulated local businesses and created jobs.

Part 8

You are going to read an article in which five people talk about careers in archaeology. For questions 47–56, choose from the books (A–E).

Mark your answers on the separate answer sheet.

Which person

suggests that archaeology has a unique appeal?

47

describes how mutually supportive archaeologists tend to be?

48

criticises people who advise against studying archaeology?

49

points out the economic contribution that archaeology can make?

50

welcomes the media profile that archaeology now has?

51

points out that jobs in archaeology can often be short-term?

52

emphasises the commitment some archaeology students feel towards their subject?

53

mentions the value of an archaeological perspective on wider issues?

54

believes archaeologists often overlook job opportunities that exist for them?

55

mentions the appeal of studying a subject with a practical side to it?

56

Part 6

You are going to read four reviews of a book entitled *Why Translation Matters*. For questions 37–40, choose from the reviews A–D. The reviews may be chosen more than once. Mark your answers on the separate answer sheet.

Why translation matters

Four reviewers give their opinions on translator Edith Grossman's book about her profession.

- A** In *Why Translation Matters*, Grossman discusses a number of complex issues. Is a translation merely a reflection in a clouded looking glass that will never mirror the true original? Is a translator merely a sophisticated tool, a human machine soon to be replaced by a computer program? She answers these and many other questions with a lyrical eloquence that is graceful and inspiring. In the process, we are also shown detailed examples of her solutions to knotty problems; here we see her joy in discovery and doing, the best reasons for pursuing a true vocation. Such inner drive is indispensable, because as she rightly says, 'Translation is a strange craft, generally appreciated by writers, undervalued by publishers, trivialised by the academic world, and practically ignored by reviewers.' And yet, where literature exists, translation exists and it is a good thing that these issues should be explored.
- B** Books by translators are few and far between. This short book was originally given as a series of three university lectures, and the ploys of a lecturer let down the writer: rhetorical questions, academic jargon. Grossman's best thinking about translation, and her best defence of translation, will be reflected in her translations themselves. It is on the rare occasions that she focuses on overcoming the challenges that her craft throws up that the book becomes more pleasurable to read. She vents her frustration on the reader, and some of this is certainly justified: translators ask for very little – simply to be read, included in the cultural debate, understood – yet almost invariably fail to be given the credit they are due. Translation, for all that it seems a technical matter, is actually anything but. It's a mode of reading so sympathetic and creative that the outcome is wholly original.
- C** There is a theory that all language is a form of translation, that we speak in order to translate the unknown into the known, the non-verbal into the verbal. Edith Grossman draws upon this theory in her book, rightly suggesting, I believe, that the translation of a literary work from one language into another involves much the same creative process as that which provoked the originating author, and the end product therefore stands alone. After a rich career, she is eminently well-qualified to speak on behalf of literary translators everywhere. Nevertheless, the role of the translator is undoubtedly one of the most unappreciated and unacknowledged in the world of literature. Grossman's beautifully crafted book draws attention to this and may help to address the problem. It is accessible to the layperson and should be required reading on all university literature courses.
- D** *Why Translation Matters* by Edith Grossman is based on three lectures she gave at a university in the US. As an expert in her field, she has won several awards and would seem to have every reason to feel secure, if not serene. It seems inappropriate, therefore, that she should devote entire pages to criticising publishers and reviewers, in particular, for failing to give translators the respect they deserve. However small-minded these comments may look on the page, they do form a significant part of Grossman's overall argument, which is that literature and translation are 'absolutely inseparable' and thus the translator is engaged in the very same activity as her author, and is, indeed, a writer herself. The translator's version of the text, she maintains, is to be considered an original, too. Grossman's approach is non-theoretical, as she ranges discursively over the usual concerns raised by (chiefly literary) translation in this ultimately charming little book.

Which reviewer

expresses a different opinion from reviewer A regarding how well the book is written?

37

shares reviewer B's view on whether a translation can be considered to be a new work in its own right?

38

has a different view from the others on Grossman's complaints about attitudes to translators?

39

shares reviewer A's view of the way Grossman describes how she deals with difficulties when translating books?

40