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CAMBRIDGE ENGLISH
SCALE

Cambridge English



ADVANCED

2

WITH ANSWERS

AUTHENTIC EXAMINATION PAPERS



Test 5

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 appreciated B valued C achieved D created

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

The Golden Gate Bridge

The Golden Gate Bridge in San Francisco (0) worldwide fame almost immediately after its completion in 1937, not just because it was a technical masterpiece but also (1) of its elegant design. The eye-catching orange-red colour of the bridge also (2) its popularity.

Construction of the road bridge started in 1933. At the time, many people doubted whether it was technically possible to span the 1,600-metre-wide strait. But despite this, the project (3) There is also a sidewalk for pedestrians on the bridge but it's quite a (4) to walk across it. For a start, it is three kilometres long and 67 metres above sea level. In extreme weather conditions, the bridge can (5) almost eight metres, which can make the crossing rather unpleasant.

The Golden Gate Bridge is at its most (6) in the morning when it is often shrouded by mist. At night, it's also spectacular because the lighting makes it seem as if the towers are (7) into the darkness. The bridge has long since (8) its record of being the longest bridge but it is still one of the world's most famous landmarks.

- | | | | | |
|---|----------------|---------------|---------------|----------------|
| 1 | A in the event | B on behalf | C as a result | D with the aid |
| 2 | A boosted | B intensified | C developed | D amplified |
| 3 | A went ahead | B moved off | C started out | D sprang up |
| 4 | A hazard | B challenge | C trial | D difficulty |
| 5 | A shake | B bounce | C sway | D wobble |
| 6 | A desirable | B enchanting | C glowing | D pleasurable |
| 7 | A dispersing | B separating | C spreading | D disappearing |
| 8 | A thrown | B lost | C missed | D resigned |

PART 2

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

Example: 0 W H E N

Doodling Is Good

The next time you are caught doodling, that is making unconscious or unfocused drawings (0) you should be listening, declare that you are simply trying to boost your concentration. Recent research suggests that, (9) than something to be frowned on, doodling should be actively encouraged because it improves our ability to pay attention. A study which compared (10) well people remembered details of a dull speech found that people who doodled throughout retained much more information than those trying to concentrate on listening.

Doodling, however, is not the same as daydreaming. It is quite common (11) people to start daydreaming when they are stuck in a boring lecture (12) listening to a tedious discussion, and then to pay little attention to what is (13) on around them. But the research suggests that doodling should no (14) be considered an unnecessary distraction. Not (15) is doodling sufficient to stop daydreaming without affecting our task performance, it may actually help keep us (16) track with a boring task.

PART 3

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

Example: 0 S A L T Y

Super Rice

Rice crops fail in drought conditions or where the soil is too (0) So work is underway to 'climate-proof' rice so it can grow in even the most (17) of conditions. Drought affects 23 million hectares of rice annually, and salt is equally (18) ; it reduces yields by 40% and consequently (19) the pressures on food supplies. Further reductions in yields are likely due to climate (20)

Scientists are attempting to produce a super rice by mixing genes from drought-tolerant plants with those from another that exploits nitrogen (21) , thus enabling it to grow without fertiliser. Comparing the new rice's (22) with that of ordinary rice, the super rice produced 17% more than the ordinary variety in individual trials and 42% more when subjected to a combination of stresses. In addition, researchers are working on improving other crops. For example, one team has developed a potato that is (23) to certain diseases. It is hoped that developments such as this will (24) the impact of climate change in developing countries.

SALT

FAVOUR

PROBLEM

INTENSE

STABLE

EFFECT

PERFORM

RESIST

LESS

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

- 25 Ben married his fiancée without his parents' knowledge.

UNAWARE

Ben's his marriage to his fiancée.

- 26 The help-desk service is not, as many people believe, restricted to customers who buy products from the company directly.

COMMONLY

The help-desk service is not, , restricted to customers who buy products from the company directly.

- 27 Jane didn't feel like going to her sister's party.

MOOD

Jane wasn't to her sister's party.

- 28 My friends and I are looking for alternative accommodation because our apartment building is being pulled down.

ELSE

My friends and I are looking for live because our apartment building is being pulled down.

- 29 Peter's colleagues didn't realise how significant the research he was doing for his PhD was.

FAILED

Peter's colleagues of the research he was doing for his PhD.

- 30 'Did our sales figures get better last month, Martha?'

ANY

'Was our sales figures last month, Martha?'

Part 5

You are going to read an article in which a young journalist talks about using social media to find a job. 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.

Using Social Networking Sites to Find a Job

Having secured her own first job recently, Patty Meissner looks at young people's use of social networking when looking for work.

In many countries, a growing number of people in their twenties are turning to social media in the hope of finding work. Services like the social networking site Twitter and the professional networking site LinkedIn offer the chance for more direct contact with would-be employers than has previously been the case. But with greater access comes a greater chance to make mistakes.

Take the case of a young jobseeker in the US who contacted a senior marketing executive via LinkedIn. The marketing executive in question had an impressive list of influential people in her contact list; people whom the young jobseeker felt could help him land a job. The marketing executive, however, had other ideas. Indignant at the suggestion that she would willingly share a list of contacts painstakingly built up over many years with a complete stranger who'd done nothing to deserve such an opportunity, she not only rejected his contact request, but sent a vicious and heavily sarcastic rejection note that has since gone viral. Those who saw the note online were appalled, and the sender probably now regrets the tone of her note, if not the message it conveyed. But if the incident makes young people think more carefully about how they use social media in a professional capacity, she may have actually ended up doing them a favour. She has drawn attention to an unfortunate truth. Social media is a potentially dangerous tool for job hunters who don't know how to use it. And a worrying number are getting it wrong.

There's a horrible irony here, because in many countries social networking sites like Facebook and Twitter have been the bread and butter of twenty-somethings' social lives for years. When my generation were teenagers, social media was our escape from the prying eyes of parents and teachers. It was a cyber extension of the playground pecking order – a place to impress, to embellish and experiment. It was a world based largely on fantasy. You could find yourself in a three-hour conversation with someone online and then completely ignore them at school. With careful picture/song selection for your Facebook page, you could become a completely different and much more intriguing person overnight. And if you couldn't be bothered with conversation, 'poking' people on Facebook was a legitimate alternative.

However, when it comes to using social media for professional networking, our very knowledge and experience of sites like Facebook may actually be a hindrance. Using social media in a professional capacity is a completely different ball game, but for some twenty-somethings, the division is not clear cut. We first earned our online presence by being bold and over-confident, which could explain why some of us still come across like this. Just because a lot of people 'liked' your posts on Facebook, it doesn't mean you'll be able to use LinkedIn to show potential employers that you're someone worth employing. We need to realise that what we learned about social networking as teenagers no longer applies, and we must live up to employers' standards if we want to get on in the world of work.

One of the most common complaints from employers regarding young jobseekers on professional networking sites is that they're over-familiar in their form of address, and appear arrogant. This serves to perpetuate older generations' perceptions of us as an 'entitled generation'. In fact, we're very far from this; in many countries we're increasingly desperate about finding employment, which is why many of us are turning to social media in the first place. This impression of arrogance hurts the employment prospects of young people who – despite their communication errors – actually possess the skills and drive to become a valuable part of the workforce.

So what's the right way to contact someone on a professional networking site? Firstly, explain clearly who you are, and let the person you're writing to know what's in it for them – maybe you could offer to do a piece of research for them, or assist in some other way. This approach gives you a much better chance of getting a useful reply. Refrain from sending impersonal, blanket emails, and keep the tone humble if you want to avoid leaving a sour taste in the recipient's mouth. Remember – social media can be a great way to make useful contacts, but it needs careful handling if you don't want the door slammed in your face.

- 31 How did the senior marketing executive feel about the jobseeker who contacted her?
- A annoyed by the timing of his message
 - B regretful that she had to reject his request
 - C furious at his assumption of her cooperation
 - D surprised that he offered her nothing in return
- 32 What does the writer say about the senior marketing executive?
- A Her note was an attempt to gain publicity.
 - B Her attitude is not unusual on social networking sites.
 - C She has unintentionally helped those looking for work.
 - D Someone of her experience should treat jobseekers better.
- 33 What point does the writer make about social networking sites as used by her own generation?
- A They gave teenagers the impression that real conversation wasn't necessary.
 - B Teenagers used them to avoid having to engage with people they didn't like.
 - C They gave teenagers the chance to escape from their boring lives.
 - D The personalities and relationships teenagers had on them didn't reflect reality.
- 34 As regards professional networking, the writer believes that many people of her generation
- A have exaggerated opinions of their own employability.
 - B over-estimate the use of social media in the world of work.
 - C fail to distinguish between social networking for pleasure and for work.
 - D are unaware of the opportunities that professional networking sites can offer them.
- 35 In the fifth paragraph, the writer says that young jobseekers feel
- A certain that they are entitled to good jobs.
 - B concerned that they may not be offered work.
 - C certain that they have the ability to be useful as employees.
 - D concerned that they are giving the wrong impression to employers.
- 36 What does the writer advise jobseekers to do?
- A tell prospective employers what they may gain in return
 - B research the recipient carefully before they make contact
 - C give careful consideration to the type of work they are seeking
 - D approach only people they have a real chance of hearing back from

PART 7

You are going to read a magazine article about rock climbing. 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.

Impossible Rock

On the northern coast of Oman, climbers test themselves against knife-edge cliffs

We're standing on a pebble beach in northern Oman with a group of local men who are fishing. Behind us rises a sheer 1,000-metre cliff that shimmers under a blistering midday sun. 'Do you mind if I look around?' Alex asks. 'You can do as you please,' says the elder. As Alex wanders off, we explain to the Althouri fishermen that we're professional rock climbers on an exploratory visit.

41

There are six of us in our team, including Alex, one of the best young climbers in the world. Suddenly one of the men stops in his tracks, points up at the towering cliff, and starts shouting. A thousand feet above us Alex is climbing, antlike, up the rock wall. The Althouris are beside themselves with a mix of excitement and incredulity.

42

In 28 years of climbing I've never seen rock formations as magical. In places the land rises straight from the ocean in knife-edged fins. Proximity to the sea makes these cliffs perfect for deepwater soloing, a specialized type of climbing in which you push up as far a wall as you can, then simply tumble into the water. It sounds harmless enough, but an out-of-control fall can result in serious injury or even death.

43

Wasting no time, Alex laces up his climbing shoes, dives from the boat, and swims to a cliff where the ocean has carved out a cavern with a five-metre overhang. Within minutes he has reached the cavern's ceiling, where he finds a series of tiny hand holds along a protruding rib of dark grey

limestone. It's exactly the kind of challenge he has been looking for, with every move more difficult than the one before.

44

'Come on!' I scream, urging him to finish his new route. Alex lunges over the lip, but his legs swing out, and he peels off the rock and leaps into the water. That night we anchor in the bay at the base of a 150-metre Gothic tower we dub the 'sandcastle.' Before joining Alex for the climb the next morning, I suggest we take along safety gear. The young climber scoffs, saying that it's nothing more than a hike. I think of myself as a young 44-year-old, but trying to keep up with him makes me realise how old I'm getting.

45

And now I'm slightly annoyed again, about his disregard for whether I'm comfortable. The rock here is badly shattered, what climbers call choss. Clinging to the dead-vertical wall, I test the integrity of each hold by banging it with the heel of my hand. Sometimes the rock sounds hollow or even moves. Staring down between my legs, I see the boat bobbing in the bay far beneath us. By the time I plop down on the ledge beside him, my nerves are frazzled.

46

As I turn to my youthful partner for his thoughts, I see he's already packed up. For him the moment of wonder has passed. 'Let's go,' Alex says impatiently. 'If we hurry, we can get in another climb before dark.'

- A From there we sail toward the 'Lion's Mouth,' a narrow strait named for the fang-like red and orange limestone pillars that jut from an overhang at its entrance. Alex spends the day working on a 60-metre route up one of the pillars.
- B 'What are they saying?' I ask our translator. 'It's hard to explain,' he replies. 'But essentially, they think Alex is a witch.' I can understand why. Even for me, Alex's skills are hard to grasp. But so is this landscape.
- C The claw-like fingers of the Musandam Peninsula below glow orange with the setting sun. Looking down at the tortuous shoreline, which fans out in every direction, we're gazing at a lifetime's worth of climbing.
- D One of the other places we thought would be perfect for visiting by boat is As Salamah, an island in the Strait of Hormuz. We arrive in early afternoon and discover a giant rock rising from the sea. Since there is nowhere to anchor, we drop the sails and use the engines to park the boat just offshore.
- E I'd already had a similar moment of awareness earlier in the trip when Alex had scampered up a 500-metre wall with our rope in his pack. 'Hold on a second!' I'd yelled. What if the rest of us needed it? 'Don't worry,' he'd replied. 'I'll stop when I think we need to start using the ropes.'
- F The men puff on the pipes and nod. The mountainous peninsula on which they live is an intricate maze of bays and fjords. Few climbers have ever touched its sheer limestone cliffs. We had learned of the area's potential from some British climbers who visited ten years ago.
- G Some defy belief. Hanging upside down, holding on to bumps in the rock no bigger than matchboxes, Alex hooks the heels of his sticky-soled shoes over a small protrusion. Defying gravity, he lets go with one hand and snatches for the next hold. Then the rock becomes too slick for a heel hook so he dangles his legs and swings like a chimpanzee from one tiny ledge to the next.

Part 8

You are going to read an article about risk taking. 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.

Which section includes

the use of car imagery to help explain neural activity?

47

mention of one person's interest in the history of risk taking?

48

details of the process used to investigate the brain's mechanics?

49

a chemical-based explanation as to why people have such varied attitudes towards risk taking?

50

a well-known theory that explains why people take risks during everyday activities?

51

specific examples of what a person could lose if risk taking goes wrong?

52

mention of a common confusion about the chemical causes of risky behaviour?

53

a judgement of another person's stated belief about risk taking?

54

a reference to the fact that some people become addicted to the chemical reaction experienced in risk taking?

55

a description of a biological process initiated by fear in humans?

56

The Mystery of Risk

Jodie O'Rourke reviews current thinking about what lies behind risk taking

- A** Exploration of all sorts is rooted in the notion of taking risks. Risk underlies any journey into the unknown, whether it is a ship captain's voyage into uncharted seas, a scientist's research on dangerous diseases, or an entrepreneur's investment in a new venture. Some of the motivations for taking risks are obvious – financial reward, fame, political gain, saving lives. But as the danger increases, the number of people willing to go forward shrinks, until the only ones who remain are the extreme risk takers. This is the mystery of risk: what makes some humans willing to jeopardize their reputation, fortune, and life and to continue to do so, even in the face of dire consequences? Scientists have now begun to open up the neurological black box containing the mechanisms for risk taking and tease out the biological factors that may prompt someone to become an explorer. Their research has centred on neurotransmitters, the chemicals that control communication in the brain.
- B** One neurotransmitter that is crucial to the risk taking equation is dopamine, which helps control motor skills but also helps drive us to seek out and learn new things as well as process emotions such as anxiety and fear. Robust dopamine production holds one of the keys to understanding risk taking, says Larry Zweifel, a neurobiologist at the University of Washington. 'When you're talking about someone who takes risks to accomplish something, that's driven by motivation, and motivation is driven by the dopamine system. This is what compels humans to move forward.' Dopamine helps elicit a sense of satisfaction when we accomplish tasks: the riskier the task, the larger the hit of dopamine. Part of the reason we don't all climb mountains is that we don't all have the same amount of dopamine. Molecules on the surface of nerve cells called autoreceptors control how much dopamine we make and use, essentially controlling our appetite for risk.
- C** In a study conducted at Vanderbilt University, participants underwent scans allowing scientists to observe the autoreceptors in the part of the brain circuitry associated with reward, addiction, and movement. People who had fewer autoreceptors – that is, who had freer flowing dopamine – were more likely to engage in novelty-seeking behaviour, such as exploration. 'Think of dopamine like gasoline,' says neuropsychologist David Zald, the study's lead author. 'You combine that with a brain equipped with a lesser ability to put on the brakes than normal, and you get people who push limits.' This is where the discussion often mixes up risk takers with thrill seekers or adrenaline junkies. The hormone adrenaline is designed to help us escape from danger. It works like this: When the brain perceives a threat, it triggers the release of adrenaline into the bloodstream, which in turn stimulates the heart, lungs, muscles, and other parts of the body to help us flee or fight in a life-threatening situation. This release generates a feeling of exhilaration that continues after the threat has passed, as the adrenaline clears from the system. For some people, that adrenaline rush can become a reward the brain seeks. They are prompted to induce it by going to scary movies or engaging in extreme sports.
- D** Acclimating to risk is something we all do in our daily lives. A good example of this occurs when learning to drive a car. At first, a new driver may fear traveling on freeways, but over time that same driver with more experience will merge casually into speeding traffic with little consideration for the significant potential dangers. What is commonly referred to as the 'familiarity principle' can also be applied to help explain the lack of fear associated with high-risk situations. By practising an activity, humans can become used to the risk and manage the fear that arises in those situations. The notion that we are all descended from risk takers fascinates writer Paul Salopek. 'Early humans leaving the Great Rift Valley in Africa thousands of years ago were the first great explorers,' he reasons. 'At our innermost core we are all risk takers. And this shared willingness to explore our planet has bound our species from the very beginning.' It's a noble idea, albeit a dopamine-based one!

You are going to read four extracts from articles in which experts give their views on climate change. For questions 37–40, choose from the experts A–D. The experts may be chosen more than once.

Mark your answers on the separate answer sheet.

Can We Reduce Climate Change?

Four experts give their views on whether it is possible to mitigate the effects of global climate change.

- A** The extreme weather conditions experienced in recent years are a clear indication that global warming is underway, and that future climate patterns will certainly follow the trajectory predicted unless measures are taken to lessen the impact of fossil fuel use. And yet the scenario is not as hopeless as many fear. Figures show that nations which are undergoing rapid economic growth are indeed causing a sizeable upsurge in global greenhouse gas (GHG) emissions at the present time. However, the GHG per person of these regions is currently still far below that of much of the world, and with their adoption of increasingly efficient technologies, it is unlikely that their GHG per person will ever equal that of Europe or North America. Indeed, my view is that the growing pace of scientific advancement will eventually find the means to mitigate and even reverse the consequences of climate change.
- B** There is no doubt that increasing industrialisation has had a measurable impact on GHG emissions, with consequences for climate and the environment. As for the future, however, even the most expert calculations are no more than speculation. What is more, even if the situation were to reach the catastrophic proportions that some foresee, this will not herald the end of life on earth as we know it. There have been many great climatic variations throughout history, and life forms have always adapted and survived. I see no reason why this period of change should be any different. And in the shorter term, it seems likely that GHG emissions will soon stabilise. The technologies to harness wind, wave and solar power have been in place for many years now, and as oil and gas become ever scarcer, markets will inevitably switch to more efficient and renewable resources.
- C** Despite recommendations from the Intergovernmental Panel on Climate Change, only a handful of countries have achieved any reduction in GHG emissions in recent years, while many developing countries have massively increased their fossil fuel use and hence their GHG emissions. It also seems probable that these levels will go on rising for decades, eclipsing any potential reductions elsewhere in the world. And while some sceptics question the accuracy of climate change forecasting, one cannot ignore the fact that most models produce strikingly similar results. This, to my mind, is evidence enough that something should be done. The potential consequences of failing to heed the warning signs is another question entirely. Even if it is too late to reverse the effects of global warming, I believe that the natural environment, and all its complex relationships, may eventually modify to cope with the changes. The earth is more resilient than we think.
- D** One only has to look at the world's GHG levels to realise that climate change is a real and urgent issue. Forecasts made in previous decades – anticipating hurricanes, floods and record temperatures – have proved correct, indicating that models of future trends are also likely to be accurate. Countries becoming newly industrialised are producing GHG emissions to such an extent as to erode all other countries' efforts to stabilise the world's temperature. This situation is likely to continue for some years yet. Thus, from melting polar caps to devastated rainforests and rising sea levels, our environment and the ecosystems they support are in grave danger. The key to averting potential catastrophe, I feel, lies in human ingenuity. For example, more efficient coal power stations already generate a third less emissions than conventional ones. Man has engineered this situation, and has the capacity – and incentive – to devise inventions to confront it.

Which expert

expresses a different opinion from C about the extent to which fossil fuels will continue to be used?

37

has a different view from D on the contribution of developing countries to climate change?

38

holds a different view from all the other experts on the reliability of climate change predictions?

39

has the same view as B about whether ecosystems will adjust to the consequences of climate change?

40

WRITING (1 hour 30 minutes)

Part 1

You must answer this question. Write your answer in 220–260 words in an appropriate style.

- 1 Your class has watched a television programme on the reasons why many young people choose to live in cities. You have made the notes below:

Factors which influence why many young people prefer to live in cities:

- work
- education
- culture

Some opinions expressed in the discussion:

"There are a greater range of jobs available in cities."

"Most universities are in big cities."

"There is so much happening in big cities."

Write an essay discussing **two** of the factors in your notes which influence why many young people choose to live in cities. You should **identify which factor you think is more significant, providing reasons to support your opinion.**

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Part 2

Write an answer to one of the questions 2–4 in this part. Write your answer in 220–260 words in an appropriate style.

- 2 You work for an international company. The manager of your department would like to improve the ways in which the department trains new staff. Write a report for your manager in which you comment on the strengths and weaknesses of the current training programme and suggest how it could be improved.

Write your report.

- 3 An electronics magazine has asked for reviews of apps that readers have used. Write a review for the magazine in which you briefly describe the functions of an app you use, commenting on its strengths and weaknesses.

Write your review.

- 4 You are the student representative of your international college in London. You would like to invite a group of students from your country to visit the college, and decide to write a proposal to the college principal. In your proposal you should suggest how long the students' visit should last and briefly describe what activities should be included. You should also explain the potential benefits of the visit to the college and its students.

Write your proposal.

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 a trainee teacher called Susanna talking to her tutor.

- 1 What point does the tutor make about a teacher's attitude?
 - A A good teacher can put any subject across effectively.
 - B Students will pick up on a teacher's commitment.
 - C There's little point in a teacher trying to fake passion for a subject.
- 2 What is Susanna doing?
 - A complaining about her students' lack of enthusiasm
 - B proposing ways of making her subject more appealing
 - C asking for ideas about exercises her students could do

Extract Two

You hear a student called Sam telling his friend Ella about a concert he's been to.

- 3 Sam is trying to
 - A suggest how the visual impact could have been improved.
 - B challenge Ella's preconceptions about the music.
 - C persuade Ella to go to a similar one in the future.
- 4 In Sam's opinion, what makes the performer stand out?
 - A the influence her academic background has on her music
 - B the instinctive way she responds to her audience
 - C the high level of stage presence she displays

Extract Three

You hear a woman telling her friend about new policies adopted by her company.

- 5 Staff have been planting trees in order to
 - A promote a desirable image.
 - B encourage a spirit of mutual co-operation.
 - C compensate for environmental damage.
- 6 The company was surprised that its remote working initiative resulted in
 - A more appreciative customers.
 - B a better standard of new recruits.
 - C a more motivated workforce.

Part 2

You will hear a scientist called Jim Weller giving a talk about some robots he has created and how they function like insects called termites. For questions 7–14, complete the sentences with a word or short phrase.

Robots Like Termites

Jim says termites differ from bees in that a (7)
is not responsible for organising their building work.

Jim uses the word (8) to refer to the group of robots
he's created to function as independent units.

Jim observed termites depositing partially consumed (9)
in shared habitats, which activated a response from other termites.

Jim states that the robots receive (10) to help them correct any
errors they make.

Jim got a single robot to finish the construction of a (11) when publicly
demonstrating how simple structure building is performed.

Jim predicts that his robots will soon be able to move (12) into
position to help people cope with the threat of floods.

Jim compares both termites and his robots to brain cells, in that they all create a
superior form of (13)

A group of Turkish researchers has observed Jim's work in the hope of coming up with a
(14) they can learn from.

Part 3

You will hear an interview in which a historian called Mark Connor and a writer called Judith Monroe are talking about the history of the underground railway in London. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 Mark says that the problems which led to the creation of the railway
A resulted from poor urban planning.
B were similar to those we have today.
C typified the thinking of their age.
D only had one possible solution.
- 16 Judith believes that the engineering methods used to make the first tunnel
A worked surprisingly quickly.
B were too basic to be efficient.
C caused a minimum amount of disruption.
D resulted in the loss of too many homes.
- 17 How does Mark feel about the public reaction when the first underground line opened?
A disappointed by their reluctance to go underground
B struck by their willingness to tolerate lengthy journeys
C amused by their unfounded fears
D impressed by their general enthusiasm
- 18 Judith and Mark both say that, during the early years of its construction, the railway
A created many jobs for people.
B had a big influence on urban development.
C inspired imitators all over the world.
D made national heroes of its developers.
- 19 Judith compares certain underground stations to a classic film in that
A they are designed in the style of a particular era.
B they give a feeling of being in a cinema.
C they are a product of the same creative vision.
D they give a similar sense of size and excitement.
- 20 What does Mark think about the railway map?
A It has come to represent the city.
B It can confuse people unfamiliar with its format.
C It encourages people to use the underground.
D It is well designed for something so inexpensive.

Part 4

You will hear five short extracts in which people are talking about visits they have made to museums.

TASK ONE

For questions 21–25, choose from the list (A–H) what each speaker's reason for visiting the museum.

A to record certain images

B to view a particular exhibit

C to listen to a lecture

D to follow up on a recommendation

E to check some data

F to do some research

G to see recent renovations

H to seek expert opinion

Speaker 1 21

Speaker 2 22

Speaker 3 23

Speaker 4 24

Speaker 5 25

TASK TWO

For questions 26–30, choose from the list (A–H) what impressed each speaker most about the museum.

While you listen, you must complete both tasks.

A the helpfulness of the staff

B the relevance to local life

C the effective audio-guide

D the international appeal

E the diversity of the items on show

F the comprehensive information supplied

G the opportunities for interaction

H the authentic reconstructions

Speaker 1 26

Speaker 2 27

Speaker 3 28

Speaker 4 29

Speaker 5 30

Test 6

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 typical B usual C classic D standard

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

Solar Power for Indian Villages

Gulab Devi looks like a (0) rural woman from Rajasthan in north-west India. She can neither read nor write, but is (1) a successful pioneer in the Barefoot Solar Engineering Project, a scheme (2) to bring solar power to hundreds of villages across India. The availability of solar power (3) women from the arduous task of searching for wood for fuel and also reduces their (4) to unhealthy wood smoke.

Gulab is her family's sole breadwinner. Her job as a solar engineer (5) making electronic circuits and chargers for solar lighting panels, and she and her family are able to live comfortably on her salary.

Most of the engineers in the scheme are women, and are trained at the Barefoot College (6) by social worker Bunker Roy. His (7) is to address problems by building on skills that people already have, and then place the solutions to their problems in their own hands. Early (8) are that the project is having a powerful impact on the lives of women like Gulab.

- | | | | | |
|---|---------------|-------------|-----------------|-----------------|
| 1 | A furthermore | B besides | C nevertheless | D alternatively |
| 2 | A decided | B inspired | C proposed | D designed |
| 3 | A eases | B frees | C lightens | D lifts |
| 4 | A appearance | B liability | C exposure | D situation |
| 5 | A demands | B implies | C concerns | D involves |
| 6 | A set down | B set in | C set up | D set aside |
| 7 | A pursuit | B aim | C determination | D tendency |
| 8 | A signals | B hints | C suggestions | D indications |

Part 2

Example:

0	H	A	V	I	N	G													
---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--

Are You Happy Where You Work?

Finding a job you love is the first step to being happy at work, but (0) the right workplace environment is equally important. Creativity, hard work and bright ideas come (9) positive, happy working environments in (10) people are allowed the freedom to think, develop and express themselves. It's important for everyone to have (11) own clearly-defined work space, even if the workplace adopts an 'open plan' style, as so many offices now (12) Relaxation areas where people meet to chat and discuss ideas during office hours are regarded (13) particularly beneficial.

Adding plants to the working environment can also (14) offices to life, since they increase oxygen levels, purify the air and can create a calming and more productive environment. Finally, the lighting (15) be right, because it can have a huge effect on people's moods. If offices are too harshly lit, (16) can result in anger and headaches and lead to a lack of concentration.

Part 3

Example:

0	A	B	I	L	I	T	Y												
---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--

Camels in the Arctic?

Camels are well known for their (0) to survive the heat of the desert; however, scientists have unearthed the fossilised remains of a giant camel that (17) the forests of the High Arctic more than three million years ago. The ancient beast was almost three metres in (18) , about a third bigger than its modern (19) , the Arabian camel. Remains of the animal were found on Ellesmere Island, the most northerly and (20) island of the Canadian Arctic archipelago.

(21) from previous expeditions have shown that the camel's ancestors (22) in North America 45 million years ago, but this is the first evidence of camels so far north. According to Mike Buckley, a researcher who studied the latest remains, this ancestor of modern camels may already have developed some of the (23) that helped it survive in harsh climates – the hump for fat (24) for instance, the large flat feet ideal for either snow or sand, and the big eyes that perhaps helped when long, dark winters made visibility poor.

ABLE

HABIT

HIGH

DESCEND

MOUNTAIN

FIND

ORIGIN

ADAPT

STORE

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 Your books will be despatched on receipt of your order provided they are in stock.

SOON

We will despatch your books the order provided they are in stock.

26 Because the gym increased its fees last month, I am no longer a member.

UP

If the gym its fees last month, I would still be a member.

27 The driver said that we were delayed because an earlier train had broken down.

CAUSED

According to the driver, our breakdown of an earlier train.

28 It was Sarah's ideas that enabled us to put on a successful fashion show.

FOR

If ideas, we wouldn't have been able to put on a successful fashion show.

29 Leo was the only person in the street who didn't come to my farewell party.

EXCEPTION

Everyone in the street to my farewell party.

30 The concert should have started about three hours ago.

DUE

The concert

about three hours ago

Part 5

You are going to read an article about the future of newspapers. 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.

The Future of Newspapers

Anybody who says they can reliably forecast the future of newspapers is either a liar or a fool. Look at the raw figures, and newspapers seem doomed. Since 2000, the circulation of most UK national dailies has fallen by between a third and a half. The authoritative Pew Research Centre in the USA reports that newspapers are now the main source of news for only 26 percent of US citizens as against 45 percent in 2001. There is no shortage of prophets who confidently predict that the last printed newspaper will be safely buried within 15 years at most.

Yet one of the few reliable facts of history is that old media have a habit of surviving. An over-exuberant New York journalist announced in 1835 that books and theatre 'have had their day' and the daily newspaper would become 'the greatest organ of social life'. Theatre duly withstood not only the newspaper, but also cinema and then television. Radio has flourished in the TV age; cinema, in turn, has held its own against videos and DVDs. Even vinyl records have made a comeback, with online sales up 745 percent since 2008.

Newspapers themselves were once new media, although it took several centuries before they became the dominant medium for news. This was not solely because producing up-to-date news for a large readership over a wide area became practicable and economic only in the mid-19th century, with the steam press, the railway and the telegraph. Equally important was the emergence of the idea that everything around us is in constant movement and we need to be updated on its condition at regular intervals – a concept quite alien in medieval times and probably also to most people in the early modern era. Now, we expect change. To our medieval ancestors, however, the only realities were the passing of the seasons, punctuated by catastrophes such as famine, flood or disease that they had no reliable means of anticipating. Life, as the writer Alain de Botton puts it, was 'ineluctably cyclical' and 'the most important truths were recurring'.

Journalism as a full-time trade from which you could hope to make a living hardly existed before the 19th century. Even then, there was no obvious reason why most people needed news on a regular basis, whether daily or weekly. In some respects, regularity of newspaper publication and rigidity of format was, and remains, a burden. Online news readers can dip in and out according to how they perceive the urgency of events. Increasingly sophisticated search engines and algorithms allow us to personalise the news to our own priorities and interests. When important stories break, internet news providers can post minute-by-minute updates. Error, misconception and foolish speculation can be corrected or modified almost instantly. There are no space restrictions to prevent narrative or analysis, and documents or events cited in news stories can often be accessed in full. All this is a world away from the straitjacket of newspaper publication. Yet few if any providers seem alive to the new medium's capacity for spreading understanding and enlightenment.

Instead, the anxiety is always to be first with the news, to maximise reader comments, to create heat, sound and fury and thus add to the sense of confusion. In the medieval world, what news there was was usually exchanged amid the babble of the marketplace or the tavern, where truth competed with rumour, mishearing and misunderstanding. In some respects, it is to that world that we seem to be returning. Newspapers have never been very good – or not as good as they ought to be – at telling us how the world works. Perhaps they now face extinction. Or perhaps, as the internet merely adds to what de Botton describes as our sense that we live in 'an unimprovable and fundamentally chaotic universe', they will discover that they and they alone can guide us to wisdom and understanding.

- 31 In the first paragraph, the writer is presenting
- A his interpretation of a current trend.
 - B evidence that supports a widespread view.
 - C his prediction on the future of print journalism.
 - D reasons for the decline in newspaper readership.
- 32 What point is the writer making in the second paragraph?
- A Existing media are not necessarily replaced by new ones.
 - B The best media technologies tend to be the most long-lasting.
 - C Public enthusiasm for new types of media is often unpredictable.
 - D It is inevitable that most media technologies will have a limited life.
- 33 Which phrase in the second paragraph has the same meaning as 'held its own against' in line 10?
- A 'had their day'
 - B 'withstood'
 - C 'flourished'
 - D 'made a comeback'
- 34 In the third paragraph, the writer stresses the significance of
- A a shift in people's attitudes towards the outside world.
 - B certain key 19th-century advances in mechanisation.
 - C the challenges of news distribution in the pre-industrial era.
 - D the competition between newspapers and more established media.
- 35 What does the writer suggest is the main advantage of online news sites?
- A the flexibility of the medium
 - B the accuracy of the reporting
 - C the ease of access for their users
 - D the breadth of their potential readership
- 36 What does the writer suggest about newspapers in the final paragraph?
- A They still have an important role to play.
 - B They can no longer compete with the internet.
 - C They will have to change to keep up with the digital age.
 - D They will retain a level of popularity among certain types of readers.

Part 7

You are going to read a magazine article about ways of reusing escaped heat. 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**.

City of Heat

Escaped heat costs us money and affects our climate. Chelsea Wald reports on a grand plan to capture it and put it to good use.

Deep in the tunnels of London's underground railway, as in many around the world, it's so hot it can feel very uncomfortable. And yet in the basement of a building only a few metres away from the station a boiler is firing to heat water for someone's shower.

41

Recapturing it wouldn't just benefit our wallets. It would reverse some of the damaging effects on the climate. The good news is that several cities have found a way to hunt down their surplus heat in some unexpected places. These cities are building systems that deliver heat in much the same way that suppliers handle electricity and water. Could they point the way to the next energy revolution?

42

It was also estimated that given the right technologies, we could reclaim nearly half of that energy, although that's easier said than done. 'We often talk about the quantity of waste heat,' says David MacKay, chief scientific adviser to the UK Department of Energy and Climate Change, 'but not the quality.' Most of what we think of as 'waste heat' isn't actually all that hot; about sixty percent is below 230°C. While that may sound pretty hot, it is too cold to turn a turbine to generate electricity.

43

There, buildings tap into the system to warm their water supplies or air for central heating. Many countries are encouraging such cogeneration, as it is called. A US initiative, for example, might save

the country \$10 billion per year. And cogeneration allows power plants to bump up their efficiencies from thirty percent to almost ninety percent.

44

As it happens, there is an existing technology that can siphon energy from such temperatures, although applying it on a large scale to capture waste heat is as yet unachievable. Ground source heat pumps have been helping homeowners save on heating bills since the 1940s, when US inventor Robert Webber realised he could invert the refrigeration process to extract heat from the ground.

45

The mechanism for this is simple. A network of pipes makes a circuit between the inside of the dwelling and a coil buried underground. These pipes contain a mix of water and fluid refrigerant. As the fluid mixture travels through the pipes buried underground, it absorbs the heat from the 10°C soil.

46

This system is powerful enough to efficiently provide heat even in places as cold as Norway and Alaska. It is also cheap. Scientists around the world are now working on the idea that the way ahead is to develop city-wide grids using source-heat pumps to recycle waste on a grander scale, from sources such as subways and sewers.

- A But that's not all it can do. Reverse the process and it can cool a home in summer. If the ground is cold enough, it simply absorbs the heat from inside the building instead of from the ground.
- B It's an attractive proposition. A report in 2008 found that the energy lost as heat each year by US industry equalled the annual energy use of five million citizens. Power generation is a major culprit; the heat lost from that sector alone dwarfs the total energy use of Japan. The situation in other industrialised countries is similar.
- C Yet even this is just a drop in the ocean compared with the heat lost from our homes, offices, road vehicles and trains. However, waste heat from these myriad sources is much harder to harness than the waste heat from single, concentrated sources like power plants. What's more, it's barely warm enough to merit its name. Reclaiming that would be an altogether more difficult proposition.
- D A more successful way of using the heat is to move the heat directly to where it is needed. A number of power plants now do exactly that. They capture some or all of their waste heat and send it – as steam or hot water – through a network of pipes to nearby cities.
- E The system takes advantage of the fact that in temperate regions – regardless of surface temperature – a few metres underground, the soil always remains lukewarm and stable. These pumps can tap into that consistent temperature to heat a house in the winter.
- F While this is not what you might consider hot, it nonetheless causes the liquid to evaporate into a gas. When this gas circulates back into the building, it is fed through a compressor, which vastly intensifies the heat. That heat can then be used by a heat exchanger to warm up hot water or air ducts.
- G Rather than stewing in that excess heat, what if we could make it work for us? Throughout our energy system – from electricity generation in power plants to powering a car – more than fifty percent of the energy we use leaks into the surroundings.

Part 8

You are going to read an article about the value of boredom. 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.

Which section

- | | | | |
|--|---|----|--|
| points out a drawback in failing to allow time for mundane reflection? | <table border="1"><tr><td>47</td><td></td></tr></table> | 47 | |
| 47 | | | |
| comments on a personal experience of using a particular psychological technique? | <table border="1"><tr><td>48</td><td></td></tr></table> | 48 | |
| 48 | | | |
| comments on the broad appeal that a particular notion might potentially have? | <table border="1"><tr><td>49</td><td></td></tr></table> | 49 | |
| 49 | | | |
| suggests that boredom as a way of dealing with a problem is not a new idea? | <table border="1"><tr><td>50</td><td></td></tr></table> | 50 | |
| 50 | | | |
| distinguishes between mere reflection and conscious avoidance of mental stimulation? | <table border="1"><tr><td>51</td><td></td></tr></table> | 51 | |
| 51 | | | |
| refers to the communication of an erroneous message? | <table border="1"><tr><td>52</td><td></td></tr></table> | 52 | |
| 52 | | | |
| refers to an activity indicative of modern life taking place in various locations? | <table border="1"><tr><td>53</td><td></td></tr></table> | 53 | |
| 53 | | | |
| outlines a positive consequence of distancing oneself from technology? | <table border="1"><tr><td>54</td><td></td></tr></table> | 54 | |
| 54 | | | |
| explains that a particular finding supported existing knowledge? | <table border="1"><tr><td>55</td><td></td></tr></table> | 55 | |
| 55 | | | |
| remarks on the significance of monotony in the development of the human species? | <table border="1"><tr><td>56</td><td></td></tr></table> | 56 | |
| 56 | | | |

Time Out

It seems that embracing boredom and allowing ourselves to drift away could be good for us

A

Consider any public place where people used to enjoy a spot of silent contemplation – from train carriages and beauty spots to our local streets – and these days you'll see people plugged into their seductive electronic sources of constant stimulation. All this information overload seems like a terribly modern-day problem. But one unique thinker actually stumbled on a neat solution several decades ago: radical boredom. In 1942, a German writer called Siegfried Karcauer wrote despairingly of the massive over-stimulation of the modern city where people listening to the radio were in a state of 'permanent receptivity, constantly pregnant with London, the Eiffel Tower, Berlin.' His answer was to suggest a period of total withdrawal from stimulation – to cut ourselves off and experience 'extraordinary, radical boredom'. On a sunny afternoon when everyone is outside, one would do best to hang about the train station,' he wrote. 'Or better yet, stay at home, draw the curtains and surrender oneself to one's boredom on the sofa.'

B

Karcauer believed that actively pursuing boredom in this way was a valuable means of unlocking playful wild ideas far away from plain reality and, better still, achieve 'a kind of bliss that is almost unearthly'. It's a beautiful theory and one that would definitely hold an allure for many people. Plus modern research suggests that it might actually have a sound psychological basis. To test the potential positives of boredom, psychologist Dr Sandi Mann asked a group of 40 people to complete a task designed to showcase their creativity. But before they got started on it, a subgroup was asked to perform a suitably dull task – copying numbers from the telephone directory for 15 minutes. The data pointed to the group that had previously endured boredom displaying more creative flair during the task than the control group. According to psychologists this is normal, because when people become bored and start to daydream, their minds come up with different processes and they work out more creative solutions to problems.

C

This would suggest perhaps, that by over-stimulating our minds, we're not just making ourselves more stressed, we're also missing out on a chance to unhook our thoughts from the daily grind and think more creatively. Having said that, psychologists also point out that despite its bad reputation, boredom has a definite evolutionary purpose. Mann says 'Without it, we'd be like toddlers in a perpetual state of amazement. Just imagine it: "Wow – look at that fantastic cereal at the bottom of my bowl!" It may be very stimulating, but we'd never get anything done.' That puts me in mind of adults who are addicted to social media and smart phones – attention-seeking, scurrying around the internet screaming 'Look at this! Look at them! Look at me!' while the real world beyond the electronic devices continues on untroubled and unexamined. Meanwhile, as Mann points out, we're incorrectly teaching our actual toddlers that boredom and lack of stimulation is something to be feared rather than embraced.

D

So how do you learn to tactically embrace periods of radical boredom? The first step is realising that this is different from simply taking time to ponder what you've done since getting up that morning. 'Using boredom positively is about creating new opportunities when your mind isn't occupied and you can't focus on anything else,' says Mann. This could be as simple as staring out the window or watching the rain come down. Or heading off for a solitary walk with no fixed destination in mind, or your smart phone in your pocket. Anything that gives your mind the rare chance to drift off its moorings. 'I can really recommend it,' says Mann. 'It's a great experience – like taking a holiday from your brain.' I'm definitely sold. I'm trying to keep my phone turned off during the weekends and allow myself the odd, dreamy wallow on the sofa during the week, time permitting. And the best thing: it works. After taking a break and allowing my mind to roam, it returns refreshed and revitalized, with a fresh take on the challenges that I face during the day. When my daughter gets to an age when she's ready to whine 'I'm bored', I'll know exactly what to say!

Part 6

You are going to read extracts from four articles in which museum directors give their views on museums. For questions 37–40, choose from the extracts A–D. The museum directors may be chosen more than once.

Mark your answers on the separate answer sheet.

Museums

- A** Statistics show that museums are going from strength to strength in terms of visitor numbers, which is an encouraging sign in our computer-obsessed society. Online access increasingly rules how we approach information today, and museums have to engage with this to stay relevant. That said, a picture on a screen cannot replace material engagement with an object. Unfortunately, many people still have rather outdated ideas of what museums are like, including believing that they are high-brow institutions aimed at some international elite, which is clearly no longer the case, particularly with the smaller ones. With effort, a museum can be the heart of a community, preserving the stories which are important to those who live nearby, and I know of many such museums all over the country which are thriving.
- B** It is interesting that people who do not think twice about visiting a museum when on holiday very rarely set foot in one the rest of the time, but this is nothing to do with a failure to accommodate a wide range of people – museums definitely do that nowadays. I think it is more that, when we are entrenched in our daily routine, museums are not high on our list of priorities. Breaking out of that routine gives you the opportunity to do different things, among them things like visiting museums. Part of the appeal of museums, of course, is the chance to view objects from around the world and get a taste of another culture. Although there are rigorous export controls stopping objects of national significance being sold abroad, thanks to the internet museums can co-operate to arrange reciprocal loans for special exhibitions.
- C** Museums are clearly keen to capitalise on the possibilities offered by the internet, and it is a valuable tool for extending access. Exhibitions can remain on view on our website indefinitely after a physical show has been dismantled, and people have the opportunity to examine fascinating artefacts and works of art from all corners of the globe in much greater detail than they can in the gallery. The only downside of the increasing expectation of online access that I can see, is that provincial museums lose out to the large nationals, as their more limited resources mean they cannot hope to compete. I am convinced that this is what is behind their falling visitor numbers. Having said that, on a national level, more people feel that museums are relevant to everyone, rather than just a select few, and this has clearly made a difference.
- D** I would love to think that people come through the door of institutions such as mine because they want to open their minds to new things, but, while that may be true of a few, I know that the majority are visitors from the city who are including one or two museums in their itinerary in order to add variety. Having said that, I really hope that they leave with a wish to come back, or to try other museums. I also think there is a long way to go in terms of winning over visitors from less privileged backgrounds. In this age of fast-changing, user-friendly digital technology, many people feel intimidated by the rather dry, academic way in which many still display their exhibits. We are now working a great deal more with overseas museums and, in addition to allowing us to constantly change the items we have on display, we have found that this encourages museums, and even governments, to engage in dialogue.

Which museum director

Has a different opinion from C on the value of using digital media to present exhibits?

37	
----	--

Shares B's view on the further benefit of museums exhibiting objects from other countries?

38	
----	--

Has a different opinion from A about the success of local museums?

39	
----	--

Has a different opinion from the others about how well museums cater for all levels of society?

40	
----	--

WRITING (1 hour 30 minutes)

Part 1

You **must** answer this question. Write your answer in **220–260** words in an appropriate style.

- 1 Your class has had a discussion about the importance of stories for young children. You have made the notes below:

Ways in which stories for young children are important:

- entertainment
- education
- social values

Some opinions expressed in the discussion:

"Stories are fun."

"Stories develop children's vocabulary."

"Children find out the difference between right and wrong."

Write an essay for your tutor discussing **two** of the ways in which stories for young children are important from your notes. You should **explain which way you think is more important, providing reasons** for your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Part 2

Write an answer to **one** of the questions **2–4** in this part. Write your answer in **220–260** words in an appropriate style.

- 2 You have been studying at your international college for a year. The Principal of the college has asked you to write a report about the study resources offered to students, suggesting ways in which these resources could be improved for next year.

Write your **report**.

- 3 You have recently been on an activity holiday and decide to write a review of the holiday for a travel magazine. In your review, describe the particular activity holiday, and evaluate to what extent it met your expectations and whether you would encourage other people to try this kind of holiday.

Write your **review**.

- 4 The company you work for is considering the idea of a flexible working day, where staff are able to vary their starting and finishing time. The manager of your department has asked you to write a proposal explaining why introducing a flexible working day would benefit both the company and its employees. You should also suggest how a flexible working day could operate in your own department.

Write your **proposal**.

LISTENING (approximately 40 minutes)

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 a sportsman and a businesswoman discussing the issue of being competitive.

- 1 How does the man feel about the book he's read on competitiveness?
 - A surprised that it contradicts a well-established theory
 - B confused by the wide range of evidence it quotes
 - C unsure about certain aspects of its argument
- 2 The woman feels that in the business world, prioritising competitiveness leads to
 - A a demotivating effect on the workforce.
 - B a constant drive towards greater productivity.
 - C an obsession with short-term goals.

Extract Two

You hear two friends discussing some research into the impact of colour on memory.

- 3 They both say that
 - A restaurants use clever tactics to attract new customers.
 - B the research methods used seem valid.
 - C the same colours can affect people in different ways.
- 4 The woman feels that the teenager's findings
 - A could prove significant in the long-term.
 - B need the backing of the scientific establishment.
 - C confirm initial evidence about the way memory is viewed.

Extract Three

You hear two people discussing a television programme about music and the effect it has on the brain.

- 5 How does the woman feel about the programme?
 - A surprised by its conclusion
 - B confused by the approach it took
 - C disappointed by the lack of explanation
- 6 What do they agree about music?
 - A It has unexpected benefits.
 - B Its effects on intelligence are obvious.

Part 2

You will hear a radio report by the journalist Susie Stubbs, who has been to the tropical island of Réunion to find out about the flavouring called vanilla. For questions 7–14, complete the sentences with a word or short phrase.

Vanilla

Susie says that, despite its cost, vanilla is the world's most (7) spice.

The vanilla plant is originally from Mexico, where it depends on a local
(8) for its existence.

Susie says the term (9) is used to talk about vanilla plants on the island.

Recently the vanilla harvest has been affected by
(10) and this impacts on the price.

These days the vanilla plants are covered by (11) for protection.

Sometimes there are (12) in the vanilla seed pods to show which
farm they come from.

The vanilla pods are sun-dried and then
(13) briefly before being packed in boxes.

The boxes used to store the pods are wrapped in (14) to keep the heat in.

Part 3

You will hear a radio interview in which two young journalists – called Angus Brown and Yolanda Zouche – are talking about their work. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 In Yolanda's opinion, what is the most challenging aspect of her job?
- A finding suitable images to accompany articles
 - B trying to locate interviewees
 - C expressing herself coherently within a tight word limit
 - D working to demanding time constraints
- 16 What is it about their work that Angus and Yolanda both enjoy?
- A the variety of the projects they get involved in
 - B the challenge of reporting news effectively
 - C the opportunity to meet interesting people
 - D the appeal of searching out information
- 17 In Angus's opinion, the advantage of online newspapers over print versions is that they
- A are able to cover a greater range of topics.
 - B can keep up with events as they develop.
 - C allow interaction by readers.
 - D reach a far wider public.
- 18 What made getting a job in journalism so hard for Angus?
- A the extent of competition for posts
 - B a low level of encouragement from others
 - C a lack of previous professional experience
 - D the difficulty of establishing useful contacts
- 19 Yolanda believes that the essential requirement for a journalist entering the profession is
- A an ability to write persuasively.
 - B a clear and logical mind.
 - C a resourceful and confident character.
 - D a mastery of interviewing techniques.
- 20 Angus's recommendation for aspiring journalists is to
- A cultivate an interest in a specific field.
 - B seize every opportunity to express themselves in writing.
 - C concentrate on developing a distinct style.
 - D become a keen observer of life around them.

Part 4

You will hear five short extracts in which people are talking about strategies they've adopted for handling work-related problems.

TASK ONE

For questions 21–25, choose from the list (A–H) why each speaker decided to adopt their particular strategy.

TASK TWO

For questions 26–30, choose from the list (A–H) how each speaker felt after implementing the strategy.

While you listen, you must complete both tasks.

A to strengthen a relationship

A angry at the incompetence of colleagues

B to reassure an employer

B delighted by an unexpected benefit

C to help deal with extensive responsibilities

C upset by an unsympathetic response

D to meet the demands of colleagues

D amused by a coincidence

E to cope with unpredictability

E optimistic at the prospect of future success

F to avoid unfair criticism

F disappointed because of a misunderstanding

G to fulfil public expectations

G puzzled by people's reactions

H to get some personal space

H envious of the ability of others

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 7

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 item B article C piece D unit

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

Changing Typefaces

In what can only be described as an impressive (0) of research, a schoolboy in the USA has calculated that the state and federal governments could save getting on for \$400m a year by changing the typeface they use for printed documents.

Shocked by the number of printed handouts he was receiving from his teachers, the 14-year-old boy decided to investigate the cost. He established that ink (1) up to 60% of the cost of a printed page and is, gram for gram, twice as expensive as some famous perfumes. He then started looking at the different typefaces and discovered that, by (2) to one called Garamond with its thin, elegant strokes, his school district could reduce its ink (3) by 24% annually. Working on that (4) , the federal savings would be enormous.

(5) , earlier studies of the (6) of font choice have shown that it can affect more than just cost. The typeface that a document uses also (7) how much of the information is (8) and whether it is worth taking seriously.

- | | | | | |
|---|-----------------|-------------|-----------------|---------------|
| 1 | A represents | B measures | C equals | D indicates |
| 2 | A varying | B modifying | C adapting | D switching |
| 3 | A application | B intake | C capacity | D consumption |
| 4 | A belief | B basis | C impression | D thought |
| 5 | A Fundamentally | B Seemingly | C Interestingly | D Unusually |
| 6 | A issue | B concern | C aspect | D discussion |
| 7 | A guides | B rules | C dominates | D influences |
| 8 | A preserved | B retained | C accumulated | D gathered |

Part 2

Example:

0	U	N	D	E	R												
---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--

My First Paddle-Boarding Lesson

Here I am in a cold, windy city, (0) a very grey sky. I ask myself (9) I'm standing on an oversized surfboard in the middle of a river with nothing to help me (10) a paddle. I'm about to have my first lesson in paddle-boarding, which is a bit (11) canoeing but with only one paddle and, being upright, you can enjoy the views on offer. The teacher reassures me it's easy, which (12) nothing to reduce the pressure. I desperately try to keep (13) balance and concentrate on not falling in. I wonder if I've left it too late to back out and head for solid ground, but before I can change my mind I'm (14) the move, but not going where I want to. I hear my teacher shouting 'Paddle paddle'; I try but, (15) my best efforts, I don't make much progress. 'You need to paddle on both sides,' he says, 'because (16) you'll go around in circles. Copy me.' And finally I'm moving in the same direction as everyone else and it feels amazing.

Part 3

Example:

0	D	E	A	L	I	N	G	S									
---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--

The Joy of Mathematics

Are you good at maths? Many people would say 'no'. They have no confidence in their (0) with numbers. Maths lessons at school are remembered as hours of (17) rather than enjoyment, and this memory is (18) what colours their attitude to maths in adulthood.

DEAL

ENDURE

DOUBT

But in some ways, society is (19) of this attitude. We accept without question the need to be literate, so why isn't numeracy valued in the same way? For those who loathe maths, there seem to be (20) psychological barriers preventing them from appreciating the (21) of maths to our everyday lives.

TOLERATE

MASS

USE

But all is not lost. A professor of maths in the USA has set up a blog that aims to make maths (22) to those who missed out at school and to remove the many (23) that some people have about the subject. He wants to share some of his enthusiasm for maths, and by introducing people to the beauty of maths, (24) make it a more joyful experience.

ACCESS

ANXIOUS

HOPE

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 The biographer decided to leave out all the less interesting details of the footballer's childhood.

ANY

The biographer decided not the less interesting details of the footballer's childhood.

26 David apologised for being unable to come to the meeting next week.

COULD

David said he come to the meeting next week.

27 Since starting her new job, Charlotte has completely forgotten about the plans she used to have.

SIGHT

Since starting her new job, Charlotte has completely the plans she used to have.

28 I can never remember dates for anything, even though I really try.

MATTER

I can never remember dates for anything try.

29 The impression his boss has of Jack is that he's an ambitious person.

ACROSS

Jack an ambitious person.

30 Casper didn't mention the fact that we had met before.

REFERENCE

Casper the fact that we had met before.

Part 5

You are going to read an internet article about a work policy of unlimited leave time. 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.

Unlimited Time Off Work

Barnaby Spence considers a new idea from the world of big business

line 5 The founder of a multinational corporation recently announced that his company would no longer be keeping track of its employees' paid holiday time. The move was apparently inspired by an internet company which has instigated a similar policy. According to the founder of the multinational corporation, the idea came to him via a cheery email (reproduced in many newspapers) from his daughter. In it she sounds suspiciously like a copywriter from her father's media team. Setting aside the fact that the means by which the announcement was made seems like a hollow attempt at 'humanising' what may turn out to be a less than generous policy decision, let us ask: is the idea practical?

The internet company and the multinational corporation are fundamentally distinct – the former has 2,000 employees and provides a single service, while the latter has 50,000 employees with dozens of subsidiary companies providing services as diverse as financial services, transport, and healthcare. The approach of 'take as much time off as you want as long as you're sure it won't damage the business' seems better suited to a smaller company where employees have a better idea of each other's workloads and schedules, and so may be more comfortable in assessing whether their absence would harm the business – in any case a problematically abstract notion.

The founder of the multinational has stated that his employees may take as much leave as they want, as long as they 'feel a hundred percent comfortable that they and their team are up to date on every project and that their absence will not in any way damage the business – or, for that matter, their careers.' Is it possible to be that sure? No matter how many loose ends you manage to tie up in advance of a holiday, there is always a mountain of work to come back to. That is simply the nature of leave; you put your work on hold, but its accumulation is inevitable and beyond your control. Someone who follows these guidelines would likely not go at all, or, at the very least, would feel overly guilty about going. Increased levels of guilt lead to stress and this, together with workers not taking sufficient leave, would lead to a decrease in productivity in the long run.

The situation could be compounded by pressure from colleagues and office gossip concerning who was off when, and for how long. Such pressure already affects decisions such as when to start and end the working day. Particularly in the corporate sector, there is a culture of working late, and it is easy to see how this could translate into a 'no holiday' culture in a company with unlimited leave, where workers compete for promotion. Similarly, if the feelings of safety and entitlement that statutory leave provides are removed, people may feel unable to take the leave they require for fear of appearing lazy. Essentially, they would no longer have their legal entitlement to fall back on. Perhaps then, the policy would result in a sort of paralysis, where workers did not feel able to take their entitled leave, or, they might continue to use their statutory rights as a guideline, leaving the policy obsolete.

Modern technology, which allows us to receive work messages whenever and wherever we are, has blurred the distinction between work and leisure time. The internet company apparently began their unlimited leave policy when their employees asked how this new way of working could be reconciled with the company's old-fashioned time-off policy. That is to say, if their employer was no longer able to accurately track employees' total time on the job, why should it apply a different and outmoded standard to their time away from it? However, a potentially problematic corollary of having no set working hours is that all hours are feasibly working hours. Employees can never be sure whether or not their working hours are being monitored by their employer, causing them to internalise this scrutiny and become self-disciplining, with possibly destructive effects. Employment law exists for a reason. Workers are entitled to a minimum amount of statutory paid annual leave because periods of rest and leisure are critical to their mental and physical health. The increased morale, creativity and productivity which are cited as the desired results of the unlimited leave policy can all exist independently of worker well-being. I remain doubtful, therefore, as to whether being 'able to take as much holiday as they want' is either the true intention or the probable outcome of this policy.

- 31 What does the writer imply about the founder of the multinational corporation?
- A He is unwise to employ his daughter in his company.
 - B He is dishonestly copying an idea from another company.
 - C He is using his daughter to make a planned change appear more acceptable.
 - D He is merely trying to increase his personal popularity.
- 32 Which phrase could correctly replace 'Setting aside' in line 5?
- A As an example of
 - B Because we accept
 - C If we ignore for now
 - D Taking as a starting point
- 33 The writer compares the multinational corporation and the internet company in order to demonstrate that
- A unlimited leave is more likely to work in a more diverse company.
 - B employees in a smaller company have more loyalty to each other.
 - C it is difficult for workers to assess what is best for their company.
 - D what works in one company may be unsuitable for another.
- 34 What does the writer state about the unlimited leave policy in the third paragraph?
- A It increases the employees' workloads.
 - B It sets unreasonable criteria to consider before leave can be taken.
 - C It could harm the employees' careers in the long term.
 - D It makes them feel under an obligation to take leave at inappropriate times.
- 35 What generalisation does the writer make about office workers in the fourth paragraph?
- A They can often be unaware of their legal rights.
 - B They can have a strong influence on each other's behaviour.
 - C They tend to be more productive when there is a promotion on offer.
 - D They prefer to have fixed guidelines regarding terms and conditions.
- 36 In the last paragraph, the writer questions whether
- A it was really the staff at the internet company who had the idea for an unlimited leave policy.
 - B employees can be trusted to keep track of their working hours.
 - C abolishing a fixed work timetable actually gives workers more freedom.
 - D it is time to update the employment laws relating to paid leave.

Part 7

You are going to read a newspaper article about a project at a natural history museum. 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**.

Taking Dinosaurs Apart

Pulling apart limbs, sawing through ribs and separating skull bones are activities usually associated with surgeons rather than museum staff. However, that is exactly what is going on at the Smithsonian's National Museum of Natural History in Washington DC, USA. Renovations to the museum's dinosaur hall, which started recently, have necessitated the dismantling and removal of its collection of dinosaur and extinct mammal skeletons, some of which weigh as much as five tons.

41

One particular specimen which curator Matthew Carrano can't wait to get hold of is a meat-eating Jurassic dinosaur called Allosaurus, which has been on display for 30 years. 'Scientifically, this particular Allosaurus is well known,' he explains, because 'for a long time, it was one of the only Allosaurus specimens that represented a single individual animal.'

42

The Smithsonian's five-meter-long Allosaurus, however, is definitely one, unique individual. So once the crystallized glue holding it together is removed, researchers and conservators can get a better sense of how the creature's joints actually fitted together in life.

43

Another modification the museum plans to make to its Allosaurus is removing a couple of centimeters from its tail, which is not original fossil but casts of vertebrae. 'The tail on the Smithsonian's specimen is too long,' says Peter May, owner and president of the company in charge of dismantling, conserving, and remounting the 58 specimens in the museum's dinosaur hall. He

explains that the skeleton on display has over 50 vertebrae, when it should have something closer to 45.

44

Slicing a thin cross-section out of a leg or rib bone can help with that. By placing a slice under a microscope, researchers will be able to count growth rings on the bone, the number of which would have increased throughout the creature's life, very much like the rings on a cross-section of a tree trunk.

45

One example which Carrano wishes to investigate further is an apparent blow to the Allosaurus's left side. 'The shoulder blade looks like it has healed improperly,' he explains. If the damaged shoulder blade can be fitted together with the ribs which are held in storage, paleontologists might be able to determine the severity and cause of the damage.

Finally, Carrano hopes to be able to compare the Allosaurus with another dinosaur in the collection called Labrosaurus. Labrosaurus is known only from a single bone – a lower jaw with a distortion which is believed to have been caused by disease or injury. 'The two front teeth are missing and there's an abscess there,' Carrano explains.

46

But in order to confirm their suspicion, Carrano and his colleagues will have to wait a while. 'A lot of what we hope to learn won't be accessible to us until the exhibits have been taken down and we can have a good look at them,' he says. So he won't be able to get his hands on the Allosaurus quite yet.

- A Dismantling the Allosaurus and removing the plaster and glue covering it can also reveal whether the animal suffered any injuries when alive.
- B The Smithsonian's team should be able to take it apart in large chunks in a single day, but even once they've dismantled it they'll still have hours of work ahead of them, breaking the skeleton down further into individual bones and cleaning them.
- C These endeavors will modernize a space which has never seen a major overhaul. It will also give researchers a chance to make detailed studies of the exhibits – some of which haven't been touched in decades.
- D There are also plans to slim it down a little. When the museum first displayed the Allosaurus, preparators decided to use plaster casts of the ribs instead of the actual specimens, which resulted in a heavier-looking skeleton. Curators hope that the final, remounted skeleton will more closely resemble the dinosaur's natural shape.
- E However, this dinosaur, previously classified as a separate species is now thought to be a type of Allosaurus. Both of the specimens come from the same quarry, and what's more the Allosaurus is missing the exact same bone, so it's entirely possible that it actually belongs to the Smithsonian Allosaurus.
- F In addition to correcting mistakes such as this, made when the specimens were first displayed, Carrano would also like to determine the age of the Allosaurus.
- G There are Allosaurus skeletons in museum collections across the world, but most consist of bones from a number of different examples of the species. This has made it difficult for scientists to work out how the entire skeleton fits together.

Part 8

You are going to read an article in which four academics give their views on fiction. For questions 47–56, choose from the academics (A–D). The academics may be chosen more than once.

Mark your answers on the separate answer sheet.

Which academic

- | | | | |
|---|---|----|--|
| compares books to other story-telling art forms? | <table border="1"><tr><td>47</td><td></td></tr></table> | 47 | |
| 47 | | | |
| admits to gaps in their literary knowledge? | <table border="1"><tr><td>48</td><td></td></tr></table> | 48 | |
| 48 | | | |
| suggests a possible consequence of not reading novels? | <table border="1"><tr><td>49</td><td></td></tr></table> | 49 | |
| 49 | | | |
| points out that opinion about a book depends on the period in which it is being judged? | <table border="1"><tr><td>50</td><td></td></tr></table> | 50 | |
| 50 | | | |
| explains why readers sometimes choose to read books which are not considered classic works of literature? | <table border="1"><tr><td>51</td><td></td></tr></table> | 51 | |
| 51 | | | |
| believes that it is possible to improve any novel? | <table border="1"><tr><td>52</td><td></td></tr></table> | 52 | |
| 52 | | | |
| gives reassurance about people whose choice of reading is limited? | <table border="1"><tr><td>53</td><td></td></tr></table> | 53 | |
| 53 | | | |
| says that no-one should feel obliged to read a particular type of book? | <table border="1"><tr><td>54</td><td></td></tr></table> | 54 | |
| 54 | | | |
| gives another writer's opinion on why people enjoy reading literature? | <table border="1"><tr><td>55</td><td></td></tr></table> | 55 | |
| 55 | | | |
| defends their right to judge particular types of novels? | <table border="1"><tr><td>56</td><td></td></tr></table> | 56 | |
| 56 | | | |

Why Do We Read Novels?

We asked a group of academics for their views on the appeal of fiction

A Cathy Smith

Is a work by a prize-winning novelist better than a trashy summer blockbuster? Undoubtedly, if you're looking for a literary masterpiece. But it's not 'better' if you're simply looking for escapism. 'Literary fiction', unlike 'genre fiction' such as mystery or romance, is not about escaping from reality. Instead it provides a means to better understand the world. What makes a work deserve the title of literary fiction can be pinned down, to a certain extent, by critical analysis of the writer's techniques. Yet a huge element of the appeal of literary fiction lies in something almost indefinable – the brilliant, original idea; the insight that, once written down, seems the only way to say something. Writers of fiction have to recruit or seduce us into their world – only then do we trust them to take us on a journey with them. The books we put down after only a few pages are those which have failed to make that connection with us.

B Matteo Bianco

A novel – whether for adults or children – takes you places, emotionally and imaginatively, which you would never otherwise have visited. However, I don't think you should put yourself under any more pressure to finish 'a classic' than a kids' comic. And if by 'classics' we mean Tolstoy, Proust, Hardy and so on, then my own reading is distinctly patchy. The author Martin Amis once said that the only way we have of evaluating the quality of a book is whether it retains a readership. I think that's fair enough, though it's imprecise. A work of fiction can always be fine-tuned in such a way that the final experience for the reader is enhanced, and this fact must say something about the theoretical (if not practical) possibility of stating that one book is better than another. And while I can't prove that a single copy of a classic work of fiction is a greater gift to the world than a million trashy romances, I'm going to go ahead and say it's so anyway.

C Gita Sarka

The author Albert Camus says that the appeal of narrative art lies in its power to organise life in such a way that we can reflect on it from a distance and experience it anew. Distinct from television or film, literature allows us significant control over our experience of what's being presented to us. One book I would always tell anyone to read is *The Life and Times of Michael K* – a literary prize winner, but hated by some of my colleagues. It's a classic for me because of what it says about living in difficult times; to a lot of people it's just a bit boring and the main character doesn't speak enough. Categories such as 'literary masterpieces' and even 'literature' do not exist independently of their assessors – assessors who are bound in an era and see value in part through the eyes of that era. Personally, I find it impossible to make claims that one work is better than another. I can say why it might be worthwhile to study it, but that's all.

D George C. Schwarz

If, at a certain time in their life a person is interested in just one particular genre or author, that's fine as long as they have the opportunity of reading a wide range of books throughout their lives. These opportunities can come through family members, teachers and friends who can create the reading landscape and encourage them to look wider and further. A famous writer once said that it's easy to recognise the people who don't read fiction, as their outlook on life is narrower and less imaginative, and they find it hard to put themselves in other people's shoes. It's a generalisation, but with elements of truth. The power of fiction begins with fairy tales, nursery rhymes and picture books, which give children ways of looking at the world outside their own experience. Literature teachers often recommend reading 'the classics'. But what classics, whose and which era? In a way it doesn't matter – the key point is that one can't escape from a need for shared references and reading experience.

Part 6

You are going to read four reviews of a book about memory called *Pieces of Light*. For questions 37–40, choose from the reviewers A–D. The reviewers may be chosen more than once. Mark your answers on the separate answer sheet.

Reviews of *Pieces of Light*

Four reviewers give their opinions on a book about memory by Charles Fernyhough

- A** In my view, the most important message of *Pieces of Light* is that the 'reconstructive nature of memory can make it unreliable'. It is wrong to see memories as fixed biochemical or electrical traces in the brain, like books in a giant library that you could access if only you knew how. People are becoming increasingly aware that memory is, in fact, unstable. The stories in *Pieces of Light* may persuade a few more – and anyone who reads them will enjoy Fernyhough's effortless prose. He returns repeatedly to his central message using a sophisticated and engaging blend of findings from science, ideas from literature and examples from personal narratives. Yet in disabusing us of our misconceptions, and despite this being the stated aim of the book, Fernyhough leaves us with little sense of a scientific explanation to put in their place.
- B** 'Remembering is a serious business,' Charles Fernyhough warns. It is this respect for his subject that makes *Pieces of Light* such an immense pleasure, as Fernyhough sees the emerging science of memory through the lens of his own recollections. In the hands of a lesser writer, such reliance on personal experience could rapidly descend into self-indulgence and cliché, but Fernyhough – a psychologist and published novelist – remains restrained and lyrical throughout. As Fernyhough examines the way the brain continually rewrites our past, it is almost impossible not to question the accuracy of our recollections. Even the events that we recall with the most vivid sensory detail are not to be trusted, he maintains. Although I remain to be persuaded, Fernyhough does serve up the latest findings in neuroscience and quotes academic studies without ever baffling the reader along the way.
- C** Fernyhough, who is a popular science writer as well as an academic psychologist, wrote this book because he is worried that too many people still think of memory in terms of a vast personal DVD library. He sets out to show the reader how he believes it to actually operate, and I for one was convinced. The author plays a key role in his own book, returning to places that were very familiar to him in childhood to see how much he can remember. However, he gets hopelessly lost. Though Fernyhough is a gifted writer who can turn any experience into lively prose, these autobiographical passages are the least successful of *Pieces of Light* because they are too disconnected from any scientific insights about memory. There are also frequent references to literature. Yet whereas others might find these a distraction from the main narrative, I personally found the balance between science and literature refreshing and well judged.
- D** A major theme of Charles Fernyhough's book is that remembering is less a matter of encoding, storing and retrieving an accurate record of events, and more a matter of adjusting memories to current circumstances, which may then alter them for future recollection. He mixes the latest findings in neuroscience with in-depth case histories. Nor is Fernyhough uncomfortable using personal testimony to put warm flesh on hard science: sizeable sections of the book are taken up with him exploring his own past. These do not add greatly to the book, and it is hard for the reader not to wonder whether it is really worth the effort of ploughing on with him. This weariness is reflected in his writing style. Surprisingly, however, Fernyhough is a lucid, concise and knowledgeable guide to all the data that generally stay buried deep in specialist journals, and that is where the book really springs to life.

Which reviewer

expresses a similar opinion to B on how clearly the science is presented?

37

has a different opinion to all the others on the quality of the writing?

38

shares C's view of how well the writer brings together diverse academic disciplines?

39

has a similar view to D on the effectiveness of the writer's emphasis on his personal memories?

40

WRITING (1 hour 30 minutes)

Part 1

You **must** answer this question. Write your answer in **220–260** words in an appropriate style.

- 1 Your class has watched a TV programme on ways of keeping the urban environment clean and tidy. You have made the notes below:

Ways of keeping the urban environment clean and tidy:

- legislation
- public awareness campaigns
- public services

Some opinions expressed in the programme:

"Laws against polluting should be tougher."

"The media need to encourage people to act responsibly."

"The government needs to spend more on keeping our cities clean."

Write an essay for your tutor discussing **two** of the ways in your notes. You should **explain which way of keeping the urban environment clean and tidy is more important** and **provide reasons** to support your opinion.

You may, if you wish, make use of the opinions expressed in the programme, but you should use your own words as far as possible.

Part 2

Write an answer to **one** of the questions **2–4** in this part. Write your answer in **220–260** words in an appropriate style.

- 2 You receive this letter from a Canadian friend.

...

I'm doing a project on the use of technology in education around the world. Could you tell me about your experience of using technology for learning? What do you think are the main advantages and disadvantages of using technology for learning?

I look forward to hearing from you.

Write your **letter** in reply. You do not need to include postal addresses.

- 3 The company you work for is planning to improve the staff canteen. You have conducted a survey among employees to find out what they would like. Your manager has asked you to write a report in which you describe how you conducted your survey, explain what you discovered and recommend what you think your company should provide.

Write your **report**.

- 4 You regularly look at a website that is devoted to reviewing films. You feel that it does not contain enough reviews of films produced in your country. Write a review of a film from your country, commenting on whether you feel it is typical of films from your country and explaining why you think it would be of interest to an international audience.

Write your **review**.

LISTENING (approximately 40 minutes)

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 online privacy.

- 1 Why does the man mention his uncle?
 - A to criticise his attitude to technology
 - B to challenge a recommendation made by the woman
 - C to illustrate the power of the media
- 2 They agree that modern technology
 - A makes little difference to the accessibility of personal information.
 - B is less invasive than some people suggest.
 - C will continue to reduce people's privacy.

Extract Two

You hear two trainee chefs discussing the issue of food waste.

- 3 What does the woman think about her boss's ideas?
 - A She's surprised at his forward-looking attitude.
 - B She's dismissive of his attention to detail.
 - C She's concerned about his generosity towards customers.
- 4 In reacting to the woman's comments, the man reveals that he is
 - A determined to change practices at his own workplace.
 - B unsure about the facts she is presenting to him.
 - C doubtful whether his chef would accept new ideas.

Extract Three

You hear two students talking about an experiment into the way people perceive time.

- 5 The woman thinks the experiment was important because
 - A it provided unexpected results.
 - B it presented a great physical challenge.
 - C it raised public awareness of the subject.
- 6 She believes celebrating special events
 - A convinces people that time passes more quickly.
 - B provides people with pleasant memories.
 - C gives people a sense of structure when recalling the past.

Part 2

You will hear a woman called Sarah Harvey talking about her work with an environmental organisation which helps to protect the seas from pollution. For questions 7–14, complete the sentences with a word or short phrase.

Protecting the Seas from Pollution

The organisation Sarah works for is called (7)

Sarah was surprised to learn that seabirds have been known to eat
(8) on occasions.

Sarah says that plastic can be compared to a (9)
because of the way it absorbs dangerous substances.

Sarah learned that the toxins in plastic harm the (10)
system of many creatures.

Sarah explains how the breakdown of plastic items into small particles is caused by
(11) and the effects of the sun.

Sarah says that most plastic in the sea has its origin in (12) sources.

Sarah gives the example of (13) as something to use
instead of household detergents.

Sarah strongly advises car owners to prevent (14) from their vehicles.

Part 3

You will hear a radio interview in which two web designers called Rob Thorn and Sophie Unwin are discussing aspects of their work. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 Sophie says that the work of web designers
- A must reflect constant evolution in the field.
 - B is subject to rigid time constraints.
 - C should prioritise aesthetic considerations.
 - D is limited by technical requirements.
- 16 Sophie believes the success of a website depends on
- A the originality of its appearance.
 - B the balance of text and illustration.
 - C the emphasis on pictorial accuracy.
 - D the logical organisation of its content.
- 17 Why did Rob first turn his attention to website design?
- A It offered an exciting new challenge.
 - B It was an outlet for his training in graphic art.
 - C He discovered it was a good way to make money.
 - D He found he had a particular talent for gaming.
- 18 The change from being a freelancer to working for a company has led Sophie to feel
- A relieved she carries less responsibility.
 - B sorry she has work that is less predictable.
 - C disappointed she has less contact with clients.
 - D pleased she spends less time on administration.
- 19 What is Rob's strategy when dealing with clients?
- A to defend his own ideas vigorously
 - B to overstate the time a project will take
 - C to conduct meetings in a formal atmosphere
 - D to focus on discussing financial details
- 20 Both Rob and Sophie say they find inspiration by
- A developing a heightened perception of everyday things.
 - B appreciating new technological developments.
 - C studying the work of other designers.
 - D experimenting with other art forms.

Part 4

You will hear five short extracts in which people are talking about spending time working on a magazine.

TASK ONE

For questions 21–25, choose from the list (A–H) the benefit each speaker gained from the experience of working on a magazine.

While you listen, you must complete both tasks.

A increased confidence

B improved IT skills

C ideas for a future career

D useful contacts

E pride in an achievement

F the ability to work with colleagues

G broader knowledge of the industry

H greater self-awareness

Speaker 1

	21
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Speaker 2

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Speaker 3

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Speaker 4

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Speaker 5

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TASK TWO

For questions 26–30, choose from the list (A–H) the personal quality each speaker thinks is most important for magazine work.

A the ability to get on with people

B an attention to detail

C the ability to concentrate

D a single-minded determination

E formal qualifications

F good organisational skills

G innovative thinking

H willingness to work long hours

Speaker 1

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Speaker 2

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Speaker 3

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Speaker 4

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Speaker 5

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Test 8

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 borne B endeavoured C undertaken D committed

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

Citizen Science

'Citizen Science' is a new term given to scientific research which is (0) by members of the public, working in (1) with professional scientists and scientific institutions. The type of research involved ranges from fairly passive activities, such as downloading software which allows your home computer to analyse scientific data, to more active research such as recording (2) of endangered species in your local area.

The term 'Citizen Science' may be relatively recent, but the (3) is centuries old. Amateur scientists, particularly naturalists, have contributed to science for hundreds of years. However, the internet has (4) changed the way in which enthusiasts can work together and share their findings. One example of this is 'Galaxy Zoo', which (5) on volunteers to classify galaxies online. Within the first seven months of the project, volunteers had analysed 900,000 galaxies – a rate of analysis that would (6) have been unachievable.

In addition to aiding researchers, citizen science projects also (7) an educational purpose, encouraging more people to become actively (8) in science.

- | | | | | |
|---|-----------------|-----------------|---------------|-----------------|
| 1 | A unity | B participation | C accordance | D collaboration |
| 2 | A sightings | B visions | C detections | D looks |
| 3 | A operation | B practice | C manner | D routine |
| 4 | A fundamentally | B centrally | C principally | D primarily |
| 5 | A brought | B sent | C turned | D called |
| 6 | A anyhow | B hence | C otherwise | D thereby |
| 7 | A present | B serve | C deliver | D assist |
| 8 | A absorbed | B consumed | C dedicated | D engaged |

Part 2

Example:

0	O	N																	
---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Walking – the Best Exercise

Exercise researchers at Edinburgh University have discovered that British people walk (0) average 120km less per year than they (9) just a decade ago. Experts recommend that people should walk (10) 10,000 and 12,000 steps a day to stay healthy, but if their figures (11) to be believed, the (12) of British people only manage 3,000. Naturally, this concerns the researchers, who point out the wide range of physical and mental health benefits to people of all ages.

For people who want to take things (13) stage further and use walking as a keep-fit activity, much information is now available online on walking technique; and new exercise concepts like 'speed walking' and 'power walking' have become popular. According to these sources, it is important to relax the shoulders and keep them down, to swing the arms in time (14) the stride and to lean forward slightly from the ankles. Also, in (15) to increase walking speed, it is advised to concentrate on frequency of steps made as opposed (16) length of stride.

Part 3

Example:

0	A	R	C	H	I	T	E	C	T	U	R	A	L						
---	---	---	---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--

Living with Skyscrapers

Skyscrapers are (0) wonders of modern cities. There is an increasing (17) on them to maximise city space and tourists love to admire them. But while tall buildings look (18) from afar, in many ways their most (19) impact is at ground level.

Wind speed increases in (20) to height, and tall buildings force winds that would normally stay well above street level groundwards. This creates micro-climates at the foot of the building that feel (21) colder than surrounding areas. Skyscrapers also cast (22) shadows. In hot climates this is appreciated, but in colder countries, where the sun is welcomed, it's more likely to be a cause of (23) Groups of tall buildings also affect the transmission of sound at ground level and can result in noise being amplified to intolerable levels.

Some architects have been accused of being (24) of the impact of skyscrapers on pedestrians' lives and of disregarding the fact that, in order to encourage walking and street life, buildings need to interact with what is at their base.

ARCHITECT

RELY

AWE

SIGNIFY

RELATE

CONSIDER

SUBSTANCE

ANNOY

DISMISS

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 It's none of your business what I choose to do in my free time.

NOTHING

What I choose to do in my free time with you.

26 We will let you know if your travel itinerary needs to be changed in any way.

NOTIFY

We will that need to be made to your travel itinerary.

27 There was no need for us to rush to the station as our train was delayed.

TAKEN

We could getting to the station as our train was delayed.

28 David reduced the amount of chocolate he ate, because his doctor advised him to.

ADVICE

As a result of down on the amount of chocolate he ate.

29 That was the most stimulating lecture on climate change that I've ever heard.

MORE

I've yet stimulating lecture on climate change.

30 As soon as the company advertised the job vacancy, the applications came flooding in.

HAD

No advertised, than the applications came flooding in.

Part 5

You are going to read a magazine article about light pollution. 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.

Our Vanishing Night

If humans were truly at home under the light of the moon and stars, we would go in darkness happily, the midnight world as visible to us as it is to the vast number of nocturnal species on this planet who feel at home in it. Instead, we are diurnal creatures, with eyes adapted to living in the sun's light. This basic fact is engrained deep in our genetic make-up, even though most of us don't think of ourselves as diurnal beings any more than we think of ourselves as primates or mammals or Earthlings. Yet it's the only way to explain what we've done to the night.

We've somehow managed to engineer the night to receive us by filling it with light. This kind of control is no different from the feat of damming a river. Its benefits come with consequences – called light pollution – whose effects scientists are only now beginning to study. Light pollution is largely the result of bad lighting design, which allows artificial light to shine outward and upward into the sky, where it's not wanted, instead of focusing it downward, where it is. Ill-designed lighting washes out the darkness of night, altering light levels and light rhythms to which many forms of life, including ourselves, have adapted. Wherever man-made light spills into the natural world, some aspects of life – migration, reproduction, feeding – is affected.

For most human history, the phrase 'light pollution' would have made no sense. Imagine walking towards London on a moonlit night around 1800, when it was Earth's most populous city. Nearly a million people lived there, making do, as they always had, with candles, torches and lanterns. Only a few houses were lit by gas, and there would be no public gaslights in the streets or squares for another seven years. From a few miles away, you would have been more likely to smell London than to see its dim collective glow.

We've lit up the night as if it were an unoccupied country, when nothing could be further from the truth. Among mammals alone, the number of nocturnal species is astonishing. Light is a powerful biological force, and on many species it acts as a magnet attracting them to it. The effect is so powerful that scientists speak of songbirds and seabirds being 'captured' by searchlights on land or by the light from gas flares on marine oil platforms, circling and circling in the thousands until they drop. Migrating at night, birds are apt to collide with brightly lit tall buildings; immature birds on their first journey suffer disproportionately. Some birds – blackbirds and nightingales, among others – sing at unnatural hours in the presence of artificial light.

It was once thought that light pollution only affected astronomers, who need to see the night sky in all its glorious clarity. Unlike astronomers, most of us may not need an undiminished view of the night sky for our work, but like most other creatures we do need darkness. Denying darkness is futile. It is as essential to maintaining our biological welfare as light itself; the price of modifying our internal clockwork means it doesn't operate as it should, causing various physical ailments. The regular oscillation of waking and sleep in our lives is nothing less than a biological expression of the regular oscillation of light on Earth. So fundamental are these rhythms to our being that messing with them is akin to altering our center of gravity.

In the end, humans are no less trapped by light pollution than the frogs in a pond near a brightly lit highway. Living in a glare of our own making, we have cut ourselves off from our evolutionary and cultural heritage – the light of the stars and the rhythms of day and night. In a very real sense, light pollution causes us to lose sight of our true place in the universe, to forget the scale of our being, which is best measured against the dimensions of a deep night with the Milky Way – the edge of our galaxy – arching overhead.

- 31 In the first paragraph, what does the writer suggest about darkness?
- A It is linked to our survival instinct.
 - B Early humans became accustomed to it.
 - C We are one of the few animals who fear it.
 - D Our response to it is intrinsic to our species.
- 32 The writer refers to damming a river to underline the fact that
- A beneficial modifications can have negative effects.
 - B water and light are equally crucial to human and animal life.
 - C light pollution might have a variety of sources.
 - D it's inadvisable to interfere with key environmental features.
- 33 What point is the writer making about London in 1800?
- A It was virtually invisible at night.
 - B It was famed for its resourceful lighting.
 - C Its inhabitants were subject to strict laws regarding lighting.
 - D Its lack of illumination made it a dangerous place.
- 34 In the fourth paragraph, the writer suggests that light pollution has caused some animals to
- A develop physiological adaptations to brighter conditions.
 - B alter behavioural patterns.
 - C risk becoming endangered species.
 - D be more susceptible to predation.
- 35 In the fifth paragraph, the writer draws a comparison between 'denying darkness' (line 29) and
- A maintaining our biological welfare.
 - B modifying our internal clockwork.
 - C causing various physical ailments.
 - D altering our centre of gravity.
- 36 The overall tone of the article is one of
- A concern about how escalating light pollution will affect species in the future.
 - B regret at the loss of a fundamental aspect of our relationship with nature.
 - C optimism about our increasing awareness of a key environmental issue.
 - D doubt as to whether the effects of light pollution can ever be reversed.

Part 7

You are going to read a magazine article about geothermal power in Iceland. 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.

Geothermal Power in Iceland

Iceland makes use of geothermal power, where heat from the centre of the earth causes water below the surface to become superheated in the form of hot springs or geysers

Around 24 million years ago, Iceland first rose from the ocean as a collective of lava and gas-spewing volcanoes. Perched atop the rift between divergent North American and Eurasian tectonic plates, this island of fire and ice is still shaped by powerful subterranean forces. Eruptions, mud pools and spouting geysers are all part of daily Icelandic life.

41

Fast forward in time, and geothermal resources now produce 25% of Iceland's electrical power, as well as meeting the country's heating and hot water needs. On the face of it, Iceland appears to be sitting pretty with regard to renewable energy supplies. However, the country's geothermal resources aren't quite as clean, green or limitless as you might imagine. Studies have shown that the overuse of geothermal resources degrades water reserves permanently, or for significant lengths of time. According to energy consultant Ketill Sigurjonsson, there is an ongoing debate about just how sustainable Iceland's geothermal resources are. 'If energy companies can't find a way to stabilise the national power output, then this may create severe difficulties for them further down the line,' he explains.

42

Much of this is directed at the government's policy several years back of selling vast quantities of energy to metal-producing companies and approving construction of several smelters – the machines used to extract metals from ores. When Iceland's oldest smelter started production more than four decades ago, the country's metal industry accounted for no more than 3% of its Gross Domestic Product.

43

The smelters now consume about 75% of all electricity generated in Iceland. The contracts the government negotiated with the metal companies mean they pay

relatively little for the energy they consume. Measures are therefore being taken to reduce Iceland's dependence on metal production, with the government trying to attract other large-scale end users of electrical power.

44

'The Icelandic government and geothermal energy companies are now pushing again for the exploitation of Iceland's geothermal resources to serve industry,' says Miriam Rose, a geologist at Reykjavik-based NGO Saving Iceland. 'However, there's increasing evidence that their estimates of available energy are overstated, and there are also serious pollution considerations. Many Icelanders are very worried about this, especially as the springs and geysers are a major tourist attraction.'

45

According to the US Environmental Protection Agency, geothermal sites release around five percent of the carbon dioxide, one percent of the sulphur dioxide, and less than one percent of the nitrous oxide that's emitted by a coal-fired site of an equal size. But crucially, Reykjavik Energy's Hellisheidi and Nesjavellir geothermal plants currently emit around 28,000 tonnes of hydrogen sulphide annually. A recent study linked emissions of this gas with the increased incidence of asthma among Reykjavik's residents, and strict new government regulations established in 2010 have forced the geothermal industry to slash hydrogen sulphide emissions from its plants or face closure.

46

Perhaps the biggest shake-up in the Icelandic geothermal industry will take place if 'IceLink' – a 1,000 kilometre undersea power cable connecting the Icelandic and British grids – gets the go-ahead. Still in the conceptual stage, it would be the longest undersea cable in the world, costing around US\$6.6 billion and taking four years to build.

- A** However, not everyone is convinced that this is the way forward. Experts maintain that compared to the geological time scale of oil regeneration, geothermal energy is relatively renewable.
- B** In less than a decade, these new plants were producing 870,000 tonnes annually, virtually all destined for overseas markets. Soon, such exports were eclipsing fisheries exports in value for the first time in the island's history.
- C** Not only that, but Iceland's geothermal power sector as a whole is likely to incur public criticism. Given that the industry has already drawn some negative publicity, it could do without further condemnation.
- D** Geothermal resources may be renewable if used sustainably, but they aren't emissions free, as locals and visitors who walk the streets of Iceland's capital can testify. However, emissions rates associated with geothermal power plants are much lower than emissions from coal or natural gas-fired power plants.
- E** Given the vast amounts of energy flowing just below the ground, it's little wonder that Iceland is now pushing the boundaries of geothermal technology and resource use. While naturally hot water has long been harnessed by Iceland's inhabitants, it wasn't until the oil and gas price hikes of the 1970s that the island began to use it to produce electricity.
- F** Acting on these requirements, experiments and projects are underway at various sites to ensure that the situation is brought under control. It should soon be clear how successful they've been.
- G** It was recently announced, for example, that the national power company had signed an agreement to supply power to a new silicon production plant being constructed in Helgukvík on Iceland's southwest coast. Ecologists, however, have renewed their concerns.

Part 8

You are going to read an article about polyglots, people who speak many languages. For questions 47–56, choose from the people (A–D). The people may be chosen more than once.

Mark your answers on the separate answer sheet.

Which person mentions

a lack of concern about their identity?	47	
advice about when to fit in an important aspect of language acquisition?	48	
a reason for concentrating on one language at a time?	49	
a means of coping with the most challenging phase of language acquisition?	50	
a description of the stages in a person's language learning method?	51	
an early appreciation of an advantage of being multilingual?	52	
a long-term view of their own language learning?	53	
an emotion brought on by the sound of a language?	54	
appreciation for an experience arising from being a polyglot?	55	
the prospect of changing their language-learning goal?	56	

Natural Born Linguists

What drives multi-language speakers? Martin Williams finds out.

A Ludmila Orlova

Being multilingual is fundamental to who I am because I think in different languages. My mind starts a thought in one language, then finds a particular word in another language that fits exactly what I am thinking. Each language resonates with me in a distinct way. Russian makes me more melancholic because of its minor tone, for example. There's a downside, though: when I'm in a monolingual environment for too long, I yearn to switch to a different language. I have to think 'will this person understand me if I say something in language X?' I had an early start at learning languages. I moved to the US from the former Soviet Union when I was three and learnt English quickly. For some reason though, my primary teacher didn't think I was bright enough to study languages at secondary school, which just goes to show you that general academic achievement isn't always a good indicator of one's ability to learn a language. If I had studied languages the formal way in school, I would never have become a polyglot.

B Simon Richards

I was always fascinated by languages and accents – I tried to mimic them all the time when I was a child. At school I was always drawn to the kids who had some link to abroad and I wanted to find out more. I got to study languages at school and university eventually, and it grew from there. Today, my daily life is multilingual. I often get mistaken for other nationalities and I honestly no longer regard nationality as important. It seems almost odd for me to talk about being just British now. Learning languages is an endless and ongoing process for me, which I intend to continue for as many years as my body and mind will allow. When I'm really in the learning zone, my focus is narrow and I try to forget about my other languages. If I didn't, I'd go mad. I simply start a new language and don't think about the others, unless I see obvious links to help the learning process and to understand grammar.

C Anthony Fields

I used to spend long summers in Greece and Japan as a child, trying to play with the other kids, but none of them spoke any English. It struck me how nice it would be to be able to talk to anybody in the world, regardless of what language they spoke. Pronunciation is the most important thing for me. So I start off really basic, focusing on that. Once I feel more confident, I move on to music from the language to tune in further. The dead time when you're on a bus or doing any mundane task is ideal for squeezing in crucial subconscious language learning, which will pay off in the long run. Learning new languages never stops: there is always more to learn. But my student days are almost over and the prospect of searching for a career is looming closer – so I am thinking about taking a couple of languages to a much higher level. Speaking other languages at native level is an entirely different task to just being a polyglot.

D Liam Clarke

I did poorly in languages in school. I barely passed German and, until I was 21, I only spoke English. I moved to Spain after graduating; after six months, I still hadn't learned any Spanish. I kept telling myself that I didn't have the language gene. Eventually, I decided to put my excuses aside and dive in. It took a while, but as soon as I had a basic conversation, I got hooked. That was ten years ago, and since then I've travelled the world, learning many languages. I don't think visiting the country where the language is spoken is really that necessary nowadays, because of the internet. But if you do travel, it opens a lot of interesting doors. I recently had a birthday lunch with four generations of Italians, for example. No way would that have happened if I'd only spoken English. The initial stage is the hardest, but the only real way to get through this is to grin and bear it. I've learned to ignore the fact that I'm making mistakes. That confidence allows me to strive for the next level.

Part 6

You are going to read four extracts from articles in which scientists give their views on zoos. For questions 37–40, choose from the scientists A–D. The scientists may be chosen more than once. Mark your answers on the separate answer sheet.

The Role of Zoos

- A** I'm very well aware of the downsides of maintaining wild animals in captivity, but the fact that they're far from ideal for the particular specimens which are unfortunate enough to be held captive doesn't mean that zoos can't help wildlife in general. Those who would like them all to close should remember that many people can't afford to go and see animals in their natural habitat. I condemn completely the practice of having animals such as dolphins and monkeys put on shows for visitors, but having one of the zoo keepers give a short talk on an animal while children look at it is an excellent way of teaching them about wildlife. Furthermore, zoos, particularly the bigger, more famous ones, have become leaders in projects such as the reintroduction of captive-born animals to the wild, which are boosting efforts to save those threatened with extinction.
- B** Having worked in many different zoos over the years, I have developed something of an ambivalent attitude towards them. Zoos have always been in the entertainment business, and as long as the animals are not suffering, and the tricks they are asked to carry out are activities they would do naturally, that's fine. This doesn't mean, however, that I like seeing animals in cages. Animals in zoos are plagued with mental and behavioural problems which lead to a drastically shortened life expectancy. Far more could be done to improve their quality of life, but unfortunately, many boards and directors see their zoos as a community resource similar to the local pool or library, and fail to consider the needs of the animals when it comes to allocating budgets.
- C** The work that zoos do on a global level to co-ordinate population management of endangered species has made a real difference. One notable success in this area is the case of the Californian condor, for instance. Having said that, I still question whether we should be keeping animals in zoos at all. In recent decades, huge sums have been spent on improving the habitats of animals at many zoos, but ultimately we have to accept that an enclosure, however stimulating, isn't the right place for a wild creature. If we have to keep animals in captivity, then surely safari parks, in which the humans are enclosed in vehicles, while the animals roam free, are a better alternative. Additionally, by setting wildlife in a more natural environment, they provide real opportunities for visitors to develop their understanding of the animals, which is a claim I have never believed when it's made by zoos.
- D** I imagine that many of the strongest critics of zoos rarely set foot in one, but I would urge them to take another look. Entry charges are high, but when you look at the first-class facilities for both visitors and animals, you can see that the money is being used wisely. Zoo animals across the globe now live in conditions which closely resemble their natural habitat and allow them to behave in as natural a way as possible. It's unfortunate that, despite making these changes, some zoos have chosen to continue the practice of having animals perform for the crowds. These distasteful displays have no place in modern society. The emphasis now needs to be firmly on the well-being of animals – not just those in zoos, but also those whose continued existence in the wild is in question. This is an area where zoos could do much more to make use of their considerable expertise.

Which scientist

has a different opinion from A on whether traditional zoos serve an educational purpose?

37

has the same opinion as A on using zoo animals as a form of entertainment?

38

shares an opinion with A on the contribution that zoos make to conservation?

39

has a different opinion from D on the financial choices which zoo managers make?

40

Part 1

You **must** answer this question. Write your answer in **220–260** words in an appropriate style.

- 1 Your class has listened to a radio discussion about different ways of looking after young children. You have made the notes below:

Ways of looking after young children:

- at home with parents or other family members
- in nurseries or pre-schools
- with a professional nanny

Some opinions expressed in the discussion:

"Children develop best when they spend a lot of time with their family."

"It's important for children to learn to get along with other children."

"Nannies are trained to deal with all sorts of situations."

Write an essay for your tutor discussing **two** of the ways of looking after young children in your notes. You should **explain which way is more beneficial** and **provide reasons** to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Part 2

Write an answer to **one** of the questions **2–4** in this part. Write your answer in **220–260** words in an appropriate style.

- 2 An international lifestyle magazine has published an article which argues that pop music contributes nothing to people's lives. You have read the article and think that its ideas are too negative. Write a letter to the magazine editor in which you explain your reasons for disagreeing with the article, giving your opinion on the value of pop music in people's lives today.

Write your **letter**. You do not need to include postal addresses.

- 3 The international company where you work has recently developed a new product. Your manager has asked you to write a report about this for Head Office. You should briefly describe the product, evaluate how successful it has been so far in your region and suggest ways in which more customers could be attracted to purchase the new product.

Write your **report**.

- 4 A website has asked users to write reviews of unusual leisure activities they have tried. Your review should describe what the activity was, commenting on how far it met your expectations. You should also explain what kind of person might find this activity particularly enjoyable.

Write your **review**.

LISTENING (approximately 40 min)

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 part of a radio interview with a product designer called Charles Loughlan.

- 1 How does Charles feel about designers who put their names on products?
 - A He understands their basic needs.
 - B He is dismissive of their motives.
 - C He admires their business skills.
- 2 What does Charles suggest about a good product?
 - A Its appearance should reflect its function.
 - B It should encourage a desire to possess it.
 - C Its ecological impact should be considered.

Extract Two

You hear two friends discussing a TV interview with an actress called Celia Dent.

- 3 They agree that the interviewer made the mistake of
 - A dominating the discussion.
 - B asking predictable questions.
 - C failing to listen fully to answers.
- 4 The man says that certain film stars can be difficult to interview because
 - A they generally show a lack of spontaneity.
 - B they're unwilling to reveal their true personality.
 - C they're too anxious to promote their latest work.

Extract Three

You hear two freelance journalists talking about their work.

- 5 When talking about how he tackles a creative writing task, the man
 - A points out how easily he can assume the right frame of mind.
 - B tries to justify his antisocial behaviour when working.
 - C admits that frequent breaks can be beneficial.
- 6 What does the woman say about her earlier writing?
 - A She feels she no longer fully relates to it.
 - B She tends to draw on similar themes in her current work.
 - C She highlights the improvements she's noticed in her work.

Part 2

You will hear a woman called Janine Rogers giving a talk about her work. For questions 7–14, complete the sentences with a word or short phrase.

Working with Chocolate

Janine trained as a (7) before working for her current employer.

Janine found her background particularly helpful when working on a project to put
(8) into chocolate.

Janine uses the word (9) to describe chocolate as a
substance to work with.

Janine mentions the method of (10) the cocoa beans as
a variable affecting the taste of her chocolate.

Janine says that ideas for new types of chocolate generally come from her company's
(11) department.

Janine says the staff responsible for (12) play a
surprisingly important role in developing a new chocolate product.

Janine gives the example of (13) as a group that need to
be considered when designing the label for a product.

Janine thinks that (14) is the most essential quality needed for her job.

Part 3

You will hear part of an interview with two sports psychologists called Sheila Forbes and Peter Maxton. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 Sheila explains that her role involves
- A preventing players from becoming over-confident.
 - B responding to whatever players feel they need to improve.
 - C enabling players to train aggressively.
 - D persuading players that her techniques can really benefit them.
- 16 Sheila says one strategy she uses to achieve her goals is to
- A encourage players to replicate good features of others' performance.
 - B ask players to share with her the way they control their anxieties.
 - C get players to examine their effectiveness as team members.
 - D trace the causes of negative thinking in players.
- 17 Sheila and Peter both think that it's important for sports psychologists
- A to have wide experience in a range of different sports.
 - B not to raise false hopes about what they can achieve.
 - C not to become too immersed in the environment of sport.
 - D to adapt the decisions they make to suit individual situations.
- 18 What was Peter's reaction to his deteriorating sporting performance as a student?
- A He felt disappointed at the lack of relevant help available.
 - B He redoubled his efforts to succeed despite failing health.
 - C He became desperate to uncover the source of his problem.
 - D He switched to what he felt were easier sports to succeed in.
- 19 What does Peter dislike about his job?
- A needing always to be creative in his choice of techniques
 - B having constantly to work in different environments
 - C being criticised for ineffective working methods
 - D feeling he has to justify his achievements to others
- 20 When talking about their profession, Sheila and Peter agree that
- A it's slowly establishing its place in player development.
 - B it isn't attracting the right kind of people.
 - C its profile needs to be raised among the general public.
 - D it has a poorly-developed career structure.

Part 4

You will hear five short extracts in which students are talking about their universities.

TASK ONE

For questions 21–25, choose from the list (A–H) the reason each speaker gives for choosing their university.

- A a personal recommendation
- B a modern facility
- C family pressure
- D its convenient location
- E the support network provided
- F its international reputation
- G its distinctive architecture
- H the range of courses on offer

While you listen, you must complete both tasks.

TASK TWO

For questions 26–30, choose from the list (A–H) what each speaker found hardest at the start of their first year at university.

- A keeping up with the workload
- B getting on with fellow students
- C understanding the academic content
- D finding something to do at weekends
- E locating lecture venues
- F dealing with domestic tasks
- G getting used to a new schedule
- H finding a suitable place to study

Speaker 1

B 21

Speaker 2

G 22

Speaker 3

F 23

Speaker 4

E 24

Speaker 5

H 25

Speaker 1

A 26

Speaker 2

H 27

Speaker 3

G 28

Speaker 4

C 29

Speaker 5

E 30

