

READING PASSAGE 1

You should spend about 20 minutes on **Questions 1–13**, which are based on Reading Passage 1 below.

An early cultural tourist

In the 15th century, the Italian merchant Cyriacus of Ancona journeyed in search of the Mediterranean's classical past. In doing so, he laid the groundwork for today's cultural holidays.

Today we take it for granted that we travel around the world to admire the monuments of the past. We prepare for such trips by reading about what we are going to see, set out on the journey with a good idea of how we will get there and where we will stay and have a sense of what we will encounter on location. Cyriacus of Ancona (1391–1452), the first cultural tourist since antiquity, lacked these advantages when, in the first half of the 15th century, he sailed around the Mediterranean in search of the remains of Greek and Roman civilisations.

Cyriacus first became fascinated by ancient monuments while walking in his home city Ancona and looking at the marble arch, erected in AD 115, to the Roman Emperor Trajan. He suddenly saw the structure in a new light. He no longer saw it as just a familiar and generally overlooked landmark, but as a doorway to the wonders of ancient imperial Rome. Not many people of Cyriacus's time were interested in historical travel, they generally ignored old buildings and structures, or worse, dismantled them for their building materials.

Cyriacus decided to see the world for himself and to record details of whatever other antiquities remained to be discovered. His training as a merchant did not prepare him for this vocation; he did not know ancient languages, history or art. However, he set out to solve these failings, first by learning Latin at the age of 30 and then adding ancient Greek. Having done this, he then set off on voyages around the Mediterranean to find, investigate and understand ancient cultures from their buildings, sculptures and inscriptions. Thus he became the first archaeologist and cultural tourist, predating other antiquarians by some 200 years.

Travel in the 15th century, however, was anything but simple or enjoyable. Overland journeys by foot or mule along bad roads, under constant threat from bandits, were bad; voyages by seas were even worse. When the weather cooperated, sailing went relatively smoothly, ships proceeded along coasts from one recognizable landmark to another. However, when there was no wind the ship did not move. Strong winds were no friends either, they drenched the ship with lashing waves and blew it off course. Water swamped the deck, splashed into the cabins and soaked mattresses, clothes and food. Remarkably, Cyriacus never complained about the miseries of travel. Optimistic by nature, he endured

such hardships unafraid and saw opportunities where other people saw setbacks.

Among many of the important records made by Cyriacus was his crucial documenting, in 1431, of the remains of Cyzicus, an ancient Roman city that had relied on commerce for its financial success. He hired a local person to take him to site and then had to work out for himself the significance of the ruins he was looking at because there was no guidebook on ancient architecture to help him. Indeed, his contemporary knowledge about the ruins. Cyzicus had been a splendid city in its prime. Unfortunately, the area was highly seismic and in AD 123 the city was so devastated by a major earthquake that, when the Roman Emperor Hadrian visited it the following year, he was so saddened that he decided to subsidise a campaign to reconstruct Cyzicus. He made a substantial donation for a new temple to the Roman god Jupiter. Cyriacus thought the ruined city was awe-inspiring. He found the remains of the temple and examined it in great detail, looking for clues in ancient texts to help him understand what he was seeing. He sketched the great doorway adorned with carved foliage and mythological characters. Cyriacus's account of this temple is the only record of this building as in the following centuries it was entirely stripped of all its stonework and all that remains is its base.

Cyriacus also visited mainland Greece, in 1436, when no one went to Greece in order to see the country's ancient ruins. One of his destinations was the sanctuary of Delphi. The ancient Greeks considered Delphi as being situated in the most beautiful spot in Greece. When Cyriacus arrived at the site of Delphi, however, he found war, earthquakes and avalanches had all but obliterated its ruins. Determined to find any ancient traces, Cyriacus spent six days walking all over the areas, peering at odd stone blocks sticking out of the ground, running his hands over inscriptions to trace fragments of words, and trying to puzzle out the few surviving structural remains. Climbing uphill towards the rocks that tower over the site, he came upon a theatre built into the slope. Soon after his visit, the site was buried by a rockslide and was not seen again until archaeologists began to excavate the area systematically in the late 19th century.

Cyriacus had hoped to visit Egypt and Ethiopia but he never got there. However, in his life he did record for posterity countless ancient monuments around the Mediterranean, paving the way for future archaeologists and cultural tourists.

Questions 1–6

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1–6 on your answer sheet, write

- TRUE** *if the statement agrees with the information*
FALSE *if the statement contradicts the information*
NOT GIVEN *if there is no information on this*

- 1** Cyriacus was unable to research his journeys before he left.
- 2** The Roman Emperor Trajan built the city of Ancona.
- 3** Respect for ancient architecture was widespread in the 15th century.
- 4** Before leaving on his journey, Cyriacus studied ancient languages.
- 5** Travelling by sea in the 15th century was easier than travelling on land.
- 6** Cyriacus tried to make his fellow sea travelers more comfortable.

Questions 7–13

Complete the notes below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 7–13 on your answer sheet.

Ancient Roman and Greek sites visited by Cyriacus

The city of Cyzicus

- The wealth of the city had come from 7
- 8 to the ancient city ruins not available when visited by Cyriacus
- The city was destroyed by a powerful 9 in AD 123
- A year later Emperor Hadrian supported a campaign to rebuild the city
- A temple to Jupiter was built – helped by an especially large 10 from Emperor Hadrian
- Cyriacus found part of the temple, which was built in the time of Emperor Hadrian, and made drawings of the 11 to the temple and its decorative carvings

The sanctuary of Delphi

By the 15th century Delphi had almost disappeared due to natural disasters and 12

Cyriacus found a 13 Above Delphi

READING PASSAGE 2

You should spend about 20 minutes on **Questions 14–26**, which are based on Reading Passage 2 below.

Sports Science

When the first Olympics took place in Greece 3,000 years ago, athletes could get by with little more than raw strength. These days, however, talent and guts just aren't enough to make it on the international circuit.

- A** Olympic athletes today train with a dedicated team of sports scientists, each applying the latest research and technology to their quest for success. Everything from the fibres in their muscles to the cells in their brains is put through a rigorous workout programme to ensure that, on the big day, they walk out of their changing room with a perfectly designed body and a focused mind. It's not difficult to find examples of this, but what's behind this never-ending increase in performance? Most experts agree that part of it is down to huge advances in sports science, bringing not only a better understanding of the body and mind, but massive improvements in equipment design.
- B** Sports science can be split into four areas: biomechanics, physiology, psychology and technology. Biomechanics is the science that applies engineering principles to the motion of the body. Biomechanists analyse an athlete's movements using video, motion tracking, force transducers and instruments to measure electrical muscle activity and gauge internal and external forces on the body. "We need to know which muscles are working

when, and how hard, to understand technique and co-ordination," says Dr Neil Fowler, a biomechanist at Manchester Metropolitan University and biomechanics chair for the British Association of Sport and Exercise Sciences.

- C** Over the years, Fowler has worked with his fair share of elite athletes, including Olympic javelin throwers and long jumpers, and has plenty of examples of when biomechanics has made a difference to performance. "We found that in the long jump, it's best if the foot is moving backwards when it hits the board, like a kind of pawing movement. One of our elite jumpers made a radical jumping strategy change as a result of this advice and that season there was a substantial increase in their personal best."

- D** But to get the best from biomechanics, an athlete has to be physically capable of making the changes — and that's where the physiology comes in. Physiologists often work closely with biomechanists to fill the physiological gaps that could make the difference between success and failure. What

physiologists measure varies from sport to sport and even between events. For an endurance athlete, for example, a priority is to get enough oxygen to the muscles so they can work aerobically for as long as possible. Once your body reaches the maximum rate at which it can process oxygen, your muscles begin to work anaerobically and produce lactic acid, which leads to muscle fatigue. With this in mind, physiologists try to establish what is the maximum sustainable speed where lactic acid levels no longer rise.

E "We know in general that if you want to get stronger, you lift a lot (bones become bigger and there's an increase in density leading to more strength); if you want to be a good endurance runner, you run a lot — but it's really about targeting each of these determinants of performance and training at the correct intensity, for the correct duration, at the correct frequency," says Dr Greg Whyte, physiologist and sports science co-ordinator for the English Institute of Sport.

F But it does seem there is a limit to what the body can do, and in some parts there may now be little room for improvement. So this is where equipment can play an important role. The Sports Engineering Group at Sheffield University is just one group which is designing high-tech sporting equipment that can make changes. However, sometimes not everyone wants the same from technology. "We get it from all angles," says the group's Dr Matt Carre. "Within industry, a company might want to make tennis rackets that can hit balls faster, but we also get governing

bodies who want to know what's happening. Obviously they want new technology, but if it starts to spoil the game then they need to bring in some rule changes to stop that happening."

G Even with a perfect body and the best equipment, the athlete's mind could let them down on the day. Professor Ian Maynard from Sheffield Hallam University is psychology advisor to the British Olympic Association, and works with the sailing and diving teams. As he explains, mental preparation can begin up to two months before the event, with competitors striving to maintain a positive frame of mind. "The whole idea is that consistent preparation leads to consistent performance," says Maynard. "They might have videos, music, arrange to meet friends and family, anything that would be a positive distraction." They are also trained to refocus quickly and put themselves back on track in case something goes wrong mid-event.

H Visualisation can add an extra dimension to training. "Reliving your best performances is one of the best ways to build confidence, so we go through a performance in the mind's eye, reliving the emotions and the technical aspects of it," says Maynard. Research also suggests visualisation is almost as good as practice. "The neurophysiological explanation is that if you imagine a movement, you go through the same synaptic pathways in the brain as if you were actually executing it," he says.

Questions 14–16

Reading Passage 2 has eight paragraphs, **A–H**.

Which paragraph contains the following information?

*Write the correct letter, **A–H**, in boxes 14–16 on your answer sheet.*

- 14** a reference to a particular sports event which has benefited from close analysis of performance
- 15** a reference to the importance for athletes of recalling past successes
- 16** examples of devices used to gather data

Questions 17–21

Look at the following statements (Questions 17–21) and the list of people below.

*Match each statement with the correct person, **A–D**.*

*Write the correct letter, **A–D**, in boxes 17–21 on your answer sheet.*

NB You may use any letter more than once.

- 17** He mentions the difficulty in satisfying conflicting demands.
- 18** He aims to prevent athletes from being deterred by unforeseen problems.
- 19** He describes an occasion when a small adjustment in technique led to improved performance.
- 20** He explains the need to observe athletes in action.
- 21** He mentions the importance of research in helping to decide upon the right amount of physical preparation.

List of People

- A** Dr Neil Fowler
- B** Dr Greg Whyte
- C** Dr Matt Carre
- D** Professor Ian Maynard

Questions 22–26

Complete the notes below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 22–26 on your answer sheet.

Respiratory System

For endurance athletes there should be enough oxygen for the muscles to function
22 for the maximum time. Any more than this will not be processed and will result in the production of **23** and cause muscle fatigue.

Skeletal System

Weight-bearing exercise can increase bone size and density, and therefore strength.

Mind

As mental preparation, athletes are encouraged to participate in any activities which promote a **24** Training is also given in how to **25** if things don't go according to plan.

Nervous System

Imagining a movement involves the same pathways in the brain that are used to actually execute the movement, so the use of **26** can be very effective in training.

READING PASSAGE 3

You should spend about 20 minutes on **Questions 27–40**, which are based on Reading Passage 3 below.

Learning to be bilingual

Dr Chisato Danjo, Lecturer in Japanese and Linguistics, examines the bilingual family home.

Few people would consider mastering more than one language a bad idea. Consequently, parents who speak different languages from each other are generally keen for their children to learn both. They understand that the family setting they create is central to this, and seek ways to ensure their children thrive bilingually. One of the best-known approaches is the ‘one-parent-one-language’ strategy (OPOL). Each parent uses their native language when communicating with their children, so the children learn both simultaneously. OPOL – emphasises consistency – each parent sticking to one language – as key to its approach. But this creates the myth that mixing languages should always be avoided. My recent study, part of a new wave of multilingualism studies, would suggest that this received wisdom is just that: a myth. My research looked at Japanese-British families living in the UK with pre- and early school-age children who were following a more-or-less strict OPOL language policy. I was particularly interested in examining the impact of OPOL in the family home - how does this unique language environment affect the way children use languages?

Most of the Japanese mothers who participated were fluent in Japanese and English, while the fathers possessed merely an elementary grasp of Japanese. This made English the primary language of communication between the parents and outside the home. For this reason, the mothers were careful to carve out additional space for more sustained Japanese language learning with their children. In other words, this dedicated space for communicating in Japanese was time the children spent exclusively with their mother. This seemed to create a connection between “Japanese language” and “motherhood” in the children’s perception. This link became apparent in the way the children used Japanese as a means of emotional bonding with their mother. In addition, they adopted a broader behavioural repertoire than that which is usually associated with a language. For example, switching to Japanese could sometimes serve as a method to appease Mum when she seemed unhappy. At other times, refusing to communicate in Japanese was a useful means of defiance, even when the dispute was not related to language.

The OPOL approach emphasises the need for parents to monitor children’s language closely and correct them if they mix the two languages. In practice, many parents speaking the minority language are bilingual themselves - so they understand what their children are saying even when they do mix the two. In addition, parents feel it’s problematic to keep correcting children when they mix languages. This is particularly the case when children show annoyance at being corrected. The parents believe it is a lot

more important to have a meaningful conversation with their children.

But what if a child uses language that cannot readily be categorised as either one language or the other? An example from my study involved the use of English words adapted to accommodate Japanese pronunciation. One of these borrowed words, “ice cream”, is usually pronounced “aisukurimu”. The distinction between singular and plural does not exist in Japanese nouns in the English language sense, so whether using singular or plural, even in a borrowed word, “aisukurimu” is the form normally used. But one of my child participants showed his mother a drawing of two cones of ice cream and described them as “aisukurimuzu”, with a Japanese pronunciation but in English plural form. The child had created something in between.

Another example from my study focused on the interaction between Japanese-English bilingual siblings. In one case, a six-year-old girl was trying to convince her four-year-old brother to let her play with his toys. Following firm rejections by her brother, the girl drew on her communicative repertoire to convince him. To start with, she shifted from an authoritative demand to a softer and humbler appeal. She rephrased the question by using various polite forms. Then, her voice became more nasal, suggesting she was about to burst into tears. Even more interestingly, while the negotiation had begun in English, in the middle she shifted to Japanese. Although this may give the impression of language mixing, a considerably more complex process was taking place. The shift was accompanied by the incorporation of Japanese cultural elements, such as honorific titles that emphasise emotional attachment, a relationship of dependence between sister and brother, and an assumed obligation to care on the part of the brother. She succeeded.

These examples show how creatively and strategically human beings use language in their daily communication. Whether bilingual or not, we all constantly select from our repertoire anything that will best serve our purpose. For instance, imagine you want to ask a neighbour a favour. You would use polite language in a friendly voice. But what about your facial expression? Your body language? It is likely you would make appropriate choices. For bilinguals, shifting between languages is all part of their repertoire.

Our language repertoires are shaped by meaning, based on knowledge gathered throughout our lives, and the ways we use language also shape its meaning. The use of OPOL in the family brings specific meaning to language used at home, and children make full use of emergent meaning in their own interactions.

The popularity of OPOL amongst parents rests on the simplicity of its message, which is that it should be applied consistently. But when we see a child actively using, adapting and negotiating their repertoire, it casts doubt on the belief that it's bad for children to mix languages. What they could actually be doing is demonstrating high-level flexibility and interpersonal skills.

Being bilingual isn't simply about an ability to speak two languages. Rigidly policing consistency in the OPOL approach could actually inhibit bilingual children's linguistic ability and creativity. And in the same way, it could also limit their parents' ability to reveal their own bilingual skills, using their own repertoires.

Questions 27–31

Choose the correct letter, A, B, C or D.

Write the correct letter in boxes 27–31 on your answer sheet.

27 What does the writer say about families in which the parents speak different languages?

- A** They constantly research ways to help their children learn both languages.
- B** They realise the importance of their role in their children's language learning.
- C** They prioritise their children's language learning over their own.
- D** They find the OPOL approach the easiest to adopt.

28 The writer uses the term 'received wisdom' in the first paragraph to illustrate that

- A** the success of OPOL depends on the languages spoken by the parents.
- B** OPOL fails if the parents are not consistent in its use.
- C** one generally accepted principle of OPOL is incorrect.
- D** there has been a lack of research into OPOL.

29 The mothers who took part in the writer's research

- A** compensated for the fact that their children were exposed to more English than Japanese.
- B** took their children's language learning more seriously than their partners did.
- C** used language learning to increase the time they spent with their children.
- D** were reluctant for their partners to speak Japanese to their children.

30 The writer says that the children in her study

- A** preferred to use Japanese exclusively for communicating with their mothers.
- B** understood their mothers better as their knowledge of Japanese increased.
- C** argued about things that would be unimportant for monolingual children.
- D** used language in a way that is uncommon.

31 What does the writer suggest about correcting children who are learning to be bilingual?

- A** It is usually avoided if it causes bad feeling.
- B** Parents tend to prioritise it over maintaining a conversation.
- C** It is unnecessary with the OPOL method of learning.
- D** Parents are less likely to do it if they speak both languages.

Questions 32–35

Complete the summary using the list of words, **A–H**, below.

Write the correct letter, **A–H**, in boxes 32–35 on your answer sheet

A bilingual child negotiates with her brother

Faced with her little brother's refusal to let her play with his toys, a young bilingual child used all of her communication **32** to change his mind. First, she expressed her **33** in gentler, more polite language, and pretended to be about to cry. Having switched from English to Japanese, she exploited **34** of Japanese culture, such as reminding him of his obligation to her as her brother. She succeeded in her **35** to convince him.

- A** request
E agreement

- B** attempts
F judgement

- C** strategies
G behavior

- D** misunderstandings
H aspects

Questions 36–40

Do the following statements agree with the claims of the writer in Reading Passage 3?

In boxes 36–40 on your answer sheet, write

YES if the statement agrees with the views of the writer

NO if the statement contradicts the views of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

- 36 Even people who speak only one language know how to adapt their way of communicating according to the situation.
- 37 People who grow up in OPOL families will go on to use this approach with their own children.
- 38 The reason the OPOL approach is favoured by many parents is that it encourages them to switch languages when necessary.
- 39 Bilingual children who mix languages eventually develop a preference for one of the languages.
- 40 The OPOL approach may restrict people's capacity to be resourceful in their use of language.