

- D** During the Golden Age, the studios were remarkably consistent and stable enterprises, due in large part to long-term management heads – the infamous ‘movie moguls’ who ruled their kingdoms with iron fists. At MGM, Warner Bros. and Columbia, the same men ran their studios for decades. The rise of the studio system also hinges on the treatment of stars, who were constructed and exploited to suit a studio’s image and schedule. Actors were bound up in seven-year contracts to a single studio, and the studio boss generally held all the options. Stars could be loaned out to other production companies at any time. Studio bosses could also force bad roles on actors, and manipulate every single detail of stars’ images with their mammoth in-house publicity departments. Some have compared the Hollywood studio system to a factory, and it is useful to remember that studios were out to make money first and art second.
- E** On the other hand, studios also had to cultivate flexibility, in addition to consistent factory output. Studio heads realized that they couldn’t make virtually the same film over and over again with the same cast of stars and still expect to keep turning a profit. They also had to create product differentiation. Examining how each production company tried to differentiate itself has led to loose characterizations of individual studios’ styles. MGM tended to put out a lot of all-star productions while Paramount excelled in comedy and Warner Bros. developed a reputation for gritty social realism. 20th Century Fox forged the musical and a great deal of prestige biographies, while Universal specialized in classic horror movies.
- F** In 1948, struggling independent movie producers and exhibitors finally triumphed in their battle against the big studios’ monopolistic behavior. In the United States versus Paramount federal decree of that year, the studios were ordered to give up their theaters in what is commonly referred to as ‘divestiture’ – opening the market to smaller producers. This, coupled with the advent of television in the 1950s, seriously compromised the studio system’s influence and profits. Hence, 1930 and 1948 are generally considered bookends to Hollywood’s Golden Age.

Questions 20–23

Do the following statements agree with the information given in Reading Passage 2?

In boxes 20–23 on your answer sheet, write

<b>TRUE</b>	<i>if the statement agrees with the information</i>
<b>FALSE</b>	<i>if the statement contradicts the information</i>
<b>NOT GIVEN</b>	<i>if there is no information on this</i>

- 20 After *The Jazz Singer* came out, other studios immediately began making movies with synchronized sound.
- 21 There were some drawbacks to recording movie actors' voices in the early 1930s.
- 22 There was intense competition between actors for contracts with the leading studios.
- 23 Studios had total control over how their actors were perceived by the public.

Questions 24–26

Complete the summary below.

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

Write your answers in boxes 24–26 on your answer sheet.

## THE HOLLYWOOD STUDIOS

Throughout its Golden Age, the Hollywood movie industry was controlled by a handful of studios. Using a system known as **24** ....., the biggest studios not only made movies, but handled their distribution and then finally showed them in their own theaters. These studios were often run by autocratic bosses – men known as **25** ....., who often remained at the head of organisations for decades. However, the domination of the industry by the leading studios came to an end in 1948, when they were forced to open the market to smaller producers – a process known as **26** .....

**READING PASSAGE 3**

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

# Left or right?

*An overview of some research into lateralisation: the dominance of one side of the body over the other*

- A** Creatures across the animal kingdom have a preference for one foot, eye or even antenna. The cause of this trait, called lateralisation, is fairly simple: one side of the brain, which generally controls the opposite side of the body, is more dominant than the other when processing certain tasks. This does, on some occasions, let the animal down: such as when a toad fails to escape from a snake approaching from the right, just because its right eye is worse at spotting danger than its left. So why would animals evolve a characteristic that seems to endanger them?
- B** For many years it was assumed that lateralisation was a uniquely human trait, but this notion rapidly fell apart as researchers started uncovering evidence of lateralisation in all sorts of animals. For example, in the 1970s, Lesley Rogers, now at the University of New England in Australia, was studying memory and learning in chicks. She had been injecting a chemical into chicks' brains to stop them learning how to spot grains of food among distracting pebbles, and was surprised to observe that the chemical only worked when applied to the left hemisphere of the brain. That strongly suggested that the right side of the chick's brain played little or no role in the learning of such behaviours. Similar evidence appeared in songbirds and rats around the same time, and since then, researchers have built up an impressive catalogue of animal lateralisation.
- C** In some animals, lateralisation is simply a preference for a single paw or foot, while in others it appears in more general patterns of behaviour. The left side of most vertebrate brains, for example, seems to process and control feeding. Since the left hemisphere processes input from the right side of the body, that means animals as diverse as fish, toads and birds are more likely to attack prey or food items viewed with their right eye. Even humpback whales prefer to use the right side of their jaws to scrape sand eels from the ocean floor.
- D** Genetics plays a part in determining lateralisation, but environmental factors have an impact too. Rogers found that a chick's lateralisation depends on whether it is exposed to light before hatching from its egg – if it is kept in the dark during this period, neither hemisphere becomes dominant. In 2004, Rogers used this observation to test the advantages of brain bias in chicks faced with the challenge of multitasking. She hatched chicks with either strong or weak lateralisation, then presented the two groups with food hidden among small pebbles and the threatening shape of a fake predator flying overhead. As predicted, the birds incubated in the light looked for food mainly with their right eye, while using the other to check out the predator. The weakly-lateralised chicks, meanwhile, had difficulty performing these two activities simultaneously.



- E** Similar results probably hold true for many other animals. In 2006, Angelo Bisazza at the University of Padua set out to observe the differences in feeding behaviour between strongly-lateralised and weakly-lateralised fish. He found that strongly-lateralised individuals were able to feed twice as fast as weakly-lateralised ones when there was a threat of a predator looming above them. Assigning different jobs to different brain halves may be especially advantageous for animals such as birds or fish, whose eyes are placed on the sides of their heads. This enables them to process input from each side separately, with different tasks in mind.
- F** And what of those animals who favour a specific side for almost all tasks? In 2009, Maria Magat and Culum Brown at Macquarie University in Australia wanted to see if there was general cognitive advantage in lateralisation. To investigate, they turned to parrots, which can be either strongly right- or left-footed, or ambidextrous (without dominance). The parrots were given the intellectually demanding task of pulling a snack on a string up to their beaks, using a co-ordinated combination of claws and beak. The results showed that the parrots with the strongest foot preferences worked out the puzzle far more quickly than their ambidextrous peers.
- G** A further puzzle is why are there always a few exceptions, like left-handed humans, who are wired differently from the majority of the population? Giorgio Vallortigara and Stefano Ghirlanda of Stockholm University seem to have found the answer via mathematical models. These have shown that a group of fish is likely to survive a shark attack with the fewest casualties if the majority turn together in one direction while a very small proportion of the group escape in the direction that the predator is not expecting.
- H** This imbalance of lateralisation within populations may also have advantages for individuals. Whereas most co-operative interactions require participants to react similarly, there are some situations – such as aggressive interactions – where it can benefit an individual to launch an attack from an unexpected quarter. Perhaps this can partly explain the existence of left-handers in human societies. It has been suggested that when it comes to hand-to-hand fighting, left-handers may have the advantage over the right-handed majority. Where survival depends on the element of surprise, it may indeed pay to be different.

### Questions 27–30

Complete each sentence with the correct ending, **A–F**, below.

Write the correct letter, **A–F**, in boxes 27–30 on your answer sheet.

- 27** In the 1970s, Lesley Rogers discovered that
- 28** Angelo Bisazza's experiments revealed that
- 29** Magat and Brown's studies show that
- 30** Vallortigara and Ghirlanda's research findings suggest that
- A** lateralisation is more common in some species than in others.
- B** it benefits a population if some members have a different lateralisation than the majority.
- C** lateralisation helps animals do two things at the same time.
- D** lateralisation is not confined to human beings.
- E** the greater an animal's lateralisation, the better it is at problem-solving.
- F** strong lateralisation may sometimes put groups of animals in danger.

### Questions 31–35

Complete the summary below.

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

Write your answers in boxes 31–35 on your answer sheet.

## Lesley Rogers' 2004 Experiment

Lateralisation is determined by both genetic and **31** ..... influences. Rogers found that chicks whose eggs are given **32** ..... during the incubation period tend to have a stronger lateralisation. Her 2004 experiment set out to prove that these chicks were better at **33** ..... than weakly lateralised chicks. As expected, the strongly lateralised birds in the experiment were more able to locate **34** ..... using their right eye, while using their left eye to monitor an imitation **35** ..... located above them.

Questions 36–40

Reading Passage 3 has eight paragraphs, **A–H**.

Which paragraph contains the following information?

Write the correct letter, **A–H**, in boxes 36–40 on your answer sheet.

**NB** You may use any letter more than once.

- 36 description of a study which supports another scientist's findings
- 37 the suggestion that a person could gain from having an opposing lateralisation to most of the population
- 38 reference to the large amount of knowledge of animal lateralisation that has accumulated
- 39 research findings that were among the first to contradict a previous belief
- 40 a suggestion that lateralisation would seem to disadvantage animals



# WRITING

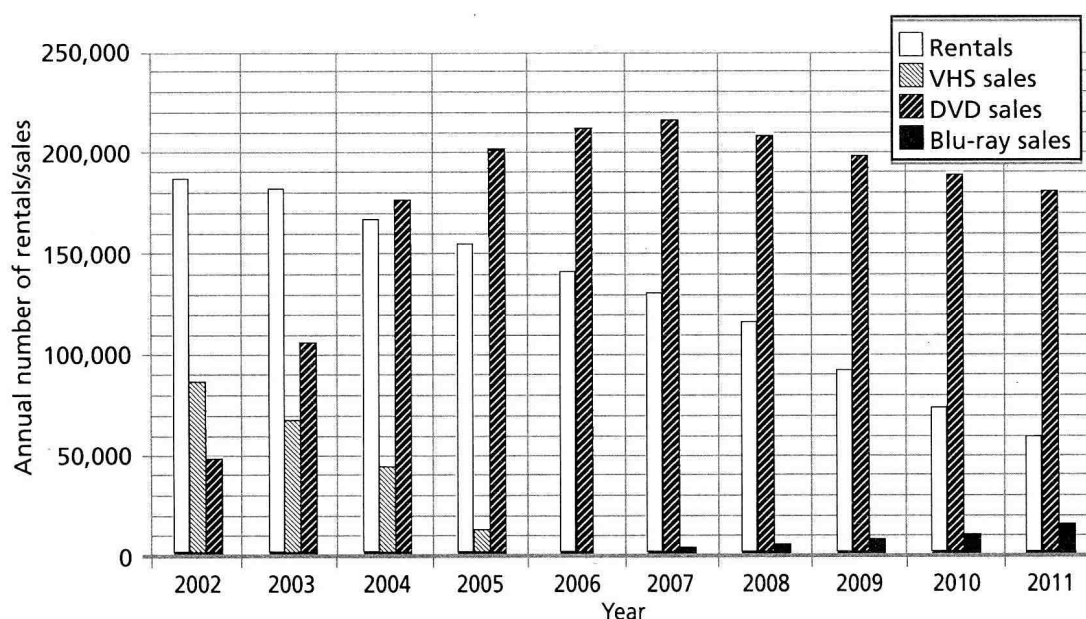
## WRITING TASK 1

You should spend about 20 minutes on this task.

**The chart below shows the annual number of rentals and sales (in various formats) of films from a particular store between 2002 and 2011.**

**Summarise the information by selecting and reporting the main features, and make comparisons where relevant.**

Write at least 150 words.



## WRITING TASK 2

You should spend about 40 minutes on this task.

**Some people get into debt by buying things they don't need and can't afford.**

**What are the reasons for this behaviour?**

**What action can be taken to prevent people from having this problem?**

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

**SPEAKING****PART 1****Films/Movies**

- When was the last time you went to the cinema?
- How popular are cinemas where you live? [Why?]
- What sorts of films/movies do you enjoy most? [Why?]
- Where do you prefer to watch films/movies, at the cinema or at home? [Why?]

**Special days**

- What are the most important festivals in your culture? [Why?]
- How do people celebrate New Year in your culture? [Why?]
- Which festival did you enjoy celebrating most when you were a child? [Why?]
- Which festival in another country would you like to go to? [Why?]

**PART 2**

*Candidate task card:*

**Describe a shopping centre/mall that you have visited or that you know about.**

**You should say:**

**where the shopping centre/mall is  
how people travel to the shopping centre/mall  
what kinds of shops it has**

**and explain whether you think it is a good place to go shopping.**

You will have to talk about the topic for one to two minutes.

You have one minute to think about what you are going to say.

You can make some notes to help you if you wish.

**PART 3****Different types of shop**

- Where do people in your country buy food?
- Is it better to buy clothes in small shops?
- What are the advantages of internet shopping?

**Customer service in shops**

- What is good customer service?
- Why do some shops provide better customer service than other shops?
- How important is customer service to the success of a shop?

**Shopping and society**

- Why is shopping such a popular activity?
- What are the advantages to society of a highly developed shopping centre?
- Is society becoming increasingly materialistic?



# General Training Reading and Writing Test

## READING

### SECTION 1      *Questions 1–14*

*Read the text below and answer Questions 1–7.*

## Interesting Day Courses in your Area

### **A    Photographing Wildlife**

This workshop includes an introduction in the classroom, two photography sessions with specially arranged access to the zoo enclosures so that you can take natural-looking close-ups of the most exotic species, and the opportunity to review and discuss your images as a group.

### **B    Drawing For Fun**

You will learn some basic techniques using soft pencils and charcoal. These and different types of paper are provided. Just bring yourself and a willingness to 'have a go'. This is a start-up day so people who have already attended courses should not apply.

### **C    Find Your Voice**

You may feel you can't sing or you may be an established singer who wants to improve or gain confidence. You will be shown how to sing in tune, how to breathe correctly and how to project your voice. You may attend this course more than once and each time have a wonderful experience. Everyone can sing and it's great fun.

### **D    Focus On Landscapes**

This course is designed for students who are familiar with painting in watercolours, but are having difficulty with some techniques. We will discuss choice of materials, colour mixing and any other areas that may be raised.

The day will start with a demonstration, followed by an opportunity to sketch outdoors. After a light lunch cooked in the studio, there will be a further practical session.

### **E    Taking Happy Pictures**

The main objective is to introduce you to the skills required to take good photographs of people at special events, such as parties or weddings.

We will discuss camera settings, dealing with varied light or bad weather, and how to get a good atmosphere. Lunch is provided at a nearby hotel, followed by a practical session inside the studio.

### **F    The Music Takeaway**

Get some friends, family or colleagues together for your own music course in a venue of your choice, which could be your front room, basement or workplace. We send two guitar tutors to lead a one-day session for you in the style of music you prefer, such as rock, country, funk or blues.

Questions 1–7

Look at the six advertisements, **A–F**, on page 319.

For which course are the following statements true?

Write the correct letter, **A–F**, in boxes 1–7 on your answer sheet.

**NB** You may use any letter more than once.

- 1 Participants can decide where the course is held.
- 2 Different ability levels are welcome.
- 3 All the necessary materials are supplied.
- 4 Participants will be able to go where the public are not normally allowed.
- 5 It is possible to repeat this course.
- 6 You can select what to study from a range of options.
- 7 The course will provide advice on how to overcome difficult conditions.