

Action plan

- 1 Read the title and, if there is one, look at the picture – these tell you the topic of the text.
- 2 Read the whole text before you start answering the questions.
- 3 When you answer each question, look at both what comes before and what comes after the gap.
- 4 Think of a word you might expect to fill the gap before looking at the options.
- 5 Consider each of the options, eliminating those you know are incorrect.
- 6 Check that the word you choose for each gap makes sense.
- 7 Check that the answer you choose fits the sentence grammatically.
- 8 When you have finished, read through the whole text to make sure it makes sense.

Follow the exam instructions, using the advice to help you.

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 chief B vital C principal D focal

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

Three theories about sleep

People spend about one-third of their lives asleep. It seems certain, therefore, that sleep has a (0) function. However, what that function might be is still in (1) Scientists are far from being in agreement about (2) why so much of our precious time is given over to sleep.

There seem to be three main theories. The most popular states that the functions and (3) of sleep are primarily physiological. It claims that we sleep in order to (4) the health of our body. In other words, biological processes work hard as we sleep to repair any damage done during the day and to restore ourselves to (5) efficiency. However, a second theory places more emphasis on the learning benefits of sleep. This theory holds that sleep allows us to process the information that we (6) during the day, and asserts that, without sleep, learning would not take place. A third popular theory is (7) on ideas about energy, saying that we need (8) of sleep in order to, in a sense, recharge our batteries and so have an adequate supply of energy for the coming day.

- | | | | | |
|---|--------------|--------------|--------------|-------------|
| 1 | A discussion | B dispute | C argument | D debate |
| 2 | A correctly | B absolutely | C actually | D precisely |
| 3 | A purposes | B targets | C intentions | D points |
| 4 | A take | B maintain | C stay | D keep |
| 5 | A strong | B utter | C full | D entire |
| 6 | A achieve | B complete | C reach | D acquire |
| 7 | A rooted | B supported | C based | D developed |
| 8 | A periods | B eras | C moments | D episodes |

Advice

1 Only one of these collocates with 'is still in ...' and fits in terms of meaning.

2 One of these adverbs collocates strongly with 'why'.

3 Only one of these words is appropriate when discussing a physical function of the body rather than conscious behaviour.

4 You need to think about both meaning and collocation here to get the correct answer.

5 Only one of the options collocates with 'efficiency' to give the idea of 'total'.

6 Only one of these verbs collocates with 'information'.

7 Only one of these words fits with the preposition 'on'.

8 All these words fit the grammar of the sentence and collocate reasonably well, so think about the meaning here.

Follow-up


What procedure did you follow when you did this task?

Task information


- In this task, there is a text with eight gaps (plus one example).
- You have to suggest an appropriate word to fill each gap.
- You need to read the text carefully and think about its meaning in order to fill the gaps correctly.
- The missing words are grammar words rather than vocabulary items.
- The answer will always be a single word. Remember that contractions (*I'll*, *don't*, etc.) count as two words.
- Sometimes there may be more than one possible answer and, if this is the case, the mark scheme allows for it.
- You must spell each word correctly – US and UK spellings are both accepted.

Tip! The words that you will need to write in Part 2 are usually one of these types: prepositions; connectors; auxiliary, modal or other basic verbs; determiners or articles; pronouns, basic adverbs such as *too*, *enough*, *more* or *not*.

Useful language: using prepositions

1  **Correct the errors made by exam candidates with prepositions.**

- 1 A number of customers complained for the after-sales service.
- 2 All the work will be done from volunteers.
- 3 Delegates experienced a number of problems related at the broadband connection at the conference centre.
- 4 Alexandra was able to make good use of her knowledge in foreign languages.
- 5 Many people took part to the anniversary festivities.
- 6 I must congratulate you for your excellent work.
- 7 I hope my letter will be taken in consideration.
- 8 The inspector drew the management's attention in some problems in the workshop.
- 9 There is an urgent need of fresh water supplies in the region.
- 10 Have you seen the new advertisement of Lotus shampoo?

2  **Sometimes the preposition that is missing is part of a phrasal verb.**

Find the correct preposition to fill the gap in these sentences.

- 1 The company always takes new staff for the summer period.
- 2 Negotiations broke because of a disagreement about trading arrangements.
- 3 The lecturer talks so fast – I just can't keep with her train of thought.
- 4 It was so noisy in the room that I couldn't make what Jill was saying.
- 5 The new management team plans to bring a number of changes in the company.
- 6 No one expected that the new fashion would catch as quickly as it has.
- 7 The robbers made with a large amount of money.
- 8 Wanda asked the bank for a loan in order to set a consultancy business.
- 9 However hard things may seem, it is important not to give and stop trying.
- 10 Mark thinks there are problems in the contract and he is dead set our signing it.
- 11 The noise in the library immediately put me the idea of studying there.
- 12 Many people don't have much money, just enough to get

Tip! Whenever you note down a phrasal verb in your vocabulary notebook, write it down in its full context, as this will help you remember what it means and how it is used.

Useful language: using connectors

1 Choose a word from the box to complete each sentence in a logical way.

Tip! Thinking about the meaning of the surrounding text will help you to choose the right connector.

although because provided unless
until whatever whenever whereas

- 1 Nina is good at maths, her twin brother is better at languages.
- 2 Dan will go to university next year he passes all his exams.
- 3 I'll do you want me to do.
- 4 You'll never be able to afford a car like that – you win the lottery.
- 5 Sally enjoys her work, she doesn't get very much free time.
- 6 It was not I got on the train that I realised I'd left my laptop at home.
- 7 I'm really lucky – I can take a coffee break I want one.
- 8 I like my desk I have a very good view of the sea while I'm working.

2 Some connectors are made up of more than one word. Choose the correct phrase from the box to complete each sentence.

as if as long as as soon as despite the fact that even though
in accordance with in case in order to no sooner so as not to

- 1 You must fill in the form the instructions on the opposite page.
- 2 Ursula has taken on extra work earn enough money for a holiday.
- 3 My father said I could go to the party I'm home by midnight.
- 4 I managed to complete the essay on time I was suffering from a heavy cold.
- 5 We closed the door very quietly wake the baby.
- 6 You'd better take a notebook with you you want to write something down.
- 7 Simon looks he didn't sleep a wink last night.
- 8 Please call me you get this message.
- 9 I feel I know him quite well we've only met a few times.
- 10 had we left the house than the rain started.

Useful language: using pronouns

🌀 Fill each gap with the necessary pronoun.

Tip! Make a note of any grammar errors that your teacher corrects in your homework and do some extra practice using this language correctly.

- 1 I met a footballer from our national team, I found very exciting as I'd never met anyone famous before.
- 2 Final-year students told the freshers about everything would help them settle into life at the college.
- 3 the psychologist focuses on in his book is the way people from different countries behave in trains.
- 4 Do you know mobile phone this is?
- 5 being an unexpectedly pleasant day, the students decided to read their books outdoors.
- 6 The professor was satisfied with the way in the students had decided to deal with their project.
- 7 That's the car owner I was just telling you about.
- 8 was suggested that the problem could be tackled in a number of different ways.

Action plan

- 1 Read the title and, if there is one, look at the picture – these tell you the topic of the text.
- 2 Read through the text and think about what it means before answering the questions.
- 3 Look at the words before and after each gap.
- 4 Think about what part of speech is needed (e.g. a preposition or pronoun) to complete the gap.
- 5 Do the questions you can answer easily first.
- 6 Write your answers in capital letters. The answer will always be a single word. Remember that contractions (*I'll, don't*, etc.) count as two words.
- 7 Go back to the more difficult gaps at the end.
- 8 Always write something, even if you are not totally sure that it is the correct answer.
- 9 Check you have spelt all the words correctly. Remember that US and UK spellings are both accepted.
- 10 Read through the whole text to check it makes sense before transferring your answers to the answer sheet.

Follow the exam instructions, using the advice to help you.

Tip! Even if you are sure two answers are possible, only write one of them.

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	B	Y																
---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Hedgehogs

A hedgehog is a small mammal characterised **(0)** the sharp spines which cover its body. **(9)** hedgehogs are found in many different parts of the world, none is native to either America or Australia.

All species of hedgehog share the ability **(10)** roll into a tight ball when attacked, **(11)** that their spines point outwards. The effectiveness of this as a defence mechanism, depends, of course, **(12)** the number of spines the hedgehog has. Some desert hedgehogs have evolved to carry **(13)** weight, and consequently, they have fewer spines and are thus more likely to attempt to run into their attacker, using their ball rolling ability **(14)** a last resort.

Hedgehogs are primarily nocturnal and sleep for much of the day, either under cover of bushes **(15)** in a hole in the ground. Despite the **(16)** that all hedgehogs can hibernate, not all choose to do so; in suitable conditions, some will stay awake all year round.

Follow-up

Did you remember to read through the text at the end to make sure it all made sense?

Advice

- 9** Read the whole sentence before deciding what is needed to fill this gap.
- 10** Which word is most likely to follow 'have the ability ...'?
- 11** The word you need combines with 'that' to explain the purpose for an action.
- 12** If you ignore the phrase in parenthesis ('of course'), you may find it easier to fill this gap.
- 13** This gap could be filled with either 'less' or 'more', but which matches the meaning in this context?
- 14** This is part of a fixed expression.
- 15** The word you need here often follows on from a phrase beginning with 'either'.
- 16** The word you need is part of a fixed phrase.

Task information

- In this task, there is a text with eight gaps (plus one example).
- At the end of each line with a gap, you will see a word in capital letters, e.g. *USE*.
- You have to form a new word based on the word in capitals to fill the gap. So from *USE*, you might form *useful*, *usefully*, *usefulness*, *useless*, *user*, *usage*, etc.
- You need to decide what kind of word goes in the gap – an adjective (e.g. *strong*), a verb (e.g. *strengthen*), a noun (e.g. *strength*) or an adverb (e.g. *strongly*).
- You must spell each word correctly to get the mark – US and UK spellings are both accepted.
- You need to know how prefixes and suffixes are used in forming words – you might add the prefix *im-* to *PERFECT* to make *imperfect*, for example, or the suffix *-ion*, to make *perfection*, or even both, to make *imperfection*.
- You need to know about compound words in English – *kind-hearted*, *cold-hearted* and *hard-hearted*, for example, are compound adjectives (formed by combining two words).
- You also need to think about the meaning of the text – if the gap needs an adjective, should it be positive (e.g. *comfortable*, *useful*) or negative (e.g. *uncomfortable*, *useless*), for example?

Useful language: identifying parts of speech

1 What part of speech is needed to complete each gap – an adjective, an adverb, a verb or a noun? How do you know? Suggest a word that could fill each gap.

Camco is one of the most (1) companies in the country. A few years ago, it hit the (2) because of its controversial research programme. Since then, scarcely a month has gone by when it has not (3) in the news for some (4) or another. But if you visit company headquarters, there is every likelihood that you will be (5) impressed by what you see.

2 Complete this table. The first row has been completed as an example.

noun	verb	adjective	adverb
comparison	compare	comparative (in)comparable	comparatively (in)comparably
(in)stability stabiliser			
		high	
power			
	observe		
	develop		
doubt doubter			

Tip! When you learn a new word, use a good dictionary to find out what other words are in the same word family (e.g. *broad*, *broaden*, *breadth*, *broadly*, *broadminded*, etc. = a word family).

Tip! Learning about prefixes and suffixes will also sometimes help you work out the meanings of words you do not know, which can be useful for the Reading and Use of English and Listening papers.

Useful language: understanding suffixes

1 Here are just a few of the suffixes used in English. Complete the table with some examples.

suffix	effect	meaning	examples
-er, -or	makes a noun from a verb	<ul style="list-style-type: none"> • person who does something • object that does something 	computer, hairdryer, fighter, commuter sailor, infiltrator, processor, compressor
-dom	makes a noun from another noun or an adjective	<ul style="list-style-type: none"> • state or condition • realm or territory 	
-ee	makes a person noun from a verb	person affected by the verb	
-en	makes a verb from an adjective	cause to have a quality	
-hood	makes an abstract noun from a person noun	the state of being a particular type of person	
-less	makes an adjective from a noun	being without something	
-ment	makes a noun from a verb	process or result of making or doing something	
-proof	combines with a noun to form an adjective	cannot be harmed by	

2 Make new words from the words in CAPITALS at the end of each line to complete the sentences. The words all use a suffix from Exercise 1.

- | | |
|---|----------------|
| 1 The writer spent his in a quiet seaside village. | BOY |
| 2 We were so busy at work that there was no time to suffer from | BORE |
| 3 Can you lend me your penknife? I just need to my pencil. | SHARP |
| 4 We had four good applicants for the job, so it was hard to decide who would make the best | APPOINT |
| 5 It was very of you not to give Sue a call on her birthday. | THINK |
| 6 The presidential car will, of course, be completely | BULLET |
| 7 The morning trains to the city are always packed with | COMMUTE |
| 8 We are looking for staff who will offer total to the company. | COMMIT |

Useful language: understanding prefixes

- 1** Match the underlined prefixes in these sentences to the meanings of the prefixes in the box. Then explain the meanings of the words with the underlined prefixes.

again not against not below not enough not too much

- 1 Luke's very late – I guess he must have overslept again.
- 2 The teacher asked us to rewrite the exercise correcting all our mistakes.
- 3 We underestimated the amount of money we would spend on holiday.
- 4 There have been a number of anti-government demonstrations in the last year.
- 5 The little boy excitedly unwrapped the parcel.
- 6 It's very irresponsible to go climbing without telling anyone your plans.
- 7 Unfortunately, this work is sub-standard.
- 8 Fletcher thought he had scored, but the goal was disallowed by the referee.

- 2** Suggest three more examples of words for each of the prefixes in Exercise 1.

- 3** Make new words from the words in CAPITALS at the end of each line to complete the sentences. The words all use a prefix from Exercise 1. You may need to add a suffix as well.

- | | |
|---|-----------|
| 1 We had an unusually cold winter, with temperatures for two months. | ZERO |
| 2 Everyone his story – it just didn't seem at all plausible. | BELIEVE |
| 3 Teachers sometimes complain of being and overworked. | PAY |
| 4 Students often tend to be a bit, but they usually become less radical with age. | ESTABLISH |
| 5 I'm sorry to be so – I'd like to think things over for another day or two. | DECIDE |
| 6 George means well, but his contributions to our meetings are often rather | HELP |

Action plan

- 1 Read the title and, if there is one, look at the picture – these tell you the topic of the text.
- 2 Read the whole text through before filling any of the gaps.
- 3 For each gap, think about what part of speech is needed – a noun, verb, adjective or adverb.
- 4 When you have completed the task, read through the text to make sure it makes sense.
- 5 Check you have spelt the words you write correctly. Remember that US and UK spellings are both accepted.
- 6 At the end of the test, carefully transfer your answers (using CAPITAL LETTERS) to the answer sheet.

Follow the exam instructions, using the advice to help you.

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).

Tip! There are often clues both **before** and **after** the gap.

Tip! If an adjective or adverb is needed, remember to think about whether it has a positive or a negative meaning.

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

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

Exploring the world by sea

People have been carrying out (0) by sea for thousands of years. Our distant ancestors set out on (17) voyages on primitive rafts and ships with no guarantee of ever seeing land again. (18) though it may seem, there is evidence to suggest that sailors from Polynesia began to undertake long and (19) journeys, as far back as 1200 BC. They may even have travelled as far as South America. (20) of fossilised chicken bones found in Chile suggests that Polynesian sailors had made their way to South America long before the (21) of the Spanish. While Polynesians were exploring the Pacific, Vikings were sailing the Atlantic. Viking explorers reached North America but did not establish a permanent (22) there. They returned home with tales of a land where grapes grew in profusion and fish were (23) too. It is impossible not to feel great respect for the (24) of these intrepid early explorers.

- EXPLORE**
- PERIL**
- BELIEVE**
- RISK**
- ANALYSE**
- ARRIVE**
- SETTLE**
- PLENTY**
- BRAVE**


Advice

- 17 What part of speech do you need here?
- 18 Is a positive or a negative word likely to be needed here?
- 19 Which suffix is required to form the adjective here?
- 20 Is a singular or a plural word needed here?
- 21 Which suffix is needed to make the part of speech you need here?
- 22 Do you need a singular or a plural word here?
- 23 Do you need an adjective or an adverb here?
- 24 Here you need a relatively unusual suffix for forming abstract nouns.

Task information

- Part 4 consists of six questions (plus one example).
- Each question consists of an example sentence, a key word and a second sentence with a gap in the middle of it.
- You have to complete the second sentence using the key word, so that it has the same meaning as the example sentence.
- You must not change the form of the key word.
- You will need to write between three and six words to complete each gap.
- Part 4 tests the ability to express an idea in different ways, as well as knowledge of vocabulary and grammar. The mark scheme divides the answer into two parts and you get a mark for each part that you write correctly.
- You need to spell the words correctly to get the marks. US and UK spellings are both accepted.

Useful language: correcting some common mistakes

1  Choose the correct alternative in these examples where exam candidates made mistakes.

- 1 I'm sure you won't have any difficulties *finding / to find* the solution to the problem.
- 2 Did you have the chance *of getting / to get* to know any Native Americans when you were living in the States?
- 3 Everybody who *work / works* here *get / gets* a good salary.
- 4 I suggest you *buy / to buy* a telephone card as soon as you arrive in the country.
- 5 You *either can / can either* finish reading this book or choose another one.
- 6 Not only *was the food / the food was* bad, but the sports facilities were not as you stated in the brochure.
- 7 The hotel offers *French traditional / traditional French* cuisine.
- 8 Some of the lessons that we attended in the last course *could be / could have been* better prepared.

2 Complete the second sentence so that it has a similar meaning to the first sentence. You must use between three and six words, including the word in capitals, without changing it.

- 1 I like all the people working as managers in this company.
WHO
I like everyone position in this company.
- 2 The service was first-class and the rooms were excellent too.
ONLY
Not the service was first-class too.
- 3 You have two possibilities – driving there or going by train.
EITHER
You there by train.
- 4 At the concert I didn't play as well as I expected.
SHOULD
I at the concert.
- 5 You'll easily manage to finish the work by Friday.
DIFFICULTY
You the work by Friday.
- 6 The food at this restaurant is delicious, and the prices are very reasonable.
MEALS
This restaurant very reasonable prices.

7 I think this type of mobile phone would be the best choice for you.

SUGGEST

I this type of mobile phone.

8 I hope to be able to see the Bolshoi Ballet when I'm in Moscow.

CHANCE

I hope I to the Bolshoi Ballet when I'm in Moscow.

3 The key word for all the following transformation sentences is **EYE**. Choose one of the expressions from the box to complete each sentence, making all the necessary changes.

Tip! Often the answers depend on knowledge of typical English collocations or idioms.

catch someone's eye turn a blind eye to
see eye to eye keep an eye on in the public eye

1 Although I love my sister, I don't always agree with her.

I love my sister despite with her.

2 The teacher pretended not to see what the children were doing.

The teacher the children's behaviour.

3 It must be hard for celebrities never to have any privacy, mustn't it?

It must be hard for celebrities always , mustn't it?

4 We'll pay the bill and leave as soon as the waiter notices we're waiting.

As soon as , we'll pay the bill and leave.

5 Sarah watched the children while they were playing in the garden.

Sarah children while they were playing in the garden.

Test 1 Exam practice

Reading and Use of English Part 4

Action plan

- 1 Read the first sentence carefully.
- 2 Make sure the second sentence conveys exactly the same meaning as the first one and that you have not added any new ideas or left anything out.
- 3 Write your answer in CAPITAL LETTERS.
- 4 Use the key word exactly as it is written – do not change it in any way.
- 5 Check that what you write fits with both what goes before and what comes after the gap.
- 6 Count the number of words to make sure you have not written more than six or less than three.
- 7 Remember that contractions (*I'll, don't, etc.*) count as two words.
- 8 Check your spelling.
- 9 At the end of the test, carefully transfer your answers to the answer sheet.

Follow the exam instructions, using the advice to help you.

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).

Tip! If you are not sure of the answer, write what you can – you may get one mark.

Example:

0 Mark told Patti he thought her dress was beautiful.

ON

Mark dress.

The gap can be filled with the words ‘complimented Patti on her beautiful’, so you write:

Tip! Check that (a) you have not used too many or too few words, (b) your spelling is correct, and (c) what you have written fits grammatically.

Example:

0

COMPLIMENTED PATTI ON HER BEAUTIFUL

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

25 Could you watch my suitcases while I go and buy my ticket?

EYE

Would you mind my suitcases while I go and buy my ticket?

26 The rainfall in the west of the country usually exceeds that in the east.

HIGHER

The rainfall in the west of the country tends is in the east.

27 It’s hard to be sure, but I think unemployment rates are beginning to fall.

TELL

As , unemployment rates are beginning to fall.

28 It would be wonderful to sit down and relax for a few minutes.

FEET

I wish that I for a few minutes.

29 We were very grateful that Kate thought of suggesting we ask Max for help.

CAME

We were very grateful that Kate asking Max for help.

30 Don’t forget to take gloves, as it may well be cold in the mountains.

CASE

You should cold in the mountains.

Advice

25 Which expression with ‘eye’ means ‘watch’ in the sense of ‘look after’?

26 What form of a verb follows ‘tends’?

27 Here you need an expression with ‘tell’ meaning ‘from what I have noticed or understood’.

28 Which idiom based on ‘feet’ means ‘relax’?

29 Which phrasal verb is often used with words like ‘suggestion’ or ‘idea’ to mean ‘think of’?

30 Which tense is used after ‘in case’ when you’re thinking about the future?

Follow-up

How could you help yourself to improve your performance in this part of the test?

Task information

- In Part 5, you will read a text followed by six four-option multiple-choice questions.
- The text may come from a range of sources such as a newspaper, a magazine or journal, or a book of fiction or non-fiction.
- The questions will focus on things such as the main idea and details of the content of the text, the writer's opinion and attitude, the purpose and implications of the text, and features of text organisation, e.g. the use of examples, comparisons or reference words.

Choose the best option (A, B or C) to complete the tips for Reading and Use of English Part 5.

- 1 You will find the answer to each question
 - A in your own knowledge of the topic.
 - B only in the text itself.
 - C in a combination of A and B.
- 2 Titles, sub-headings and, occasionally, visuals should all
 - A be ignored as they are only there to make the page look better.
 - B be looked at after reading the main body of the text.
 - C give you useful information about the content of the text.
- 3 The context will often help you to work out the
 - A origin of a word.
 - B meaning of a word.
 - C pronunciation of a word.

Using the title

Titles are important as they give readers an idea of what the text is likely to be about. What do you think articles with the following titles will be about?

Example: *Blizzards bring country to standstill* – about snowstorms causing serious transport problems

- 1 Getting air traffic under control
- 2 Worlds collide at the National Gallery's new exhibition
- 3 Diary of a teenage millionaire
- 4 Fashion to cheer you up
- 5 Secrets of stunning photography
- 6 How to eat well: it's all in the presentation

Working out meaning from context

You almost certainly will not know every word in the text. However, often it is possible to understand roughly what it means from the context. What helps you guess what the underlined words in these sentences mean? Note that you need to think about the whole context, not just the sentence in which the word appears.

Example: *Many of us share elements of a globalised culture, at least, perhaps watching Japanese movies, listening to K-pop, or eating Indian food.* – It is clear that K-pop is something that people listen to and is going to be some kind of popular music. The context suggests that the 'K' is likely to refer to some area of the world (South Korea, in fact).

- 1 Why is it, then, that so many of us tussle with the basics of global communication?
- 2 As an artificial language, it is appreciated as being devoid of ideological or political connotations.

- 3 Esperanto may well be the answer that second-language learners have been seeking.
- 4 The main criticism of Esperanto is that, despite its lofty ideals, the language never really caught on.
- 5 It may even be considered as maintaining a primarily Western point of view, something the creator of Esperanto initially set out to mitigate.
- 6 However, advocates of Esperanto would counter this criticism by maintaining that all languages can be considered as artificial.
- 7 Proponents of the language assert that it has succeeded in areas where English might have failed.
- 8 The global uptake of Esperanto may not eventually topple English from its perch, consigning it to a status similar to that of modern-day Latin.

Useful language: paraphrasing

Texts often use different words to refer to the same thing rather than repeating the same word. In a text, a dance might also be referred to, more generally, as a party or a social event or, more specifically, depending on the context, as a ball or a disco. Similarly, options in Reading and Use of English Part 5 will usually use different words to convey the ideas in the text.

1 Put the words in the box into pairs of synonyms.

advocates	at first	be aware	connections	consequence	fascinating
for certain	have in common	initially	intend	interesting	key
main	realise	result	share	supporters	ties
undeniable	wish				

Example: *advocates* – *supporters*

2 Rewrite these sentences so they do not use any of the underlined words.

Example: *Why is it, then, that so many of us tussle with the basics of global communication?*

Why is it, then, that so many of us struggle with even simple aspects of global communication?

- 1 What is interesting is that, over a hundred years ago, a Dr Ludwig Zamenhof published a book about a new language that he had developed.
- 2 It is claimed to be easy to master.
- 3 It is appreciated as being devoid of the ideological or political connotations that accompany languages of former colonial powers.
- 4 The language never really caught on among the global population in the way its creator intended.
- 5 What Esperanto lacks in culture it makes up for in efficiency.
- 6 Esperanto has built up a history of its own, one shared by the thousands who speak it and use it as an international means of communication.

Action plan

- 1 Read the title. This will give you some idea of the topic of the text.
- 2 Read the text first, then read each question very carefully in turn. Underline key words in the question.
- 3 Remember that questions follow the order of the text. Find the part of the text the question refers to. Check the text carefully before answering.
- 4 Are you confident about the answer? If so, note it down and move on.
- 5 If the answer is not obvious, eliminate the options you are sure are wrong.
- 6 If you find one question difficult, move on to the next one.
- 7 When you have finished, go back to any questions that you left out and look at them again. They may seem easier now. If they do not, just choose one of the options you have not eliminated. Do not leave any questions blank.

Follow the exam instructions, using the advice to help you.

You are going to read an article about Esperanto. 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**.

Tip! You may find it useful to read the questions, but not the options, before you read the text – this may help you focus on the most appropriate bits of the text.

Tip! Do not expect to understand every word or phrase in the text. The general context may help you to understand roughly what unfamiliar words or expressions mean.

Breaking down the language barrier?*A look at Esperanto*

We are supposed to live in a ‘globalised’ world, or so we are increasingly taught in school. Many of us share elements of a globalised culture, at least, perhaps watching Japanese movies, listening to K-pop, or eating Indian food. Why is it, then, that so many of us tussle with the basics of global communication in this age of instant messaging, email and video conferencing? English may certainly be the (self-appointed) lingua franca of the globalised world, with millions of students struggling daily to learn its phrasal verbs and idioms. But English is the mother tongue of only a relatively small percentage of the global population, so wouldn’t it be easier if we all spoke a simpler language? Perhaps what is needed is an international language.

What is interesting is that, over a hundred years ago, a Dr Ludwig Zamenhof published a book about a new language that he had developed, with the intention of providing an appropriate international means of communication. He called this language ‘Esperanto’, and it is said that hundreds of thousands of people have learned to speak it, with about one thousand today even using it as their first language. It is claimed to be easy to master and, more significantly, as an artificial language, it is appreciated as being devoid of any of the ideological or political connotations that accompany languages of former colonial

Tip! The answer must say the same as what is in the text – do not choose an option just because it states something true, if that truth is not in the text. And do not choose an option just because it uses some words from the text.

powers, such as English. It is said to be learnt much faster than English, with a one-symbol-one-sound writing system (making spelling easier) and a grammar with a limited number of rules. Vocabulary even borrows a number of words that are already shared internationally, such as *telefono* (telephone) and *matematiko* (mathematics). In short, Esperanto may well be the answer that second-language learners have been seeking.

The problem is that it is likely that, before reading this article, you might never have heard of Esperanto, and you would almost certainly not be alone on that point. The main criticism of Esperanto is that, despite its lofty ideals, the language never really caught on among the global population in the way its creator intended. Whether there was a vested interest in preventing the language from spreading is hard to say. The key factor is that the language does, in fact, look rather similar to Romance languages such as French, Spanish or Italian, at the expense of other popular languages such as Arabic or Mandarin. As such, the 'international' language is perhaps not international enough, and may even be considered as maintaining a primarily Western point of view, something the creator of Esperanto initially set out to mitigate.

As mentioned, Esperanto is what is known as an 'artificial language'. Those involved with the development of its vocabulary and structures were well aware that the language they were creating had few ties with languages of the past, and so one of the basic features of any other language – that of a cultural heritage – can be considered missing for speakers of Esperanto. However, advocates of Esperanto would counter this criticism by claiming that all languages can be considered as artificial, in the sense that the creators of any language were human. What Esperanto lacks in culture, it makes up for in efficiency, and as language learners in the busy modern world are constantly under pressure of time, it is possible that, for some, it is worth developing communicative efficiency at the expense of a certain prestige. In addition, as Esperanto itself is now a over a century old, one might argue that this language, too, has built up a history of its own, one shared by the thousands who speak it and use it as an international means of communication.

Whether we consider the Esperanto experiment a success or failure, one thing is for certain: an international language should reflect all aspects of global society, while at the same time be easy to learn, free from ambiguity, and neutral in terms of ideology. Critics of Esperanto claim its failure in each of these aspects, while proponents of the language assert that it has succeeded in areas where English might have failed. While there may not be enough global uptake of Esperanto to eventually topple English from its perch, there is no doubt that it has provoked increased interest in the debate on language in the shadow of globalisation, and this debate is far from over.

line 56

- 31 What is the main point the writer is making in the first paragraph?
- A English has difficult features, but can still be an effective global language.
 - B Schools tend to exaggerate the extent of globalisation in the world today.
 - C Global communication is less straightforward than it should be.
 - D World culture continues to become increasingly globalised.
- 32 What does the writer suggest is the main reason why Esperanto appeals to learners?
- A Its spelling accurately reflects its pronunciation.
 - B Its grammar and vocabulary are relatively simple.
 - C It is becoming increasingly widely spoken.
 - D It lacks associations with a specific culture.
- 33 How does the writer explain the fact that Esperanto has been less successful than initially hoped?
- A Esperanto is too closely associated with European languages.
 - B Many learners find English more interesting than Esperanto.
 - C Speakers of Arabic and Chinese find Esperanto difficult.
 - D Esperanto has not been promoted widely enough.
- 34 How does the writer suggest that Esperanto is now changing?
- A It can no longer be considered artificial.
 - B It is developing its own culture.
 - C Its vocabulary is rapidly expanding.
 - D Its prestige is beginning to increase.
- 35 The writer concludes that
- A Esperanto is in some ways superior to English.
 - B Esperanto meets all the criteria for an international language.
 - C it is hard to predict what the future fate of Esperanto will be.
 - D Esperanto has prompted useful discussions about language.
- 36 What does 'it' in line 56 refer to?
- A Esperanto
 - B uptake
 - C perch
 - D English

Advice

Title What does the title tell you about the text?

31 Read the whole of the first paragraph before answering this question.

32 Look for a phrase that suggests something is the main reason, rather than being just one of several reasons.

33 The final sentence of the third paragraph should help you find the answer.

34 Read the whole of the fourth paragraph before choosing your answer to this question.

35 Remember that the question is asking about the writer's conclusion, rather than just a point made by the writer.

36 Try replacing 'it' with each of the options to see which one makes the sentence make sense.

Follow-up

Did you follow all the steps in the Action plan?

Task information

- In Part 6, you have to read four short texts on the same topic, and answer four multiple-matching questions about the texts.
- The questions require you to read across the texts in order to find the answers.
- The questions will require you to find opinions in the texts.
- The questions will ask you to say which expert shares an opinion with or has a different opinion from another of the text(s).
- It is unlikely that there will be one answer for each of the texts – one of the texts will probably have two answers while another has none.

Approaching the task

Read the rubric carefully, as it will introduce you to the subject of the texts. The best way to approach the task is to make a note beside each question of the letters that could provide the answers to that question. For example, if the question asks *Which expert shares C's opinion about the quality of the main actor's performance in the film?*, then you would note down A, B, D, as clearly C cannot be the answer here. Then, as you read the texts, you can put a line through any of the letters that you are certain do not provide the required answer.

- 1** Read these questions and note down the letters for possible answers after each question.

Which expert

- 1 shares expert B's interest in the historical aspects of the issue?
- 2 shares expert A's opinion on the impact that the type of course that is chosen has?
- 3 holds a different view from expert B on the value of making more degree places available?
- 4 shares expert D's doubts about the financial benefits of taking a degree?

- 2** When you first read the texts, it can be useful to think about how you would summarise each of the expert's opinions. Read each of the four texts dealing with the question of the value of doing a university degree course (see page 30). Make notes on each text.

Tip! Getting a sense of the main points the expert is making will help you find the answers more quickly.

- 3** Now look at the texts again and choose your answers to the questions in Exercise 1.

Tip! As will often be the case in the exam, one of the texts is the answer to two of the questions.

- 4** Check the answers to the task by answering these questions.

- 1 Which phrases in the text that answers question 1 suggest a historical approach?
- 2 How does the writer of the text that answers question 2 make it clear that he or she believes that the choice of course is crucially important?
- 3 Which sentences give B's opinion on the value of degree courses, even in less vocational subjects?
- 4 Which sentences in the text that answers question 4 express a degree of scepticism about whether taking a degree is financially worthwhile?

A

There is increasing divergence of views these days over the value, for the individual, of doing a degree course as opposed to going straight into work. In the past, the consensus was that attending university was always worthwhile for anyone who had the ability to gain a place. But this attitude has shifted in recent years, no doubt in part because of the steadily increasing cost of spending three or four years in higher education. However, it must be stressed that the potential advantage of university depends in large part on what any particular course offers in terms of providing practical experience, a sound theoretical understanding or specific transferable skills. The nature of the chosen discipline and the quality of the selected course are the key factors to be taken into account when a school leaver is considering whether a degree course will be worth the investment.

B

Since the 1980s, there has been an enormous increase in the number of institutions in the UK providing degree courses, as well as a steadily growing diversity in the range of courses available to students. As a result, a far higher proportion of young people are now graduates. Some have claimed that this has led to a decline in both the quality and the economic value of a degree. However, it remains a fact that graduates earn considerably more than non-graduates. Although a degree is no guarantee of wealth and success, figures show that it is significantly more likely to lead to a higher salary and a more prestigious job. This general tendency holds true even for graduates in subjects that have no obvious links with traditionally well-paid professions.

C

Many university students have reported that they believe that an increase in confidence and maturity was their main gain from the years they spent in higher education. Those who select a vocational degree, such as veterinary science or aeronautical engineering, invariably and unsurprisingly focus more on the importance of the knowledge and skills they acquired. The social side of university life tends to be appreciated by students in all disciplines, although medical, engineering and law students claim to have had insufficient leisure to enjoy this aspect of the experience. While the most advanced professional skills probably need to be learnt in a higher education institute, improved confidence can be achieved equally effectively and probably more rapidly while in salaried employment, and an exciting social life is similarly not the exclusive prerogative of university students.

D

The problem with providing university education to an increasingly large contingent of students is that it is unrealistic in the way that it raises young people's expectations of the kinds of career opportunities that will open up for them. There simply are not enough graduate posts available for those who believe – usually rightly – that they are qualified to take on such a role. The size of the competition they face is disheartening, as is the inevitable disappointment experienced by young graduates who either remain unemployed or take on a job that could be done equally well by someone who has only just left school. Were they to have gone straight into employment at the age of 16, they would have been earning rather than spending money on fees, and they would probably be better able to tolerate the humdrum aspects of a routine job.

Action plan

- 1 Read the introduction to the texts, noticing the topic.
- 2 Read the questions to get an idea of what you are looking out for.
- 3 Read each of the texts, thinking about the writer's opinions as you do so.
- 4 Read each question carefully and underline any key words or phrases in it.
- 5 Write the letters of the texts that might provide the answer next to the question.
- 6 Go back to each of the relevant texts and think about whether it is the answer or not. If not, put a line through that letter next to the question. If you are not sure, put a question mark next to that letter.
- 7 Before finally choosing your answer, check that you have been focusing on the correct attitude, for example a shared opinion rather than a differing opinion.

Follow the exam instructions, using the advice to help you.

You are going to read four reviews of a work of art on show at the Museum of Modern Art PS1 (MoMA PS1) in New York. For questions **37–40**, choose from the reviews **A–D**. The reviews may be chosen more than once.

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

Review of a work of art**A**

Olafur Eliasson's installation at the Museum of Modern Art PS1 in New York, *Your Waste of Time*, consists of broken chunks of Iceland's Vatnajökull, Europe's largest glacier. The museum had to turn one of their main galleries into a walk-in freezer to be able to display them, a costly exercise but one that is justifiable in terms of its powerful impact. According to the museum, the pieces of ice chosen for the project are about 800 years old. That sounds about right to Ted Scambos, lead scientist at the National Snow and Ice Data Center. Scambos speculates that the ice came from the 'Little Ice Age', the period between the 16th and 19th centuries during which glaciers grew larger than they ever have since – and advanced quickly. 'These glaciers bear testimony to our history – being suspended and frozen for thousands of years – and now they are melting away, as if our whole history is fading,' said Eliasson. Stunning to look at, sad message.

B

Deep in the basement of MoMA PS1, there's a freezing cold room. This contains a number of large chunks of bluish-white ice brought together by the controversial artist Olafur Eliasson. The installation is called *Your Waste of Time* and its lesson would appear to be that global warming is having a devastating impact on our world. But that's hardly news. Ironically, the piece is itself contributing not inconsiderably to the problem, as an extraordinary amount of electricity is required to stop the installation from melting over the floor of the basement gallery. It's a curious piece with a carbon footprint that seems hard to justify on artistic grounds. It lacks beauty, and the skills involved in the installation's creation would seem to be less those of the artist whose name is on the gallery wall than of the technical staff who transported the ice blocks from the Arctic to New York. Are they in fact the people who have been wasting their time?

See next page 

C

More and more artists are beginning to tackle the causes and consequences of global warming, particularly the rapidly retreating polar ice caps. Thus, when the artist Olafur Eliasson produced his latest installation, *Your Waste of Time*, his Icelandic background (notable, of course, for having numerous glaciers) may have contributed to the sense of irony conveyed by this thought-provoking, infuriating, but at the same time elegantly crafted exposé on the dangers of glacial extinction. He even brought some of that background with him for the installation itself, constructed using Icelandic glacial ice which must be kept below freezing for the duration of the exhibition, at a cost of, arguably, a little of that Icelandic background in years to come in terms of the power needed to maintain such an icy temperature for four weeks. Despite Eliasson’s positive environmental message, the irony of the manner of this installation’s construction is not lost on the observer.

D

The very notion of a glacier is one of an unmoving edifice against the sands of time, a frozen state standing firm against the fluidity and pace of the modern world. Yet, through our best (or worst) efforts, the reality of the impact of global warming on these last remnants of the ancient world is now regularly beginning to feature in the art of those who live in the shadow of such edifices, a shadow that Eliasson is surely aware is getting smaller by the day. While his portfolio contains a variety of photographs and other works focused on this appealing icy subject, when regarding his new installation, *Your Waste of Time*, it then begs the question that if preserving the ice used in this installation at temperatures below freezing for four weeks is not of the utmost irony, then how does he reconcile the power needed to preserve his installation at the cost of preserving his own cultural and environmental heritage? Whose time has been wasted here?

Which reviewer

shares reviewer A’s view that *Your Waste of Time* is visually attractive?

37	<input type="checkbox"/>
----	--------------------------

shares reviewer D’s interest in reflecting on the title of the installation?

38	<input type="checkbox"/>
----	--------------------------

has the same opinion as reviewer D about the attraction that glaciers possess for artists?

39	<input type="checkbox"/>
----	--------------------------

has a different opinion from the other reviewers on the environmental contradictions of the installation?

40	<input type="checkbox"/>
----	--------------------------

Advice

37 Which words could be synonyms for ‘visually attractive’?

38 What is the installation called?

39 First check exactly what reviewer D says about the appeal of glaciers as subject matter for the artist.

40 What exactly is the environmental contradiction of the installation?

Follow-up

Is there anything you would now like to add to or modify in the Action plan?

Task information

- Part 7 consists of one long text with six gaps numbered 41–46.
- Six paragraphs have been removed from the text and placed after it in random order. There is also a seventh paragraph that does not fit in the text at all. These paragraphs are labelled A–G.
- You have to decide which of the paragraphs A–G fits in each of the six gaps in the text.
- The text has a title, and there is often also some general information about the content of the text under the title.
- The task checks your understanding of the overall structure of the text and the way in which it develops its ideas.

Useful language: working with reference clues

- 1** Look at this text, which has some missing paragraphs. Underline any words both before and after the gap that might help you find what is missing.

Trees and the urban environment

Who doesn't like trees? Nobody. Everybody likes trees. But some people really, really like trees. The staff of an organisation in the UK called The Woodland Trust, for example.

1

How can this possibly be? Well, unexpected heatwaves can cause serious health problems, the argument goes, and cities get hotter than rural areas, because buildings retain warmth. But trees have the opposite effect: while shade from their branches cools people under them, evaporation from their leaves cools the air around them. Researchers at the UK's Manchester University estimate that increasing the city's green spaces by ten per cent could bring the city's temperature down by several degrees. Which might not have the residents of Manchester cheering now, but once global warming kicks in, they might be a bit more grateful.

2

For example, The Woodland Trust goes on to argue, albeit in a tone more hopeful than forceful, 'there is strong evidence' that green spaces 'promote inward investment by creating a more attractive environment for businesses and their staff'. True or not, greenery is certainly good for city birds and animals.

3

Given such striking benefits, the trust's report concludes that 'it is vital that the government sets targets for new woodland'. Really, though? It seems unlikely to become a government priority in these straitened times, whatever the long-term financial benefits.

4

All the same, just reading about sitting in the cool shade under a leafy tree seems to be having a positive effect on my mental health. Stature and beauty alone can be enough to do it.

2 Think about each of the gaps in Exercise 1. What is likely to be the topic of the text that fills the gap?

3 Now look at options A–D which fill the gaps in Exercise 1. Underline the phrases in each of these options which connect it to other parts of the text. Then decide which option fits where and why. How accurate were your predictions in Exercise 2?

Tip! Connecting words or phrases like *moreover* and *in contrast* will help you work out how the paragraphs fit together.

A Before that happens, however, they might be pleased to know that the city's rainfall is being quietly managed by its plant life, which reduces water run-off: research indicates that tree cover in cities reduces the cost of drainage and other water management issues. And there are other economic advantages, too.

Tip! Words like *they*, *so*, *there*, *those*, etc. that refer to other parts of the text will also provide useful clues.


B Besides, some of the report's claims are a bit shaky. All but 284 of those who died in the most recent heatwave were over 75; trees would not have saved most of them for long. And, with press accounts of aggressive foxes venturing into cities, maybe being kind to urban wildlife isn't as valued as it might be.

C Business covered, the report turns back to health issues. Poor air quality shortens 24,000 lives a year; trees absorb the filth. Without green spaces to walk in, city people get fat, lazy and stressed; trees help with that, too. There are reports that link greenery with reducing blood pressure, raising self-esteem and even controlling behavioural problems in children.

D 'We need more native trees and woods in urban areas,' insists the Trust's report *Greening the Concrete Jungle*. Stature and beauty aside, trees have a positive effect on physical and mental health, they bring financial benefits to the cities where they grow and they are good for urban wildlife. They can even save lives, possibly.

Action plan

- 1 Read the title and, if there is one, the introduction to the text – it will give you an overview of the topic.
- 2 Read through the text without trying to work out which paragraph goes where.
- 3 Read through the options A–G, noticing the differences between them.
- 4 Look carefully at the words before and after the missing paragraph and make sure your choice of paragraph fits 'at both ends'.
- 5 If you are sure you know the answer to any of the gaps, fill those in first.
- 6 Do not leave any answers blank – make an intelligent guess if you are not sure of the answer.
- 7 When you have finished, read through the text with your answers in place to check that it all makes sense.

See next page 

Follow the exam instructions, using the advice to help you.

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

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

Beautiful music makes better materials

The hidden structures of music are universal patterns of nature – and they can help us create new materials like artificial silk.

Our world consists of only about 100 different chemical elements. It is the arrangement of these elements, or building blocks, into molecules that gives rise to the rich set of materials around us – from the sugar molecules in the food we eat to the oxides in the Earth’s crust.

41

The properties of a piece of matter, however, are defined not by these basic building blocks themselves but by the way they are arranged. For instance, spider silk is one of the most remarkable examples of nature’s materials, created from a simple protein but spun into fibres stronger than steel.

42

A composer uses a limited set of tones as the starting point for melodies, which in turn are arranged into complex structures to create symphonies. Think of an orchestra, where each instrument plays a relatively simple series of tones. Only when combined do these tones become the complex sound we call classical music.

43

Composers have made use of the idea of interconnecting patterns for thousands of years, but only recently have these systems been understood mathematically. This maths shows that the principles of musical composition are shared by many seemingly quite different systems in the natural world.

44

The problem lies in our ignorance of the ways in which these are arranged. But in fact it is not the building block itself that is limiting our ability to create better materials, but rather our ignorance of the way in which these building blocks are arranged. To try to understand this better, scientists are copying the structure of silk fibres and turning it into musical compositions. This will help them create artificial materials for medical and engineering applications.

45

Listening to the music that was produced in this way improved their understanding of the mechanism by which the patterns of amino acids work together during the silk-spinning process. The patterns of amino acids that formed silk fibres of poor quality, for example, translated into music that was aggressive and harsh, while the ones that formed better fibres sounded softer and more fluid. In future work it is hoped that the design of the silk can be improved by enhancing those musical qualities that reflect better properties.

46

Using music as a tool to create better materials and to improve urban living may seem like an unusual proposal, but when we appreciate that the underlying mathematics of the structure of music are shared across many fields of study, it begins to make sense. Nature does not distinguish between what is art and what is material, as all are merely patterns of structure in space and time.

Advice

41 The phrase ‘these basic building blocks themselves’ gives a clue as to what fits in gap 41.

42 Given the sentence after the gap, what topic must be introduced in the missing paragraph?

43 Looking at the paragraphs before and after the text should suggest what the basic topic of the missing paragraph must be.

44 What does the use of ‘But’ immediately following the gap tell you about what must go in 44?

45 Look at the sentence before and the one after this gap. What do these sentences tell you about the content of the intervening paragraph?

46 What does the use of ‘to improve urban living’ after the gap suggest about what might go in 46, given that this is not a topic that has been focused on elsewhere in the text?

Tip! Look at the connecting words in options A–G for clues about what must go before or after them.

- A** In essence, a musician's piece is just one example of a system where smaller patterns are found inside larger ones – similar to the way characters form words, which form sentences, then chapters and eventually a novel.
- B** Using this theory, we can discover universal patterns that form the blueprints of our world. We may be able to make everything we know – molecules, living tissues, music, the universe – by applying universal patterns in different physical contexts. For example, a pattern of building blocks might be represented as music, to create a certain melody, or might be represented as DNA to create a certain protein.
- C** This approach has implications far beyond the design of new materials. In future, it might be possible to translate melodies to design better sequences of DNA, or even to reinvent transportation systems for cities.
- D** Similarly, in the living world, a limited set of building blocks of DNA and amino acids creates some of the most remarkable materials we know of, the stuff that builds our bones and skin, and complex organs such as the brain.
- E** In this translation from silk to music, they replaced the protein's building blocks with corresponding musical building blocks (tones and melody). As the music was played, they could 'hear' the different series of organic compounds they had used, and could then work out how certain qualities of the material, such as its mechanical strength, appear in musical terms.
- F** As we begin to appreciate the importance of such patterns, engineers are applying this knowledge to the design of synthetic materials. Doing so, they can gain inspiration from a surprising source: music.
- G** Even though nature uses this approach, people have failed to exploit the concept themselves when it comes to developing new materials. We have created thousands of different materials, originating from very different sources, such as plastics, metals or ceramics. But it seems we could benefit considerably from learning more about how nature uses its building blocks.

Follow-up

Did you find the clues before or those after the gap more useful in each case?

Task information

- In Part 8, there are ten questions.
- You have to read either one long text divided into (usually) four sections labelled A–D or four shorter texts labelled A–D.
- You have to find the text, or section of text, which answers each of the ten questions and write down the appropriate letter.
- Part 8 tests your ability to locate specific information relating to detail, opinion and attitude.

Reading the questions

1 Look at this extract from an exam question. Which words would you underline in it?

In which book review are the following mentioned?

- 1 a character with a resemblance to a real-life celebrity
- 2 a story that is partially based on the author's own childhood
- 3 a book which has not been adapted very successfully to another medium
- 4 a story that has an unexpected twist at the end
- 5 a gripping book with an eccentric main character
- 6 a detective story which holds the reader's attention until the very last page
- 7 an over-complicated and not totally convincing plot
- 8 a story which is set in the past but has a modern feel to it

Tip! It is important to read the questions carefully. It can help to underline or highlight key words so that you know what to focus on.

2 The texts are unlikely to use the same words as the questions. Answer these questions about the task in Exercise 1.

- 1 What phrase might convey the idea of *having a resemblance to*?
- 2 What adjective might be used to say that a text is based on the author's life?
- 3 What is the most likely other medium for a book to be adapted to?
- 4 Which of these phrases might be used to replace *unexpected twist: unusual turn of events or surprising location*?
- 5 Which of these words might a reviewer use to convey a similar idea to *gripping: thrilling, amusing, spellbinding, puzzling, engrossing, inspiring*?
- 6 How might the reviewer convey the idea of an eccentric main character?
- 7 What phrase could be used instead of *detective story*?
- 8 What phrase might be used instead of *until the very last page*?
- 9 What would be another way of saying *over-complicated*?
- 10 How might the reviewer express the idea that he or she did not find the plot totally convincing?
- 11 How might a reviewer express the idea of a story being set in the past?
- 12 How might a reviewer express the idea that a story has a modern feel to it?

Tip! Try to think of synonyms or paraphrases for key words as you read the questions.

Scanning

1 Take ten seconds to scan this text. What is it about?

Tip! In this part of the test, you should scan the text rather than read it in detail.

Science in Fiction

Science-fiction thrillers have a rich history. Erica Wagner picks her favourites.

By the time of his death in 2008, Michael Crichton had become the giant of the science-thriller genre. He was perhaps best known for his novel *Jurassic Park* – published in 1990 – and the film spin-offs of his books. (I say ‘best known’ but let’s not forget that he was also the man behind the famous story of the little alien ET, who befriends a small boy.)

For my money, however, his finest and most frightening novel was one of the earliest: *The Andromeda Strain*, published in 1969. The novel builds on the premise that if we are ever to encounter aliens from another galaxy, they are much less likely to be little green men than microscopic life forms.

On a slightly jollier note, sticking to alien life, there’s Carl Sagan’s *Contact*, published in 1985, the tale of a radio astronomer who encounters a signal that could have been sent only by an intelligent life form. On one visit to the Jodrell Bank Observatory in Cheshire, I was heartened to discover that this book (and the 1997 film starring Jodie Foster) was a favourite of the astronomers there.

But back to putting a shiver down your spine. How about Mary Shelley’s *Frankenstein*? First published, anonymously, in 1818, it shows that even in what the writer and academic Richard Holmes so memorably termed ‘The Age of Wonder’, the dark side of scientific research was never far from imaginative minds.

2 Now take one minute and find the answers to these questions about names and numbers. The questions do not follow the order of the text.

- 1 Who is the author of this article?
- 2 Which is the oldest book she mentions?
- 3 Which is the most modern?
- 4 What can be found in Cheshire?
- 5 Which creations bearing Michael Crichton’s name are mentioned in the article?
- 6 Which of these does the reviewer say she likes most?
- 7 Which of Jodie Foster’s films is mentioned in this article?
- 8 Whose name was on the title page of the first edition of *Frankenstein*?
- 9 When was the book that the Jodrell Bank astronomers like published?
- 10 Who coined the phrase ‘The Age of Wonder’?
- 11 Which age does ‘The Age of Wonder’ refer to?
- 12 When did Michael Crichton die?

Action plan

- 1 Read the introduction to the text(s) to get a general idea of what you are going to read about.
- 2 Remember that the questions come before the text(s), as you are supposed to focus on these first.
- 3 In this task, the questions do not match the order in which the answers appear in the text(s).
- 4 Skim the text(s) to get a quick impression of the content. Do not read it/them in detail.
- 5 Read each question and scan the text(s) to find the information or opinion that you need.
- 6 Remember to check your answers. Check the questions against the text(s).
- 7 The questions usually use different words to communicate the ideas in the text(s), so if you find identical words in the question and the text(s), it does not mean you have found the right answer.

Follow the exam instructions, using the advice to help you.

You are going to read four short articles by people who have climbed Mount Everest. For questions 47–56, choose from the articles (A–D). The articles may be chosen more than once.

Mark your answers on the separate answer sheet.

In which article is the following mentioned?

- a remarkable coincidence
- a suggestion that other climbers sometimes take risks
- a determination to continue climbing despite a problem
- an awareness of the dangers of the descent
- an obsession the climber briefly experienced
- the temporary nature of the sense of achievement
- the fact that the writer made the climb without some support that could have been used
- the appeal of climbing to one of the senses other than sight
- something that failed to live up to expectations
- a claim that the writer rejects

47	<input type="checkbox"/>
48	<input type="checkbox"/>
49	<input type="checkbox"/>
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51	<input type="checkbox"/>
52	<input type="checkbox"/>
53	<input type="checkbox"/>
54	<input type="checkbox"/>
55	<input type="checkbox"/>
56	<input type="checkbox"/>

Advice

47 This answer should stand out, as it is based on a surprising anecdote.

48 It should be straightforward to pick up the references to other people, as most of the texts are focusing on the writer's own intense feelings.

49 Several of the texts refer to a problem, but only one does so in a way that matches the whole phrase.

50 The reference to going back down the mountain may be indirect as long as it is unarguably in the text.

51 You will see the word 'obsessed' in one of the texts but, in fact, this makes it the least likely text to contain the answer to this question.

52 What verb is often used to describe the gradual disappearance of a feeling (or a colour)? If you see this word in a text, it will take you to the answer.

53 The support that most climbers use might refer to sherpas, oxygen or types of equipment – which text refers to managing without one of these?

54 The other four senses are hearing, smell, touch and taste – which of these is commented on specifically in one of the texts?

55 How do you feel if something 'failed to live up to expectations'? You are likely to find that word, or something very similar, in the text.

56 What is another word for 'rejecting' another person's claim or belief? Bearing in mind other possible ways of expressing this idea may help you to locate the answer.

How I felt on conquering Everest

Four climbers who succeeded in climbing the world's highest mountain write about how they felt when they reached the summit.

A Roddy Mackenzie

It has occasionally been claimed that people climb for the smell of it. Air at very high altitude smells completely different. When I reached the South Summit, I was suffering from a lack of Spanish olives. I was preoccupied with thoughts of a tin of them sitting in my tent at base camp. This was the result of a very intense dream about olives that was interrupted by the alarm summoning me to our summit attempt. At the South Summit, the view of the main summit fascinated me from a mountaineering point of view and all dreaming of olives evaporated. On the summit, I felt a mixture of apprehension and curiosity. It seemed to me that the curvature of the Earth was apparent, and I spent some time trying to think of a means to test if this was a real observation or an illusion. Many people on the Indian subcontinent believe that the ascent of Everest confers on the climber a greater wisdom in manifold subjects. That is something I do not agree with but never dispute.

B Anna Czerwinska

When I reached the South Summit, I looked back at the mists rising from the valleys and I could feel their damp touch on my face. They prevented me from looking down on the long painful way up, but it was not only that. The curtain of mist had closed over my past. My oxygen was running out, and common sense demanded that I return, but before long I was climbing on an exposed ridge to the foot of the Hillary Step. A crampon had come undone and I painfully put it on again. Everest was doing everything to discourage me. I registered that dreamily and, as if dreaming, conquered the final metres of the snowy slope. Suddenly the clouds above me lifted in one blue moment and, very low down, I saw a rugged precipitous ridge. The wind was growing stronger and it was snowing lightly. I did not get the beautiful view as a reward and I felt fleetingly disappointed. However, those few minutes on the highest spot on Earth were worth every effort and have given me joy ever since.

C Andy Politz

On the summit, I set out to get some sponsor photos, which at 8,850 metres without oxygen gives a unique insight into hypoxia. At one point, I looked down at Nepal and the South East Ridge only to be surprised by another climber coming up through the clouds. He was startled to see someone looking down at him. He was also climbing without oxygen and was tiring. The other thought I had, remembering six years of attempting to climb Everest, was 'He could take my picture'. Through scudding cloud, I saw that the colour and design of his clothing were unmistakably French. I do not speak French. As this Frenchman was taking his last steps to the summit, I made the international hand sign for 'Stop and I'll take your picture'. While I was struggling to focus the camera, he looked hard at me and exclaimed 'Andy!' To my amazement, it was my close friend Ed Viestours on his second ascent of the mountain.

D Frits Vrijlandt

I approached Everest with respect and was well aware of being just a small human being. An excellent preparation is very important but far from a guarantee that you'll reach the summit. You have to be mentally ready to go for it, sufficiently experienced and a brave and careful climber. Before our summit bid, our team agreed that returning without injuries was our main objective. Some people can be blindly obsessed by Everest. I reached the top after eight hours of climbing. After I contacted base camp and they had congratulated me, I replied, 'Thank you, but first I have to get back down safely.' After my return to Kathmandu, I felt like a super-being because I had stood on the top of the world. I still had this feeling when I came back home but it soon faded away. The world or your life doesn't change because you climbed a mountain, even if it is the highest. But climbing Everest was a spiritual experience for me. It puts your feet back on the surface of mother Earth.

Follow-up

How could you improve your performance in this kind of task in future?