

Part 2: Talking about pictures

In this part of the test, you are given three pictures and you choose two of them to talk about. The interlocutor asks you to compare your chosen pictures and respond to two questions. You are able to see these questions above the pictures.

In order to respond to Part 2 tasks, you need grammatical structures and vocabulary that enable you to compare, express your opinions, describe and speculate.

Comparing

DO NOT SAY, for example,

'This picture shows a politician who looks a bit annoyed. This picture shows a boy who looks calm.'

DO SAY **'Compared to/Unlike** the politician, the boy looks **slightly/a lot/ much** calmer'

*'The man here seems to be rather annoyed, **whereas/but** the boy looks quite calm **in comparison**.'*

*'They're **both** in potentially stressful situations **but the difference is** that the boy looks calm and the man seems **much more** annoyed.'*

Expressing your opinion

DO NOT SAY 'Let me think about that ...' and hesitate for too long.

YOU CAN SAY 'Let me think about that' but then quickly add 'Well, in my opinion ...', 'I'd guess that ...', 'I imagine that ...'

Describing and speculating

DO NOT SAY 'He addresses a group of people.' 'He plays a game of chess.'

DO SAY 'He's **addressing** a group of people.' 'He's **playing** a game of chess.'

DO NOT SAY '... in the top left hand corner ...' '... in the top picture of this page ...'

DO SAY '... this man **seems/appears** to be responding to a question ...'

*'He looks rather annoyed ... **as if** someone just asked a difficult question.'*

*'He looks quietly confident ... I think he **might/could/must have** just realized how to win the game.'*

DON'T SAY, if you can clearly see something, e.g. a chess board 'This *might* be a game of chess.'

DO SAY 'It looks like a normal room so it *might* just be an informal game between friends...

perhaps it's somewhere in Russia because I know this game is quite popular there.'

DON'T SAY 'That's all.', 'I've finished.'

DO remember that there are no right or wrong answers to the questions, so continue to speculate about the pictures until the examiner stops you. In this way, you can demonstrate a greater range of vocabulary and structure.

Using the highlighted language forms above, practise Part 2 'Achieving Goals' and 'Group Activities' on page 43. Take turns to be the interlocutor and the candidate.

Test 2

Reading and Use of English 1 hour 30 minutes

Part 1

Read the text and the test questions. Before you answer the test questions, go to the Further Practice and Guidance pages which follow.

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 paying B attracting C causing D devoting

0	A	B	C	D
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Smart Dog!

Animal behaviourists once thought that a dog's bark was simply a way of (0) attention.

Now a new study suggests that dogs vary the pitch of their barks to (1) different messages, for example, by producing high-pitched single barks when (2) from their owners and a lower, harsher superbark when strangers (3) towards them.

During their research, the scientists also wondered whether dogs could recognize quantity. To test this, the dogs were first (4) treats before a screen

was lowered so that the treats were out of (5) If a treat was added or taken away, the dogs looked at them for longer, presumably because the numbers did not meet their (6) The scientists concluded that dogs have a basic mathematical ability that (7) them to tell when one pile of objects is bigger than another. This ability may be present because dogs are (8) from wolves who would have needed to work out how many allies they had in a pack.

- | | | | |
|---------------|----------------|--------------|----------------|
| 1 A express | B convey | C infer | D conduct |
| 2 A split | B detached | C separated | D withdrawn |
| 3 A approach | B appear | C draw | D move |
| 4 A tempted | B demonstrated | C shown | D presented |
| 5 A view | B notice | C perception | D sight |
| 6 A estimates | B expectations | C suspicions | D calculations |
| 7 A assists | B facilitates | C enables | D informs |
| 8 A descended | B related | C connected | D evolved |

What’s tested?

Part 1: Multiple-choice cloze

Part 1 of the Reading and Use of English paper is primarily a test of vocabulary. Questions typically focus on fixed phrases, collocations, linkers, idioms, and phrasal verbs.

Tips

- Read the whole text carefully to get a general understanding of the main ideas and how they might relate to each other.
- Look at the choice of four words and choose the one you think fits each gap in terms of meaning.
- Check that the answer you have chosen also fits the gap grammatically.

A detailed study

In the exercise below, use the words in the box to complete the sentences. Use each word once only.

- 0 a By attracting attention to themselves, the group is rescued from the island.
- b The speakers were badly prepared, causing everyone to lose interest.
- c She won the award for devoting her whole life to looking after the poor.
- d By paying attention to staff feedback, we feel we have improved relations.

paying
attracting
causing
devoting

- 1 a I think we can from her expression that she was unhappy with the decision.
- b The colour red can often a sense of energy and strength to people.
- c It’s currently impossible to a conversation with clients in that crowded office.
- d Feel free to your views in the report you submit.

express
convey
infer
conduct

- 2 a Once funding is from the museum, admission fees will have to go up.
- b The participants in the study were up into two groups.
- c Simon became more and more from reality as his illness progressed.
- d When my work placement meant I was from my family, I did feel homesick.

split
detached
separated
withdrawn

- 3 a Customers generally dislike adverts which in their email inbox.
- b As the reality of tourist space travel begins to nearer, how will this affect the environment?
- c There was a long queue, but eventually we began to towards the help desk.
- d Be warned! any snakes in Australia with extreme caution.

approach
appear
draw
move

- 4 a Jane was with a certificate when she graduated.
- b I was to accept the contract immediately.
- c The engineer how the procedure should be performed.
- d We were our rooms by the owner of the hotel.

tempted
demonstrated
shown
presented

- 5 a If we build the hotel there, the ocean will be hidden from
- b Just because you’re out of in that office, don’t think you can stop working.
- c Don’t take any of Chris – he’s always rude to everyone.
- d He showed great of the situation – he could see exactly what was really happening.

view
notice
perception
sight

- 6 a Unfortunately, the holiday did not meet our
- b The man’s strange behaviour aroused the of the police officer.
- c According to my, we should have enough money for the rest of the month.
- d We were given three very different for the cost of repairs to our car.
- 7 a Richard is great. He people whenever he can.
- b Your assistant me that the delivery will be here today.
- c The money I inherited me to do a lot more things.
- d The new system a faster service.
- 8 a We share the same surname but we’re not to one another.
- b I don’t think the problem with this software is to a virus.
- c He said he was from a French king!
- d The idea from a brainstorming session with the team.

estimates
calculations
suspensions
expectations

assists
facilitates
enables
informs

descended
related
connected
evolved

Now check your answers to Part 1 of the test.

Part 2

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

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

Example:

0 IS

Born Liars

A commonly held view (0) that humans are the only species which lies, but this can be proved untrue. Much (9) human babies, young chimpanzees born in captivity really hate (10) left alone. It is for this reason that their handlers, (11) known them since birth and who become their 'family', should ideally never be out of sight. (12) though handlers do their best to avoid going away for too long, some absence is still unavoidable. In (13) a situation, as soon as the chimp knows it is going to be left alone, it will start making the most vocal protests. The noise stops after the door is slammed (14) at this point the chimpanzee knows the handler can (15) longer hear him. The crying is a deliberate signal rather than an uncontrollable outburst, but (16) this is a case of real lying depends on how you look at it.

Part 3

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

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

Example:

0 HORRIFIES

There can be little that (0) a homeowner more than discovering	HORROR
they have been burgled. Even if the thief has only taken a box containing	
something he (17) believed to be valuable, but which turns out	MISTAKE
to be financially worthless such as a collection of family photographs, these	
items are considered (18) by the owner. Moreover, the owner's	REPLACE
sense of loss is often (19) by a feeling of being unsafe in their	COMPANY
own home as they know that, in all (20) , the items will not be found	LIKELY
and the thieves not caught. Such feelings can be hard to (21)	COME
So what can we do to reduce the chances of being burgled? Firstly, burglars	
prefer homes which are easily (22) , so it's a good idea to take some	ACCESS
simple (23) such as locking all your windows and doors. Furthermore,	CAUTIOUS
the sound of a dog barking is an effective (24) , so if you are	DETER
not a pet owner, record a friend's pet.	

Part 4

Read the text and the test questions. Before you answer the test questions, go to the Further Practice and Guidance pages which follow.

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between three and six words, including the word given. Here is an example (0).

Example:

0 As he continued to listen to the speech, Richard became increasingly sleepy.

SLEEPY

The more Richard listened to the speech, became.

The gap can be filled with the words ‘the sleepier he’, so you write:

Example: 0 THE SLEEPY HE

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

25 It was very easy for someone to steal the car because Dad forgot to lock it.

STOLEN

Dad forgot to lock the car which explains easily.

26 Anne told me that she doesn’t intend to stop working.

INTENTION

Anne told me that she up her job.

27 I don’t usually learn anything useful from the TV, but last night I did.

CHANGE

It useful from the television last night.

28 Jill wished she had tried to have a better relationship with her father.

GET

Jill regretted better with her father.

29 The team are determined to finish the race however tough it is.

MATTER

The team are determined to finish the race be.

30 We expect to solve the problem before the product launch.

SORTED

The problem should time for the product launch.

What’s tested?

Part 4: Key word transformation

Part 4 of the Reading and Use of English paper has six questions. There are three parts to each question: a lead-in sentence which is complete, a key word, and a

second sentence which is incomplete. You have to complete the second sentence so that it has a similar meaning to the first, using three to six words, including the key word. The key word must not be changed in any way. Contractions count as two words.

A detailed study

Look at the lead-in sentence in question 25 below. It can be separated into three parts, A and C which contain the main information, and B, which shows the connection between them.

25	It was very easy for someone to steal the car	because	Dad forgot to lock it.
	A	B	C
	STOLEN		
	Dad forgot to lock the car	which explains easily.
	C	B	A

Decide:

- a what question word comes after *explains*.
- b what pronoun can replace ‘the car’.
- c how *STOLEN* can form part of a passive construction.
- d what adverb should go in front of *easily*.

Now do the same for questions 26–30.

26	Anne told me that she	doesn’t intend to	stop working.
	A	B	C
	INTENTION		
	Anne told me that she up her job.	
	A	B	C

Decide:

- a what verb is needed to complement the noun *intention*.
- b what tense this verb must be in.
- c what ‘negative’ word must go in front of *intention*.
- d what preposition is used after *intention*.
- e what phrasal verb (with *up*) means ‘to stop doing something that you do regularly’.
- f what effect the preposition in d has on the phrasal verb.

27 I don't usually | learn | anything useful from the TV, | but last night I did.
A B C A

CHANGE

It | | useful from the TV last night.
A B C

Decide:

- a what verb is needed to complement the noun *change*.
- b what article needs to go in front of the noun.
- c what structure comes next i.e., learn, to learn, learning.
- d how *anything* must be changed to a positive form.

28 Jill wished | she had tried | to have a better relationship with her father.
A B C

GET

Jill regretted | | better with her father.
A B C

Decide:

- a what form of 'try' comes after the verb 'regret'.
- b how to make this form negative.
- c what phrasal verb is formed with 'get' that means 'to have a good relationship with someone'.

29 The team are determined to finish the race | however | tough it is.
A B C

MATTER

The team are determined to finish the race | | be.
A B C

Decide:

- a what three-word phrase, beginning with a negative and including *matter*, can replace *however*.
- b which words from part C can be kept the same.
- c what modal verb often follows the three-word phrase, and must go in front of *be*.

30 We expect | to solve | the problem | before the product launch.
A B A C

SORTED

The problem should | | time for the product launch.
A B C

Decide:

- a what auxiliary verb follows 'should' now that 'The problem' begins a passive structure.
- b which preposition follows 'sorted' to form a phrasal verb which means 'solve'.
- c which preposition forms part of the phrase '... time for' - meaning 'just before' an event occurs'.

Part 5

You are going to read a magazine article about the careers of comedians. 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.

A career in comedy? It's no laughing matter!

At one time the notion of a career on stage may have been frowned upon by certain sections of society, but nowadays parents would be well advised to actually push their offspring into the safe and lucrative world of comedy. If the number of awards, the profusion of clubs and the amount of lucrative broadcasting work available are anything to go by, comedy is the new accountancy. Where once a stand-up comedian would have to endure years on the circuit of small-time venues and get paid in free drinks and curled-up sandwiches, comedians can now work in several media and even be paid a regular salary for writing jokes for TV and media. The live comedy circuit has mushroomed and the general public seem to have an insatiable appetite for comedic talent both in front of and behind the camera.

'The advent of multi-channel TV is behind this comedy revolution,' says William Burdett-Coutts, artistic director of one of the top venues for comedy during the famous Edinburgh Festival Fringe. 'I put it down to when television programmers at Channel 4 created a new interest in comedy. That's what sparked it off, and now with so many channels there are hours of airtime to be filled. There is a fairly constant demand for new talent.' The festival sees the culmination of five comedy awards that are regarded in the industry as one long audition for lucrative TV work. 'The eventual winners will possibly get guaranteed runs at the prestigious Montreal and Melbourne comedy festivals but the ultimate lure for many, though, is the thought of being snapped up by a top agent,' he says.

Edinburgh is only one of the many comedy festivals in Britain where comedians can ply their trade. Several other British cities have festivals but Burdett-Coutts cautions that it's not all milk and honey for those seeking fame and fortune. 'Manchester struggles to keep its venues going, Newcastle has closed them all, and London is a hard one to crack as there is so much going on there all the time. There are many, many comedians who have been around for years without a breakthrough.' Nevertheless, he still maintains that there's room for another comedy

festival in a seemingly overcrowded market and points out that October sees the opening of the Brighton Comedy Festival.

Despite the risk of obscurity, the openings for talented funny people are many and varied – and it's not necessarily performers that TV wants to lure. As Lisa Thomas, director of an agency which handles several top comics, says, 'Not so long ago, TV producers would want to see someone up there performing live, and audience reaction was the bottom line. What you have these days is a concern with the comic's creative potential. They may think someone doesn't quite have it on stage, but has a talent that could be put to better use coming up with ideas for sketches in established TV shows or even for editing scripts.'

While Thomas welcomes the extra money and audience interest that awards attract, she believes they are hardly an automatic guarantee of well-paid comedy life, but rather they act as an industry 'shop window'. 'They are definitely the foot in the door,' she says. 'The awards do secure work for newcomers and a lot of them feel they have to pay their dues and do live performance for a couple of years before they can call themselves a comedian. It certainly helps in terms of knowing whether a joke is "sayable" or if the timing's right when they go into writing or production.'

One comedian who made the deviation from delivering the jokes himself to writing for others is Phil Whelans. Although he does the occasional live performance and voiceover work for commercials, he now considers himself a writer and made the career change in the late 1990s after his comedy act with a partner broke up. 'I couldn't face starting over, doing try-out sessions,' says Whelans. 'The scene is so diluted now – there are hundreds of competent, blandish, slightly uninteresting stand-ups who I would be up against and my heart sank at the thought.' And the money? 'The rates vary wildly,' says Whelans, who is currently devising an improvised sitcom for TV. 'I've seen writers turn ashen with jealousy when they hear what others can earn, but believe me, it's a very decent living for most.'

- 31 What does the writer state about a career in comedy in the past?
- A Comedians could once expect to receive a reasonable salary.
 - B There were certain kinds of trophy that comedians could aim for.
 - C It promised a longer career than most comedians achieve today.
 - D It was not always regarded as a respectable profession.
- 32 According to William Burdett-Coutts, comedians often take part in the Edinburgh Festival
- A to challenge current notions of comedy.
 - B to secure more work in the future.
 - C to appear to as diverse an audience as possible.
 - D to compete with each other for money.
- 33 What does Burdett-Coutts state about the current opportunities for comedians?
- A A career in comedy may not always be rewarding.
 - B Comedians should avoid venues in large cities.
 - C There are many inadequate comedians seeking work.
 - D The launch of another festival is fairly pointless.
- 34 According to Lisa Thomas, TV producers are looking for comedians who
- A are capable of producing material for others.
 - B come across as confident in live performance.
 - C enjoy a good rapport with their audiences.
 - D are realistic about their chances of success.
- 35 What does Lisa Thomas say about comedy awards?
- A They ensure comedians gain experience before entering comedy festivals.
 - B They usually mean that comedians will enjoy a successful career.
 - C They lead to opportunities where comedians can experiment with material.
 - D They help comedians decide which branch of comedy they are suited to.
- 36 Why did Phil Whelans choose to become a comedy writer?
- A He felt he was no longer at competition standard.
 - B He believed he would earn a regular salary as a writer.
 - C He had found it difficult to work as part of a team.
 - D He did not have the enthusiasm to develop a new act.

Part 6

You are going to read four commentaries on a talk about public health. For questions 37–40, choose from the extracts A–D. The commentaries may be chosen more than once.

The Future of Public Health

Four writers comment on Professor Greg Pearson's online talk called 'The Future of Public Health'

- A** Greg Pearson is one of those public speakers whose spirit of adventure and sense of wonder warms us up to the idea that nothing is impossible. He employed his usual winning manner to good effect in 'The Future of Public Health', holding the audience entirely spellbound with a clever balance of hard fact and anecdote. A key theme of the talk focused on the use of robots in the care of the sick and elderly, a trend already developing in certain developed nations. Pearson had clearly put in the groundwork; he had compiled impressive statistics relating to the successful use of robots in delivering medication and in assisting older people with daily tasks, both in domestic and overseas trials. The work he is personally carrying out in this field – the development of a robot to assist with physical rehabilitation – is remarkable; no doubt this machine will have immense application in both private and public facilities. Sceptics in the medical field, and there appear to be more than one would imagine, should sit up and take note.
- B** Greg Pearson's mission, it seems apparent, is to see the widespread replacement of human caregivers with humanoid robots, but I feel he has a way to go in convincing doctors and health practitioners that this is achievable or desirable. While Pearson has done his homework (online viewers can see the extensive data on robots used in healthcare sectors which he collected as the basis for his talk), one has to question whether his own work – the design and creation of a robot that will assist doctors in spinal injuries – is something that will benefit a worthwhile number of patients. This is not cheap technology. During 'The Future of Public Health', Pearson missed the opportunity to engage with the assembled crowd; as mentioned before, he has the graphs and the static images of robots in action but struggles to put a good argument together.
- C** During 'The Future of Public Health', there was indisputable proof that Greg Pearson deserves his reputation as an inspirational figure. Articulate and passionate, he set out his vision for developments in robot technology, in particular for use in rest homes and hospitals where they could be employed to monitor and see to the basic needs of patients and the elderly. In countries such as Japan, Germany and the USA, basic service robots are already reminding patients to take medicine, carrying heavy loads and performing basic cleaning tasks. Pearson spent many hours in overseas institutions where these robots are in use, observing and collecting information, so no one can doubt his credibility. His findings come together in his talk, which has since been viewed online over 800,000 times. Judging by the response from fellow academics and doctors, he is not alone in dreaming of a future in which robots are the good guys.
- D** With the massive shortage of caregivers and the ageing populations of many developed countries, the future of health care is an issue that concerns us all. So why not robots? In recent years, science fiction has become science fact, and Greg Pearson may well be leading the way forward, even if there are other physicians who disapprove of the move towards robot use. In the first part of his talk 'The Future of Public Health', he explores the way that certain institutions are already taking advantage of robot technology to care for older people and infirm patients. Pearson explains it all in a compelling and charming way, yet still it is the section on his own innovation which is the highlight. Pearson has been working on a robot that will aid in the rehabilitation process, meaning that patients will be able to walk independently once more. This is medical revolution in the making!

Which writer

shares writer C's opinion on the reliability of the research Pearson did for his talk?

37

holds a contrasting opinion from writer A on the manner in which Pearson delivers his talk?

38

takes a similar view to writer A on the usefulness of Pearson's current project?

39

expresses a different view from the others regarding the degree to which medical professionals share Pearson's ambitions?

40

Part 7

Read the text and the test questions. Before you answer the test questions, go to the Further Practice and Guidance pages which follow.

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

Mark your answers on the separate answer sheet.

The story of the lamb-plant

According to a recent survey, 70 per cent of ten-year-olds living in Scotland's big cities think that cotton comes from sheep. It's easy enough to mistake the soft white stuff sold in fluffy balls in plastic bags at the local chemist's shop or supermarket with the curly stuff on a sheep's back, especially when the only sheep you've seen are in books or on the TV.

41

Rumours had first begun to circulate way back in the Middle Ages. The *borametz*, also known as the 'lamb-plant', was said to exist in Tartary, a far-away land stretching across Eastern Europe and Asia. None of those who told the various tales had actually seen it, but they'd always met men who had.

42

The man responsible for spreading the story in Britain was John Mandeville, a knight of England who left home in 1322, and for the next 34 years travelled about the world to many diverse countries. His book was the medieval equivalent of a bestseller, and was translated in every European language. He referred to a type of fruit that when opened, proved to contain a small white creature that looked in every way to be a lamb.

43

This was apparently proof enough for Mandeville and those who passed on the story. With each telling, the story gained new details and greater credibility. But in the 16th and 17th centuries, people learned more about the world and its inhabitants. As doubts crept in, more sceptical travellers set out in search of the mysterious lamb of Tartary.

44

And so it went on. As soon as anyone voiced doubts, someone else popped up with new 'evidence' of the lamb's existence. In 1605, Frenchman Claude Duret devoted a whole chapter of a book on plants to the *borametz*. But then, 80 years later, the great traveller Engelbrecht Kaempfer went east looking for it. He found nothing but ordinary sheep. The number of believers was dwindling, and in London the renowned scientific academy, the Royal Society, decided it was time to 'kill off' the *borametz* for good.

45

This, the Society reckoned, was what had started the ancient rumours. They proclaimed it to be a 'specimen' of a *borametz*, in fact. Hans Sloane, founder of the British Museum, described the specimen in a contemporary publication: it was made from the root of a tree fern, had four legs and a head and seemed to be shaped by nature to imitate a lamb. The four-footed fake also had 'wool' of a dark golden yellow. Despite this discrepancy in the colour of its fleece, the Royal Society considered the case closed.

46

The answer was there all along in the writings of ancient travellers. While researching his book *Sea Monsters Unmasked*, the observant Henry Lee kept coming across detailed descriptions of plants that sounded far more like the prototype *borametz*. The Royal Society, Lee decided, had failed to spot the obvious connection and had settled for something so unlikely it had to be wrong. What so many had imagined to be a mythical animal in fact turned out to be ordinary cotton.

- A** And so it was, more or less, for 180 years. Then a little known naturalist pointed out that their so-called 'original' lamb-plant was a false clue. There was, however, a plant that had almost certainly given rise to the notion of the borametz.
- B** There's certainly doubt as to whether this account was based on first-hand experience, but guidebooks were certainly available. A few years earlier, a monk who came from a monastery near Padua, wrote that 'there grow fruits, which display a little beast much like a young lamb'. He claimed he had heard this from reliable sources.
- C** The best way, it felt, was by showing people how the idea had begun. It was then lucky enough to suddenly receive a curious object from China, a sort of toy animal made from a plant with a few extra bits stuck on to give it a proper number of limbs.
- D** In some versions the 'vegetable lambs' were the fruits of a tree that grew from a round seed. When the fruits ripened, they burst open to reveal tiny lambs with soft white fleeces that the natives used to make their cloth. In others, the seed gave rise to a white lamb that grew on a stalk rooted in the ground.
- E** There's less excuse for the generations of explorers and scholars who were perhaps even more naïve. All were happy to accept the story that the fibres from which eastern people wove white cloth came, in fact, from a creature that was half-plant, half-animal.
- F** Distorted descriptions of the cotton plants seen in India preceded the actual plants by many years. In the meantime, traders bought samples of cotton 'wool' along trade routes that passed through Tartar lands. To those who had never seen raw cotton, this fine 'Tartar wool' looked like something that might come from the fleece of a lamb.
- G** Still it eluded them, yet most came home convinced that it existed. One of these was a powerful baron at the Russian court. The baron had dismissed the sheep-on-a-stalk as fable until he heard the creature described by a 'person in high authority'; he then changed his mind.

What's tested?

Part 7: Gapped text

Part 7 of the Reading and Use of English paper tests your ability to recognize the way a text is structured. You are required to read a gapped text on one page and then choose which options on the second page fit each gap. There is only one possible answer for each gap.

Tips

- Read the gapped text first to understand the general idea of the content, meaning and structure.
- If the text is a narrative, look for tenses, words or phrases that indicate time (e.g. *shortly after this, from my previous experience, it was the first time I had ...*) and linkers that show cause and effect (*and it was for that reason, in order not to repeat that mistake, it was largely due to that advice that ...*).
- If the text presents an argument or discussion, you can look for cause and effect, phrases or linkers that show agreement or contrast (*Many people would go along with that/However, scientists discovered that this was not the case/Nevertheless, researchers continued to maintain ...*).
- It is also useful to look for repeated names, dates and pronouns:
At last one of the archaeologists found what seemed to be a clue. It was this (clue) that gave them (the archaeologists) hope.
- Don't just read the first and last line of the options A-G. Often the clues or connecting ideas are in the middle of the option.

A detailed study

The questions below will help you to make sure that you have chosen the correct options for questions 41–46.

- 41** The text above 41 says that it is easy for children to confuse the product sold in supermarkets and chemists (manufactured cotton wool) with real wool from sheep. Which option A–G suggests that other people should have been able to recognize whether they were looking at real wool or not?
- 42** In the text above 42, notice the words 'various tales', and under 42, 'the story'. In the option you use, which words refer to 'tales and stories'?
- 43** In the text below 43, notice the words, 'This was ... proof enough for Mandeville'. Which option gives examples of someone/something that John Mandeville would believe he could trust?
- 44** The text above 44 finishes with 'more ... travellers set out in search of the ... lamb'. Which option starts with a reference to 'travellers' (plural) and 'lamb' (singular)? What word in the first line of that option means 'to avoid being found'? The text under 44 starts with 'And so it went on'. What does 'it' refer to in the option and in the following sentence?
- 45** In the text under 45, the text starts with 'This ... was what had started the ... rumours.' It was a 'specimen'. Which option contains a 'singular' reference?
- 46** In the text above 46, it finishes with 'the case (this particular situation was) closed'. Which option begins with a reference to 'the case'? The text under 46 also mentions 'Henry Lee'. How has he been introduced in the option?

Now check your answers to Part 7 of the test.

Part 8

Read the text and the test questions. Before you answer the test questions, go to the Further Practice and Guidance pages which follow.

You are going to read reviews of four science books. For questions 47–56, choose from the reviews (A–D). The reviews may be chosen more than once.

Mark your answers on the separate answer sheet.

In which review are the following mentioned?

- | | |
|---|-------------------------|
| the warning that it might require effort to read certain parts of a book | 47 <input type="text"/> |
| a mild criticism about some mistakes which occur in the book | 48 <input type="text"/> |
| the suggestion that this book would be a good starting point for this particular author's other works | 49 <input type="text"/> |
| appreciation for the author's focusing on doubt about the subject matter | 50 <input type="text"/> |
| approval of the book being written in both a narrative and academic style | 51 <input type="text"/> |
| a comparison between two very different causes of anxiety | 52 <input type="text"/> |
| praise for the author's clarity of thinking and enthusiasm for the subject | 53 <input type="text"/> |
| the reviewer's implication that the subject matter deserves more regular consideration | 54 <input type="text"/> |
| the book's non-judgemental approach to its subject matter | 55 <input type="text"/> |
| an admission of past ignorance on the reviewer's part | 56 <input type="text"/> |

Review: This month's new science books

A Maggie McDonald: *Small Wonder*
by Barbara Kingsolver

There are only so many authors that even the most avid of readers can digest, and some have evaded me. Barbara Kingsolver was once one of them. I had her filed in a 'sentimental nature-lover: must avoid' category. Friends kept recommending her and a few years ago, I read my first Kingsolver and abandoned my ill-founded prejudice. She's a biologist by training and a wonderful writer. Possessed of an analytical mind, she's capable of putting it all down with real passion: a rare find. If you haven't tried her yet, do! *Small Wonder* is Kingsolver the essayist, elegant and insightful, and a great place to set out from before you tackle her backlist. Here you'll find the San Pedro river on the edge of survival, the energy bill behind the production of a five-calorie strawberry, and scientist Charles Darwin in all his complexity summed up in a mere four clear paragraphs.

B Sue Bowler: *Earthshaking Science*
by Susan Elizabeth Hough

Anyone who has ever driven an elderly, ailing car knows the feeling: it's going to break down, but who knows when, where and what part of the system will fail? Predicting earthquakes produces much the same kind of unease. Tidy forecasts of what, when, where and how much it will cost are as rare for quakes as for car repairs, and about as reliable. Have earthquake seismologists failed, then? Susan Elizabeth Hough says not, and *Earthshaking Science* sets out her case. This book gives us an excellent outline of how, why and where earthquakes happen and presents a real picture of a lively research field in all its gritty glory, written with a sharp eye for the absurdities of scientific life. The focus on what remains a matter of speculation has the paradoxical effect of highlighting the areas in which seismologists are confident, making it easier to deal with the ambiguities. Overall this is an intelligent look at a broad field of science that affects many lives.

C Adrian Barnett: *Zoo* by Eric Baratay

What's the attraction of gazing at captive animals? It's a good question in *Zoo*, where Eric Baratay gives us an unprecedented, in-depth answer. He explains why zoos lodge in the human psyche, their place in society, and how they developed

over time. Placing them in their social and cultural context, *Zoo* traces the development of animal collections from medieval bear fights through the menagerie of the French king Louis XIV to modern captive breeding centres. Combining architectural analysis and political history, the author shows that the desire to display our domination over nature has long been a hidden feature of zoos. The text has been translated from the French and in places, not so successfully. A trained biologist on the translation team might have weeded out appalling zoological errors such as describing the gannet as a 'rare and much sought after' bird, which it is definitely not. But these are forgivable oversights in a wonderful book that is acute at tracing themes of modern animal husbandry. While the book steadily remains objective, neither apologizing for nor criticizing the modern zoo, the extensive appendices tell a grim story. They contain a wealth of statistics on the death rate in collections, and the success rate of captive breeding. An absolute must for those interested in zoo history.

D Ben Longstaff: *Journey from the Center of the Sun* by Jack B. Zirker

Up, down, in or out. If that's about as much attention as you pay the Sun, that's a shame as you're ignoring something incredible. Did you know that it loses a million tonnes every second in the form of light alone? That's just for starters. In *Journey from the Center of the Sun*, Jack Zirker goes on a breakneck trip from its hellish core out into the realm of the planets, explaining as much as possible about our star on the way, and balancing the latest findings with background on the pioneers of the field. He employs a storytelling-meets-college textbook approach to great effect, meaning that he mainly avoids confusing scientific equations, but still delves into lots of physics from massive sound waves to exploding pieces of Sun the size of Asia. Zirker's explanations are clear and sharp, although don't expect him to lead you by the hand. You do need the mental stamina for some serious pages of physics and daunting diagrams, but that's just great news if you want plenty of fascinating details as well as the grand overview.