

ACTION PLAN

- 1 Read the instructions at the top of the page, the title of the text and the sub-heading (if there is one). These will tell you what the subject of the text is.
- 2 Read the text quickly to gain a general understanding of what the text is about. Don't worry about words and phrases you don't understand on first reading.
- 3 Read each question quickly, highlight the key words and find out which part of the text each question relates to.
- 4 Read each question carefully and look in the relevant section of text for a suitable way to answer the question.
- 5 Read the question and its options together with the related section of text, and identify the correct answer. Rule out options that you think are wrong.
- 6 Don't leave any questions without an answer. If you're not sure what the answer is, guess as best you can.

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

You are going to read an article about a man called Gerry Wilson who developed a video game called *Way Beyond*. 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.

Way Beyond – what went wrong and how to put it right

Kaya Reed meets Gerry Wilson, the creator of the notorious video game *Way Beyond*

It is hard to blame Gerry Wilson for being hesitant about talking to the press. It's partly what led to the difficulties he faced after the launch two years ago of the first version of his controversial space exploration video game *Way Beyond*. As the public face of the development studio which created *Way Beyond*, he had talked up the game and its enormous ambitions in interviews before its release. As a result, he was the target of much of the anger when features promised during development were not present when the game came out. One online commentator drew up a list of everything Wilson had said in interviews about *Way Beyond*, cross-referenced with what was actually in the game. The results were not flattering, and the subsequent criticisms on the internet left Wilson and his colleagues stunned and concerned.

The stance that newspapers and magazines took was interesting. Most reviewers noted that the game felt a little empty, but they also praised its lonely mood, its weirdly beautiful aesthetic qualities, and the astounding technical feat of generating an entire universe of planets, each with its own ecosystem. But unintentionally, they gave the critics ammunition. After a couple of weeks, many disappointed players simply moved on to other more conventional games, while a significant number of others voiced their anger on social media and across various gamers' forums.

TIP

Questions follow the order of the text, and many questions contain obvious clues about the part of the text that they relate to – e.g. 'in the third paragraph', 'in line 57'.

TIP

There may be words and phrases in the text that you don't know, but usually it's possible to work out what they mean from the surrounding text.

Gerry Wilson is reluctant to relive the particulars of what happened in the weeks and months following *Way Beyond*'s release, but it involved a lot of online criticism of people who'd worked on the game. 'A lot of it was very personal,' he says. 'We'd obviously messed up the launch and people were entitled to point out where we went wrong. But the way they did it was so unfair and over the top. We really felt that all of our hard work hadn't been recognised, and some of the criticism was unreasonable.'

But Wilson and his team didn't give up. Instead, they decided to keep working on *Way Beyond*, and concentrate on what the people who were actually playing it wanted, rather than the people who were angry about it. 'We did something that I've always done, when I look back at my life,' says Wilson. 'When I dealt with problems when I was kid, moving between lots of schools, or when I've had nasty bosses later in life, I basically just got my head down and worked. I just focused on making games, doing cool creative things. The rest of the team wanted to do that too.'

The latest version of *Way Beyond* has just been released. It's still recognisable as the lonely, abstractly beautiful space-exploration game from two years ago. But three big updates have added a lot more – and one is particularly crucial. It is now definitely a better game, with much more to do and a clearer structure. You could always fly around the universe, explore planets, craft equipment to make survival easier, trade with aliens, and answer the call of a mysterious galactic intelligence. Now you can also construct bases, drive around in vehicles and – and this is the key one – invite other players to explore with you, in groups of four. You can crew a freighter together, or colonise a planet with ever-expanding constructions. line 41

Wilson is happy with *Way Beyond* as it is now. 'We've kept the feeling we always wanted to have of landing on a planet that no one's ever been to before – the sense of loneliness, but also the calmness,' says Wilson. He's also pleased with the public reaction to it: 'We listened to the people who stuck with the game from the start and tried to respond to their requests and suggestions, and what they're saying now is incredibly gratifying.' Despite the controversy, and contrary to what one might assume, *Way Beyond* has sold extremely well right from the very start. 'I'm really proud of what we've achieved,' says Wilson. 'Basically, six of us managed to produce a supercool, innovative game that's unlike anything else. That's less than a tenth of the number of people who usually work on something of this scale.'

TIP

The options are unlikely to contain key words that are in the text. If you do find a key word from the text in one of the options, don't assume that option is the answer.

TIP

Options often express ideas that might be true in the real world. However, an option can only be a correct answer if it expresses the same meaning as something that is stated in the text.

31 What does the writer say about Gerry Wilson in the first paragraph?

- A He created false expectations about *Way Beyond*.
- B His comments on *Way Beyond* were misrepresented.
- C He put too much faith in his ability to promote *Way Beyond*.
- D His understanding of what gamers wanted from *Way Beyond* was flawed.

32 How did the press respond to the first version of *Way Beyond*?

- A It exaggerated the game's weaknesses.
- B It encouraged comparison with other games.
- C It questioned the ability of the game's designers.
- D It drew attention to the game's unusual atmosphere.

33 How does Wilson feel looking back on the period after the first release of *Way Beyond*?

- A surprised at how much events affected him
- B bitter about the lack of protection offered to him
- C resentful about the nature of the criticism he received
- D unsure about what motivated the behaviour of some people

34 What is the writer's main purpose in the fourth paragraph?

- A to highlight the pressures involved in games development
- B to give an insight into people who work in the games industry
- C to provide some information about Wilson's background
- D to explain how Wilson handled a difficult situation

35 The words 'one that is particularly crucial' in line 41 refer to being able to

- A play the game with other people.
- B move through space more freely.
- C create more significant settlements.
- D use a greater number of resources.

36 What does the writer think may surprise some people about *Way Beyond*?

- A how small its development team was
- B how much commercial success it's had
- C how influential gamers' feedback has been for it
- D how closely it matches the developers' original concept for it

FOLLOW-UP

How could you help yourself to get better at doing this part of the test?

Advice

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

32 The opening of the second paragraph 'The stance that newspapers and magazines took was interesting. Most reviewers noted ...' tells you that you will find the answer to the question in this paragraph.

33 Read this question together with the options carefully, highlighting any key words. Then read the third paragraph. Are any of the ideas in the options not clearly explained in that paragraph? If so, you can eliminate those options.

34 Highlight the key words in this question and, to start with, don't read the options. Read the fourth paragraph carefully. What do you think is the writer's main purpose in this paragraph? Then look at the options. Which one matches your idea?

35 Read the whole of the fifth paragraph before answering this question.

36 In the final paragraph, look for some words that express the idea of surprise.

Training Test 1

Reading and Use of English Part 6

TASK INFORMATION

- In Part 6, you read four short texts on the same subject.
- There are four questions about the texts. To answer the questions, you need to read across all the texts.
- The questions will require you to find opinions in the texts and decide whether the opinions are similar or different.
- The texts are extracts from longer texts and are written by four different people. They are usually written in an academic style, but you do not need specialist knowledge to understand them.

SUMMARISING OPINIONS IN THE TEXTS

1 Read the texts and write brief notes below to summarise what each expert says regarding question 1 below. The relevant parts of the texts are underlined with the number 1 in the margin next to them, and expert D's view has already been summarised.

Which expert

- 1 shares expert D's view regarding whether public libraries should continue to collect books and other printed materials?
- D Libraries should stop collecting printed products.

2 Now answer the question: Who shares expert D's view?

TIP

Summarising experts' opinions is a way of making sure you have fully understood what they think. It can also help you decide which views are similar and which are different.

LOOKING FOR PARAPHRASES TO IDENTIFY OPINIONS IN THE TEXTS

1 Which of the phrases below might the experts use to express their views about public libraries bringing people together?

- They're places where people can meet.
- You can make useful contacts there.
- You can concentrate there because they're quiet.
- They connect communities.
- Anyone can go to a public library – they're not exclusive places.

TIP

The words in the questions are not usually the same as the words in the texts. Look for paraphrases of key words in the questions.

2 Underline the parts of each text relating to question 2 below. The opinion in Text A has already been underlined. Which text (A – D) is the answer to question 2 below?

Which expert

2 takes a different view from the others regarding the importance of public libraries for bringing people together?

READING THE TEXT CAREFULLY

1 Read what expert B says about question 3 (lines 3 to 5 in Text B). Which phrase means *very expensive to run*? Which phrase means *important for companies*?

Which expert

- 3 shares B's view regarding the extent to which public libraries are good for a country's economy?
- 2 Does B think public libraries are good or bad for the economy? What does B say other people think?
- 3 Look at Texts A, C and D and find phrases in them which mean:
 - libraries help the economy to grow
 - it's not clear if libraries make economic sense
 - libraries are too expensive to run
- 4 Which text, A – D, is the answer to question 3?

TIP

Sometimes experts begin by referring to the opinions of other people and then they give their own, very different opinion. Read carefully to make sure you know exactly what that expert thinks.

Do we need public libraries today?

A

A recent study found that 75% of public libraries in the USA assist library users with job applications, while 48% of them provide entrepreneurs and small business owners with considerable assistance. In other words, libraries contribute significantly to local wealth creation. Their contribution is not just financial, however. As places where people meet up, seek information and advice, and borrow and read books, magazines and other reading materials, they connect the communities in which they are located in a way that benefits everyone. The digital revolution has, of course, had an enormous impact. Alongside a massive increase in the volume of information available digitally, more books are being printed than ever before. Public libraries have to find efficient ways of building up their stocks of print-based books as well as their digital resources. Libraries need more government support than they currently receive to deal with this challenge.

B

Public libraries are a vital feature of the towns and cities where we live. As we spend more and more time alone with our electronic devices, libraries are a reminder that life is not just about ourselves, but about other people too. It is sometimes argued that public libraries are a drain on public finances. However, by providing support, including free internet access, to jobseekers, and training in essential work skills, libraries play a key role in ensuring that employers have the staff they need, and so provide a vital service to the business sector. Public libraries are also crucial as sources of objective information; they offer as wide a range of information on important issues as possible. This is very different from the internet where, because of commercial pressures, the information we receive tends to be highly selective. Having said that, is it sensible for public libraries to go on purchasing books, journals, magazines and newspapers in their traditional printed formats rather than digitally? Because of costs, storage and the preferences of younger generations, I don't see how it can be.

C

Whether it's a child looking for a fun story, an immigrant in need of language-learning materials, a student wanting a place to study, or a pensioner seeking company, we can all go to one place: the local library. Also, many libraries play a useful role in supporting people who are looking for employment, although whether this is a cost-effective service is open to question. What we can say with confidence is that public libraries are vital in giving the general public free access to information that can be trusted. We are in the midst of a technological revolution, of course, and many people nowadays do most of their reading on electronic devices. Nevertheless, readers of all ages still prefer print-based materials, and public libraries have a duty to supply them with what they want. Therefore, public libraries will need to maintain and add to their collections of books.

D

Supporters of public libraries claim that librarians are gatekeepers of the truth who use their positions to filter and organise resources so that citizens can access authentic, accurate information. The reality, however, is that the information you find in libraries is not necessarily any more credible than what you can find online. It is also inevitable that, in the long term, print will become obsolete. Digital products are cheaper, quicker and easier to store and access, so the logical thing is for libraries to stop acquiring printed products. Libraries may once have been essential to our towns and cities; places where we could not only seek information and educate ourselves, but also find company with others. But life doesn't stand still. The internet, shopping malls, gyms and cafés are where most of us go these days. Perhaps in an ideal world, every district would have a well-equipped public library. In an age when state sector spending has to be cut back drastically, however, it is a luxury we cannot afford.

Exam Practice Test 1

Reading and Use of English Part 6

ACTION PLAN

- 1 Read the instructions at the top of the page, the title and the sub-heading (if there is one). These will tell you what the subject is of the four texts.
- 2 Read the four questions and highlight the key words in each one.
- 3 Read the first text carefully and highlight the sections of the text that relate to each question. Write the relevant question numbers next to each of these highlighted sections.
- 4 Do the same for each text.
- 5 Compare the highlighted sections in the four texts which relate to question 37. Read the opinions carefully and decide which are similar and which are different. Then choose the answer to question 37.
- 6 Do the same for the other three questions.

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

You are going to read four extracts from articles in which experts give their views on home schooling, the practice of educating children at home rather than at school. For questions 37 – 40, choose from the experts A – D. The experts may be chosen more than once.

Home schooling

In some countries, particularly the USA, increasing numbers of parents are choosing to educate their children at home rather than send them to school. Is this a positive development?

A

Once only the wealthy could afford the resources that schools could offer, but more widespread affluence and ready access to the internet means the balance has changed and, in many ways, learning works better from a kitchen table than in an institutional setting. Massive changes in technology, communications and work practices have had a huge impact on home life, with parents and children often spending very little time together. So if a decision is taken for one parent, or both parents, to educate their children in person, this tends to lead to much healthier relationships. Parents' understanding of their children and commitment to their best interests will usually make up for whatever specific expertise they may be short of. The contention that being home-schooled engenders isolation, overlooks the array of clubs, groups and associations in which home-schooled children participate no less than any of their peers, and where they mix with a wide spectrum of people.

B

A conventional school is a microcosm of the wider society that students will become members of. Learning how to get on with other pupils and staff is invaluable preparation, and something that cannot be achieved outside school. Because schools have to deal with large numbers of pupils, however, their focus tends to be on the group rather than the individual and, as a consequence, only limited individual attention can be given to the particularly gifted or to those with special learning needs. For such pupils, education in the responsive setting of the home may well be a desirable alternative, given adequate professional support. The majority of adults are ill-equipped to provide their offspring with the in-depth cross-curricular knowledge that pupils need. I could help my daughter through the history curriculum, but I couldn't do much for her in other subjects. Also, although we love each other, I would fear for what being in each other's company constantly would do to our relationship – and I doubt we're unusual in that respect.

TIP

As an additional technique, you may find it useful to use four different colours to highlight the relevant sections of text for each question. For example, highlight question 37 and the sections in the four texts that relate to that question in yellow. Do the same for question 38 in green, and so on.

C

The claim that home schooling enhances the family has plausibility. If parents deliver their own children's education, with all the time and emotional investment that entails, the chances are that their close family ties will be reinforced. That said, the home is where you eat, sleep and play, and is therefore not particularly conducive to the concentration needed to absorb certain types of knowledge. Of course, education is not just about knowledge acquisition; it's also about the development of the whole person, including what it takes to live alongside and communicate effectively with individuals of all kinds. Mainstream schools tend to excel at this, whereas home schooling falls short. Once children are mature enough, most will gain more educationally from being in class with a trained professional than alone with a loved one who lacks the requisite skills.

D

High-calibre teachers will often be the first to admit that their know-how largely comes from doing their jobs rather than being instructed in how to do them, and similarly, the majority of parents who are motivated enough to tutor their own sons and daughters full time will become proficient through practice. The process is also likely to be immensely helpful in terms of bonding, and thus runs counter to what, unfortunately, is happening in much of society – the fragmentation of traditional interpersonal structures. Education at home also means children can avoid being subjected to peer pressure, bullying, rowdiness and other aggravations that school pupils have to deal with and which get in the way of education. Another common misconception is that keeping young people out of 'normal' school removes them from society. Home educators actually go to great lengths to involve their children in an impressive diversity of cultural and social contexts.

Which expert

shares A's view regarding the variety of interaction that is possible for home-schooled children?

37

expresses a different view from the other three experts regarding the likely impact of home schooling on the family unit?

38

shares B's view on how well-suited parents are to teach their children?

39

has a different view from A on whether the home is a suitable environment for academic learning?

40

FOLLOW-UP

Did you follow all the steps in the Action plan?

Advice

37 What does A think about the variety of interaction that is possible for home-schooled children? Does A think the variety of interaction is good or limited?

38 Remember that the writers may not use the actual word 'family'.

39 First, check what B says about parents teaching their own children. Does B think they are well-suited or not?

40 Does A think the home is a suitable environment for learning?

Training Test 1

Reading and Use of English Part 7

TASK INFORMATION

- Part 7 has one long text from which six paragraphs of roughly equal length have been removed. The six gaps are numbered 41 – 46. The extracted paragraphs are in jumbled order after the text, together with a seventh paragraph which does not fit any of the gaps. These seven paragraphs are labelled A – G.
- You have to decide which paragraph (A – G) fits each of the gaps (41 – 46) in the base text.
- The task tests your understanding of the way the text as a whole is organised and structured, how ideas are developed within the text and the way paragraphs are connected.
- The text has a title and often some general information about the content of the text under the title.

FINDING THE LINKS BETWEEN THE PARAGRAPHS

1 Read the following two paragraphs from a text about bananas and answer questions a – c below them.

Some experts suggest the banana is in danger of extinction. A disease called *fusarium wilt*, more popularly known as Panama disease, is spreading, wiping out banana plantations that provide a staple food for hundreds of millions of people and a livelihood for hundreds of thousands more.

1

So, which of the two theories should we believe? Can banana growers stay one step ahead of the disease, or is its further spread inevitable? And is this the first time that the banana has been under such a threat?

2 Read paragraphs A, B and C below, and underline words and phrases that could link to a paragraph coming before or after them. In paragraph A, words in the first sentence are underlined as examples.

A

In fact, that last point is relatively easy to answer. An earlier form of the disease was reported in Australia, Costa Rica and Panama in the late 19th century. It spread across Latin America, devastating production of the Gros Michel, a sweet and creamy banana that dominated the export market. But what can we learn from this?

B

What followed was mass unemployment and huge economic losses. The banana industry took several decades to recover. By the 1960s, however, the Cavendish banana, which is resistant to the fungus, had replaced the previously successful Gros Michel banana. Today the Cavendish accounts for 99% of global exports.

C

Others say such talk of disaster is exaggerated, however. They point out that bananas are as cheap and abundant as ever in our shops. The fungus causing the disease has been advancing steadily for three decades, yet global production has continued to rise. Latin America – where some 80% of exported bananas are grown – has so far managed to keep the disease away.

a Find and underline in the first paragraph:

- a word that means people who know a lot about a specific subject
- words relating to the idea that something is disappearing or being destroyed.

b Find and underline in the second paragraph:

- a word that means sets of ideas

c Read the first sentence of the second paragraph again and decide what you think the topic of the removed paragraph might be.

TIP

The first sentence of a paragraph often links back to an idea or particular words in the previous paragraph.

TIP

The links between paragraphs might be: connected ideas; related vocabulary (e.g. *cars* and *buses* in one paragraph and *vehicles* in the other); reference words, e.g. *this*, *she*, *her*; linking words and phrases, e.g. *therefore*, *on the other hand*.

- 3 Which of the three paragraphs (A – C) fits best between paragraphs 1 and 2 in Exercise 1? Look for links with the words that you underlined in paragraphs 1 and 2.
- 4 Put words from the box into the appropriate group below.

moreover question these he similarly one of them on the other hand
developments it differences as a result there interestingly issue later on

| Reference words | Linkers | Content words / ideas |
|-----------------|---------|-----------------------|
| this | however | points |

- 5 Read another part of the article about bananas. Choose from the paragraphs D – G the one which fits each gap 2 – 4. There is one extra paragraph which you do not need to use. Use the underlined words and phrases to help you work out how the paragraphs are connected.

The new strain of the Panama disease, known as TR4, is particularly deadly. Apart from the Cavendish banana, it also affects other varieties that together make up 80% of bananas grown worldwide. While other major banana diseases can be controlled if enough pesticides are used, scientists have not yet come up with a chemical fix for TR4.

2

That's how plant diseases often advance, but the particular fear in this case is that the frequent movement between continents of banana industry staff will cause TR4 to eventually reach South and Central America. 'It's only a matter of time,' says Dr Miguel Dita, a plant disease specialist in Brazil. 'Many banana companies have operations in Asia, Latin America and the Caribbean.'

3

- D One approach is to introduce measures restricting the movement of people, equipment and plant material. These have helped in some places such as Australia, as have practices including treating shoes, farm vehicles, machinery and tools with disinfectants.
- E Dr Charles Staver, an agricultural scientist based in Montpellier, France, agrees: 'It could be a tourist that brings in an ornamental plant. Banana industry technicians travel around the world, so there's also a high risk of them bringing it in.'

Either way, the implications are extremely serious. While bananas represent a cheap, nutritious snack or dessert in the West, more than 400 million people in Africa, Latin America and Asia rely on them as staple foods, and farming them provides employment for hundreds of thousands more. Clearly something needs to be done to combat the disease. But what?

4

Another way to slow the spread of the disease could be to support and strengthen banana plants' natural resistance to disease. Certain bacteria and fungi that live inside banana plants can make them stronger, and scientists are currently investigating how they might be able to take advantage of these natural protection processes.

- F What researchers have discovered is it gets into the banana plant's roots and blocks the supply of water and nutrients, eventually killing it. It is thought to spread through infected plant parts and soil attached to shoes, tools, vehicles, planting materials and water.
- G None of the options tried so far, however, look likely to eradicate the new destructive variety of the fungus. Research published last year, nevertheless, suggests a scientific solution is close.

Exam Practice Test 1 Reading and Use of English Part 7

ACTION PLAN

- 1 Read the instructions at the top of the page, the title and the sub-heading (if there is one). These will tell you what the subject of the text is.
- 2 Read the main text quickly to get a general idea of what it is about.
- 3 Read the extracted paragraphs A–G to get a sense of what each one is about.
- 4 Look at the words before and after the gaps in the main text. Look for links between these words and words at the start and end of each of the paragraphs A–G. Remember that one paragraph will not be used.
- 5 If you can't find the paragraph for one gap, move on to the other gaps.
- 6 Don't leave any gaps blank.
- 7 When you have finished, read through the completed text to make sure that the paragraphs all connect logically and naturally.

Follow the exam instructions on pages 36–37, using the advice to help you.

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

Mark your answers on the separate answer sheet.

TIP

Look for words that connect ideas, e.g. related vocabulary, pronouns, linking words and phrases ('however', 'for this reason', 'similarly', etc.).

Wild skating in Sweden

The setting sun was reflected on the frozen lake as we skated under the watchful gaze of our guides, Björn and Jan. The profound silence was only interrupted by the noise of our skates gliding and scratching across Östjuten Lake. Even animal sightings were rare in this isolated landscape, though we passed tree trunks gnawed by beavers.

41

Over four days and 125 km of 'wild' skating in south-east Sweden, I learned that skating on natural ice is full of contradictions of this kind. I learned to be attentive, not so much to the setting – the forested shores of the lakes didn't vary much – but to noises coming from the ice, and its colour and texture. One day it was covered in a layer of water; the next it had a light dusting of snow.

42

On the first day, my group were briefed on safety precautions like this, and then skated 10 km for practice. On the subsequent days, we covered up to 40 km, in two-hour spurts, before stopping to refuel with bread, cheese and salami. As dusk fell, we returned to our two minibuses, parked by what in summer are wild swimming areas. The region has hundreds of lakes and every day we drove out from our base in search of the best ice.

43

Not that skating is an inherently unsociable activity. Our guides were very friendly, as were the other people in my group. These included Singaporean ice-hockey

enthusiasts, a Spanish fan of figure skating, seasoned German and English skiers and a French roller-blader. There was also an Australian who'd only been skating on a public ice rink.

44

This is difficult to imagine nowadays. Warmer temperatures mean that rivers in Britain, France and Germany rarely freeze solidly enough for wild skating to be feasible on them, and it's only in the Scandinavian countries that it's possible to skate regularly on natural ice.

45

In Sweden, these are a legal requirement: if you fall through into the water, you drive them into the ice and haul yourself out. Fortunately, no one in my group ever had to do that. In fact, probably the trickiest part of being on the ice was bending down to clip the blades on to the boots without falling over. I must admit I needed help with this at first.

46

The trip ended with me having one more lesson on what you can do on ice. As the sun went down, our guides built and lit a fire and started roasting marshmallows. The heat from the fire rises, so it doesn't burn a hole in the ice. As I sat on the frozen lake with my muscles aching, I felt oddly cosy and relaxed; yet another intriguing contradiction in that icy setting.

- A** Skating has evolved in other ways as well. While skaters were once advised to carry a fireman's ladder and a rope in case of emergency, we were kitted out with a rope in a bag, a rucksack that doubled as a floatation device, and two safety 'ice nails'.
- B** I'd expected to come across other skaters who would tell us where to find it. However, it was only on the third day, a Saturday, when we finally saw any other skaters out on the lakes. They were weekend day-trippers and we just glided past crying 'Hej hej!'.
- C** All that physical exercise also gave us an appetite. Although the cost of food was included in the trip, we decided to visit a nearby supermarket to gather cuts of reindeer meat, fish fillets and other ingredients. We cooked together, and packed our daily lunches.
- D** That was the extent of my experience too. The idea for the trip had come when I was doing some research on the late 18th century. I'd read how the industrial revolution led to the development of steel skates, and how wild skating had been popular all over northern Europe.

- E** This strange peace was suddenly broken by what sounded like thunder beneath our feet. I tensed, and the skaters behind me shrieked. But, as we'd been told, a loud 'boom' isn't necessarily bad: it can tell you the ice is thick. It's the beautiful-sounding 'singing' ice that's the thin, scary stuff.
- F** By the fourth day, however, I had the hang of it, along with basic wild skating techniques. The skates are longer than those for figure skating or hockey, extending beyond the front and back of the foot. Also, you push sideways more, and with fewer movements, than in other skating.
- G** Such changes affect your speed and route. We snaked across large lakes, looking out for cracks, small ridges and water holes. Our guides stabbed their sticks into the ice, testing its depth. We stuck to ice that was between 10 cm and 15 cm thick, though 5 cm would still be adequate.

Advice

- 41** In the first sentence after the gap, the writer says: 'I learned that skating on natural ice is full of contradictions of this kind'. The words 'contradictions of this kind' must refer back to something in the missing paragraph.
- 42** In the first sentence after the gap, the writer says: 'my group were briefed on safety precautions like this'. The words 'safety precautions like this' must refer back to something in the missing paragraph.
- 43** In the first sentence after the gap, the writer says: 'Not that skating is an inherently unsociable activity'. This suggests that the missing paragraph refers to something that might be considered unsociable.
- 44** In the first sentence after the gap, the writer says: 'This is difficult to imagine nowadays'. This suggests that the missing paragraph probably refers to something in the past.
- 45** In the first sentence after the gap, the writer says: 'In Sweden, these are a legal requirement'. What might 'these' refer back to?
- 46** The paragraph after gap 46 doesn't have an obvious link backwards. So, do the ideas in the paragraph before the gap – e.g. the difficulty of clipping blades onto boots – connect with an idea in any of the paragraphs A–G?

FOLLOW-UP

Which gaps were the easiest to find the answers for and which ones were the hardest?

Exam Practice Test 1

Reading and Use of English Part 8

ACTION PLAN

- 1 Read the instructions at the top of the page, the title and the sub-heading (if there is one). These will tell you what the subject of the text is.
- 2 Read the whole text quickly to gain a general understanding of what the text is about. Don't worry about words and phrases you don't understand on first reading.
- 3 Read each question, highlighting the key words.
- 4 Read section A carefully. Underline the parts of the text which contain answers to the questions. Note the number of each question next to the part of text it relates to and write the letter A in the box for that question.
- 5 Then do the same for the other texts – B, C and D.
- 6 Remember to check your answers. Check the questions against the text(s).

TIP

The questions usually don't contain exactly the same words as the texts where the answers can be found. Most questions use paraphrasing.

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

You are going to read an article about a transport revolution led by a man called Jaime Lerner in the Brazilian city of Curitiba. For questions 47 – 56, choose from the sections (A – D). The sections may be chosen more than once.

Mark your answers on the separate answer sheet.

In which section is the following mentioned?

how Curitiba's bus system became a victim of its own success

47

initiatives taken that were unrelated to transport

48

the importance of Curitiba's bus system for the city's identity

49

Lerner's skills as a negotiator

50

why the Curitiba transport model works better in some places than others

51

the innovations which made Curitiba's bus system a world leader

52

an aspect of transport in Curitiba that is surprisingly underdeveloped

53

the expectations that certain people had of Lerner as mayor

54

how Curitiba inspired changes elsewhere

55

why Lerner decided to develop Curitiba's bus system rather than other forms of transport

56

Advice

- 47 Think about the meaning of 'a victim of its own success'.
- 48 The 'initiatives' here refer to developments in the city. What could have been developed in a city like Curitiba that has nothing to do with transport?
- 49 A city's identity is to do with the way residents think about the city and the way people outside think of it.
- 50 Lerner was the mayor of Curitiba. Scan the texts quickly for references to his name.
- 51 Look for sections where the writer mentions the Curitiba transport model being used in different cities and countries.
- 52 Look for another way of expressing the idea of 'a world leader'.
- 53 Look for words in the texts which express the idea of something being surprising.
- 54 Scan the texts for references to Lerner. Look for words that express the idea of what people might expect from him.
- 55 Look for mentions of other places.
- 56 Look for references to other forms of transport.

A transport revolution in Curitiba, Brazil

A

For the first few hundred years of its existence, Curitiba, the capital of the state of Paraná in southern Brazil, was a sleepy, smallish town. But by the 1960s, its population had grown to about 360,000, and the city was facing overcrowding, serious traffic congestion and other problems that afflict many fast-growing cities around the world. In line with the orthodox thinking of the time, the authorities began to draw up plans to widen avenues, demolish historic buildings and adapt the city centre so that cars could become the primary mode of transport. In 1971, they appointed a young architect called Jaime Lerner as city mayor, confident that he would implement the planned changes. Lerner almost immediately shook things up, however. Instead of widening avenues, he created a pedestrian mall in the city centre. And rather than building more roads, he created parks and gardens, and protected the city's rivers from being turned into concrete drainage canals. His most memorable contribution, however, came in his ideas for the city's bus network.

B

Besides calling for wider streets for cars, planners advocated the building of subway train lines. The problem with this was that construction would be costly and lengthy. Lerner instead decided to integrate dedicated bus lanes along the city's main arteries, allowing buses to run at speeds comparable to those of light rail. A determined and clever deal-maker, Lerner persuaded private bus operators to provide the vehicles while he would pay for the new infrastructure. With this trade-off, the first rapid bus lanes cost 50 times less than rail lines. Improvements were then made over time and by the 1990s, the buses were carrying 1.5 million passengers a day. In fact, high ridership created problems, with long queues waiting to board buses and pay fares. Lerner, by now in his third term as mayor, came up with an elegant solution. He called for longer buses, faster boarding through multiple doors, fares paid for before entering the bus and a single fare covering the entire network. Lerner also gave the bus stops, or 'stations', a distinctive look by placing them in futuristic glass tubes. With these additions, the city gained the first bus rapid transit (BRT) network on the planet.

FOLLOW-UP

Which do you think it's best to read first, the questions or the texts?

C

Curitiba's bus rapid transit now began to attract attention from other cities in Latin America. Bogotá, the capital of Colombia, a much bigger city with a population of 8 million people, had crippling traffic problems. Seeing how well the Curitiba BRT seemed to be working, the authorities in Bogotá borrowed and added to many of Lerner's concepts to build a viable larger BRT network of their own called the Transmilenio. The 'stations', which feature many of the key functional elements that Lerner first developed, contributed to its success. From there, BRT's influence continued to grow, spreading as far as the United States, South Africa and China. However, it's in Latin America where BRT systems have particularly taken off. 'There's no doubt that's where BRT systems carry the most people of any region in the world,' says one planning expert. 'It's probably down to the similar language and cultural context.'

D

But as the BRT concept spread internationally, it faced problems back in Curitiba. Although ridership remained high, it was declining, while car usage climbed. There were complaints of overcrowding on buses and the tubular bus stops failing to protect passengers from extreme temperatures and heavy rain. Curitiba now has 1.8 million people and mobility remains an issue. Plans have now been made for the creation of a subway system, a form of transport Lerner did his best to avoid as mayor. Another potential solution being considered is the bicycle. Contrary to what one might assume of a city known for sustainability, Curitiba has only recently begun to take cycling seriously. There are plans to develop cycle lanes and to integrate them with the bus system, though this is still in the early stages. Despite these issues, however, BRT has become a cultural touchstone, Curitiba's answer to the freewheeling carnival spirit of Rio and the fast-paced, business-dominated lifestyle in São Paulo. As if to remove any doubt about its symbolic status for the city, the airport gift shop is built in the shape of a life-size BRT station.