

Test 1

READING AND USE OF ENGLISH (1 hour 30 minutes)

Part 1

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

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

Example:

0 A esteemed B viewed C regarded D believed

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

The camera never lies

Arthur Conan Doyle, creator of the Sherlock Holmes stories, (0) himself to be a rational man, a scientist even. But in 1920, when he saw photographs of fairies taken in a garden (1) , he thought he was seeing scientific proof that these tiny creatures really existed. He published the photographs alongside an article he wrote, (2) fairies as supernatural wonders. It was not until 1939 that the two ladies who took the photos admitted these were (3) They simply cut out pictures of fairies from a book and (4) them among flowers. The results are (5) beautiful. But the simplicity of the trick (6) a basic principle of photography, that the camera cannot lie.

But it can, and always could. Today, we are used to computer software (7) us to rework our digital images and it is a (8) that photography ever had a true age of innocence. From the moment cameras began capturing reality, that reality was being altered.

Reading and Use of English

- | | | | | |
|---|------------------------|----------------------|------------------------|------------------------|
| 1 | A venue | B setting | C background | D surrounding |
| 2 | A calling | B naming | C attributing | D acknowledging |
| 3 | A false | B faulty | C fake | D fictional |
| 4 | A arranged | B spaced | C settled | D distributed |
| 5 | A categorically | B unavoidably | C substantially | D undeniably |
| 6 | A weakens | B undermines | C demolishes | D dismantles |
| 7 | A letting | B supporting | C enabling | D empowering |
| 8 | A fantasy | B legend | C dream | D myth |

Test 1

Part 2

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

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

Example:

0	I	T																
---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Online passwords – what everyone should know

When **(0)** comes to online security, we all know what we ought to do: choose a different, random set of letters and numbers for every email account, shopping site or bank account. But hardly **(9)** does this, because memorising them all is impossible. So we use the same familiar words for every site, **(10)** a pet's name or, even worse, the word 'password', occasionally remembering to replace the letter O with a zero, or choosing to **(11)** use of a capital letter.

Even if we opt **(12)** a random group of letters such as 'fpqzy', there is now software available which can make a thousand guesses per second, enabling a hacker to get to your password in just under four hours.

Interestingly, **(13)** increasing your password to twenty random letters, you increase a hacker's guessing time to 6.5 thousand trillion centuries. The problem is that you would **(14)** no chance of ever remembering those 20 letters. The solution, apparently, is to come **(15)** with three or four short, unrelated words and work **(16)** a way to remember them. Easy!

Part 3

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

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

Example:

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

Too many climbers on Mount Everest

Mount Everest in Nepal is becoming **(0)** popular as a destination for adventure tourism. During the month of May, **(17)** weather presents a number of safe opportunities to make the climb. As a result, the sheer number of climbers has brought an **(18)** problem, potentially even more dangerous than low temperatures and changeable weather – overcrowded conditions. The fact that there are so many climbers, many of them complete **(19)** , means that at times people are queuing for hours to reach the summit.

INCREASE**FAVOUR****EXPECT****BEGIN**

This hazard has led to calls for stricter assessments of new learner climbers, as in their **(20)** to reach the mountain's summit such inexperienced climbers are sometimes ignoring the advice of their Nepalese guides, which may **(21)** everyone's lives.

DESPERATE**DANGER**

Perhaps one **(22)** would be to make the charges for climbing the mountain so high that only a few people could afford the climb. Or **(23)** , one could ban the use of artificial oxygen and local guides, leaving Everest to the very best **(24)** Extreme, maybe, but it may just prove necessary.

SOLVE**ALTERNATE****MOUNTAIN**

Test 1

Part 4

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

Example:

0 James would only speak to the head of department alone.

ON

James to the head of department alone.

The gap can be filled with the words 'insisted on speaking', so you write:

Example: 0 INSISTED ON SPEAKING

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

25 'You should stop your children watching so much television,' Mary's sister told her.

LET

Mary's sister advised her so much television.

26 The local council wants to impose a ban on driving at more than 30 kilometres per hour anywhere in this area.

ILLEGAL

The local council wants to at more than 30 kilometres per hour anywhere in this area.

27 Tom missed his plane because he was late leaving for the airport.

TIME

If only for the airport, he wouldn't have missed his plane.

Reading and Use of English

- 28 The guidelines for the appointment of new staff need to be thoroughly revised.

THOROUGH

There needs the guidelines for the appointment of new staff.

- 29 The employment rate rose gradually as the economy began to recover.

GRADUAL

There the employment rate as the economy began to recover.

- 30 The change in the company's logo didn't make any difference to the majority of its customers.

CONSEQUENCE

The change in the company's logo to the majority of its customers.

Test 1

Part 5

You are going to read an article about a famous psychologist. 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**.

Jean Piaget

Jean Piaget, the pioneering Swiss philosopher and psychologist, became famous for his theories on child development. A child prodigy, he became interested in the scientific study of nature at an early age. He developed a special fascination for biology, having some of his work published before graduating from high school. When, aged 10, his observations led to questions that could be answered only by access to the university library, Piaget wrote and published some notes on the sighting of an albino sparrow in the hope that this would persuade the librarian to stop treating him like a child. It worked. Piaget was launched on a path that led to his doctorate in zoology and a lifelong conviction that the way to understand anything is to know how it evolves.

Piaget went on to spend much of his professional life listening to and watching children, and poring over reports of researchers who were doing the same. He found, to put it succinctly, that children don't think like adults. After thousands of interactions with young people often barely old enough to talk, Piaget began to suspect that behind their cute and seemingly illogical utterances were thought processes that had their own kind of order and their own special logic. Albert Einstein, the renowned physicist, deemed this a discovery 'so simple that only a genius could have thought of it'.

Piaget's insight opened a new window into the inner workings of the mind. Several new fields of science, among them developmental psychology and cognitive theory, came into being as a result of his research. Although not an educational reformer, he championed a way of thinking about children that provided the foundation for today's education reform movements. One might say that Piaget was the first to take children's thinking seriously. Others who shared this respect for children may have fought harder for immediate change in schools, but Piaget's influence on education remains deeper and more pervasive.

Piaget has been revered by generations of teachers inspired by the belief that children are not empty vessels to be filled with knowledge, as traditional academic thinking had it, but active builders of knowledge – little scientists who are constantly creating and testing their own theories of the world. And while he may not be as famous as Sigmund Freud, Piaget's contribution to psychology may be longer lasting. As computers and the Internet give children greater autonomy to explore ever larger digital worlds, the ideas he pioneered become ever more relevant.

In the 1940s, working in Alfred Binet's child-psychology lab in Paris, Piaget noticed that children of the same age, regardless of their background or gender, made comparable errors on true–false intelligence tests. Back in Switzerland, the young scientist began watching children play, scrupulously recording their words and actions as their minds raced to find reasons for why things are the way they are. Piaget recognised that a five-year-old's beliefs, while not correct by any adult criterion, are not 'incorrect' either. They are entirely sensible and coherent within the framework of the child's 'way of knowing'. In Piaget's view, classifying them as 'true' or 'false' misses the point and shows a lack of respect for the child. What Piaget was after was a theory that could find coherence and ingenuity in the child's justification, and evidence of a kind of explanatory principle that stands young children in very good stead when they don't know enough or don't have enough skill to handle the kind of explanation that grown-ups prefer.

The core of Piaget's work is his belief that looking carefully at how children acquire knowledge sheds light on how adults think and understand the world. Whether this has, in fact, led to deeper understanding remains, like everything about Piaget, contentious. In recent years, Piaget has been vigorously challenged by the current emphasis on viewing knowledge as an intrinsic property of the brain. Ingenious experiments have demonstrated that newborn infants already have some of the knowledge that Piaget believed children constructed. But for those of us who still see Piaget as the giant in the field of cognitive theory, the disparity between what the baby brings and what the adult has is so immense that the new discoveries do not significantly reduce the gap, only increase the mystery.

- 31** In the first paragraph, the writer suggests that as a child Piaget
- A** was particularly eager to teach others about animals.
 - B** was confident his research would help other children.
 - C** was already certain about the career he would follow.
 - D** was determined that nothing should hold back his progress.
- 32** In quoting Einstein, the writer is
- A** questioning the simplicity of Piaget's ideas.
 - B** supporting the conclusion that Piaget reached.
 - C** suggesting that Piaget's research methods were unprecedented.
 - D** recommending a less complicated approach than Piaget's.
- 33** In the third paragraph, the writer puts forward the view that
- A** Piaget's work with children was difficult to put to a practical use.
 - B** Piaget's theories about children were less revolutionary than he thought.
 - C** Piaget laid the basis for our current understanding of how children's minds work.
 - D** Piaget was actually committed to radical change in the education system.
- 34** The phrase 'empty vessels' (paragraph 4) refers to
- A** why children should be encouraged to study more independently.
 - B** what traditional academic theory said about children and learning.
 - C** how teachers can increase children's motivation to learn.
 - D** the kind of knowledge that children need to acquire.
- 35** The writer says Piaget was unwilling to categorise children's ideas as true or false because
- A** he realised that the reasoning behind a child's statement was more important.
 - B** he knew that this could have long-term effects on a child.
 - C** he felt that this did not reflect what happens in real life.
 - D** he felt that children are easily influenced by what adults have told them.
- 36** What does the writer conclude about newer theories that have appeared?
- A** They completely undermine Piaget's ideas.
 - B** They put greater emphasis on scientific evidence.
 - C** They are an interesting addition to the body of knowledge.
 - D** They are based on flawed research.

Test 1

Part 6

You are going to read four contributions to an online debate about advertising. For questions **37–40**, choose from the contributions **A–D**. The contributions may be chosen more than once. Mark your answers **on the separate answer sheet**.

The role of advertising in society today

- A** Almost all public spaces nowadays have advertisements in sight, and all forms of media, from newspapers to the cinema to the Internet, are filled with adverts. This all-pervasive presence reflects the value of advertising to us. Without it, businesses of all types and sizes would struggle to inform potential customers about the products or services they provide, and consumers would be unable to make informed assessments when looking for products to buy and services to use. Without advertising, the promotion of products and practices that contribute to our physical and psychological well-being – medicines to treat minor ailments, insurance schemes to protect us, clothes and cosmetics to make us look and feel better – would be infinitely more problematic than it is. And without advertisements and the aspirations represented in them, the world would be a far duller place.
- B** Advertising is everywhere, and it's often so subtle that we don't realise it's there at some level of our consciousness. The ultimate aim, of course, is to get us to buy things, regardless of whether it makes sense for us to do so. In fact, adverts mostly impair rational decision-making. A recent study in the UK found that 90% of customers failed to understand the truth about what was on offer in adverts for broadband internet services. This irrational dimension is evident in the success advertisers enjoy not only in getting us to buy products that, directly or indirectly, cause physical damage to us, but also in raising our expectations about what our lives should be like – expectations that inevitably imply something is wrong with us if we don't meet them. Having said this, advertising is fundamental to the workings of modern economies, so the chances are that it will only continue to grow in significance.
- C** There is a tendency to underestimate people's intelligence and to invest advertising with powers it doesn't have. Certain dubious techniques have been banned – like the use of subliminal images shown so quickly that viewers don't consciously realise they've seen them – but other forms of advertising are simply manifestations of creativity. Audiences understand this and are able to enjoy adverts without falling prey to some complex deception. They know that an advert tells them a product exists and suggests they might benefit from having it. They don't expect it to provide objective details, confirming why they should or should not go ahead with a purchase. They are also smart enough to know that what they see in advertisements is fiction and, therefore, not something they should feel bad about if they don't have it. The bottom line, however, is that advertising helps the wheels of the economy to turn, a crucial role which societies are likely to depend on for the foreseeable future.
- D** Advertising is a worldwide, multi-billion dollar industry and inevitably tends to favour large businesses, which can afford advertising costs, rather than smaller companies, which can't. In that way, it makes life ever more difficult for that sector of the economy – small and medium-sized businesses – which is the key to a nation's prosperity. Advertising also encourages certain patterns of consumption – fast food, cars, labour-saving devices and so on – which characterise a sedentary lifestyle and undermine physical well-being, while also generating a sense of inadequacy and unhappiness among people who feel inferior if they don't possess a product or conform to certain ideas of what is 'beautiful' or 'cool'. And far from providing consumers with clear, reliable information enabling them to make sensible decisions about what to spend their money on, advertisers use underhand methods to confuse and manipulate feelings and thoughts.

*Reading and Use of English***Which contributor**

expresses a different view from the others about the impact that advertising has on a country's economy?

37

has a different opinion from the others on the extent to which advertising helps people to make choices?

38

takes a similar view to contributor D about the influence advertising can have on people's self-esteem?

39

expresses a different opinion from contributor B regarding public awareness of how advertising works?

40