

PAPER 1 Reading and  
Use of English

PAPER 2 Writing

PAPER 3 Listening

PAPER 4 Speaking

Part 1  
Part 2  
Part 3  
Part 4  
Part 5  
Part 6  
Part 7  
Part 8

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 frequent B common C general D normal

0	A	B	C	D
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## Vanilla surprise

Vanilla is such a (0) ..... flavour that it comes as a surprise to learn that it is also one of the world's most expensive crops. The vanilla plant is (1) ..... to the Americas. Its flowers grow in (2) ....., and in nature they are pollinated by hummingbirds and bees. The (3) ..... seed pods resemble oversized French beans, and develop their (4) ..... flavour and fragrance during the curing process. After harvesting, the beans are treated with heat or hot water and are placed in the sun every day for many weeks. When they have (5) ..... to a fifth of their original size, they are divided according to size and quality.

Like other spices that we (6) ..... for granted today, vanilla has a fascinating history. In the 16th century, the Spanish imported the spice to Europe. However, attempts to grow vanilla in other locations (7) ..... with failure: the plants would not produce pods, and it was only when a way was found to pollinate the flowers artificially that the commercial exploitation of this valuable crop (8) ..... under way.

- |                  |              |             |              |
|------------------|--------------|-------------|--------------|
| 1 A resident     | B local      | C native    | D inhabitant |
| 2 A series       | B bouquets   | C bands     | D bunches    |
| 3 A deriving     | B resulting  | C producing | D arising    |
| 4 A distinctive  | B appetising | C tasteful  | D potential  |
| 5 A concentrated | B shrunk     | C sunk      | D lessened   |
| 6 A give         | B make       | C do        | D take       |
| 7 A resulted     | B hit        | C met       | D finished   |
| 8 A got          | B started    | C came      | D began      |

PAPER 1 Reading and  
Use of English

PAPER 2 Writing

PAPER 3 Listening

PAPER 4 Speaking

Part 1

Part 2

Part 3

Part 4

Part 5

Part 6

Part 7

Part 8

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 O F

### Ancient cartoons

The technique of telling a story through a sequence (0) ..... pictures, though associated with modern cartoons, was in fact in use about 500 years ago. The British Library in London has some wonderful examples of these early cartoons, all of (9) ..... were produced to order for wealthy clients. (10) ..... makes this art form so interesting is that it flourished in one small part of Europe – Flanders, today a region of northern Belgium – (11) ..... to die out as printing was developed.

Many of the tiny pictures were (12) ..... larger than a postage stamp. They were painted by hand in books about the size of a modern paperback. The artists, (13) ..... skills were rewarded by high salaries, worked slowly, and the buyers sometimes had to wait years for the work to be completed. In the (14) ..... of one four-volume example, the buyer waited for well (15) ..... a decade.

The cartoons show a variety of subjects, but episodes from history were popular, (16) ..... were fairy tales.

PAPER 1 Reading and  
Use of English

PAPER 2 Writing

PAPER 3 Listening

PAPER 4 Speaking

Part 1

Part 2

Part 3

Part 4

Part 5

Part 6

Part 7

Part 8

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 C R E A T O R

## Sir Arthur Conan Doyle

Famous the world over as the (0) ..... of Sherlock Holmes, Sir Arthur Conan Doyle was born in Edinburgh in 1859 into an Irish family who were (17) ..... in the art world. Arthur probably inherited the ability to tell stories from his mother, who was a source of (18) ..... to him.

CREATE

INFLUENCE

INSPIRE

Thanks to the (19) ..... of some relatives, Arthur was able to study medicine at Edinburgh University. He was a bright student, but (20) ....., and his zest for adventure led him to accept a contract as ship's surgeon. Returning home, he completed his (21) ..... studies in 1881, and eventually settled in the south of England.

GENEROUS

REST

MEDICINE

It is believed that Doyle based Holmes' character on one of his university tutors, Dr Joseph Bell, whom he regarded with (22) ..... for his powers of logic. The first Sherlock Holmes story was received with such (23) ..... that Doyle was encouraged to write more. In 1893 he killed off his hero in order to concentrate on writing what he saw as more serious work, but this caused a public (24) ....., and he was forced to bring Holmes back to life.

ADMIRE

ENTHUSE

CRY

PAPER 1 Reading and Use of English

PAPER 2 Writing

PAPER 3 Listening

PAPER 4 Speaking

Part 1

Part 2

Part 3

**Part 4**

Part 5

Part 6

Part 7

Part 8

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 Jane regretted speaking so rudely to the old lady.

**MORE**

Jane ..... politely to the old lady.

**Example:** 0 WISHED SHE HAD SPOKEN MORE

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

25 Sally showed absolutely no fear when climbing the wall.

**DISREGARD**

Sally showed ..... own safety when climbing the wall.

26 The identity of the murderer was never discovered.

**NEVER**

The police ..... was.

27 'It's not a good idea to call Leo just yet,' Valerie told me.

**AGAINST**

Valerie advised ..... for a while.

28 It was only after I left the office that I realised I had forgotten the file.

**DID**

Only after leaving ..... I had forgotten the file.

29 If I lose this match, people will never let me forget it!

**LIVE**

If I lose this match, I ..... down!

30 Internal Affairs are investigating allegations of police fraud.

**INTO**

Allegations of police fraud ..... Internal Affairs.

PAPER 1 Reading and  
Use of English

Part 1

Part 2

Part 3

Part 4

**Part 5**

Part 6

Part 7

Part 8

You are going to read a newspaper article. 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**.

## Saving the big birds

At first glance, why anyone would want to save California condors is not entirely clear. Unlike the closely related Andean condors with their white neck fluff or king vultures with their brilliant black-and-white colouring, California condors are not much to see. Their dull black colour – even when contrasted with white underwings – featherless head and neck, oversized feet and blunt talons are hardly signs of beauty or strength. Their appeal begins to become evident when they take flight. With a nine-and-a-half-foot wingspan and a weight of up to 28 pounds, California condors are North America's largest fully flighted birds. In the Americas, only Andean condors are bigger. California condors can soar almost effortlessly for hours, often covering hundreds of miles a day – far more than other birds. Only occasionally do they need to flap their wings – to take off, change direction or find a band of warm air known as a thermal to carry them higher.

When it was discovered that the condor population was becoming dangerously small, scientists and zookeepers sought to increase condor numbers quickly to preserve as much of the species' genetic diversity as possible. From studying wild condors, they already knew that if a pair lost an egg, the birds would often yield another. So the first and sometimes second eggs laid by each female in captivity were removed, artificially incubated, and the chicks raised using hand-held puppets made to look like adult condors. Such techniques quickly proved effective.

Despite these achievements, the effort to save California condors continues to have problems. Survival rates of captive-hatched condors released to the wild are, for some people, too low, and some have had to be recaptured after they acted foolishly or became ill. As a result, the scientists, zookeepers and conservationists who are concerned about condors have bickered among themselves over the best ways to rear and release the birds.

Some of the odd behaviour on the part of these released birds is hard to explain. At times they landed on people's houses and garages, walked across roads and airport runways, sauntered into park visitor centres and takeaway restaurants, and took food offered by picnickers and fishermen. None are known to have perished by doing so, though. More seriously, one condor died from drinking what was probably antifreeze. Others died in collisions with overhead electrical transmission wires, drowned in natural pools of water, or were killed by golden eagles and coyotes. Still others were shot by hunters and killed or made seriously ill from lead poisoning. Some just disappeared. Most recently, some of the first chicks hatched in the wild died after their parents fed them bottle caps, glass shards, pieces of plastic and other man-made objects that fatally perforated or blocked their intestines. These deaths may be due to the chicks' parents mistaking man-made objects for bone chips eaten for their calcium content.

Mike Wallace, a wildlife specialist at the San Diego Zoo, has suggested that some of the condors' problems represent natural behaviour that helps them survive as carrion eaters. The real key to successful condor reintroduction, he believes, lies in properly socialising the young birds as members of a group that follow and learn from older, preferably adult birds. That, he argues, was missing from earlier condor releases to the wild. Typically, condors hatched in the spring were released to the wild that autumn or winter, when they were still less than a year old. Especially in the early releases, the young condors had no adults or even older juveniles to learn from and keep them in their place. Instead, the only other condors they saw in captivity and the wild were ones their own age. Now, condor chicks at several zoos are raised in cave-like nest boxes. The chicks can see older condors in a large flight pen outside their box but cannot interact with them until they are about five months old. Then the chicks are gradually released into the pen and the company of the social group. The group includes adult and older juvenile condors that act as mentors for younger ones. It is hoped that this socialisation programme will help the birds adapt to the wild when they are released.

- 31 What does the writer say is the Californian condor's most impressive feature?
- A The height at which it can fly.
  - B The range of colours it displays.
  - C The way it glides through the air.
  - D The similarity it has to the Andean condor.
- 32 In the initial stage of the conservation programme,
- A eggs were taken from the nests of wild condors.
  - B female condors were captured and studied carefully.
  - C scientists and zookeepers tried to create genetic diversity.
  - D condors were encouraged to produce more eggs.
- 33 What does the writer say in the third paragraph about the attempts to save Californian condors from extinction?
- A Freed condors have tried to return to the places where they were born.
  - B There is disagreement about the breeding methods employed.
  - C The majority of birds reintroduced into the wild have died.
  - D Attempts to breed condors in captivity have failed.
- 34 In the fourth paragraph, the writer says that some of the condors released into the wild
- A adapted surprisingly quickly to their new surroundings.
  - B displayed a tendency to seek out human contact.
  - C died from ingesting too much fast food.
  - D kept altering their eating habits.
- 35 According to Mike Wallace, there will be fewer problems
- A if young condors are taught appropriate behaviour by mature birds.
  - B if the chicks are surrounded by older birds when they hatch.
  - C if young condors are trained not to eat so much carrion.
  - D if the chicks are kept in special boxes for five months.
- 36 The main purpose of the article appears to be
- A to evaluate the need to preserve the California condor.
  - B to gain support for the California condor conservation project.
  - C to examine developments in the California condor conservation programme.
  - D to analyse factors surrounding the California condors' failure to adapt to the wild.

PAPER 1 Reading and  
Use of English ▶

PAPER 2 Writing

PAPER 3 Listening

PAPER 4 Speaking

Part 1

Part 2

Part 3

Part 4

Part 5

Part 6

Part 7

Part 8

You are going to read extracts from four reviews of a book about memory. For questions 37–40, choose from the reviews A–D. The reviews may be chosen more than once.

Mark your answers on the separate answer sheet.

## ***Moonwalking with Einstein: the art and science of remembering everything* by Joshua Foer**

*Joshua Foer spent a year training his memory. Four reviewers comment on the book he wrote about his experiences.*

**A**

Brain-training, particularly memory-training, is a large industry and Joshua Foer consults some of its best-known gurus in his quest to become a 'warrior of the mind'. While not a self-improvement manual from that stable, this book details various time-honoured memorisation techniques largely derived from the ancient Greeks and Romans, and presents some intriguing portraits of memory champions able to perform apparently supernatural feats of recall. After a year's hard training, Foer himself becomes an elite memoriser, winning the US Memory Championships. He also supplies a useful, reader-friendly guide to 'memory' in history and an introduction to psychological and neuroscientific research on memory. At times, it feels a little too friendly, with the science in particular deserving a linguistically more formal and detached approach. It is good, however, to be reminded of what we are all capable of if we only put our minds to it.

**B**

Joshua Foer describes the year he spent training to compete in the US Memory Championships, and of what he learned about memory – how it works, its historical role in society and in education, and how techniques can be acquired to transform someone with an average memory into an outstanding mental athlete. It's a delight to travel with Foer into the geeky, largely male subculture of the competitive memorisers, and his account of the neurological functions of memory, delivered in clear, lively prose, is generally sound and up-to-date, with one notable exception. The idea that all our past experiences are stored in the brain, waiting to be retrieved, is now largely disputed by scientists. Foer's book is a reminder of how extraordinary our minds can be.

**C**

Joshua Foer admits his normal recall is no better than average. After a year of dedicated training, however, he won the US Memory Championships, and broke the speed record for memorising the order of a shuffled pack of cards. It's an entertaining story, which Foer combines with lucid, accessible explanations of a complex subject – the function and operation of memory in the human brain. Foer is not a neuroscientist, but his treatment of the subject is balanced and faithful to the science, apart, that is, from suggesting that all memories are permanently retained, though not always re-activated; studies now suggest that memory is very much subject to change. If a self-help, brain-training guide is what you are after, look elsewhere, but there are interesting accounts here of ancient memorisation methods, some of which have been in use for thousands of years.

**D**

As Joshua Foer rightly points out, the 'art of memory' has a long and noble history. In fact, until recently, memorisation was central to education, learning and authority. Now, it is largely disdained as a waste of time, and we externalise our memories into books and digital records. In training for the US Memory Championships, Foer employed techniques that have been known and used for thousands of years, and he developed his skills to the point that he became national champion. Sadly, what these competitive memorisers have to memorise is utterly trivial – sequences of playing cards, long lists of unfamiliar words, random numbers. In the sections of the book that deal with the history and science of memory, Foer proves he has a gift for communicating quite complex ideas in a manner that is palatable without being patronising. It's a pity that so much of the book is taken up with the dreary world of mental athletes, who perform tricks to store pointless information.

### Which reviewer

expresses a different attitude to the others regarding Foer's descriptions of memory?

37 ☐

takes a similar view to reviewer B about the accuracy of Foer's account of how memory works?

38 ☐

expresses a different view from the others about Foer's writing style?

39 ☐

shares reviewer C's opinion of how useful Foer's book is for people who want to acquire better memory skills?

40 ☐



PAPER 1 Reading and Use of English

PAPER 2 Writing

PAPER 3 Listening

PAPER 4 Speaking

Part 1

Part 2

Part 3

Part 4

Part 5

Part 6

**Part 7**

Part 8

You are going to read a magazine article. 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**.

## All this jazz

*What makes someone give up a stable career for the uncertainty of playing the saxophone in a jazz band? Walter Williams finds out.*

I'm sitting backstage with Marjorie Anderson in a small theatre in the French town of Villeneuve. In a few minutes she will walk on stage with the jazz band she plays with, Les Jazzistes. They have been together for two years now, slowly but steadily building up a loyal following, and there is little doubt that tonight's gig will be a success.

41

Yet she is clutching her saxophone like a petrified child. 'I'm scared of the audience,' she says. 'You've got to be kidding,' I tell her. 'No,' she says with a snort. 'I freeze up when I look at them.'

42

Marjorie lives in France and plays the sax professionally. She has a distinctive technique, honed to perfection by hours of practice and, some would claim, plays with added passion by virtue of the fact that she has made huge sacrifices in order to devote herself to jazz. In addition to being a fine musician, she's a vet by training: two careers not normally associated with each other.

43

It was probably something in her childhood. She grew up in Sydney, Australia, and was something of a child prodigy – as a flautist. She played with a youth orchestra, but then abruptly decided that music was not for her. 'I auditioned for a prestigious orchestra, but nothing came of it.' Her sense of rejection at the time was overwhelming. 'I was very thin-skinned in

those days,' Marjorie admits. 'I felt threatened every time someone commented on my playing or my technique.'

44

However, it emerged a decade later that contentment of this sort was not what Marjorie really yearned for. Her brother treated her to a week in Paris for her 35th birthday, and they went to a club whose lively jazz scene has been attracting a demanding clientele for over 70 years. The effect on Marjorie was immediate; it was as if she was hearing music for the first time.

45

'I moved here because it hit me that for 35 years, I'd never been in touch with my inner self, with my needs and desires,' she told me. 'Oddly enough, I didn't consider taking up the flute again. It was the saxophone that grabbed my attention. It was so much more expressive in terms of my own essential being.'

46

I ask her if she has any regrets about dropping out to follow her dreams. She says no, but that she feels a bit guilty. 'I realise playing the sax in a band isn't saving the world. Sometimes I feel I ought to be doing something more useful.' Being a musician leaves Marjorie little time for much else. Nevertheless, she has decided to reinvent herself yet again – as a writer this time. In fact, she has just finished her autobiography, entitled *Why Not Try It?* It's a question many readers, envious of her courage, will find uncomfortable.

- A** To help her with this, she reaches for her sunglasses. Wearing them throughout her appearance in front of this small crowd – maybe 250 people – is one of the methods she uses to control her nerves.
- B** Marjorie refused to let such a minor problem daunt her. Soon she was playing music again, this time with renewed determination to be one of the best sax players in the world. Then, without any warning, she developed a fear of performing in public that nearly paralysed her. It was time to take action.
- C** 'I thought I'd gone to heaven,' she says. 'It was a turning point. The experience told me I had to hear and play more music, and really live before it was too late.' This was the moment when she decided to make a radical change in her life.
- D** As if this combination wasn't unusual enough, five years ago, she suddenly decided to sell her thriving vet practice in Australia and moved to France – without knowing a word of French. What would make someone abandon her entire life and take up playing music at the age of 35?
- E** Her new-found stagefright was the other curious factor about this return to public performance. Marjorie believes her terror is related to the sense that she is baring her soul when she performs. 'The other thing I do to make myself less scared is stand completely still on stage,' she explains.
- F** So she went to college instead, and trained as a vet. She threw herself into her profession, channelling her energy into building up a practice. 'I became stronger psychologically because I was successful in my career,' she says. 'I see it as a positive thing. I was satisfied with my life.'
- G** It is an enviable position to be in, especially for someone who, like Marjorie, has managed to make a living in a notoriously precarious profession. What is more, she has done it in a country a long way from her place of origin.

PAPER 1 Reading and Use of English

PAPER 2 Writing

PAPER 3 Listening

PAPER 4 Speaking

Part 1

Part 2

Part 3

Part 4

Part 5

Part 6

Part 7

Part 8

You are going to read an article in which four scientists talk about the emotional side of their work. For questions **47–56**, choose from the people (**A–D**).

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

### Which scientist

acknowledges the role another scientist has had in the development of their career?

47

draws a parallel between significant and less well-known scientific findings?

48

points out how unimpressed by reputation scientists tend to be?

49

mentions the desire scientists have to achieve a major breakthrough?

50

says that certain aspects of their work can be tedious?

51

comments on the impact discussion can have on the generation of new ideas?

52

draws attention to a common misconception?

53

mentions the satisfaction derived from thinking about the value of their work?

54

mentions a reconciliation with a colleague?

55

describes the anxiety involved in switching from one field of study to another?

56

# Scientists and their emotions

## A Steven Greene, biologist

Not long ago, I had a long argument with a fellow biologist about a particular set of experiments. Things got pretty loud and heated, and harsh words were said. A week later, we sent mutually apologetic texts and made up.

This sort of thing doesn't find its way into scientific papers. We have to present our data, analysis and interpretation in a way that allows another scientist to understand each step. I am sometimes jealous of artists for whom sharing and explaining the emotional journey of a piece of work is celebrated. The absence of a natural forum for scientists to describe their emotions in their work can lead to the erroneous view that we don't have any. In fact, we usually make a huge emotional investment in our work.

Science is not for the faint-hearted. I remember attending a talk years ago, at which the speaker, a distinguished biologist, was continually challenged by the audience. At one point, a fierce debate broke out at which the speaker was a mute bystander. This lack of deference is by no means exceptional.

## B Catherine Edwards, oceanographer

Writing a proposal is where most new science begins these days and it's set out like a business case. After all, your fabulous new idea needs money: equipment, salaries, overheads. The funding bodies are tough to impress. So the excitement of having a big new idea is only the first step.

The first proposal I ever wrote was for a three-year project. Initially, writing about why my research topic mattered cheered me up no end. It's easy to forget the bigger picture when you're working on details, and it was reassuring to be reminded of the importance of my research subject.

Working out the project details was fiddly and time-consuming. Then it slowed down even more, to a dull plod, as I checked and rechecked things. This was my idea and I desperately wanted it to be good, to deserve funding. Months after the deadline, an email told me my project would be funded. My idea wasn't rubbish! Others wanted it too!

## C Dominika Gajewska, neuroscientist

While doing my postgraduate studies in psychology, I got temporarily side-tracked by the question of why certain serious psychological problems that afflict some people always seem to emerge at the end of adolescence. You can make it through childhood and adolescence and then suddenly become affected. Does something happen in brain development during adolescence that acts as a trigger? As I read the existing literature, I became increasingly frustrated that there didn't seem to be many answers.

I talked to my psychology professor, an expert on child development, and she said: 'Why don't you fill the gap yourself? Apply for funding and start some new research in developmental neuroscience focusing on human adolescence?'

As she said those words, I remember feeling excited and slightly apprehensive. It wasn't until then that I realised it was exactly what I wanted to do – move into a subject that was rather unknown territory to me. I was taking a risk by moving into developmental work with so little experience, but my mentor's encouragement made all the difference. Ten years later, I'm pleased with the outcome.

## D Arif Shah, chemist

In a lab recently, a student of mine excitedly showed me a flask containing a dark solution. She shone a torch and it lit up, in a vivid bright green. 'Fluorescence,' I said. The glow attracted a small crowd. Although not a research-changing observation, it sparked off excited speculation. What was the structure? How was the light being generated? What spectrums and measurements should be recorded to understand the observation?

That buzz was a faint echo of the moment, over 200 years ago, when the pioneering chemist Humphry Davy first electrolysed molten potash and was rewarded with a spray of brilliant flashing droplets of potassium. Davy apparently danced round the room in delight.

Few of us are likely to come close to a discovery of that importance, though it's something many yearn for. There is, however, something profoundly pleasurable in going over results and observations with students and colleagues. The unexpected turns up in little ways in day-to-day research and each time a miniature brainstorming session ensues, where adjustments are made to the way research is going.

PAPER 1 Reading and  
Use of English

PAPER 2 Writing

PAPER 3 Listening

PAPER 4 Speaking

Part 1

Part 2

You **must** answer this question. Write your answer in **220–260** words in an appropriate style on the separate answer sheet.

- 1 The government wants to economise on local library services. Your class has attended a seminar held by a government representative. You have made the notes below.

**Methods of economising:**

- reduced hours
- library closures
- voluntary assistants

**Some opinions expressed in the discussion:**

'Most libraries already have inconvenient opening hours.'

'Libraries are an important educational resource.'

'It's important to have trained librarians.'

Write an **essay** discussing **two** of the methods in your notes. You should **explain which method you think is more important** for the local government to consider and **provide reasons** to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

PAPER 1 Reading and  
Use of English

PAPER 2 Writing

Part 1

PAPER 3 Listening

Part 2

PAPER 4 Speaking

Write an answer to **one** of the questions **2–4** in this part. Write your answer in **220–260** words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the page.

- 2** There has been a fire in your home. No one was hurt, but there was a lot of damage. Write to your insurance company describing what happened, the reason for the fire, and asking about payment for your temporary accommodation.

Write your **letter**.

- 3** You would like to promote healthy eating in your college, and believe one way to do this is to get students interested in cookery. You write to your principal proposing a weekend *Festival of Cookery* in the college. Explain how this could be organised and suggest ideas for making the festival exciting and fun.

Write your **proposal**.

- 4** Your class has just returned from a two-week visit to a school in another country. You stayed with host families and took part in classes and activities at the school. Each participant has been asked to write a report on the experience for the school magazine, saying what was interesting and enjoyable, and if there were any difficulties.

Write your **report**.