

CAE Reading and Use of English 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).

The Golden Gate Bridge

The Golden Gate Bridge in San Francisco (0)_____ worldwide fame almost immediately after its completion in 1937, not just because it was a technical masterpiece but also (1)_____ of its elegant design. The eye-catching orange-red colour of the bridge also (2)_____ its popularity.

Construction of the road bridge started in 1933. At the time, many people doubted whether it was technically possible to span the 1,600-metre-wide strait. But despite this, the project (3)_____. There is also a sidewalk for pedestrians on the bridge but it's quite a (4)_____ to walk across it. For a start, it is three kilometres long and 67 metres above sea level. In extreme weather conditions, the bridge can (5)_____ almost eight metres, which can make the crossing rather unpleasant.

The Golden Gate Bridge is at its most (6)_____ in the morning when it is often shrouded by mist. At night, it's also spectacular because the lighting makes it seem as if the towers are (7)_____ into the darkness. The bridge has long since (8)_____ its record of being the longest bridge but it is still one of the world's most famous landmarks

Example:

0	A appreciated	B valued	C achieved	D created
1	A in the event	B on behalf	C as a result	D with the aid
2	A boosted	B intensified	C developed	D amplified
3	A went ahead	B moved off	C started out	D sprang up
4	A hazard	B challenge	C trial	D difficulty
5	A shake	B bounce	C sway	D wobble
6	A desirable	B enchanting	C glowing	D pleasurable
7	A dispersing	B separating	C spreading	D disappearing
8	A thrown	B lost	C missed	D resigned

CAE Reading and Use of English 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) **WHEN**

Doodling Is Good

The next time you are caught doodling, that is making unconscious or unfocused drawings (0)_____ you should be listening, declare that you are simply trying to boost your concentration.

Recent research suggests that, (9)_____ than something to be frowned on, doodling should be actively encouraged because it improves our ability to pay attention. A study which compared (10)_____ well people remembered details

of a dull speech found that people who doodled throughout retained much more information than those trying to concentrate on listening.

Doodling, however, is not the same as daydreaming. It is quite common (11)_____ people to start daydreaming when they are stuck in a boring lecture (12)_____ listening to a tedious discussion, and then to pay little attention to what is (13)_____ on around them. But the research suggests that doodling should no (14)_____ be considered an unnecessary distraction. Not (15)_____ is doodling sufficient to stop daydreaming without affecting our task performance, it may actually help keep us (16)_____ track with a boring task.

CAE Reading and Use of English 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) SALTY

Super Rice

Rice crops fail in drought conditions or where the soil is too (0) SALTY So work is underway to 'climate-proof' rice so it can grow in even the most (17)_____ of conditions.

Drought affects 23 million hectares of rice annually, and salt is equally (18)_____; it reduces yields by 40% and consequently (19)_____ the pressures on food supplies. Further reductions in yields are likely due to climate (20)_____.

Scientists are attempting to produce a super rice by mixing genes from drought-tolerant plants with those from another that exploits nitrogen (21)_____, thus enabling it to grow without fertiliser. Comparing the new rice's (22)_____ with that of ordinary rice, the super rice produced 17% more than the ordinary variety in individual trials and 42% more when subjected to a combination of stresses.

In addition, researchers are working on improving other crops.

For example, one team has developed a potato that is (23)_____ to certain diseases. It is hoped that developments such as this will (24)_____ the impact of climate change in developing countries.

- 0. SALT
- 17. FAVOUR
- 18. PROBLEM
- 19. INTENSE
- 20. STABLE
- 21. EFFECT
- 22. PERFORM
- 23. RESIST
- 24. LESS

CAE Reading and Use of English 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).

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

ON

James _____ to the head of department alone.

Answer: INSISTED ON SPEAKING

25 Ben married his fiancée without his parents' knowledge.

UNAWARE

Ben's _____ his marriage to his fiancée.

26 The help-desk service is not, as many people believe, restricted to customers who buy products from the company directly.

COMMONLY

The help-desk service is not, _____, restricted to customers who buy products from the company directly.

27 Jane didn't feel like going to her sister's party.

MOOD

Jane wasn't _____ to her sister's party.

28 My friends and I are looking for alternative accommodation because our apartment building is being pulled down.

ELSE

My friends and I are looking for _____ live because our apartment building is being pulled down.

29 Peter's colleagues didn't realise how significant the research he was doing for his PhD was.

FAILED

Peter's colleagues _____ of the research he was doing for his PhD.

30 'Did our sales figures get better last month, Martha?'

ANY

'Was _____ our sales figures last month, Martha?'

CAE Reading and Use of English Part 5

You are going to read an article in which a young journalist talks about using social media to find a job. For questions 31-36 choose the answer (A, B, C or D) which you think fits best according to the text.

Using Social Networking Sites to Find a Job

Having secured her own first job recently, Patty Meissner looks at young people's use of social networking when looking for work.

In many countries, a growing number of people in their twenties are turning to social media in the hope of finding work. Services like the social networking site Twitter and the professional networking site LinkedIn offer the chance for more direct contact with would-be employers than has previously been the case. But with greater access comes a greater chance to make mistakes.

Take the case of a young jobseeker in the US who contacted a senior marketing executive via LinkedIn. The marketing executive in question had an impressive list of influential people in her contact list; people whom the young jobseeker felt could help him land a job. The marketing executive, however, had other ideas. Indignant at the suggestion that she would willingly share a list of contacts painstakingly built up over many years with a complete stranger who'd done nothing to deserve such an opportunity, she not only rejected his contact request, but sent a vicious and heavily sarcastic rejection note that has since gone viral. Those who saw the note online were appalled,

and the sender probably now regrets the tone of her note, if not the message it conveyed. But if the incident makes young people think more carefully about how they use social media in a professional capacity, she may have actually ended up doing them a favour. She has drawn attention to an unfortunate truth. Social media is a potentially dangerous tool for job hunters who don't know how to use it. And a worrying number are getting it wrong.

There's a horrible irony here, because in many countries social networking sites like Facebook and Twitter have been the bread and butter of twenty-somethings' social lives for years. When my generation were teenagers, social media was our escape from the prying eyes of parents and teachers. It was a cyber extension of the playground pecking order - a place to impress, to embellish and experiment. It was a world based largely on fantasy. You could find yourself in a three-hour conversation with someone online and then completely ignore them at school. With careful picture/song selection for your Facebook page, you could become a completely different and much more intriguing person overnight. And if you couldn't be bothered with conversation, 'poking' people on Facebook was a legitimate alternative.

However, when it comes to using social media for professional networking, our very knowledge and experience of sites like Facebook may actually be a hindrance. Using social media in a professional capacity is a completely different ball game, but for some twenty-somethings, the division is not clear cut. We first earned our online presence by being bold and over-confident, which could explain why some of us still come across like this. Just because a lot of people 'liked' your posts on Facebook, it doesn't mean you'll be able to use LinkedIn to show potential employers that you're someone worth employing. We need to realise that what we learned about social networking as teenagers no longer applies, and we must live up to employers' standards if we want to get on in the world of work.

One of the most common complaints from employers regarding young jobseekers on professional networking sites is that they're over-familiar in their form of address, and appear arrogant. This serves to perpetuate older generations' perceptions of us as an 'entitled generation'. In fact, we're very far from this; in many countries we're increasingly desperate about finding employment, which is why many of us are turning to social media in the first place. This impression of arrogance hurts the employment prospects of young people who - despite their communication errors - actually possess the skills and drive to become a valuable part of the workforce.

So what's the right way to contact someone on a professional networking site? Firstly, explain clearly who you are, and let the person you're writing to know what's in it for them - maybe you could offer to do a piece of research for them, or assist in some other way. This approach gives you a much better chance of getting a useful reply. Refrain from sending impersonal, blanket emails, and keep the tone humble if you want to avoid leaving a sour taste in the recipient's mouth. Remember - social media can be a great way to make useful contacts, but it needs careful handling if you don't want the door slammed in your face.

31 How did the senior marketing executive feel about the jobseeker who contacted her?

- A** annoyed by the timing of his message
- B** regretful that she had to reject his request
- C** furious at his assumption of her cooperation
- D** surprised that he offered her nothing in return

32 What does the writer say about the senior marketing executive?

- A** Her note was an attempt to gain publicity.
- B** Her attitude is not unusual on social networking sites.
- C** She has unintentionally helped those looking for work.
- D** Someone of her experience should treat jobseekers better.

33 What point does the writer make about social networking sites as used by her own generation?

- A** They gave teenagers the impression that real conversation wasn't necessary.
- B** Teenagers used them to avoid having to engage with people they didn't like.
- C** They gave teenagers the chance to escape from their boring lives.
- D** The personalities and relationships teenagers had on them didn't reflect reality.

34 As regards professional networking, the writer believes that many people of her generation

- A** have exaggerated opinions of their own employability.
- B** over-estimate the use of social media in the world of work.
- C** fail to distinguish between social networking for pleasure and for work.
- D** are unaware of the opportunities that professional networking sites can offer them.

35 In the fifth paragraph, the writer says that young jobseekers feel

- A** certain that they are entitled to good jobs.
- B** concerned that they may not be offered work.
- C** certain that they have the ability to be useful as employees.
- D** concerned that they are giving the wrong impression to employers.

36 What does the writer advise jobseekers to do?

- A** tell prospective employers what they may gain in return
- B** research the recipient carefully before they make contact
- C** give careful consideration to the type of work they are seeking
- D** approach only people they have a real chance of hearing back from

CAE Reading and Use of English Part 6

You are going to read four extracts from articles in which experts give their views on climate change. For questions **37-40**, choose from the reviews **A-D**. The reviews may be chosen more than once.

Can We Reduce Climate Change?

Four experts give their views on whether it is possible to mitigate the effects of global climate change.

A

The extreme weather conditions experienced in recent years are a clear indication that global warming is underway, and that future climate patterns will certainly follow the trajectory predicted unless measures are taken to lessen the impact of fossil fuel use. And yet the scenario is not as hopeless as many fear. Figures show that nations which are undergoing rapid economic growth are indeed causing a sizeable upsurge in global greenhouse gas (GHG) emissions at the present time. However, the GHG per person of these regions is currently still far below that of much of the world, and with their adoption of increasingly efficient technologies, it is unlikely that their GHG per person will ever equal that of Europe or North America. Indeed, my view is that the growing pace of scientific advancement will eventually find the means to mitigate and even reverse the consequences of climate change.

B

There is no doubt that increasing industrialisation has had a measurable impact on GHG emissions, with consequences for climate and the environment. As for the future, however, even the most expert calculations are no more than speculation. What is more, even if the situation were to reach the catastrophic proportions that some

foresee, this will not herald the end of life on earth as we know it. There have been many great climatic variations throughout history, and life forms have always adapted and survived. I see no reason why this period of change should be any different. And in the shorter term, it seems likely that GHG emissions will soon stabilise. The technologies to harness wind, wave and solar power have been in place for many years now, and as oil and gas become ever scarcer, markets will inevitably switch to more efficient and renewable resources.

C

Despite recommendations from the Intergovernmental Panel on Climate Change, only a handful of countries have achieved any reduction in GHG emissions in recent years, while many developing countries have massively increased their fossil fuel use and hence their GHG emissions. It also seems probable that these levels will go on rising for decades, eclipsing any potential reductions elsewhere in the world. And while some sceptics question the accuracy of climate change forecasting, one cannot ignore the fact that most models produce strikingly similar results. This, to my mind, is evidence enough that something should be done. The potential consequences of failing to heed the warning signs is another question entirely. Even if it is too late to reverse the effects of global warming, I believe that the natural environment, and all its complex relationships, may eventually modify to cope with the changes. The earth is more resilient than we think.

D

One only has to look at the world's GHG levels to realise that climate change is a real and urgent issue. Forecasts made in previous decades - anticipating hurricanes, floods and record temperatures - have proved correct, indicating that models of future trends are also likely to be accurate. Countries becoming newly industrialised are producing GHG emissions to such an extent as to erode all other countries' efforts to stabilise the world's temperature. This situation is likely to continue for some years yet. Thus, from melting polar caps to devastated rainforests and rising sea levels, our environment and the ecosystems they support are in grave danger. The key to averting potential catastrophe, I feel, lies in human ingenuity. For example, more efficient coal power stations already generate a third less emissions than conventional ones. Man has engineered this situation, and has the capacity - and incentive - to devise inventions to confront it.

Which expert ...

37 expresses a different opinion from C about the extent to which fossil fuels will continue to be used?

38 has a different view from D on the contribution of developing countries to climate change?

39 holds a different view from all the other experts on the reliability of climate change predictions?

40 has the same view as B about whether ecosystems will adjust to the consequences of climate change?

CAE Reading and Use of English Part 7

You are going to read a magazine article about rock climbing. 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.

Impossible Rock

On the northern coast of Oman, climbers test themselves against knife-edge cliffs

We're standing on a pebble beach in northern Oman with a group of local men who are fishing. Behind us rises a sheer 1,000-metre cliff that shimmers under a blistering midday sun. 'Do you

mind if I look around?' Alex asks. 'You can do as you please', says the elder. As Alex wanders off, we explain to the Althouri fishermen that we're professional rock climbers on an exploratory visit.

41 ...

There are six of us in our team, including Alex, one of the best young climbers in the world. Suddenly one of the men stops in his tracks, points up at the towering cliff, and starts shouting. A thousand feet above us Alex is climbing, antlike, up the rock wall. The Althouris are beside themselves with a mix of excitement and incredulity

42 ...

In 28 years of climbing I've never seen rock formations as magical. In places the land rises straight from the ocean in knife-edged fins. Proximity to the sea makes these cliffs perfect for deepwater soloing, a specialized type of climbing in which you push up as far a wall as you can, then simply tumble into the water. It sounds harmless enough, but an out-of-control fall can result in serious injury or even death.

43 ...

Wasting no time, Alex laces up his climbing shoes, dives from the boat, and swims to a cliff where the ocean has carved out a cavern with a five-metre overhang. Within minutes he has reached the cavern's ceiling, where he finds a series of tiny hand holds along a protruding rib of dark grey limestone. It's exactly the kind of challenge he has been looking for, with every move more difficult than the one before.

44 ...

'Come on!' I scream, urging him to finish his new route. Alex lunges over the lip, but his legs swing out, and he peels off the rock and leaps into the water. That night we anchor in the bay at the base of a 150-metre Gothic tower we dub the 'sandcastle: Before joining Alex for the climb the next morning, I suggest we take along safety gear. The young climber scoffs, saying that it's nothing more than a hike. I think of myself as a young 44-year-old, but trying to keep up with him makes me realise how old I'm getting .

45 ...

And now I'm slightly annoyed again about his disregard for whether I'm comfortable. The rock here is badly shattered, what climbers call choss. Clinging to the dead-vertical wall, I test the integrity of each hold by banging it with the heel of my hand. Sometimes the rock sounds hollow or even moves. Staring down between my legs, I see the boat bobbing in the bay far beneath us. By the time I plop down on the ledge beside him, my nerves are frazzled.

46 ...

As I turn to my youthful partner for his thoughts, I see he's already packed up. For him the moment of wonder has passed. 'Let's go', Alex says impatiently. 'If we hurry, we can get in another climb before dark'.

A From there we sail toward the 'Lion's Mouth', a narrow strait named for the fang-like red and orange limestone pillars that jut from an overhang at its entrance. Alex spends the day working on a 60-metre route up one of the pillars.

B 'What are they saying?' I ask our translator. 'It's hard to explain', he replies. 'But essentially, they think Alex is a witch'. I can understand why. Even for me, Alex's skills are hard to grasp. But so is this landscape.

C The claw-like fingers of the Musandam Peninsula below glow orange with the setting sun. Looking down at the tortuous shoreline, which fans out in every direction, we're gazing at a lifetime's worth of climbing.

D One of the other places we thought would be perfect for visiting by boat is As Salamah, an island in the Strait of Hormuz. We arrive in early afternoon and discover a giant rock rising from the sea. Since there is nowhere to anchor, we drop the sails and use the engines to park the boat just offshore.

E I'd already had a similar moment of awareness earlier in the trip when Alex had scampered up a 500-metre wall with our rope in his pack. 'Hold on a second!' I'd yelled. What if the rest of us needed it? 'Don't worry', he'd replied. 'I'll stop when I think we need to start using the ropes.'

F The men puff on the pipes and nod. The mountainous peninsula on which they live is an intricate maze of bays and fjords. Few climbers have ever touched its sheer limestone cliffs. We had learned of the area's potential from some British climbers who visited ten years ago.

G Some defy belief. Hanging upside down, holding on to bumps in the rock no bigger than matchboxes, Alex hooks the heels of his sticky-soled shoes over a small protrusion. Defying gravity, he lets go with one hand and snatches for the next hold. Then the rock becomes too slick for a heel hook so he dangles his legs and swings like a chimpanzee from one tiny ledge to the next.

CAE Reading and Use of English Part 8

You are going to read an article about risk taking. For questions 47-56, choose from the sections of the article (A-D). The sections may be chosen more than once. When more than one answer is required, these may be given in any order.

In which section of the article is the following mentioned?

47 the use of car imagery to help explain neural activity?

48 mention of one person's interest in the history of risk taking?

49 details of the process used to investigate the brain's mechanics?

50 a chemical-based explanation as to why people have such varied attitudes towards risk taking?

51 a well-known theory that explains why people take risks during everyday activities?

52 specific examples of what a person could lose if risk taking goes wrong?

53 mention of a common confusion about the chemical causes of risky behaviour?

54 a judgement of another person's stated belief about risk taking?

55 a reference to the fact that some people become addicted to the chemical reaction experienced in risk taking?

56 a description of a biological process initiated by fear in humans?

The Mystery of Risk

Jodie O'Rourke reviews current thinking about what lies behind risk taking

A

Exploration of all sorts is rooted in the notion of taking risks. Risk underlies any journey into the unknown, whether it is a ship captain's voyage into uncharted seas, a scientist's research on dangerous diseases, or an entrepreneur's investment in a new venture. Some of the motivations for taking risks are obvious - financial reward, fame, political gain, saving lives. But as the danger increases, the number of people willing to go forward shrinks, until the only ones who remain are the extreme risk takers. This is the mystery of risk: what makes some humans willing to jeopardize

their reputation, fortune, and life and to continue to do so, even in the face of dire consequences? Scientists have now begun to open up the neurological black box containing the mechanisms for risk taking and tease out the biological factors that may prompt someone to become an explorer. Their research has centred on neurotransmitters, the chemicals that control communication in the brain.

B

One neurotransmitter that is crucial to the risk taking equation is dopamine, which helps control motor skills but also helps drive us to seek out and learn new things as well as process emotions such as anxiety and fear. Robust dopamine production holds one of the keys to understanding risk taking, says Larry Zweifel, a neurobiologist at the University of Washington. 'When you're talking about someone who takes risks to accomplish something, that's driven by motivation, and motivation is driven by the dopamine system. This is what compels humans to move forward.' Dopamine helps elicit a sense of satisfaction when we accomplish tasks: the riskier the task, the larger the hit of dopamine. Part of the reason we don't all climb mountains is that we don't all have the same amount of dopamine. Molecules on the surface of nerve cells called autoreceptors control how much dopamine we make and use, essentially controlling our appetite for risk.

C

In a study conducted at Vanderbilt University, participants underwent scans allowing scientists to observe the autoreceptors in the part of the brain circuitry associated with reward, addiction, and movement. People who had fewer autoreceptors - that is, who had freer flowing dopamine - were more likely to engage in novelty-seeking behaviour, such as exploration. 'Think of dopamine like gasoline,' says neuropsychologist David Zald, the study's lead author. 'You combine that with a brain equipped with a lesser ability to put on the brakes than normal, and you get people who push limits.' This is where the discussion often mixes up risk takers with thrill seekers or adrenaline junkies. The hormone adrenaline is designed to help us escape from danger. It works like this: When the brain perceives a threat, it triggers the release of adrenaline into the bloodstream, which in turn stimulates the heart, lungs, muscles, and other parts of the body to help us flee or fight in a life-threatening situation. This release generates a feeling of exhilaration that continues after the threat has passed, as the adrenaline clears from the system. For some people, that adrenaline rush can become a reward the brain seeks. They are prompted to induce it by going to scary movies or engaging in extreme sports.

D

Acclimating to risk is something we all do in our daily lives. A good example of this occurs when learning to drive a car. At first, a new driver may fear traveling on freeways, but over time that same driver with more experience will merge casually into speeding traffic with little consideration for the significant potential dangers. What is commonly referred to as the 'familiarity principle' can also be applied to help explain the lack of fear associated with high-risk situations. By practising an activity, humans can become used to the risk and manage the fear that arises in those situations. The notion that we are all descended from risk takers fascinates writer Paul Salopek. 'Early humans leaving the Great Rift Valley in Africa thousands of years ago were the first great explorers,' he reasons. 'At our innermost core we are all risk takers. And this shared willingness to explore our planet has bound our species from the very beginning.' It's a noble idea, albeit a dopamine-based one!

Answer Keys

Part 1

- 1 C — as a result.** The phrase conveys the idea of cause and effect: it became famous because of its elegant design.
- 2 A — boosted.** To boost popularity is the accepted collocation here.
- 3 A — went ahead.** The idea is that the project continued to develop ('to go ahead' means to continue, to carry on).
- 4 B — challenge.** 'Quite a challenge' is another collocation here.
- 5 C — sway.** 'To sway' means 'to move slowly from one side to another'. 'To wobble' would imply that the bridge has poor balance. 'To shake' can't really be applied to something as massive as a bridge (under normal conditions).
- 6 B — enchanting.** The second part of the sentence helps us here - the mention of mist implies mystery and romance surrounding the bridge.
- 7 D — disappearing.** Towers are so high that their tops cannot be seen in the dark - they disappear.
- 8 B — lost.** 'To lose a record' is the collocation that implies leadership in something you no longer have.

Part 2

- 9 rather.** It used to contrast - doodling should be seen as something good rather than frowned upon.
- 10 how.** The study determined the amount of understood information, or how well people understand it.
- 11 for.** The correct structure is 'It is common for someone to do something'.
- 12 or.** We can see a clear comparison of two situations.
- 13 going.** 'Going on' is a set phrase. We can't use 'happening' here because of the 'on' preposition.
- 14 longer.** 'No longer' here means 'not anymore'.
- 15 only.** 'Not only' here is used to emphasise the usefulness of doodling.
- 16 on.** 'To keep on track' means 'to keep in control or to maintain the right direction'.

Part 3

- 17 unfavourable/unfavorable.** Note the use of the negative prefix required by context.
- 18 problematic.** An adjective is required here.
- 19 intensifies.** 'Intensify' means 'to make more serious or extreme'.
- 20 instability.** Another example where context suggests that a negative prefix is needed here - the problems of harvest are discussed and a bad (or unstable) climate can contribute to the issue.
- 21 effectively.** A special breed of rice, that uses nitrogen in an efficient, productive way. An adverb is needed to describe how the rice exploits nitrogen. 'Effectively' means in a successful way. Note the difference between "effective" (successful) and "efficient" (not wasting time/energy)
- 22 performance.** The word is used in the meaning of overall productivity or the ability to grow and yield harvest.
- 23 resistant.** 'Resistant' means strong, unaffected by something.
- 24 lessen.** To reduce the environmental impact, to lessen it.

Part 4

- 25 parents were / are unaware of.** The noun "knowledge" is transformed into the adjective "unaware." The sentence requires the structure "to be unaware of something." The subject changes from "Ben" to "Ben's parents" to maintain logical meaning. "Were" is used because "parents" is plural.
- 26 as (it is / it's) commonly (believed / thought).** The phrase "as many people believe" is replaced with the fixed expression "as is commonly believed." This is a standard way to introduce a common misconception before

correcting it. Other variations like "as it is commonly thought" are also possible but must fit within the word limit.

27 in the mood (to go / for going). The expression "feel like doing something" is equivalent to "be in the mood to do / for doing something." Note the change: "feel like" is followed by a gerund ("going"), while "in the mood" is followed by an infinitive ("to go").

28 somewhere/someplace else to. The word "else" combines with "somewhere" to mean "a different place." The phrase "somewhere else to live" replaces "alternative accommodation." The verb "looking for" is already complete, so no additional preposition is needed before "somewhere."

29 failed to (realise / appreciate / understand) the (significance / importance). The negative construction "didn't realise" becomes the positive verb "failed" + infinitive ("to realise"). The adjective "significant" becomes the noun "significance." The preposition "of" is required after "significance" to connect to "the research."

30 there any (improvement in / increase in / increase to). The phrasal verb "get better" is replaced by the noun "improvement." The question form changes from "Did... get better?" to "Was there any...?" The correct preposition after "improvement" when referring to sales figures is "in." ("Increase to" would be incorrect here.)

Part 5

31 C. Paragraph Two, sentence three: "Indignant at the suggestion that she would willingly share a list of contacts painstakingly built up over many years...". Answers A and D are not mentioned. Answer B doesn't fit here - there's a mention of regretting the tone of the message, not the fact that she refused the applicant.

32 C. Paragraph Two, at the end: "But if the incident makes young people think more carefully about how they use social media in a professional capacity, she may have actually ended up doing them a favour.". This note helped many young people realise how serious they should approach their search for a job.

33 D. Second-to-last sentence of Paragraph three mentions how people can pretend to have completely different personalities on the Internet. Answer A is not mentioned (last sentence of the paragraph has a different meaning). Answer B could be used to address sentence two ideas ("When my generation were teenagers..."), however the sentence doesn't imply conversations with teachers or parents. Answer C is not mentioned either.

34 C. Paragraph Four, second sentence states that people of that generation fail to see the difference between use of social networks for work and for leisure.

35 B. Answer A is not mentioned. Answer C mentions the author's opinion, that young people can become a valuable part of the workforce. However, no opinion of young people themselves is given. Answer D is not mentioned - it is the older generation who think that young people appear to be arrogant; In the middle of paragraph five: "in many countries we're increasingly desperate about finding employment...". Here the author speaks for the young people in question.

36 A. Second sentence of the last paragraph gives a clear answer to the question.

Part 6

37 B. Unlike opinions in other paragraphs, the last sentence of Paragraph B believes that alternative renewable power sources will take over, and the amount of fossil fuels used will inevitably go down.

38 A. Paragraph A believes that the contribution of GHG from the developing countries is not as serious when taken at a per capita amount ("However, the GHG per person of these regions is currently still far below...").

39 B. This paragraph doubts the accuracy of climate change predictions: "even the most expert calculations are no more than speculation...". Other paragraphs are fairly confident in the ability to foresee climatic shifts.

40 C. One but last sentence of Paragraph C states that nature will not fail to adapt to the rapidly changing conditions on our planet.

Part 7

41 F. 'The men' at the beginning of paragraph F are the Althouri fishermen mentioned at the end of the first paragraph.

42 B. The men start shouting, and then Paragraph B develops this part: 'What are they saying?'. Then, Paragraph B is concluded with the author appreciating the landscape, the description of which is continued at the beginning of the following paragraph.

43 D. '.. other places we thought would be perfect for visiting by boat..' is the part of Paragraph D that makes it more fitting than others. Note the description of cliffs in the previous paragraph - they are surrounded by water. Paragraph D expands on this idea. Then in the following paragraph, Alex is mentioned jumping off the boat.

44 G. 'Some defy belief' in Paragraph G refers to the challenges from the previous paragraph.

45 E. 'I'd already had a similar moment of awareness' refers to the author's imminent realisation of his own age.

46 C. 'Looking down at the tortuous shoreline...' helps us to understand that the narrator and his friend have finished their climbing.

Part 8

47 C. Sentence three and four, beginning with 'Think of dopamine like gasoline'.

48 D. In the bottom part of Paragraph D Paul Salopek is mentioned being intrigued by other people's risk-taking in human history, how it propelled men forward to seek and explore.

49 C. In the second part of Paragraph C, beginning with 'It works like this' we are given a detailed example of the brain process in question.

50 B. Second-to-last sentence of Paragraph B goes '... we don't all have the same amount of dopamine', which explains different attitude towards risk-taking.

51 D. The beginning of the paragraph uses the example of driving a car to illustrate risk-taking in everyday setting, and how we get used to such risk.

52 A. The second part of this paragraph gives examples of what a risk-taker could potentially lose, such as life or reputation.

53 C. The example of 'risk-takers' and 'thrill-seekers' explains the common confusion connected with the reason for various types of people to take risks.

54 D. The very last sentence of the paragraph has the answer. The author judges the idea to be noble, but taking place for a different, dopamine-related reason.

55 C. Last sentence of the paragraph gives examples how people seek more of the same sensation, becoming addicted to the adrenaline-dopamine reaction.

56 C. In the middle, the chemical reaction associated with adrenaline injection is described.

Vocabulary

The vocabulary below is meant to help you with the more difficult words. If the word isn't on the list then you are either supposed to know it or it is too specific to be worth learning and you don't have to know it to answer the question. Symbols in brackets mean part of speech (see bottom of the list). Sentences in italics give examples of usage for some more complex words and phrases.

And remember — you are not given a vocabulary list (or a dictionary) at your real exam.

Part 1

Fame (n) — if one has fame, they are well-known and easily recognizable. *Many film actors admitted to regretting their fame as it stood in the way of their privacy.*

Masterpiece (n) — a thing such as a work of art that is of extremely high quality. *The movie we went to yesterday is a real masterpiece.*

Span (v) — to be, to exist for a period of time. *William the Conqueror's rule spanned over 50 years.*

Shroud (v) — to cover something by covering it. *The peak of the mountain was shrouded by a thick layer of clouds.*

Landmark (n) — a notable feature of a particular place or territory. *The Eiffel Tower is Paris' most notable landmark.*

Part 2

Doodling (n) — The process of drawing simple shapes (such as circles) mindlessly, without paying attention to it. *Doodling is believed to help some people concentrate.*

Unconscious (adj) — not awake or not realising, not knowing. *The man seemed to be unconscious - he did not respond to the questions.*

Boost (v) — to give strength or power, to increase. *Doing more practice tests will help boost your final score.*

Dull (adj) — dim, boring or unremarkable. *The content of the last book I've read was rather dull.*

Daydreaming (n) — Thinking about past events or something you want to happen as opposed to what is happening now; not paying attention. *I was caught daydreaming during my final exam.*

Tedious (adj) — boring and exhausting, especially because of its repetitive nature. *My boss somehow manages to come up with the most tedious tasks for me.*

Distraction (b) — Something that takes one's attention away. *Bob's visit to the office was a big distraction for the whole office, and as a result we failed to meet our deadlines.*

Part 3

Crops (n) — The harvest of various cultures, such as grain or rice. *Crops can be difficult to care for in suboptimal weather conditions.*

Soil (n) — The ground surface, usually in relation to various plants grown in it. *The soil in our country requires mineral fertilizer to yield a good harvest.*

Underway (adv) — in progress, happening now. *The construction of the new school is currently underway.*

Drought (n) — a period with no rains. *Droughts are rare in this part of the country.*

Yield (n) — (here) the volume of harvest. *This year's yield of rice is the biggest one so far.*

Exploit (v) — Make use of something in a way that helps you. Sometimes the word is used negatively.

Fertilizer (n) — a substance used to make the soil more rich and accommodating for plants. *The soil here is so good you hardly have to use any fertilizer!*

Subject (v) — to make an aim of something. *Animals are subjected to many horrible experiments every day.*

Part 5

Indignant (adj) — Upset and irritated by something, usually not just or fair. *After the politician's speech, the only reaction was indignant looks from the crowd.*

Appal (v) — to someone feel shocked and disgust. *Nancy's racist comment appalled everyone in the classroom.*

Pecking order (phr) — a situation when one informal group is stronger or has more privileges than the other. *It took him a while to understand the pecking order in his new office.*

Embellish (v) — to make something look more important or impressive than it really is. *He had to embellish the truth to make his story more appealing to listeners.*

Hindrance (n) — something that gets in the way, slows you down, or otherwise proves to make things difficult. *Government regulations can sometimes be a real hindrance to private businesses.*

Ball game (phr) — a different situation. *Getting into university wasn't that difficult. Keeping up with its intense curriculum was a completely different ball game.*

Bold (adj) — brave, resolute. *She made a bold decision to quit her job and start her own company.*

Arrogant (adj) — if a person is arrogant, they feel proud and more important because they believe they are better than other people. *That rich, arrogant kid from school really gets on my nerves!*

Perpetuate (v) — cause something to keep going, continue. *Copying your friend's homework is not going to solve the problem, it will only perpetuate it.*

Entitled (adj) — an entitled person feels they deserve something just because who they are, without having to work for it. *Stop being so entitled - you can't expect your parents to grant all of your wishes!*

Desperate (adj) — seriously bad, with no hope of success. *Eugene is getting increasingly desperate in his attempts to find a job.*

Prospects (n) — chance or possibility of something in the future. *He has very good career prospects because he studied quite hard and landed a nice internship with a major company.*

Refrain (v) — make a choice not to do something. *Please refrain from smoking in the restaurant.*

Humble (adj) — lacking pride; thinking of oneself as not important. *Linda is very humble despite being the best student in her class.*

Part 6

Mitigate (v) — reduce the negative impact of something. *Our company faces the need to mitigate the damages caused by recent financial crisis.*

Fossil fuels — oil and gas. Fossils are decomposed remains of dead animals. *Humanity should reconsider its reliance on fossil fuels for energy.*

Upsurge (n) — a sudden and considerable increase. *There was an upsurge of demand for TVs that couldn't be explained.*

Measurable (adj) — considerable, big enough to be meaningful. *The amount of money we get from renting out our apartment is measurable.*

Foresee (v) — to predict, to see something happening before it does so. *We failed to foresee some of the consequences.*

Herald (v) — to be a sign of something good to come. *The increase in salaries heralded the end of stagnation period in the economy.*

Eclipse (v) — to make irrelevant by being better. *Mark's success at school was eclipsed by his sister's victory in the junior Olympics.*

Resilient (adj) — unyielding, strong and determined. *John is a resilient entrepreneur, and he will not give up in the face of several successive failures.*

Avert (v) — to prevent something (usually smth. bad). *Lucinda managed to avert her parents' seemingly imminent divorce.*

Incentive (n) — an encouragement, a reason to do or keep doing something. *The government is coming up with various incentives for young people not to leave the country.*

Part 7

Blistering (adj) — extremely hot. *We kept on marching under the blistering sun of Kenya.*

Incredulity (n) — state or feeling of not believing something, or unwillingness to believe. *He glanced at us with incredulity.*

Proximity (n) — state of being next to or very close to something. *The proximity of shops, schools and other infrastructure is an important factor when shopping for a new apartment.*

Lunge (v) — to move forward with force.

Scoff (v) — to look or think about something with disrespect or consider something unworthy. *People often scoff at low-income jobs such as McDonalds.*

Pillar (n) — tall cylindrical object used for decorations or as a means of support. *Beautiful marble pillars adorned the front entrance to the gallery.*

Awareness (n) — state of knowing or understanding something. *Spatial awareness.*

Part 8

Imagery (n) — words, images and other devices to describe certain ideas. *Imagery of wealth is often used to encourage people to spend more money*

Notion (n) — An idea or a belief. *I think your notion of success is different from mine.*

Uncharted (adj) — unknown, undiscovered. *Nowadays, there are hardly any uncharted territories.*

Jeopardise (v) — to put something in danger, to expose to risk. *Your disregard for safety rules jeopardises the success of the operation.*

Dire (adj) — serious, very bad; extreme. *Even in these dire conditions, we should remain human.*

Exhilaration (n) — strong feeling of happiness or excitement. *The president's arrival in our little town caused exhilaration among the populace.*

n — noun; v — verb; phr v — phrasal verb; phr - phrase; adj — adjective; adv — adverb