

## 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).

### Raising Awareness

In cities around the world, a wide (0)\_\_\_\_\_ of schemes is being instigated to promote environmental awareness. 'It's just as easy to (1)\_\_\_\_\_ of litter properly as it is to drop it on the streets', says city councillor Mike Edwards. 'It's a question of encouraging people to do so as a (2)\_\_\_\_\_ of course. Once the habit is ingrained, they won't even (3)\_\_\_\_\_ they are doing it. After all, think what we've achieved with recycling in the home. People have become accustomed to it, so it doesn't (4)\_\_\_\_\_ to them that they're spending any additional time in the process. Only if they have to carry this waste for some appreciable distance to find a suitable container do they feel they are (5)\_\_\_\_\_ '.

A quirky, (6)\_\_\_\_\_ gimmick might be enough to change behaviour. With this in (7)\_\_\_\_\_ the city of Berlin is introducing rubbish bins that say *danke*, thank you and *merci* when someone drops an item of rubbish into them. It might just (8)\_\_\_\_\_ the trick in this city, too.

Example:

0	A band	B range	C scale	D scope
1	A dispose	B discard	C dump	D dispense
2	A principle	B system	C matter	D duty
3	A notice	B remark	C comprehend	D appreciate
4	A concern	B occur	C impress	D strike
5	A inconvenienced	B sacrificed	C complicated	D imposed
6	A light-hearted	B mundane	C subjective	D intense
7	A context	B thought	C spirit	D mind
8	A serve	B do	C make	D play

## 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) HAVE

### Emotion in books

Something appears to (0) HAVE happened to the emotional content of books published in the UK. Researchers from the University of Bristol analysed the frequency with (9)\_\_\_\_\_ 'mood' words - those reflecting anger, disgust, fear, joy, sadness and surprise - were used in as (10)\_\_\_\_\_ as 5 million books between 1900 and 2000. (11)\_\_\_\_\_ to one of the researchers, Dr Alberto Acerbi, 'the average book published in 1900 has 14% more emotional content than the average book in 2000'. In (12)\_\_\_\_\_ words, 'a book with 1,000 emotional words in 1900 would have 877 in 2000'.

In (13)\_\_\_\_\_ to this decline in emotional content, the research team found that some interesting differences between British books and those published in the USA have developed since the 1960s. (14)\_\_\_\_\_ having more emotional content than their British counterparts, American books now contain more content-free words. These are words that carry (15)\_\_\_\_\_ or no meaning on their (16)\_\_\_\_\_, such as 'and' or 'but', and articles like 'the'.

What is the significance of these changes? The researchers say that further work is needed to deal with this question adequately.

## 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) NOTORIETY

### The Black Widow Spider

The black widow spider's (0)\_\_\_\_\_ is not without foundation. However, an element of exaggeration has led to certain (17)\_\_\_\_\_ regarding its evil nature.

Firstly, while it is indeed one of the most venomous species of spider, its venom being 15 times stronger than that of the prairie rattlesnake, its bite injects such a small amount of venom in (18)\_\_\_\_\_ that it is unlikely to kill humans. In fact (19)\_\_\_\_\_ are rare.

Black widows bite only if they are touched or their web is threatened, and only the adult female is poisonous. The female is (20)\_\_\_\_\_ by nature, and has been known to kill and eat the male after mating. Such (21)\_\_\_\_\_ are rare, but they explain how the spider got its name - and its reputation.

Nevertheless, the (22)\_\_\_\_\_ effects of this spider's bite should not be (23)\_\_\_\_\_, and if you live in a certain climate and have a fireplace in your home, it is advisable to take (24)\_\_\_\_\_. Black widow spiders often inhabit wood piles, so you should wear gloves when handling firewood.

- 0. NOTORIOUS
- 17. CONCEPT
- 18. COMPARE
- 19. FATAL
- 20. SOLITUDE
- 21. OCCUR
- 22. PLEASE
- 23. ESTIMATE
- 24. CAUTION

## 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 Jane regretted speaking so rudely to the old lady.

**MORE**

Jane \_\_\_\_\_ politely to the old lady.

Answer: WISHED SHE HAD SPOKEN MORE

25 This novel stands a very good chance of winning the book prize.

HIGHLY

It is \_\_\_\_\_ win the book prize.

26 'You really must stay and have dinner with us!' Laura said to us.

STAYING

Laura \_\_\_\_\_ for dinner.

27 If you need me, call me any time, night or day.

MATTER

Call me if you need me, \_\_\_\_\_ be.

28 I don't want to be disturbed at all this morning!

ACCOUNT

On \_\_\_\_\_ disturbed this morning!

29 If Mark hadn't told Bella about that letter, we wouldn't have argued.

FOR

Had \_\_\_\_\_ telling Bella about that letter, we wouldn't have argued.

30 We're going to miss the start of the film if we don't hurry.

TIME

Unless we hurry, the film \_\_\_\_\_ we get there.

## CAE Reading and Use of English Part 5

You are going to read a magazine article. For questions 31-36 choose the answer (A, B, C or D) which you think fits best according to the text.

### Are you a 'slumper'?

*Amanda Stevens cured her bad posture - and her chronic back pain - with the Alexander technique.*

Many people will have heard of the Alexander technique but have only a vague idea what it is about. Until earlier this year, I didn't have the faintest idea about it - and saw no reason to think I should. But, hunched over a computer screen one day, I noticed that the neck and backache I regularly suffered were more painful than usual. I was brought up to think that the preferred way of dealing with aches and pains is to do nothing and hope they'll go away, but I eventually allowed myself to be dragged along by a friend of mine to talk to an osteopath who had performed wonders on her. After examining me, the osteopath said: I can treat the symptoms by massaging your neck and upper back. But you actually have bad posture. That is what you need to get sorted out. Go off and learn the Alexander technique.'

I had regularly been told by friends and family that I tend to slouch in chairs but I had been under the impression that bad posture was something one was born with and could do nothing about. With hindsight, it's hard to believe just how far off the mark I was. Dentists and car mechanics, among others, tend to develop bad posture from leaning over patients or engine bays. Those of us who are mothers often stress and strain their necks and backs lifting and carrying children, and those who sit in front of computers all day are almost certainly not doing our bodies any favours.

After a little searching online, I found an Alexander technique teacher, Teresa Stirling, in my area of town and booked a first appointment. Three months later I am walking straighter and sitting better, while my neck and back pain are things of the past. I feel taller, too, which I may be imagining, but the technique can increase your height by up to five centimetres if you were badly slumped beforehand.

The teaching focuses on the neck, head and back. It trains you to use your body less harshly and to carry out the sorts of movements and actions that we do all the time with less effort. There is very little effort in the lessons themselves, which sets apart the Alexander technique from pilates or yoga, which are exercise-based. A typical lesson involves standing in front of a chair and learning to sit and stand with minimal effort. You spend some time lying on a bench with your knees bent to straighten the spine and relax your body while the teacher moves your arms and legs to train you to move them correctly.

The key is learning to break the bad habits accumulated over years. Try, for example, folding your arms the opposite way to normal. It feels odd, doesn't it? This is an example of a habit the body has formed which can be hard to break. Many of us carry our heads too far back and tilted skywards. The technique teaches you to let go of the muscles holding the head back, allowing it to resume its natural place on the summit of our spines. The head weighs four to six kilos, so any misalignment can cause problems for the neck and body.

The Alexander technique teaches you to observe how you use your body and how others use theirs - usually badly. Look how a colleague slumps back in a chair with his or her legs crossed. That puts all sorts of stresses and strains on the body. Even swimming can harm the neck. The Alexander technique can teach you to swim better, concentrating on technique rather than clocking up lengths.

So who was Alexander and how did he come up with the technique? Frederick Matthias Alexander, an Australian theatrical orator born in 1869, found in his youth that his voice was failing during performances. He analysed himself and realised his posture was bad. He worked on improving it, with dramatic results. He brought his technique to London 100 years ago and quickly gathered a following that included some very famous people. He died in 1955, having established a teacher-training school in London, which is thriving today.

So if you are slouching along the road one day, feeling weighed down by your troubles, give a thought to the Alexander technique. It could help you walk tall again.

**31** What does the writer suggest in the first paragraph?

- A She had been reluctant to seek treatment for her back problems.
- B She was initially sceptical about the Alexander technique.
- C She had little faith in the osteopath's methods.
- D She was wrong to follow her friend's advice.

**32** What does the writer say about bad posture in the second paragraph?

- A She had thought that it only affected people in certain occupations.
- B She had been told that she would inevitably suffer as a result of it.
- C She had misunderstood what the causes of it were.
- D She had developed it after having children.

**33** What principle of the Alexander technique does the writer identify in the fourth paragraph?

- A A person's natural movements shouldn't be altered.
- B The Alexander technique shouldn't be attempted without supervision.
- C Familiar physical actions shouldn't be performed in a strenuous manner.
- D The Alexander technique shouldn't be combined with other types of exercise.

**34** What does the writer say about bad habits in the fifth paragraph?

- A They are a consequence of actions we perform.
- B They inevitably cause physical pain.
- C They develop in early childhood.
- D They can be difficult to change.

**35** What does the writer suggest about Frederick Alexander?

- A He was keen to make a name for himself.
- B He managed to recover his vocal powers.
- C He developed a form of exercise for actors.
- D He needed to leave home to develop his technique.

**36** What is the writer's main purpose in the article?

- A To explain the widespread occurrence of back pain.
- B To suggest that back problems can be remedied.
- C To explain how debilitating backache can be.
- D To challenge common ideas about back pain.

## CAE Reading and Use of English Part 6

You are going to read four writers' contributions to a debate about hosting the Olympic Games. For questions **37-40**, choose from the writers **A-D**. The writers may be chosen more than once.

### Hosting the Olympics - is it a good idea?

*Four writers give their views about what an Olympic Games can do for the host country.*

#### **A**

The Olympics are undoubtedly expensive to stage and none of the Games in recent times have made an immediate profit, but they should be considered a long-term investment. The large infrastructure projects like new roads and transport systems, the new sports venues and cultural facilities, the regeneration of rundown urban areas and the increase in tourism all end up stimulating the economy eventually. The international media focus on the Games can also lift the host country's profile to another level. This has a knock-on effect on attitudes within the host country. International attention and proof of a capacity to rise to the challenge can pull the country together, make it feel good about itself and put it in a position to compete in the modern world.

#### **B**

Weighing up the pros and cons of hosting an Olympics is a complex business. Research suggests that few former hosts have experienced long-term economic gains, indeed, certain cities like Montreal and Los Angeles have taken decades to pay off the debts incurred in preparing for and running the two-week-long event, and in cases like these, an unwelcome PR effect of international dimensions seems to come attached. The real benefits are less tangible in that they inspire a local feel-good factor, enhancing a sense of pride in belonging to a city and country that can pull off such a massive and awkward enterprise. There is also the chance for everyone, the younger generations in particular, to observe elite athletes, and therefore sporting excellence, exercise and fitness become cool things to aspire to.

#### **C**

For a host city, the Olympic Games are all about legacy. They present an opportunity to showcase, domestically and

to the world at large, the notion that the city possesses the know-how and manpower to manage a hugely complex international event, plus an impressive new infrastructure of sports facilities, accommodation and public transport, a vibrant, competent, friendly local population, and historic sites and places of natural beauty for tourists to visit. There is the sporting legacy too, with the greatest athletes from around the world inspiring mass participation, a crucial development when modern lifestyles tend to have a significantly detrimental effect on fitness and health. Critics of the notion of hosting the Olympics often focus on the more easily measurable economic implications which suggest that the Games are not a viable proposition, but the Olympics are not just about money; they are about other aspects of legacy which are at least as significant.

**D**

Most positive developments that might be associated with hosting the Olympics would happen anyway. The infrastructural investments could be made, incentives for tourists to visit could be offered and trade delegations could be energised. Past experience suggests the financial costs tend to outweigh the benefits anyway, when variables like the absurd bidding process, security and mismanagement are factored in. What of the more intangible spinoffs? First, there is no hard evidence that hosting the Olympics leads to greater public involvement in sports. In fact, studies show sporting activity actually fell in certain Olympic cities once the 'afterparty enthusiasm' had worn off. Genuine long-term participation in sports comes from grassroots investment in schools and community facilities rather than glitzy shows. Most Olympic Games are concentrated in one city, usually the capital, and have little impact, economic or otherwise, on other parts of the country. In fact, in some cases, research reveals significant regional resentment about all the attention from government, the media and other organisations being directed at one city. So much for pride in one's country.

**Which writer ...**

**37** has a different opinion to the others regarding the economic impact of hosting the Olympics?

**38** shares writer B's opinion about the implications for sport in the host country?

**39** expresses a different view to the others about the effect that hosting the Olympics can have on a national sense of identity?

**40** takes a similar view to writer A about the likely consequence for the host country's international reputation?

**CAE Reading and Use of English Part 7**

You are going to read a magazine article about watching wildlife. 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.

**Close encounters of the wild kind**

*The rise of wildlife-watching experiences.*

Wildlife observation has always proved inspirational for humans, it led Charles Darwin to provide us with a better understanding of how we evolved and it has inspired such everyday innovations as Velcro. US author Peter Matthiessen wrote: 'The variety of life in nature can be compared to a vast library of unread books, and the plundering of nature is comparable to the random discarding of whole volumes without having opened them and learned from them'.

**41** \_\_\_

'What is interesting is how much people are willing to pay to be in a wilderness environment', says Julian Matthews, director of Discovery Initiatives, a company which takes people on small-group trips to more than 35 countries. It's still a small part of the tourism industry but it's undoubtedly expanding. There are definitely more and more people seeking wildlife experiences now'.

42 \_\_

Matthews recognises the contribution that television has made to our knowledge of nature, but he says 'there's no way to compare seeing an animal in the wild with watching one on TV. While a filmmaker may spend six months shooting an animal and will get closer to it than you ever will, there's no greater pleasure than seeing an animal in its own environment. On film, you're only getting the visuals and the sound. As impressive as they may be, it's not the real thing.' And the good thing is that tourists can now watch wildlife 'live' while helping to protect it - a concept that comes under the broad label of 'ecotourism'.

43 \_\_

In practice, this means that many tour operators, guided by ethical policies, now use the services of local communities, train local guides and have close ties to conservation projects. Tour operator Rekeru, for example, has established its own school - the Koyiaki Guide School and Wilderness Camp - for Maasai people in Kenya.

44 \_\_

Conservation organisations have also realised that tourism can help educate people and provide a valuable source of revenue and even manpower. The World Wildlife Fund, for example, runs trips that give donors the chance to see for themselves how their financial aid is assisting conservation projects in the field, and some organisations even allow tourists to take part in research and conservation.

45 \_\_

Similarly, Biosphere Expeditions takes about 200 people every year on what its field operations director, Dr Matthias Hammer, calls an 'adventure with a conscience'. Volunteers can visit six destinations around the world and take part in various activities including snow leopard, wolf and bear surveys and whale and dolphin research.

46 \_\_

Of course, going in search of wildlife doesn't always mean you will find it. That sightings of animals in large wild areas don't come automatically is a fact of life. Although potentially frustrating, it makes sightings all the more rewarding when they are made. And the opportunity to do something to help both the environment and local people can only add to the experience.

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**A** He is confident that, if done properly, this combination of tourism and conservation can be 'a win-win situation', 'People have a unique experience while contributing to conservation directly. Local people and habitats benefit through job creation, research and an alternative income. Local wildlife benefits from our work.'

**B** While there is indeed much to learn from many species not yet known to science, it's the already opened texts that attract the majority of us, however. And we are attracted in ever increasing numbers.

**C** As people are able to travel to more extreme places in search of the ultimate wildlife experience, it's worth remembering that you don't have to go to the ends of the earth to catch rewarding glimpses of animals. Indeed, some of the best wildlife-watching opportunities are on our doorstep.

**D** This growth has been stimulated by the efforts of conservation groups and natural history documentaries. Greater awareness of the planet has led to an increased demand for wildlife tours or the addition of a wildlife-watching component to traditional holidays. People want to discover nature at first-hand for themselves - not just on a screen.

**E** Despite being an important part of the population there, they have largely been excluded from the benefits brought to the region by tourism. This initiative is a concerted effort to enable them to take up jobs and run programmes themselves.

**F** Earthwatch is a non-profit international environmental group that does just that. 'Participation in an Earthwatch project is a positive alternative to wildlife-watching expeditions, as we offer members of the public the opportunity to be on the front line of conservation,' says Claudia Eckardt, Earthwatch programme manager.

**G** It is a term which is overused, but the principle behind it undoubtedly offers hope for the future of many endangered species, as money from tourism directly funds conservation work. It also extends to the consideration of the interests of people living in the places that tourists visit.

## CAE Reading and Use of English Part 8

You are going to read reviews of four psychology books. 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.

About which book is each following point made?

- 47** It is likely to put certain kinds of people off.
- 48** It has aims which resemble those in other recently published books.
- 49** It offers unnecessary advice to readers.
- 50** It makes seemingly original but convincing observations.
- 51** It avoids obvious answers to an issue which is familiar to many people.
- 52** It may prompt the publication of other books exploring the same subject matter.
- 53** It is organised differently from other writing by the same author.
- 54** It lacks a clear structure.
- 55** It challenges a modern trend in psychology.
- 56** It is difficult to understand in places.

### Reviews of psychology books

**A** Missing Out: in Praise of the Unlived Life by Adam Phillips

In *Missing Out*, a slim volume peppered with insights that may never have been expressed quite like this before but which make you want to scrawl 'yes' in the margins on almost every page, the psychoanalyst and writer Adam Phillips asserts that we all 'learn to live somewhere between the lives we have and the lives we would like'. For 'modern' people, 'the good life is ... filled to the full'; we seek complete satisfaction. But what we need, argues Phillips, isn't satisfaction but frustration. You can't get instant satisfaction because you can't control people or the world. You can't 'get' other people because no one can be fully understood and neither, of course, can you. But a capacity for tolerating frustration allows us to develop. Appropriately, given the subject matter, this book can be a frustrating read - sometimes you think you're just getting to grips with an idea, only for it to slip away. But, as is often true of Phillips's books, what you do feel when you've finished it is that it offers glimpses of the real, messy and never fully knowable human heart.

**B** Together by Richard Sennett

*Together* is the second book in a planned trilogy about the skills modern humans need for a happy co-existence. The first addressed the joys of making things with your hands, and the third will be about cities. This one looks at how we can all get along together. Sennett explores the importance of equality and how, in unequal societies, people are less willing to co-operate. He argues that our society is becoming atomised, 'deskilling people in practising co-operation'. The trouble is it all feels atomised itself. Sennett's argument seems to bounce from place to place, and he relies on anecdotes and experience more than data. It aims to be a practical, how-to guide for maximising co-operation, but ends up a sort of unsystematic self-help book: listening is as important a skill as the presentation of your own ideas; discussion need not reach agreement but can teach us new things; assertiveness is valuable, but so is politeness and diffidence. All true, but don't we know it already?

**C** Teach Us To Sit Still by Tim Parks

A few years ago, a number of writers dealt movingly about what it's like to have a serious illness. If *Teach Us to Sit Still* does well, we could be in for a glut of writing by people who don't have much wrong with them, yet still write about it at length. But if they are anything like as good as this, it might not be such a gloomy prospect. A few years ago, Tim Parks couldn't sleep and had serious pains in his side. Medical tests all came back negative, but the pain persisted. So, he embarked on a sceptical exploration of the possible causes of and cures for his woes. He tried out an array of theories and therapies. The intensity, of Park's search makes for a less than relaxing read, and, in all probability, there will be readers who fail to make it past the first couple of chapters. Parks, an innovative and prolific novelist, writes wonderfully however, and despite the subject matter, a layer of wit runs through it Parks eventually achieves some relief through special breathing exercises and meditation, but uncovers no magic formulas.

**D** The Antidote by Oliver Burkeman

Should we all be striving for happiness? Should we think positively? Should we try to ignore any difficult thoughts, feelings, or situations that arise? Many self-help books these days would shout 'Yes!' Oliver Burkeman isn't so sure. A leading writer in what could be called the 'antiself-help self-help' genre - which happily seems to be swelling - Burkeman's work, as represented in *The Antidote*, is not about positive thinking, finding partners, and getting promotions at work and doesn't offer facile instructions for living a happy, easy life. Rather, it uses research to suggest that we reconsider our assumptions and find new ways of thinking and being. *Help! How to Become Slightly Happier*, his previous book, comprised a series of short sections, each a page or two long, which presented an idea fairly quickly. *The Antidote* has just eight chapters and each one explores a subject like success and failure in detail. So what are his conclusions? Well, one is that we have to stop searching for firm answers and quick fixes.

## Answer Keys

### Part 1

- 1 A — dispose.** The only word that takes the 'of' preposition here.
- 2 B — matter.** 'A matter of course' is something that is to be expected.
- 3 B — notice.** The meaning that is needed here is that of doing something subconsciously, without paying attention to it (or noticing it).
- 4 B — occur.** 'To occur to someone' means 'to become known, clear or obvious'. Other options do not go with 'to'.
- 5 A — inconvenienced.** The word means 'being caused trouble or discomfort'.
- 6 A — light-hearted.** To choose the right answer, you have to look at the next sentence for the description of 'gimmick' mentioned here. It's the rubbish bin that say 'thank you'. It's a light-hearted gimmick - a feature that doesn't take itself seriously and meant as a joke.
- 7 D — mind.** 'With something in mind' means 'considering something'.
- 8 B — do.** Another set expression, 'to do the trick' means to achieve something, to succeed in doing it.

### Part 2

- 9 which.** 'Which' clause here refers to 'were used' later on in the sentence.
- 10 many.** 'As many as' construction is used to emphasise a surprisingly large number.
- 11 According.** 'As said by'. Note that capitalisation is not important in this task, as all of your letters in the answer form should be capitalised.
- 12 other.** The author rephrases the previous statement using different constructions.
- 13 addition.** An additional argument is introduced at the beginning of a new paragraph.
- 14 Besides.** A synonym for 'in addition to', albeit a more concise one. Keep in mind that you can't use more than one word for each gap.
- 15 little.** 'Little or no' is a set expression opposite to 'as many as', but used with uncountable nouns and meaning a very small amount of something.
- 16 own.** The meaning 'on their own' in this context is 'isolated, without any context'.

### Part 3

- 17 misconceptions.** It is important to read on as far as the beginning of the next paragraph to understand whether the required word should or shouldn't have a negative prefix. Paragraph Two goes on to dispel some of the myths about black widow spiders.
- 18 comparison.** Two different poisons are compared. Note the spelling of the word.
- 19 fatalities.** A fatality is any unfortunate incident that results in death. Note that the word has to be in plural (the following verb 'to be' is pluralised).
- 20 solitary.** Used to being alone.
- 21 occurrences.** Spelling is key here. Double 'c', double 'r'. Getting the word right but spelling it is regarded as an incorrect answer.
- 22 unpleasant.** The context clearly suggests a negative adjective.
- 23 underestimated.** To regard something as less important or dangerous than it is.
- 24 precautions.** A tricky question. The plural form here is required as the set phrase is 'to take precautions'.

**Part 4**

**25 highly likely/probable (that) this novel will.** The phrase "stands a very good chance" expresses probability. This is transformed using the adverb "highly" to modify the adjective "likely." The structure is "it is highly likely that + clause." Note the change from the noun "chance" to the adjective "likely" and from the gerund "winning" to the finite verb "will win."

**26 insisted on us/our staying.** The direct speech expressing a strong invitation is reported using the verb "insisted on." This verb is followed by a gerund. The object "us" can be used before the gerund ("us staying") or the possessive adjective ("our staying"). Both are acceptable. The structure is "insist on + object + gerund."

**27 no matter what time it may/might.** The phrase "any time, night or day" is replaced with the fixed expression "no matter what time." This is followed by a clause with a modal verb ("may" or "might") to maintain the sense of possibility. The structure should be "no matter what + noun + subject + modal + verb."

**28 no account am I to be / must I be / should I be.** This is an emphatic negative structure using inversion. "On no account" means "under no circumstances" and is placed at the beginning of the sentence, which triggers inversion of the subject and auxiliary verb. The structure is "On no account + auxiliary + subject + be + past participle." Possible auxiliaries include "am," "must," or "should."

**29 it not been for Mark.** The third conditional is rewritten using the fixed expression "had it not been for," which means "if it had not been because of." This structure is used to emphasize that one person or thing was the cause of a past situation. Note the inversion: "Had it not been for..." (instead of "If it had not been for...").

**30 will have started by the time.** This sentence combines a future perfect tense with a time clause. "Will have started" refers to an action that will be completed before another future action (our arrival). The time clause is introduced by "by the time" + present simple ("we get"). The structure is "future perfect + by the time + present simple."

**Part 5**

**31 A.** In the middle of the first paragraph: '... I eventually allowed myself to be dragged along by a friend of mine to talk to an osteopath...'. The verb 'dragged along' denotes the writers unwillingness to address her health issues.

**32 C.** The author believed that one was born with bad posture, then refutes her own misconception by illustrating the opposite with a number of examples, such as car mechanics and dentists.

**33 C.** 'Strenuous' is the key word here. The meaning is 'requiring a lot of physical or mental effort'. This is mentioned in the second sentence, how you should not over-stress your body but instead choose a way that doesn't put too much strain on your muscles.

**34 D.** Sentence three of this paragraph says, that the habits can be hard to break. Answer **A** is not mentioned. **B** is incorrect - last sentence claims that bad habits 'can' affect, not 'will'. Nothing is said about bad habits that stem from our childhood.

**35 B.** The reason the technique was invented was to restore Alexander's voice. Answers **A** and **C** are not mentioned. Answer **D** refers to him moving to London, where he has established his own school. However, nothing is said about his original intention, his moving was merely incidental.

**36 B.** Answers **A** and **C** touch upon mentioned ideas, however they can't be called the main topic of this text. Answer **D** topic is a bit more developed, however it is Answer **B** that is prevalent throughout the text.

**Part 6**

**37 A.** Speaker A is the only one seeing hosting the Olympics as a potential investment, whereas others see no monetary gains from such venture.

**38 C.** Both speakers state that one of the positive impacts of hosting the Olympics is the increased appeal of sport as

an activity. Paragraph B, last sentence: '... exercise and fitness become cool things to aspire to'. Paragraph C: 'There is the sporting legacy too, with the greatest athletes from around the world inspiring mass participation, a crucial development when modern lifestyles tend to have a significantly detrimental effect on fitness and health'.

**39 D.** Speaker D is the only one believing that the Olympics do more harm than good to the host country in terms of bringing people together. As stated there, most events take place in a handful of large cities, with smaller towns being left out, and therefore a feeling of injustice appears.

**40 C.** Both authors believe in a positive impact of hosting country exposure. Paragraph A, in the middle: 'The international media focus on the Games can also lift the host country's profile to another level'. Paragraph C, second sentence states that the country gets a chance to show how it has all it takes.

## Part 7

**41 B.** The preceding paragraph ends with the analogy of books and animals and how we could learn from them. Then, Paragraph B continues the idea of things we could learn from various species.

**42 D.** This paragraph begins with 'This growth...' referring to the increasing number of people seeking wildlife tourism programs. It then ends with the mention of people willing to experience all the thrill, rather than watch it all on TV, and the following paragraph starts with the mention of TV contribution to popularising wildlife tourism.

**43 G.** Starting with 'It is a term which is overused...', the term mentioned is 'ecotourism' that the preceding paragraph ends with.

**44 E.** Beginning of Paragraph E: 'Despite being an important part of the population there' refers to the Maasai people in Kenya.

**45 F.** 'research and conservation' mentioned at the end of the previous paragraph is exactly what Earthwatch project does - to actively help with conservation of endangered species. Next paragraph gives another example of a similar project.

**46 A.** The pronoun 'he' at the beginning of Paragraph A refers to Dr Matthias Hammer.

## Part 8

**47 C.** Last but one sentence: '... there will be readers who fail to make it past the first couple of chapters.'

**48 D.** In sentence six of this paragraph, the book is called to be of 'antiself-help self-help' genre. This genre is mentioned to be 'swelling', or increasing.

**49 B.** Last sentence of Paragraph B poses a question of the usefulness of the information in the book.

**50 A.** At the beginning of the paragraph, the 'insights that may never have been expressed quite like this before' are mentioned, that seem to be quite useful.

**51 D.** Sentences four and five on the classical self-help book approach: 'Many self-help books these days would shout 'Yes!' Oliver Burkeman isn't so sure.'

**52 C.** Second sentence of this paragraph says that if the book turns out to be successful, then we are going to be in a 'glut of writing' of similar books. A glut is an excessive amount of something, much more than is actually required.

**53 D.** At the end of the paragraph, the previous book by the same author is said to be separated into short parts, whereas his more recent one is much more detailed.

**54 B.** The middle of the paragraph complains how the argument in the book 'seems to bounce from place to place'. It is also mentioned, that the contents of the book are 'atomised', or haven't got any connection between its elements.

**55 D.** The middle of the paragraph focuses on how this book takes a different approach, without promising us to live trouble-free, happy lives, but instead to change our perception of things.

**56 A.** Last but one sentence complains about the book being at times a bit frustrating to read because of its content's complexity.

## 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

**Instigate** (v) — to provoke, to urge something to happen. *One of the countries instigated a conflict on the border, which escalated to a full-scale war.*

**Litter** (n) — garbage or trash, usually used when it's lying around. *The poor area had its streets filled with litter.*

**Ingrain** (v) — to establish something in a very formal way that is unlikely to change in the future. *Her parents tried their best to ingrain their own ideals in her.*

**Appreciable** (adj) — amount of something that is large enough to be significant or have an impact. *An appreciable amount of my tuition fees is paid by the government.*

### Part 2

**Disgust** (n) — strong disapproval to the point of physical discomfort. *Disgust is all I could read on her face.*

**Significance** (n) — importance or some special meaning. *Her family failed to appreciate the significance of academic achievements.*

### Part 3

**Foundation** (n) — here: to be without foundation means to be untrue, be false. *The recent rumours of the company's boss retirement were not without foundation - he was due to stop working next month.*

**Exaggeration** (n) — making something seem larger or more important than it really is. *Exaggeration in tabloid headings on their front pages is a common practice to increase sales.*

**Venomous** (adj) — containing poison. *Venomous animals in tropical jungles are in abundance.*

### Part 5

**Vague** (adj) — uncertain, unclear. *When it comes to World War 2 period, my knowledge of history becomes very vague.*

**Slouch** (v) — to bend your shoulders and head slightly forward, as if you are tired. *If you slouch, your height seems to be lower.*

**Hindsight** (n) — a look at the past events with the knowledge of what had happened. *In hindsight, we never should have agreed to go camping - the weather was terrible.*

**Summit** (n) — top of a mountain. *Having reached the summit, the climbers were finally able to get some much sought-for rest.*

**Misalignment** (n) — incorrect position of one thing in relation to another. *If you misalign one of the car wheels, it may become very dangerous to drive.*

**Strain** (n) — if something is under strain, then pressure is applied to it, for reasons like misalignment or discomfort. *I can feel strain in my back muscles.*

**Part 6**

**Venue** (n) — a place where a certain event takes place. *Picking the right venue for a wedding can either make or break it.*

**Rundown** (adj) — neglected, in poor condition. *This town's infrastructure is poor, scarce and rundown.*

**Knock-on effect** — something that triggers something else, makes something else take place. *Presidential election usually has a knock-on effect on our city - roads get repaired, old buildings renovated.*

**Incur** (v) — to have bad consequences of something that has been done. *The company incurred significant penalties for illegal foreign trade.*

**Awkward** (adj) — here: not easy to do, complicated. *He handles his business in a somewhat awkward manner.*

**Legacy** (n) — part of one's history, something that is left after you die. *Young people rarely think about their legacy.*

**Showcase** (v) — to show good sides and strengths of something, to present in the most favourable light. *It is a good idea to showcase your skills at interviews you go to.*

**Vibrant** (adj) — exciting, rich in energy. *Vibrant Spanish festivals.*

**Crucial** (adj) — extremely important. *Our boss believes crucial meetings to be crucial to his business's success.*

**Detrimental** (adj) — harmful, causing damage. *Detrimental effects of chain-smoking are well-documented.*

**Implication** (n) — an effect that the action will have in the future. *Choosing not to do your academic assignments in time may have serious implications.*

**Incentive** (n) — an encouragement or a reason to do something. *Parents may often use pocket money as an incentive for their children to do better at school.*

**Intangible** (adj) — non-material or impossible to touch. *Feelings are intangible.*

**Spin-off** (n) — something produced as addition to the main thing. *Better Call Saul - a spin-off show of Breaking Bad, proved to be as successful as the original TV series.*

**Grassroots** (adj) — at a base level, at the very beginning. *Grassroots investment is not only profitable but can help a good cause.*

**Glitzy** (adj) — looking new and fashionable in order to attract attention, flashy. *Glitzy designer clothes.*

**Resentment** (n) — angry feeling coming from being forced something you do not like. *I couldn't help feeling resentment being forced to do housework.*

**Part 7**

**Plundering** (ger) — act of stealing something or robbing someone, usually in a violent way. *The plundering of the ancient tombs was a cultural tragedy.*

**Discard** (v) — to throw something away or to reject something because it is useless or unworthy. *I had to discard my old clothes - it was cheaper to buy new things rather than to repair old ones.*

**Revenue** (n) — income that is received regularly. *My company's revenue went up 352% last year.*

**Manpower** (n) — the amount of people able to perform work (or to fight, when talking about an army). *The company's manpower is decreasing due to uncompetitive salaries and general decline.*

**Glimpse** (n) — a brief look at something. To catch a glimpse of something is to see something for a very short moment. *So we went to that live Killers concert and after the show caught a glimpse of Brandon Flowers!*

**Part 8**

**Convincing** (adj) — persuading, reasonable and easy to believe in. *A convincing argument.*

**Prompt** (v) — to make or encourage something to happen, to incite. *The vast amount of money invested in agriculture prompted fast development of the industry.*

**Peppered with** — to be covered or hit by something, as if by pepper. Here: full of. *The magazine was peppered with*

*useful information on self-defence.*

**Insight** (n) — an idea, a piece of mind that is related to a deep understanding of something. *In this book, the author shares his insights into chemistry.*

**Get go grips with** — to understand something well enough to deal with it efficiently. *I think I finally got to grips with this school's math course.*

**Withdrawal** (n) — if you withdraw from something, you stop taking it. Used mostly with harmful substances such as drugs, cigarettes and alcohol. *My first week of withdrawal was especially difficult to go through - I couldn't think about anything but smoking.*

**Messy** (adj) — untidy and unpleasant. *Her hair was messy and her dress creased, but I liked her anyway.*

**Atomised** (adj) — separated from others, with no connection to the rest. *Our society is becoming increasingly atomised.*

**Assertiveness** (n) — confidence and courage to speak one's mind. *A leader with no assertiveness will never command any respect.*

**Glut** (n) — an amount of something that is higher than can be used or sold. *After Christmas was over, the shops had a glut of cakes at discounted prices.*

**Persist** (v) — to keep doing or trying to do something despite anything, often unreasonably. *Jack persisted in trying to win the girl over.*

**Woe** (n) — a serious problem or sadness. *In the past, her life was full of woes and misery.*

**Prolific** (adj) — able to produce a lot of work. *A prolific writer is not necessarily a good or a bad one, they just write a lot of books.*

**Strive (for)** (v) — to try to achieve something, especially for a long period of time and despite any difficulties. *For many years, they strived to make the model successful on the market.*

**Swelling** (adj) — here: increasing, growing. *The market for mid-size crossovers in the US keeps on swelling.*

**Facile** (adj) — simple and not thought-through. *I think that your business model is facile and is sure to fail.*

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