

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).

Canoeist discovers unknown waterfall

We live in an age in which **0** virtually the entire planet has been documented and mapped. Explorers seem to be **1** _____ wilderness to explore, so the discovery of unmapped waterfalls in a developed country is a rare **2** _____ indeed.

Adam Shoalts was canoeing along the Again River in northern Canada when his boat **3** _____ twelve metres into swirling white water below. Despite the **4** _____ damage to his boat, Adam was thrilled to have tumbled down an unknown waterfall. Now with financial backing from the Royal Canadian Geographical Society (RCGS), he is planning to revisit the falls in order to plot and measure them. His data will be used to **5** _____ maps of this remote area up to date. Its remoteness is reflected in the fact that it has a population **6** _____ of fewer than one person per 50 square kilometres. It is **7** _____ by the RCGS and Adam Shoalts himself that Adam's discovery may not be of the **8** _____ of what past explorers found, but it shows that there's still much to be discovered.

0	A mainly	B considerably	C <u>virtually</u>	D substantially
1	A falling short of	B missing out on	C cutting down on	D running out of
2	A episode	B undertaking	C occurrence	D instance
3	A plunged	B tore	C dashed	D flung
4	A sizeable	B widespread	C extensive	D ample
5	A bring	B put	C take	D mark
6	A capacity	B density	C consistency	D frequency
7	A disclosed	B granted	C declared	D acknowledged
8	A bulk	B volume	C magnitude	D expanse

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) ITS

The attraction of Ferris wheels

When did you last see a Ferris wheel? Sometimes called observation wheels, they're becoming fixtures in our cityscapes. It seems that any city that wants to ensure **0** its attractions are on show to the world must have a beautifully designed Ferris wheel. **9** _____ these wheels are usually intended to be temporary structures, more often than not they end **10** _____ staying for a number of reasons, not least because they become so highly thought **11** _____ by residents and visitors.

So why do cities want them? There's very **12** _____ doubt that they create a novel focus, but there are several other reasons. They may be used **13** _____ symbols of resurgence or a modern complement to the usual historic attractions tourists visit. They're also cheaper and quicker to build than most other major landmarks. Finally, seeing the success they've **14** _____ in many places, cities may feel **15** _____ sense of competition and be driven **16** _____ build bigger and better versions.

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) LIKELIHOOD**

A summer clean for the mountains

On a summer hike in some winter ski areas there is more **0 LIKELIHOOD** of spotting drink cans and other litter discarded by skiers than mountain flora and fauna. Huge quantities of rubbish are slowly **17** _____ as the snow melts. Because much of the litter is non-biodegradable, the amount is increasing. Plastic bags, bottles and cans, dropped by anonymous **18** _____, are just some of the examples found on the mountain sides. It's hard to view the task of cleaning it up with anything other than **19** _____.

In an attempt to counter this, **20** _____ resorts are now appealing to skiers to return in the summer and participate in mountain-cleaning days. These have been **21** _____ introduced at weekends, when organisers can capitalise on the **22** _____ of mountain areas with hikers and mountain-bikers, who will boost the turnout.

These days are sociable and fun, **23** _____ those who take part to do something worthwhile. In some cases, up to 5 kilograms of litter can be gathered by each volunteer leaving the organisers with a ton of rubbish to be prepared for **24** _____. In return for their help, litter-pickers are often treated to a barbecue at the end of the day.

0 LIKE
17 COVER
18 OFFENCE
19 PESSIMIST
20 NUMBER
21 SUCCEED
22 POPULAR
23 ABLE
24 DISPOSE

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.

Example:

James would only speak to the head of department alone.

ON

James _____ to the head of department alone

ANSWER: *INSISTED ON SPEAKING*

25 Even though it had started to rain, we decided to continue our tennis match.

WITH

We decided to go _____ the rain.

26 Jo loves living in the city and probably won't move.

UNLIKELY

It's _____ the city as she loves living there.

27 My brother never considered the option of taking a year out, until I did it.

MIND

The option of taking a year out never _____, until I did it.

28 We never needed to show our train tickets during our journey.

REQUIRED

At no _____ show our train tickets during our journey.

29 The delegates arrived late for the conference because of the traffic jam.

PREVENTED

The traffic jam _____ time for the conference.

30 The manager admitted that debiting my account twice had been a mistake

NOT

The manager admitted that my account should _____ twice.

CAE Reading and Use of English Part 5

You are going to read an article about tiny rocks from outer space. For questions 31-36, choose the answer (A, B, C or D) which you think fits best according to the text.

Space dust

A Norwegian musician who looks for micrometeorites – tiny rocks from outer space.

Every day, millions of tiny rocks from space, no bigger than specks of dust, reach our planet. Known as micrometeorites, they are billions of years old, and were once part of the oldest rocks in our solar system. According to experts, about 12 micrometeorites now land on every square metre of our planet every year. This might not sound much, but in total it comes to 100 tonnes a day. 12 tonnes of that mass consists of water molecules. Furthermore, the micrometeorites also contain complex organic molecules of the sort required, for instance, for DNA. So this abundant rain of particles contains, as well as water, the stuff of life itself.

However, every day, other tiny particles also land, but they're not from outer space: things like dust from construction, exhaust fumes and sand. These terrestrial particles outnumber the micrometeorites by a billion to one. So when Jon Larsen, a Norwegian jazz musician, became fascinated by micrometeorites and began looking for them, he thought he would probably be unsuccessful. The experts he contacted were certain he would be. Until then, the only micrometeorites ever identified had been found in the Antarctic. Since falling to Earth billions of years ago, these had mostly been locked into rock and ice. Scientists knew how important it is to study micrometeorites, and were tantalised by the prospect that they might contain hints as to how life started on Earth. Yet no one had ever found recently arrived examples. In fact, so extremely unlikely was it, that they hadn't even tried.

What intrigued Larsen was that, if micrometeorites were regularly falling to Earth in such numbers, where were they? 'It was a very obvious contradiction,' he says. 'Most scientists agreed that they might be everywhere, but it simply wasn't possible to find them. I had to try.' He turned to Matthew Genge, a senior lecturer at Imperial College London. 'For years we'd seen amateurs posting online about collecting micrometeorites,' says Genge. 'When they contact us we tell them it's not possible.' That's what he told Larsen. 'But he was persistent and kept emailing me photos of possible particles.' Larsen, to be fair, was far from starry-eyed. He had a humble, but also in some ways grand, vision for his project. His idea was to make a start, and perhaps devise a system that would eventually be perfected.

His technique was actually to look not for micrometeorites, but for the things that weren't, and like a detective, eliminate them from his enquiries. Finally, after six years, he found something he couldn't classify: it was smooth, dark, shiny, egg-shaped, and almost translucent. Larsen showed it to Genge. He looked at it and said, 'Yes, that's it.'

Genge's is a rarefied discipline. 'With micrometeorites you can start making predictions about the universe,' says Genge. 'They're not unique to our solar system and if they fall elsewhere, then they'll also be carrying water and complex organic molecules there. And if that's the case, the implications are very exciting. You can say that planets that have these bombardments are more likely to have life.' Scientists couldn't investigate this, however, until they had Larsen's examples to study.

Finally, Larsen showed me a micrometeorite. There under the microscope, it looked so unexpected, so odd - surely something like that would quickly catch the searcher's eye. But when I moved away from the lens, I got a sense of why it had taken so long for Larsen to get that far. Without the magic of magnification it was a boring grey speck again.

31 What point is highlighted in the first paragraph about micrometeorites on Earth?

- A** how much we depend on them for our existence
- B** how significant the quantities of them are
- C** how uneven the distribution of them is
- D** how limited our awareness of them is

32 In the second paragraph, the writer says the experts

- A** thought micrometeorites were too complex for a non-scientist to understand.
- B** were embarrassed at their lack of progress in the search for micrometeorites.
- C** felt the difficulties involved in hunting for micrometeorites were overwhelming.
- D** doubted the value of analysing micrometeorites found in a particular location.

33 What is stated about Larsen in the third paragraph?

- A** He was confused by conflicting opinions.
- B** He felt motivated by the efforts of others.
- C** He misunderstood what scientists required.
- D** He had a realistic attitude towards his search.

34 The writer compares Larsen to a detective because

- A** he used a systematic method.
- B** his intuition helped him in his work.
- C** his approach was slow to yield results.
- D** he was unsure precisely what to look for.

35 What point is made in the fifth paragraph?

- A** Speculation about micrometeorites only began recently.

- B** A great deal of potential information is contained in micrometeorites.
C Despite the need for more research, few people want to study micrometeorites.
D Before Larsen found micrometeorites, scientists were unsure of their significance.

36 How did the writer feel after looking at the micrometeorite through a microscope?

- A** privileged to be able to see something so unusual
B amazed that anyone would bother to look for it
C puzzled that it had been so difficult to find
D surprised at how large it seemed to be

CAE Reading and Use of English Part 6

You are going to read four extracts from articles in which writers give their views on the relationship between technology and work. For questions 37 - 40, choose from the writers A- D. The writers may be chosen more than once.

Technology and the future of work

A

Despite all the hype about modern jobs that would have been unimaginable to previous generations, the reality is, I believe, that the vast majority of the workforce is still employed in traditional occupations such as sales. Most workers' actions and decisions can be predicted, based on what they've done in similar situations in the past, and much of this predictable work will be susceptible to automation over the coming decades. Furthermore, it is questionable whether the jobs created by technology will be numerous enough to compensate for those that disappear. And while there will doubtless be many calls for improving retraining opportunities, it is unrealistic to expect that the bulk of the workforce can somehow be taught to take on the few roles that are beyond the reach of technology. This doesn't mean, however, that we should miss the opportunity to begin meaningful discussions about the issues of employment, or rather unemployment, which we face as a society and the types of strategies we might employ in order to adapt to a new reality.

B

The conventional view has been that progress results in the automation of low-skilled jobs while creating more opportunity for the more highly skilled. However, in reality, technology has actually had a de-skilling effect. Shop cashiers, for example, used to have to quickly and accurately enter individual prices into the cash register. Now, they simply scan each item. In many sectors, it's the exclusively human abilities such as communication and social awareness which are becoming most highly valued - these will ultimately separate the economy's winners from the losers. Jobs are changing, and we need to ensure that effective learning opportunities are accessible and affordable for those who are willing and able to adapt to this rapid change. However, while progress may create new opportunities, it seems very unlikely that there will be enough of these new positions to absorb all the workers displaced from more predictable routine work.

C

We shouldn't let uncertainties about the future of work prevent people from acquiring new skills through attending courses in order to become more valuable as the economy evolves. Individuals can and should do everything possible not only to adapt to the changes brought about by technology, but also to be ready to embrace the roles technology can't. After all, computers will only ever have a limited ability. However, I take very seriously the possibility that technology may for the first time be reducing the total number of people in work rather than increasing it. Therefore,

it is important to realise that advice directed at individuals about how they can best adapt to new work practices is quite different from a discussion about what we should do as a society. Indeed, in my opinion, society as a whole can do very little to prepare for these changes.

D

When the web first made the internet accessible worldwide, no-one predicted there would be such positions as search-engine optimisers, social media managers and countless other technology-related jobs of today. Furthermore, even those jobs which appear the same as they were a century ago are actually very different now. Bank clerks, for example, still concern themselves with tasks such as basic cash-handling. However, they have also taken on roles requiring more expertise like 'relationship banking'. This new aspect of the role involves what no machine can do: building relationships and strengthening customer loyalty, in order to advise on a range of other financial services. Indeed, as technology takes over more routine tasks, competencies such as dealing sympathetically with customers will be increasingly important when it comes to employability. We can be confident that this trend will continue, and it's most definitely time we began talking about government policies to deal with the changes that are coming, both in terms of jobs, and the way we do them.

Which writer ...

37 has the same view as A on whether there will be enough 'new' job opportunities created to employ all the people whose jobs have been lost due to automation?

38 expresses a different view from the other writers on whether technology will have an impact on employment prospects?

39 has a different opinion to C on whether training can enable people to compete with technology in the job market?

40 has a different opinion to B on whether technology has removed the need for job-specific skills?

CAE Reading and Use of English Part 7

You are going to read an article about long-distance walking. Six paragraphs have been removed from the article. Choose from the sentences **A-G** the one which fits each gap (**41-46**). There is one extra paragraph which you do not need to use.

Long-distance walking

Long-distance walking is a subject that has long interested me as a journalist, but that is also of concern to geographers, poets, historians and film students. In recent years the film industry has produced *Wild*, an account of the writer Cheryl Strayed's walk along the 4,000 km Pacific Crest Trail, and an adaptation of Bill Bryson's *A Walk in the Woods*, in which the writer attempts to hike the 3,300 km Appalachian Trail.

41 ____

For Bryson, it was simply a response to a small voice in his head that said, 'Sounds neat! Let's do it.' For Strayed, whose memoir inspired *Wild*, the reasons were more complex. Battered by a saddening series of personal problems, she walked the trail in the hope that the experience would provide a release.

42 ____

For me, the attraction of such walks has nothing to do with length for its own sake and everything to do with the fact that long trails invariably provide a journey with a compelling academic structure. Many long walks tick the

geographic box, not least the Appalachian and Spain's GR11 trails, which are both defined by great mountain ranges that guarantee topographical appeal.

43 ____

Such links to the past are to be found on shorter walks, but on a longer trail the passing of the days connects us more profoundly to the same slow, enforced journeys made by travellers before cars, planes or trains. They also reconnect us to the scale of our world - a kilometre, never mind 100, means something when you walk it. But what of the more specific pleasures of a long walk?

44 ____

Strayed shares this idea, writing that her trek 'had nothing to do with backpacking fads or philosophies of any particular era or even with getting from point A to point B. It had to do with how it felt to be in the wild. With what it was like to walk with no reason other than to witness the accumulation of trees and meadows, streams and rocks, sunrises and sunsets.'

45 ____

These are what Bryson is referring to when he says, about trekking, that you have 'no engagements, commitments, obligations or duties . . . and only the smallest, least complicated of wants'. In *Wanderlust: A History of Walking*, the author Rebecca Solnit explores another of hiking's pleasures - the way it allows us to think. Walking is slow, she writes; '... the mind, like the feet, works at about three miles an hour ...'

46 ____

In my experience, though, the longer you walk, actually the less you think. A trek often begins with me teasing at some problem, but by journey's end, walking has left my mind curiously still. As the Danish philosopher Kierkegaard put it, 'I have walked myself into my best thoughts,' but 'I know of no thought so burdensome that one cannot walk away from it.'

A Mine begin with the allure of beautiful landscapes, a notion nurtured by 19th-century Romantic poets such as Wordsworth and Coleridge, both 'walkers' in the modern sense at a time when walking usually suggested vagrancy or poverty. They helped suggest the idea that Nature, far from being a malign force, can be a balm for the soul.

B As the ancient historian Jerome once said: 'to solve a problem, walk around.' 'All truly great thoughts are conceived by walking,' said the great philosopher Nietzsche, while the novelist Charles Dickens observed: 'It is not easy to walk alone in the country without musing upon something.'

C Having spent most of my spare time tackling long-distance trails, including the Pacific Crest Trail and sections of Spain's 800-km GR11, I am ideally placed to explore the question: what is it that inspires people to hike thousands of kilometres?

D The scenic highlights of those recent long walks are many. On longer walks the landscape's effect, as Strayed suggests, is cumulative: the countryside changes over time, sometimes subtly, often dramatically. Having reached a summit or crossed a pass, a sense of ownership or belonging begins to develop.

E What's more, to walk for long periods is to escape jobs, people and life's minutiae for routines of a different, more nourishing kind. The effects of solitude, like those of landscape, accrue over time. Simple pleasures and modest imperatives become the most important things in life - chocolate, dry clothes, blister-free feet.

F But any long walk is also the sum of its parts, and in the Pyrenees these parts often consist of ancient paths between settlements. Time and again on the GR11, I walked along part-cobbled paths, edged with crumbling walls and terraces, the work of centuries lost in a generation.

G Between the two extremes, doing it for fun and the journey of self-discovery and healing, are countless other motivations and pleasures that draw us to the outdoors and the ancient imperative of covering immense distances on foot.

CAE Reading and Use of English Part 8

You are going to read an article about the science of flavour. For questions 47–56, choose from the sections (A–D). The sections may be chosen more than once.

In which section does the writer ...

- 47. mention that people are tempted to purchase certain foods without realising why? ___
- 48. give an instance of flavour being suppressed? ___
- 49. define what a term means in a specific context? ___
- 50. say some effects cannot yet be fully explained? ___
- 51. give a physical explanation for a close connection? ___
- 52. emphasise how long a prejudice has existed? ___
- 53. assert that there are multiple benefits to recent findings about taste? ___
- 54. say that the ability to perceive a wide range of tastes is increasingly being acknowledged? ___
- 55. claim people make an effort to acquire a liking for something? ___
- 56. say few people used to be interested in examining the senses associated with taste? ___

The science of flavour

A

Oxford psychologist Charles Spence has spent many years discovering that little of how we experience flavour is to do with the taste buds in our mouths. In fact smell, vision, touch and even sound dictate how we perceive flavours. When Spence started studying the sensory science behind flavour perception, it was a deeply unfashionable subject. He says that from ancient times, there was a notion that the senses involved in eating and drinking were less sophisticated than those of hearing and vision. Now, no one questions the validity of the research field he calls 'gastrophysics'. Spence heads the Crossmodal Research Laboratory at the University of Oxford. 'Crossmodal', here, is the investigation of how all the senses interact. Although we rarely realise it, when it comes to flavour perception, we all have synaesthesia. That is, our senses intermingle so that our brains combine shapes, textures, colours and even sounds with corresponding tastes.

B

Take a perfectly ripe strawberry: scarlet, heart-shaped and neatly dimpled with seeds. Red and roundness are psychological cues for sweetness. The smell conjures memories we associate with the fruit - summer picnics, say, and the positive feelings that go with them. Freshness is felt in the first bite: the subtle crunch confirms it, even before we taste the juice. But if you've ever experienced the blandness of eating a strawberry while holding your nose, you'll believe the oft-quoted statistic that flavour is 80% down to smell. In reality, it's impossible to quantify precisely just how much flavour is delivered through the nose, but it is certainly more influential than the limited number of tastes our tongues pick up: sweet, sour, savoury (otherwise known by the Japanese term, umami), salt and bitter. There's a

growing acceptance that we can also detect less obvious tastes such as metallic, fat, carbonation, water and calcium, among others.

C

Furthermore, aroma is bound up with memory and emotion. 'The nerves relating to smell go directly to the amygdalae,' says Avery Gilbert, a world authority on smell. 'These are areas of the brain involved in emotional response - fight or flight, positive and negative emotion.' This is why food and nostalgia are so entwined: the brain has paired the aroma with the experience. Flavour preferences are learned by positive associations (a great holiday), or negative ones (feeling unwell). On the flipside, while salt and sugar appreciation is hard-wired, we learn to love the bitterness of coffee through sheer force of will (wanting to be grown up). Research findings about the effects of colour, shape, touch sensations and sound on flavour have triggered a trend for sensory seasoning. Want to intensify sweetness? Use a red light bulb, make the food round rather than angular, or play high-pitched music - all of the above have increased the perception of sweetness in studies. The sounds of crinkly packaging, and crunchy food, increase perception of freshness. Want more savoury? Put some low-pitched music on.

D

When it comes to dinnerware, the heavier it is, the more viscous, creamy and expensive the food served is perceived to be. And if you hold the bowl while eating, you'll feel fuller, sooner. There's little evidence as to why this is the case, but ingrained associations are often suggested. Young people associate blue with raspberry-flavoured drinks. Red often signifies ripeness in nature. It feels intuitively right that jagged shapes and sounds would go with bitterness, whereas sweet is comfortably round. Big food brands use these associations to surreptitiously increase appeal. Meanwhile, chefs love them because they heighten the senses. 'Cooking is probably the most multisensual art. I try to stimulate all the senses,' renowned Spanish chef Ferran Adria has said. However, it isn't only big chefs and the food industry who can put the science to use. It can demystify appetite and flavour for everyone, inform and inspire us to eat well, while offering a window into the bigger picture of how our senses and minds work

Answer Keys

Part 1

1 D – running out of. The explorers simply have fewer and fewer unknown regions to go to. 'Falling short of' means failing to live up to certain expectations. If you miss out on something, you do not get to benefit from some opportunity. Cutting down on is deliberately reducing the amount of something.

2 C – occurrence. Choosing between 'occurrence' and 'instance' is mostly a matter of collocating here, with the former working better in the meaning of something, that doesn't happen often. When something is an episode, then it is implied that it is a regular thing happening over even intervals of time. An undertaking is an action, especially one that is difficult or requires careful planning.

3 A – plunged. The verb we need here is one that shows moving down – the context suggests that the boat moved down the waterfall. To plunge means to dive down into something rapidly. 'Dashed' and 'flung' just imply a quick, sudden motion.

4 C – extensive. Here we have another case of words that work well together. 'Extensive' is the only option that collocates with 'damage'. Extensive damage means both the degree and the number of damaged things. 'Ample' is normally associated with something positive.

5 A – bring. When you bring something up to date, you update the information on it so that it accurately reflects its current state. For instance, if we bring a map up to date, it means we mark on it the latest changes that took place recently.

6 B – density. Population density is a scientific (or, to be more precise, geopolitical) term that reflects how habitable a particular area is. Bigger cities naturally have higher population density, whereas rural areas show much lower population density figures.

7 D – acknowledged. To acknowledge some fact means to accept that it is true. Here they acknowledge that the discovery made is not as grand as those of the past, but it still represents a fair amount of scientific interest. To disclose something is to make previously secret information known. To declare is to announce something, especially in front of an audience.

8 C - magnitude. Naturally, here we need a phrase that focuses on the importance of the discovery rather than its literal size. The remaining three words mostly mean the size rather than how crucial it is.

Part 2

9 Although/Though/While/Whilst. We need to contrast the fact that cities do not plan to keep these wheels infinitely, but as a result they stay there even after the event they were erected for is over. ‘Whilst’ is a bit old-fashioned, but apparently can still be given as the answer.

10 up. ‘To end up doing something’ means to do something that originally was not planned. See previous entry for further explanation.

11 of. If a thing or person is thought of highly, it means that they are respected and held in high regard. ‘Thought about’ doesn’t work here – an answer many students want to choose.

12 little. When there is little doubt about something, then it is something that is clear or obvious. Note that ‘doubt’ is singular here, and that is why we cannot give ‘few’ as the answer.

13 as. To use something as something means to use it for a particular reason or to perform a certain function. Another answer you can feel like giving is ‘to use for symbol of something’, but that would be incorrect – you can use something ‘to symbolize’ or ‘for symbolizing’.

14 had/enjoyed. ‘To enjoy success’ is a strong collocation, but admittedly it is not as common as ‘to have success’. You can’t ‘make success’ if that is what you were thinking as the possible answer.

15 a/some. You can consider choosing the definite article for the answer, but the common phrasing is ‘a sense of’.

16 to. ‘To be driven to do something’ means to feel the urge to do it, to have the inner duty or obligation.

Part 3

17 uncovered. Following context to get the meaning is particularly important here. The concerning amounts of rubbish can then be seen because of the disappearing snow.

18 offenders. An offender is a person who breaks a law, rule or regulation. Note that plural form is necessary as there is no article before ‘anonymous’.

19 pessimism. Pessimism is a lack of enthusiasm because you either see no point in something or have doubts about its success.

20 numerous/innumerable. Both adjectives here mean ‘a large number of’. Be careful when spelling ‘innumerable’. Failing to spell the word correctly is penalized.

21 successfully. The only possible difficulty here is to understand whether we need the positive or the negative adverb. Follow the context to ensure you make the right choice. Note the spelling – double ‘c’, double ‘s’, double ‘l’.

22 popularity. A noun with no particular spelling caveats. Be careful not to answer ‘popularising’.

23 enabling. To give the opportunity to do something – in this case, to contribute to the good cause of cleaning the mountains from rubbish.

24 disposal. Disposal is the process of getting rid of something in a proper, responsible manner.

Part 4

25 ahead/on with our/the tennis match despite. ‘To go ahead’, ‘to go on’ means to continue. We shouldn’t be using ‘in spite of’ at the end, as it would break the six word limit.

26 unlikely (that) Jo will leave/move (away) from/out of. It is unlikely that someone will do something. Note that we cannot use Present Simple here as we are making a prediction, so ‘will’ has to be there.

27 entered/crossed my brother’s mind. If something crosses (or enters) somebody’s mind, it means that they consider this idea.

28 time/point were we required to. This one is a so-called cleft sentence, where we change the word order to stress a particular idea. In this case, the important part is that they never had to show their tickets during the ride, even though they expected this to happen.

29 prevented the delegates (from) arriving/being in/on. A thing of interest here is the verb pattern: ‘prevented’ takes a gerund form (-ing form): ‘to prevent somebody from doing something’.

30 not have/have not been debited/charged. A fairly straightforward transformation. It is unusual for somebody to do something. Debiting is a fancy word for taking money from somebody for goods or services. That is why you are free to use a word with a similar meaning (charging). However, I always recommend using the original words as far as you can.

Part 5

31 B. The figure of 100 tonnes a year should paint a very clear picture – that is a lot of alien material. Answer A is not present in any way – there is no statement about humanity’s dependence on these micrometeorites. Their distribution and the extent of our knowledge about them are not mentioned either.

32 C. Despite being ‘tantalised’ by the possible findings studying micrometeorites could bring, the sheer difficulty of locating them put off the scientists. They have never tried to locate them. Note that the word ‘experts’ from the question might push you in the wrong direction and to give answer A. The opposite of answer D is given – scientists would very much like to study the meteorites. There is no clear lead or information for answer B.

33 D. The ‘realistic attitude’ from answer D is approaching the search systematically, the system described in the last sentence of paragraph 3. He is also far from ‘starry-eyed’ - that is, not naive or overly enthusiastic. Answer A is wrong – the text gives no conflicting opinions, but a contradictory situation when there are so many micrometeorites on the planet, but nobody has found any. Nothing about Larry’s opinion of others’ efforts is in the paragraph. Answer C is not good here, as he kept sending the scientists pictures of possible particles – more or less the thing they would expect him to do.

34 A. His system was slow but effective – to eliminate the things that did not fit. Answer C does not relate to the comparison or the whole idea of a detective job. Intuition is not mentioned either.

35 B. Micrometeorites contain water particles, so planets exposed to them are more likely to have lifeforms. The main problem here is choosing between answers B and D, as the other two are a poor fit. This is why we don’t want answer D: they couldn’t test their theory, it’s not that they were not aware of the increased possibility of life on planets exposed to micrometeorites.

36 A. The last two sentences hint at the right answer – the writer fully understood the rarity of the finding he was looking at. Something like that could be easily overlooked, and he felt special to get a chance to have a look at it.

Part 6

37 B. Writer A is sceptical about how realistic it is to expect the vast majority of newly-unemployed people to somehow find new jobs – jobs that cannot be taken over by technology for one reason or another. Last sentence in writer’s B paragraph talks about the same issue – there simply won’t be enough new positions for all the unemployed

people. While technology might create new job offerings, they aren't going to be plentiful enough.

38 D. This is the only writer that has a more positive outlook on the issue. They look on the bright side – how technology created many new positions, related to the technology itself, giving examples of search engine specialists, social media managers and others. They also refuse to believe that the more conventional positions are going to become obsolete – that is because human factors like empathy and social skills will always stay relevant.

39 A. While writer C is convinced that retraining is what can help people stay in the increasingly computerised job market, writer A is not so sure about that. They say that the majority of the workforce will be unable to adapt to the changes, with or without training.

40 D. Writer B states that the old, job-specific skills are getting less relevant – exemplifying this with a cashier's duty of today (which is simpler) and that of the past (when they had to work harder). Writer D, on the other hand, says that in addition to their older duties (handling checks, as in the example with bank employees), they now have to be more proficient in social skills.

Part 7

41 C. Last sentence of Paragraph C poses the question: why people go on these extended journeys? Then the paragraph that follows mentions why the two named people did that.

42 G. Paragraph G begins with mentioning 'the two extremes', referring to the two stories from the previous paragraph. One person went hiking with no particular reason, and the other because they were troubled by life hardships and needed to clear their head.

43 F. Links to the past mentioned in the sentence that comes after this gap are the crumbling old structures, built many centuries ago.

44 A. Once again, a question is posed at the end of the previous paragraph – why do people enjoy trekking? Then, in Paragraph A, the author shares their personal reasons to enjoy this activity and how it all began for them. Moreover, this as well as the next paragraph focus on the idea of the nature being a benign entity, rather than an enemy.

45 E. The 'smallest ... of wants' from the paragraph that follows are the dry clothes and blister-free feet, mentioned at the end of paragraph E.

46 B. 'Musing' from paragraph B means thinking something over – the idea that the author rejects in the last paragraph. They insist that the more they walk, the less they seem to be thinking. Nevertheless, this makes a very good topical connection to help us find the answer to the last task here.

Part 8

47 D. Big companies manipulate our perception, using shape and colour to intensify perceived taste and make customers buy their things without them even realising that they are being manipulated.

48 B. The example of eating a strawberry with your nose closed shows how little flavour can be felt that way.

49 A. The term 'crossmodal' is given a detailed explanation with a real life example. Note that giving C as the answer (referring to amygdalae) is wrong – the explanation is not given in a specific context, but just in general terms.

50 D. Beginning of paragraph D gives two examples of how our perception of food can be changed. Then it is said that there isn't much scientific evidence to explain these two phenomena.

51 C. The author explains the connection between our brain and the aromas – how we remember certain positive and negative experiences chiefly through memorised smells that are associated with the events.

52 A. The sense of taste has been held in low regard since ancient times according to paragraph A.

53 D. The recent findings help the chefs make the food more appetizing, and the experience of eating more fulfilling.

54 B. Last sentence concedes that people are getting increasingly more aware of the wider array of tastes that we are now able to identify.

55 C. The example of forcing yourself to drink bitter coffee and to appreciate it is what the question points at here.

56 A. The interconnection between taste, smell and other senses has been ‘a deeply unfashionable subject’ at the time of research.

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 at this level or it is too specific to be worth learning for the exam. 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

Wilderness (n) – the part of country that is uninhabited by humans and is usually far away from any large towns or cities.

Unmapped (adj) – either not discovered at all or not studied and put on the map. *These regions are largely unmapped, as they present no investment interest to large companies.*

Swirling (adj) – moving in a circular motion, like a whirlpool. *The pigeons were swirling down the central square in search of food.*

Tumble down (phr v) – to go down or fall awkwardly, especially if the fall was broken several times. *The old man coughed, slipped, and tumbled down a flight of stairs.*

Backing (n) – (here) help or support. *Without your backing, we would have never finished this project!*

Plot (v) – to mark and measure some piece of land or landscape.

Remote (adj) – far away from something else. *Living in a remote location often means having to stockpile supplies like food and water.*

Part 2

Fixture (n) – an integral thing of something, a vital part. *The CEO is a real fixture, and we all owe the company’s success to that person.*

Temporary (adj) – not constant, used for the time being. *These are all temporary measures that will go away once the situation improves.*

Novel (adj) – new, or giving the impression of novelty.

Resurgence (n) – a new period of activity, especially after it hasn’t been active for a while. *The resurgence of printed books might be due to people’s disappointment with digital media.*

Complement (v) – to make something complete, to make it look better as an addition. *The taste of rye bread can be complemented by a dash of garlic.*

Landmark (n) – a structure (either natural or artificial) that stands out and can often be associated with the area. *The circus building in the centre is a landmark and a popular tourist attraction.*

Part 3, 4

Clean (n) – (from the title) note that the word can be sometimes used as a noun.

Litter (n) – trash, garbage, rubbish (you will see it down the text as well) and the like – depends where you come from. Litter can also be a verb.

Discard (v) – to throw something away as you no longer have any need for it.

Appeal somebody to do something – to ask someone nicely in order to convince them to do it.

Capitalise on smth (v) – to take the advantage of something. *The company capitalised on its reputation and increased the prices without suffering any negative consequences, such as lower demand from their clients.*

Turnout (n) – the amount of people who show up for a particular meeting, gathering or event. *The turnout for the charity concert was surprisingly high.*

To treat somebody to something – to provide something that is desirable, especially if it is free of charge.

Year out – taking a year-long break from work or studying in order to travel, do self-discovery, or other things not directly related to what is considered productive. Similar to year off/gap year.

Debit (v) – to charge, to request money from.

Part 5

Speck (phr) – a tiny particle of something, like dust (as suggested by the text).

DNA – a type of acid with a very complicated name that contains all the genetic data of thing it is found in. *All living things, including plants, have DNA code in them.*

Abundant (adj) – if something is abundant, then there is more than enough of it.

Fumes – gases, especially harmful ones (like the exhaust fumes). *Chemical reactions are often accompanied by highly-toxic fumes that necessitate special safety equipment.*

Terrestrial (adj) – relating to the planet Earth (Terra). *Almost every major terrestrial lifeform has been thoroughly studied by now.*

Outnumber (v) – to have a higher number or quantity than something else. *Unqualified workers are now outnumbering highly-skilled specialists twenty to one.*

Tantalised (adj) – teased and tortured because there is something you want very much but it is impossible to get.

Prospect (n) – possibility or likelihood of something happening. *The prospect of going back to work after holidays was pretty grim.*

Contradiction (n) – a situation when two or more mutually exclusive aspects. *A contradiction of rich people having all the opportunity in the world and still being unhappy.*

Amateur (n) – a person who does something as a hobby, as opposed to a professional, who does something for a living. *It is not uncommon for amateur photographs to win professional competitions.*

Persistent (adj) – doing something over and over again, focused on achieving success despite failure and difficulty.

Starry-eyed (adj) – unreasonably or unrealistically enthusiastic.

Humble (adj) – without pride, used positively.

Devise (v) – to plan or invent something complex, especially if you do so without hurry. *To devise a scheme like that would take dozens of brilliant people and years of hard work.*

Enquiry (n) – (here) something that is a part of an analysis or scrutiny.

Translucent (adj) – able to pass light through it. Note the difference with ‘transparent’, which means ‘see-through’.

Rarefied (adj) – having little or no connection to ordinary lives or things. Highly academical.

Implication (n) – an indirect consequence of something. *Your actions are likely to have implications well beyond your control.*

Magnification (n) – the process of making something look bigger, e.g. using a lens or a microscope.

Highlight (v) – to mark something as important. *During the conference they highlighted my teacher’s contribution to the research.*

Overwhelming (adj) – too difficult to deal with. *Taking the first end-of-year exams at university will be an overwhelming experience for most students.*

Yield (v) – to bring, to return. *Despite our year-long efforts, the business failed to yield any significant profit.*

Puzzled (adj) – confused by something because you can't understand the reason for it.

Part 6

Hype (n) – an extensively overused word on the Internet today, hype usually means mass excitement or obsession over something, especially one that is unwarranted and blown out of proportion. *The artificial hype surrounding the new film's imminent release was getting on my nerves.*

Susceptible to something (adj) – vulnerable to it, highly likely to be affected by it.

Bulk (n) – the bulk of something is the biggest part of it. *The bulk of the books on sale today are written with the only purpose in mind – to sell as many copies as possible.*

Take on something (phr v) – to accept some role, duty or responsibility. *Taking on this job will certainly mean that you will be away from home for the most part of the year.*

Conventional (adj) – standard, traditional.

Ultimately (adv) – in the end, as a result. *People admit, that ultimately it is the money they prioritise when choosing their job.*

Displaced from somewhere (v) – moved from somewhere, usually against their own will. *As the climate change takes over, we will see millions of people displaced from the regions that get either too hot or find themselves slowly consumed by the rising sea level.*

Take over (phr v) – to take control from something or someone and become the new dominant force. *This latest washing-up liquid is rapidly taking over the market.*

Part 7

Account (n) – (here) a detailed description of some event or personal experience. *Her account of the story was rather emotional and difficult to follow.*

Neat (adj) – Tidy and organised. However, in a saying like 'sounds neat' it means something like cool or awesome.

Battered (adj) – used figuratively here, it means hurt repeatedly, leaving in a traumatized state.

Invariably (adv) – without fail or change, always. *No matter how often I buy lottery tickets, I invariably lose.*

Compelling (adj) – difficult to resist or say no to.

Profoundly (adv) – in a fundamental and thorough way. *I profoundly enjoyed our sailing experience last summer.*

Fad (n) – a trend of any sort of fashionable activity that only stays popular shortly before getting forgotten completely.

Burdensome (adj) – something that weighs you down, either literally (physically) or figuratively (emotionally). *Treating terminally-ill patients can be a burdensome experience that remains with you as long as you live.*

Allure (n) – an enigmatic, almost magical attraction or charm. *The allure of motorcycle racing cannot be explained – it's a risky occupation that draws in people of all walks of life.*

Nurture (v) – to promote and encourage growth or development of something. *Lust for knowledge is hard to nurture and equally easy to kill.*

Vagrancy (n) – the state of not having a permanent residence, or having to live and sleep on the street.

Malign (adj) – inherently evil. The opposite of benign.

Balm (n) – a trick substance applied to skin as a means of healing or soothing.

Conceive (v) – to give birth to (figuratively), to create. *He conceived the design of this building after spending three months all by himself in his flat.*

Muse (v) – to think about something carefully, with no hurry.

Tackle (v) – (here) to make an effort to deal with something challenging.

Scenic (adj) – (about a view) grand and impressive. *The scenic landscape of the Swiss Alps.*

Cumulative (adj) – increasing over time by adding up. *The cumulative effect of effort can be seen in any sphere, whether it is studying for an exam or building your own business from the ground up.*

Minutiae (n) – small, insignificant things. Pronounced ‘my-new-she-eye’, it originally comes from Latin.

Solitude (n) – being on your own, without anybody else. Do not confuse this with loneliness, which is a negative thing. Solitude has no direct positive or negative connotation.

Accrue (v) – when something accrues, it increases in size or intensity. Mostly used in finance, it finds its place here in a figurative meaning.

Imperative (n) – a thing that is urgent or important. *In this videogame you have to keep track of imperatives such as your hunger levels.*

Blister (n) – a hardened part of skin on your body that appears after the skin is exposed to excessive levels of stress and friction, like when walking too much or working with your hands.

Crumbling (adj) – falling apart, fragile because of its age.

Part 8

Prejudice (n) – an opinion that is not based on facts or objective evidence, but on subjective opinion. *Normally used negatively. In the past, women had to face a lot of prejudice in the workplace.*

Assert (v) – to say something you are convinced is true. *Senior management asserted that this financial year is likely to be the best to date.*

Taste buds – little bumps at the base of our tongue that transmit information about taste to our brain.

Notion (n) – an idea, an opinion. *One notion nowadays is that societal distancing has mostly been caused by popularisation of phones and other gadgets.*

Validity (n) – the quality of being true, or based on reason or truth. *The validity of your arguments is questionable.*

Synaesthesia (n) – experiencing one sense through another, like in the text the example is to feel taste through smell (with your nose).

Intermingle (v) – to become interconnected.

Ripe (adj) – (about a fruit or a vegetable) fully grown, ready to be used in food.

Conjure (v) – to evoke something, to make something appear.

Subtle (adj) – barely noticeable. *His subtle humour goes over the head of most people.*

Blandness (n) – (here) absence of flavour, plainness.

Quantify (v) – to express something in numbers. *Happiness or success cannot be quantified like money, or how many cars you’ve got in your garage.*

Entwined (adj) – closely connected.

Hard-wired (adj) – fundamentally connected, impossible to change.

Seasoning (v) – adding something, such as spices or condiments to alter or improve the taste of a dish.

Crinkly (adj) – rustling sound made by wrappers when you open them.

Dinnerware (n) – cutlery and dishes. *Upmarket restaurants take pride in their dinnerware that can be as old as several decades.*

Ingrained (adj) – an idea that is planted deeply in us.

Surreptitiously (adv) – secretly, without telling anyone.

Jagged (adj) – having sharp edges.

Demystify (v) – to make something confusing more clear or easier to understand.

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