

PART ONE (EXAM TASKS)

TASK 1 (CONTEXT VOCABULARY)

For questions 1–12, read the texts and then choose the words which best fit each space.

I. MIDSUMMER NIGHT

In Europe, Midsummer Night's Eve, also known as St John's Eve, occurs on June 23rd. It (0) ...**origi-
nates**... from the pagan celebrations of the summer solstice which were held on June 21st. On that night throughout Europe bonfires were lit along hillsides to (1) the shortest night of the year. It must have looked as if some kind of violent insurrection was taking (2) down the coast of Scotland and England, but these signal fires in fact had a very important purpose. Bones of farm animals (3) the previous autumn were burnt and, when the fires had gone out, the remaining ash was put to good use: it was spread on the fields to enrich the land and (4) a good harvest. The word 'bonfire' is (5) from 'bone fire'. In Brazil too, St John's Eve means bonfires and fireworks.

Another quaint tradition involves the (6) of small paper hot-air balloons, although they are (7) by law in cities because of the fire hazard. Bonfires mark the beginning of spring rather than the summer in Sweden and are lit on the last night of April. In the Swedish Midsummer's Eve (8) held on June 24th, a large pole, decorated with flowers and leaves, is placed in the ground. Thistles also have a (9) role in the celebration of Midsummer's Night in Europe. In the past they were thought to ward off witches. The pretty, prickly plant was nailed over barn doors and used in wreaths, the circular shape being a (10) of the turning of the seasons. Wheels laced with straw and soaked in pitch were lit from the bonfires and then rolled down hills.

There is less risk of fire in a tradition (11) to many Slavic countries. Young women and girls float little baskets of flowers and lighted candles down streams. Local boys swim out to (12) a basket, find the girl it belongs to and claim a dance at the town's Midsummer's Eve Party.

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|----|--------------|----------------|---------------|---------------------|
| 0 | A terminates | B initiates | C conceives | D <u>originates</u> |
| 1 | A celebrate | B honour | C commemorate | D commiserate |
| 2 | A space | B place | C site | D location |
| 3 | A revived | B assassinated | C slaughtered | D sacrificed |
| 4 | A assure | B safeguard | C ensure | D endanger |
| 5 | A derived | B developed | C evolved | D decayed |
| 6 | A landing | B launching | C propelling | D ejecting |
| 7 | A barred | B outlawed | C sanctioned | D prohibited |
| 8 | A tradition | B custom | C ceremony | D practice |
| 9 | A decisive | B serious | C trivial | D significant |
| 10 | A sign | B password | C logo | D symbol |
| 11 | A unique | B common | C mutual | D prevalent |
| 12 | A salvage | B rescue | C set free | D liberate |

II. PERFECT MEMORY

Sometimes you might feel that if you had a perfect memory, all the problems with learning would be **(0) ...solved...** . You would be able to **(1)** through exams without much revision. You would never again **(2)** the embarrassment of forgetting someone's name. But imagine, for a moment, not forgetting anything – not even last year's shopping lists. You would be **(3)** with information.

With hard work you can recall the parts of a verb or the layout of a town as you need them, so that you can learn a foreign language or **(4)** a taxi driver's licence. But the memory feats called for by some professions and by exams are only one of the roles memory plays in our lives. Memory, the faculty by which we recall things, covers a **(5)** range of actions and needs. What we **(6)** about the brain is far from complete, so philosophers and scientists find it difficult to be precise about the nature of memory. Remembering and forgetting can be understood in many different **(7)**, but broadly, three distinct classes of memory have been established: personal, cognitive and habit memory.

Personal memories are those acts of remembering which **(8)** specifically to each person's life history. If you say, 'I remember the first time I travelled by train', you will probably have an image in your mind of the **(9)** and be able to describe things in it. Cognitive memory is what we use to help us to understand and negotiate the world. It helps us learn, for example, stories, a speech or a **(10)** of music. Habit memory **(11)** those abilities needed to perform actions such as reading, swimming, typing or driving. All these actions must be learnt but once they have been, you will rarely remember anything **(12)** as you perform them.

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|----|--------------|-----------------|-------------|---------------|
| 0 | A answered | B <u>solved</u> | C improved | D removed |
| 1 | A sail | B walk | C run | D float |
| 2 | A encounter | B face | C realise | D receive |
| 3 | A overweight | B stuffed | C burdened | D overloaded |
| 4 | A win | B gain | C earn | D award |
| 5 | A wide | B large | C long | D big |
| 6 | A study | B learn | C discover | D know |
| 7 | A ways | B concepts | C forms | D types |
| 8 | A connect | B appear | C have | D refer |
| 9 | A occasion | B happening | C process | D thought |
| 10 | A piece | B tune | C sound | D instrument |
| 11 | A means | B covers | C enables | D directs |
| 12 | A totally | B hardly | C knowingly | D consciously |

III. CYCLING FURIOUSLY

An obscure, 150-year-old law, originally intended to **(0)** ...**deal**... with horsemen riding too quickly has **(1)** an unlikely victim - a cyclist who was not even speeding. Tony Adams was prosecuted for 'cycling furiously' after police in Cambridge spotted him, in training for a world record **(2)**, cruising at 40kph in a 50kph **(3)** A police car crawled after him through the city centre, in what must have been one of the slowest pursuits on record, before he was arrested. Now he is **(4)** up to three months in jail after refusing to pay the £120 fine imposed for breaking the law, which **(5)** back to 1847 when bicycles, as we know them today, did not exist. 'I couldn't believe it,' he said. 'I was riding along and there was this police car behind me, **(6)** its lights.' Mr Adams, 24, was spotted by officers on foot patrol in the early hours on one of his nightly training **(7)** which are designed to improve his **(8)** of beating the world record. Currently, this is 55 kilometres in a one-hour time trial. He insists he was **(9)** no more than 40 kph when police signalled to him to stop. Thinking they were waving to encourage him, he **(10)** on. He was then pulled over by the police car. A police spokesman admitted the law was rarely **(11)** but said it was the only one which could be used to prosecute speeding cyclists. He added, 'I do think that if people are training for world records, a city centre is not the most **(12)** place to do it.'

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|----|---------------|--------------|---------------|----------------|
| 0 | A <u>deal</u> | B act | C prevent | D control |
| 1 | A claimed | B taken | C demanded | D chosen |
| 2 | A try | B effort | C go | D attempt |
| 3 | A part | B zone | C place | D district |
| 4 | A regarding | B facing | C looking | D considering |
| 5 | A dates | B passes | C turns | D originates |
| 6 | A displaying | B showing | C dazzling | D flashing |
| 7 | A practices | B rehearsals | C sessions | D preparations |
| 8 | A chances | B options | C likelihood | D possibility |
| 9 | A moving | B riding | C going | D doing |
| 10 | A carried | B took | C passed | D continued |
| 11 | A forced | B effected | C applied | D exercised |
| 12 | A suited | B relevant | C appropriate | D applicable |

IV. CROCODILE FARMING

The Cairns crocodile farm in Australia exports something in the **(0)** ...**region**... of 4500 crocodile skins a year to over 20 countries around the world. The skins are used to make a **(1)** of goods from watch straps to designer handbags in a trade worth upwards of £130 million a year. Meat is a by-product, though Australian farms have **(2)** a market for that too, **(3)** it to local restaurants, where it is served mainly to tourists.

But crocodile farming also **(4)** a more serious purpose. In the 1960s, over-hunting and destruction of their habitat very nearly **(5)** to the extinction of half of the 20 or so different species of crocodiles. This decade was the **(6)** of the skin trade, with some four or five million coming onto the world market every year. Then, in the early 1970s crocodiles won international protection and hunting was **(7)** The trade has now fallen to around 1.5 million skins per year, although the **(8)** majority of these are still illegal.

Sustainable farming, **(9)** by such countries as Australia and Thailand, has helped to preserve the habitat of these protected animals, and numbers have been increasing **(10)** as a result. There are now about 100,000 saltwater crocodiles in Australia (70,000 in farms), almost as many as before the skin trade **(11)** off. Roughly, one third of the species are common enough to harvest, another third are off the critical list, and only the last third **(12)** endangered.

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|----|----------------|-----------------|-------------|---------------|
| 0 | A number | B <u>region</u> | C sum | D estimate |
| 1 | A display | B variation | C scope | D range |
| 2 | A met | B worked | C offered | D found |
| 3 | A supplying | B making | C producing | D encouraging |
| 4 | A fits | B serves | C pays | D ensures |
| 5 | A amounted | B led | C brought | D rose |
| 6 | A top | B summit | C height | D extreme |
| 7 | A disqualified | B disallowed | C banned | D barred |
| 8 | A vast | B high | C wide | D deep |
| 9 | A admitted | B backed | C consented | D conceded |
| 10 | A surely | B firmly | C soundly | D steadily |
| 11 | A set | B came | C took | D sold |
| 12 | A remain | B keep | C last | D rest |

V.
FUTURE GADGETS

The year's Future Product of the Year Award has attracted a number of unusual entries, including the Inculpable Mousetrap and an alarm-clock duvet and pillow. Stuart Penny and Gianni Tozzi, both 29, **(0)** ...**conceived**... the Inculpable Mousetrap as an 'exercise in morality' and accept it is unlikely to **(1)** commercial success. You **(2)** the trap, wander off to the pub and wait to **(3)** what happens. If a mouse approaches the trap, a transmitter **(4)** to it sends a signal to your mobile phone. You are then **(5)** to decide whether to activate the trap or not. You send back your answer as a text message and the trap's metal bar slams down or stays open accordingly. Rachel Wingfield's alarm-clock duvet and pillow could **(6)** the end for alarm clocks. They use pulsating light beams to wake sleepers and can be used individually or together. The sleeper **(7)** programmes the alarm clock on his mobile phone, plugs it into a socket on the duvet or pillow and is woken at the **(8)** time - with light. The whole effect is **(9)** to replicate the break of dawn. Wingfield says her trials proved that even the **(10)** of sleepers were woken by the glowing pillow. The duvet and pillow are woven through with electro-luminescent cords. At the **(11)** time the mobile phone sends a tiny electric current through them. Rachel, 24, says: 'Alarm clocks needlessly wake whole households. I wanted to design something **(12)** at the individual sleeper.'

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|----|-------------|------------|--------------------|---------------|
| 0 | A projected | B held | C <u>conceived</u> | D evaluated |
| 1 | A favour | B enjoy | C appreciate | D support |
| 2 | A fix | B put | C set | D shut |
| 3 | A see | B find | C tell | D catch |
| 4 | A enclosed | B attached | C collated | D united |
| 5 | A offered | B asked | C urged | D let |
| 6 | A say | B speak | C write | D spell |
| 7 | A uniquely | B simply | C plainly | D purely |
| 8 | A correct | B accurate | C reasonable | D punctual |
| 9 | A pretended | B assumed | C supposed | D suggested |
| 10 | A heaviest | B hardest | C strongest | D profoundest |
| 11 | A said | B stated | C announced | D specified |
| 12 | A intended | B targeted | C planned | D thought |

VI. LUXURIOUS SAILING

The ship named The World is quite **(0) ...simply...** one of the largest and most luxurious sailing the seas today and is to be seen stopping off at top international events such as the Carnival in Rio and the Monaco Grand Prix as it makes its way round the world. Strikingly beautiful, the ship **(1)** the best aspects of cruising with every home **(2)** and the quiet intimate atmosphere of a **(3)** exclusive club.

This **(4)** remarkable ship has 110 luxury apartments and 88 studio residences, some of which serve as their owners' permanent home, whilst others are hired out by the night. The ship is **(5)** out with everything that the well-off retired person could need, including a library, a theatre, a full-sized tennis court, a golf driving range where residents can **(6)** instruction from top professional golfers. One **(7)** of the latter is golf balls made out of fish food, designed in response to the **(8)** of environmentally conscious residents. For the gourmet on board, the ship has plenty to **(9)**, everything from top-class restaurants to casual eateries, although residents also have the option of **(10)** themselves a snack in their own apartments.

Whilst some critics argue that the ship is **(11)** too quiet or, more controversially that it is **(12)** just a tax haven for the rich, for most residents it is a paradise where a thoroughly enjoyable time is to be spent.

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|----|-----------------|-------------------|---------------|---------------|
| 0 | A purely | B <u>simply</u> | C basically | D essentially |
| 1 | A combines | B links | C ties | D attaches |
| 2 | A relaxation | B ease | C comfort | D relief |
| 3 | A deeply | B strongly | C vastly | D highly |
| 4 | A truly | B comprehensively | C fully | D abundantly |
| 5 | A supplied | B stocked | C equipped | D fitted |
| 6 | A receive | B accept | C retain | D collect |
| 7 | A issue | B character | C point | D feature |
| 8 | A troubles | B nerves | C concerns | D stresses |
| 9 | A attract | B offer | C satisfy | D tempt |
| 10 | A fixing | B fetching | C managing | D settling |
| 11 | A likewise | B rather | C meanwhile | D instead |
| 12 | A exceptionally | B eventually | C effectively | D exactly |

VII.
EARWORMS

According to recent research, certain songs (0) ...**stick**... in our minds because they create what's called a 'brain itch' which can only be 'scratched' by singing them. This kind of song, sometimes known as an 'earworm', has an upbeat melody and repetitive lyrics. Women tend to be more susceptible to earworms, and musicians more (1) to them than non-musicians. Interestingly, even the greatest musicians have suffered from earworms. Take Mozart for example, when his children (2) to finish playing a tune on the piano, he would feel compelled to complete it for them.

It goes without (3) that this research will be of particular interest to the pop-music industry which is always looking to boost the (4) of CDs. One of the key (5) of an earworm is its simplicity, since a song with lots of detailed content is not so easily assimilated by the brain. Earworms need to be taken in very quickly, so that people can reproduce them in (6) while walking down the street, simply because they can't (7) them out of their heads.

What's more, earworms aren't so easily removed. Replacement strategies, by which a sufferer might try to replace the tune with another, (8) work for earworms, because as you (9) your memory for another tune, you're likely to (10) with another earworm. Some experts argue that if you listen to such an infectious (11) of music several times, it will go away - but others are not so (12)

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|----|----------------|--------------|-------------|-------------|
| 0 | A <u>stick</u> | B block | C hold | D trap |
| 1 | A favourable | B inclined | C receptive | D liable |
| 2 | A lacked | B missed | C skipped | D failed |
| 3 | A speaking | B saying | C telling | D talking |
| 4 | A sales | B markets | C deals | D outlets |
| 5 | A items | B issues | C features | D matters |
| 6 | A full | B entirety | C whole | D complete |
| 7 | A send | B bring | C get | D have |
| 8 | A uncommonly | B rarely | C hardly | D unlikely |
| 9 | A seek | B cast | C hunt | D search |
| 10 | A pick out | B go down | C come up | D fall back |
| 11 | A bit | B portion | C piece | D slice |
| 12 | A convinced | B influenced | C converted | D resolved |

VIII. LANGUAGES

It is not easy to have a rational discussion with people about the nature of their language. They feel the language belongs to them, and they are (0) ...**therefore**... entitled to hold (1) and dried opinions about it. And when opinions differ, emotions can run high. Arguments can as easily (2) from minor points of usage as from major educational policies. In English, the (3) of many popular misconceptions (4) in the work of the linguists of the eighteenth century who first attempted to codify English grammar. Unfortunately, they worked on the premise that English grammar is (5) from Latin grammar and that the rules of the latter necessarily (6) the former. It was this fundamental misunderstanding that (7) in the absurd but time-honoured 'never-end-a-sentence-with-a-preposition' type of rules that many people still cling to.

These days, many people complain that the Internet is the (8) of much unforgivable distortion of English, and that the ease and speed of email communication engenders a lazy approach to writing. This is possibly a (9) view: perhaps we should be more (10) and view such changes as potential enrichment rather than corruption of the language.

Perhaps those who argue it is only the latter are guilty of a (11) -in-the-mud mentality which is often not confined to their own language. The American linguist Leonard Bloomfield tells the story of a doctor who was quite firm in his view that the American language Chippewa had only a few hundred words. When Bloomfield attempted to dispute the point, the doctor had no thoughts of (12) He simply turned away and refused to listen.

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|----|--------------------|-----------------|-----------------|------------------|
| 0 | A <u>therefore</u> | B however | C nevertheless | D further |
| 1 | A high | B cut | C hung | D blow |
| 2 | A root | B branch | C stem | D bud |
| 3 | A origin | B descent | C extraction | D spring |
| 4 | A stays | B stands | C sits | D lies |
| 5 | A come | B deduced | C derived | D traced |
| 6 | A ascertain | B discover | C verify | D determine |
| 7 | A resulted | B produced | C brought about | D followed |
| 8 | A spout | B mine | C quarry | D source |
| 9 | A short-sighted | B short-cut | C short-wave | D short-tempered |
| 10 | A simple-minded | B single-minded | C absent-minded | D broad-minded |
| 11 | A put | B glue | C stick | D push |
| 12 | A backing up | B backing down | C backing away | D backing in |