

CAMBRIDGE ENGLISH: ADVANCED READING AND USE OF ENGLISH PRACTICE TEST

TIME

You have 1 hour 30 minutes to complete the test.

INSTRUCTIONS

Read the instructions for each part of the test carefully.

Answer all the questions.

INFORMATION

There are 56 questions in this paper.

Questions 1–24 carry 1 mark.

Questions 25–30 carry up to 2 marks.

Questions 31–46 carry 2 marks.

Questions 47–56 carry 1 mark.

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).

Example:

0 (A) deprived B inhibited C disadvantaged D absent

WHY WE SLEEP

Research shows that being (0) _____ of sleep can have a huge impact. Missing just a single night's sleep leaves us unable to (1) _____ everyday tasks, like driving, effectively.

After 36 hours with no sleep, we would start to put our health at (2) _____. Our emotional state would begin to (3) _____. After 72 hours, we would experience an intense inability to concentrate. Conversations or remembering information would become impossible.

Not all animals sleep in the same way. Whales take a (4) _____ by shutting down half of their brain at a time, thus managing to remain partly active. Elephants and monkeys sleep much less than humans do, and with (5) _____ interruptions.

However, our closest animal relatives, the apes, have sleeping (6) _____ remarkably similar to humans. Unlike monkeys, which sleep sitting up, apes construct nests to lie down in, meaning that they can remain (7) _____ asleep for long periods. This sleeping style may have played a role in our brain's evolution, enabling us to concentrate and (8) _____ memories.

- | | | | |
|-----------------|-----------|------------|------------|
| 1 A function | B perform | C conduct | D operate |
| 2 A danger | B damage | C harm | D risk |
| 3 A deteriorate | B reduce | C diminish | D decrease |
| 4 A snore | B rest | C nap | D sleep |
| 5 A frequent | B usual | C common | D general |
| 6 A patterns | B customs | C manners | D routines |
| 7 A quickly | B fast | C securely | D deeply |
| 8 A sustain | B contain | C possess | D retain |

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).

SIBLING PERSONALITIES

Birth order – (0) *whether* a person is the first, second or third child born to a couple – may have a significant influence on their personality. (9) _____ is interesting about this is how much two siblings can differ. (10) _____ that two siblings have the same parents, and were brought up in the same environment, we might expect them to have similar characteristics. However, rather (11) _____ having similar personalities, siblings tend to have little in common.

One theory as to (12) _____, is that families often assign labels to the younger members. One sibling might be labelled early on as 'the serious, clever one', and the other – in relation (13) _____ his or her sibling – might be labelled 'the difficult troublemaker'.

Outside that particular family, (14) _____ child might be considered especially clever or troublesome. Nevertheless, being labelled as (15) _____ will influence the kinds of life choices each child makes. Over time, the two siblings will spend their time differently, choosing or avoiding certain activities, acting out the roles they were assigned, (16) _____ their personalities diverge completely.

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).

SERENDIPITY AND SCIENCE

Serendipity – being lucky and discovering something (0) accidentally – has played an important role in many scientific (17) _____. One famous story concerns Isaac Newton and a tree in Cambridge. (18) _____, on one day in 1666, an apple hit the (19) _____ on the head.

This (20) _____ piece of fruit then prompted Newton to spend several years working towards a detailed theory of gravity – one of the most significant in the history of physics.

Whether this story is true or not is, perhaps, (21) _____. Some scientific breakthroughs do seem to happen – partly at least – because of chance or (22) _____ events.

Newton wasn't the first person in history to see an apple falling from a tree. However, part of his genius was that when he saw it travelling downwards, rather than upwards or sideways, he was (23) _____ enough to realise that something was happening which couldn't be explained.

In other words, a serendipitous, 'happy accident' will result in nothing unless it happens to an experienced scientist, who has an (24) _____ of what is happening, and is prepared to exploit and investigate it.

ACCIDENT

DISCOVER

APPEAR

MATHS

INFLUENCE

RELEVANT

EXPECT

PERCEIVE

AWARE

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).

Example:

- 0 Please don't listen to loud music after 10 o'clock at night.

PREFER

I'd prefer (it) if you didn't listen to loud music after 10 o'clock at night.

- 25 Creating a website is much less difficult than it seems.

NOTHING

Creating a website is _____ it seems.

- 26 To find the book you want, you only have to ask a member of the library staff.

HAVE

To find the book you want, all _____ a member of the library staff.

- 27 Vincent van Gogh created over 900 paintings, and you can see a lot of them in various museums in Amsterdam.

SEEN

Vincent van Gogh created over 900 paintings, many _____ in various museums in Amsterdam.

- 28 Some people think that it is important to buy organic food, even if it might be expensive.

MIGHT

Some people think that it is important to buy organic food, _____ be.

- 29 When you write an essay at university, you should never use another person's work without referencing them.

UNDER

When you write an essay at university, _____ use another person's work without referencing them.

- 30 There are now four main candidates who have a good chance of becoming the next president.

RUNNING

There are now four main candidates who _____ the next presidency.

READING AND USE OF ENGLISH – PART 5

You are going to read the introduction to an academic book about talking to very young children. For questions 31–36, choose the correct answer (A, B, C or D) which you think fits best according to the text.

TALKING TO YOUR CHILD

Hannah is one year old. She can't say anything clearly of course, although she babbles a lot. She has learnt to say 'ma ma'. However, this doesn't necessarily mean that she wants her mother. She says this whenever she is hungry or tired. She has also discovered that she should say the word 'cup' when she is thirsty. All of which is quite typical for a young child. Not until another year has passed will Hannah be able to exhibit a simple range of vocabulary to talk about the people close to her, and to demonstrate what she wants. A further year will pass before Hannah can form simple sentences. She may not be able to produce much in the way of what adults might regard as intelligible language, but if the circumstances are right, she will be absorbing information from her surrounding environment at an astonishing rate, principally from the way in which her parents communicate with her.

Nothing of what is happening inside Hannah's brain ought to be perceived as straightforward. On the contrary, it is striking to realise that our brains do most of their growing before we reach three years of age, and that what a child has experienced by this age will almost certainly affect their entire future. Indeed, the first few years of a child's life are crucial in terms of how their cognitive abilities progress.

Convincing research now suggests that parent or caregiver talk is vital. It would seem that the volume of communication between the child and the main caregivers could be one of the most significant factors in how successful that child will become. Tests show that the more language children hear when they are young, the larger brain volumes they seem to have, primarily as a result of the greater interaction between caregivers and child.

Moreover, researchers in the US now claim that children from economically privileged sectors of society learn a significantly larger number of words than children from poorer families. This has the potential to create a 'word gap' in children as young as 18 months old. The implication of this seems to be that richer parents may be interacting more with their children, thereby consolidating the advantages their children will go on to have later in life by supporting their cognitive development. The conclusion seems clear: the benefits of spending time talking to a child are enormous. line 18

Apparently, simply exposing a child to a stream of language from a laptop or TV, regardless of how entertaining it might be, is insufficient. Putting a child in front of a cartoon may seem like a valid way to increase language input, and to a limited extent, it probably is. However, children need to be engaged with directly, regardless of how much they are able to fully comprehend or respond. They need to be involved in interacting with others, acting and reacting in response to what other people say and do. Parents, then, have the possibility to influence their child's development, long before any formal schooling begins.

Setting up a routine in which children can have stories read to them, particularly before bedtime, may be one of the most valuable activities a parent can engage their child in: as little as 20 minutes of story-telling per day can have a serious impact. Stories introduce children to a diverse range of words, ideas and concepts. Some of these will be obscure, or be unique to a fantasy story world, but they will form a vocabulary not normally encountered in a mundane day-to-day environment, and will further enrich the child's knowledge. Furthermore, taking part in story-reading encourages the child to associate spoken words not only with images, but with the written word. Children who have been exposed to story-telling are able to read more easily later on, because they have already started to learn the skills of processing a narrative and using their imaginations. line 29
line 30
line 31

- 31 The author starts by describing Hannah in order to illustrate
- A the limited abilities of a typical young child.
 - B that we shouldn't underestimate how a young child is developing.
 - C why young children don't communicate successfully.
 - D the reasons why adults cannot communicate with young children.
- 32 What does the author have to say about a child's early mental development?
- A Real development doesn't occur until they are three years old.
 - B Most people agree that children do not remember their early experiences.
 - C It shouldn't be thought of as less important than later stages in the child's life.
 - D In the first three years, a child's thought processes are quite simple.
- 33 What academic findings does the writer focus on?
- A Exposure to a larger vocabulary can determine a child's eventual intelligence.
 - B More intelligent children tend to speak more when they are young.
 - C Children from richer families are more interested in learning than poorer children.
 - D What a child learns does not depend on his or her family background.
- 34 What is the significance of the 'word gap' mentioned in line 18?
- A Children from poorer families find it more difficult to learn before the age of 18 months.
 - B Parents from a low socio-economic background use fewer words than other parents.
 - C Children from poorer families tend to quickly forget what they have learned.
 - D A lack of early exposure to language can perpetuate inequality in society.
- 35 What does the writer say about using the media to build a child's vocabulary?
- A Children benefit when they can watch a controlled amount of TV.
 - B The more entertaining something is, the more learning takes place.
 - C It cannot replace the turn-taking nature of social interaction.
 - D Young children are demotivated when they don't understand what they are watching.
- 36 Which of the following words is used to express the value of story-telling?
- A serious (line 29)
 - B obscure (line 30)
 - C unique (line 31)
 - D mundane (line 31)

READING AND USE OF ENGLISH – PART 6

You are going to read four different opinions from writers about food and diets. For questions 37–40, choose from the writers A–D. The writers may be chosen more than once.

WHAT SHOULD WE EAT?

A Miklos Horvath

Most diets are fads. The so-called paleo diet, for instance, calls for a complete 'back-to-basics' approach to eating, consuming nothing except what would have been available to palaeolithic humans thousands of years ago. This means avoiding sugar, dairy products and grains (including wheat and rice), which our ancestors wouldn't have eaten because of a lack of agriculture or industry, and emphasising vegetables, seeds, and cooked meat. However, there is limited data as to how effective the diet actually is, or whether it can be adopted by children, pregnant women, or the elderly. Palaeolithic humans would have subsisted only on what they could find. It's not as if they had a choice, and it's likely that they actually had access to a much smaller variety of food than we do today, which would have impacted upon their health. We now have an unprecedented array of delicious foods to choose from. It may be unfashionable, but I suggest we continue to consume whatever makes us happy – in moderation, of course.

B Nic Sanchez

Cooking is a relatively recent phenomenon. Our ancestors may have used fire to treat food 2 million years ago, but it wasn't until the Industrial Revolution that the ability to cook food became available to the masses. Given that humans are the only species to cook our food, it's difficult to argue that this is entirely natural. Indeed, research suggests that much of our food's nutritional value is lost when we cook it, doing more harm than good. Essential enzymes – the 'living' part of food on which our digestive systems depend – are destroyed when heated above 48°C. Evidence suggests that we should be eating an enzyme-rich diet consisting mostly of fresh, untreated vegetables, fruit and sprouted grains. This could even prevent cardiovascular problems, or diseases like cancer or diabetes.

C Linda Nocera

People are eating worse than ever before. Since the 1980s, obesity levels have doubled. Over 2 billion people worldwide are now overweight. With such a clear correlation between non-communicable diseases like diabetes, and an increased body mass, obesity urgently needs addressing. The main culprit seems not to be the consumption of fat, as many would assume, but sugar. It is in most processed foods, from bread to fruit-based drinks to breakfast cereals. Its addictive nature is a bonus for manufacturers, but it leads too easily to over-consumption. One soft drink may contain a two-day recommended allowance of sugar. Because this is far more than the body can process, it's metabolised by the liver and turned into fat. We need to encourage people to pay attention to what's in their food, especially with regard to sugar.

D Sian Llewellyn

The most important thing we can do is educate people about what food is. Our relationship with food has changed greatly in recent years. There is data which shows that in certain countries, young people are spending more on food than any other age group, because they lack the knowledge to prepare it themselves. This is significant, because much of the pre-prepared food in supermarkets has been manufactured for optimum shelf-life or superficial appeal, rather than nutrition. Too many products contain several ingredients which our great-grandmothers would never have recognised: artificial sweeteners, flavours, colours and preservatives. Moreover, young people do not learn where their food originates from, or why it might be bad for the body. We need to go back to basics: a mostly plant-based diet – preferably raw – with meals consisting of as few ingredients as possible.

Which writer ...

37 disagrees with Linda Nocera's view that people in the past ate more healthily?

☐

38 expresses a similar view to Nic Sanchez on what we should be consuming?

☐

39 expresses a different opinion to the others on whether or not we should consider changing our eating habits?

☐

40 shares Sian Llewellyn's view about manufactured foods.

☐

READING AND USE OF ENGLISH – PART 7

You are going to read an extract from a magazine article about Skomer Island. Six paragraphs have been removed from the extract. 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.

SKOMER ISLAND

Journalist David Ramsey visits Skomer Island, which lies off the Welsh coast, on a summer afternoon.

I am on the edge of a ravine, waves crashing far below. It looks as if this valley has been sliced into the island, creating a long strip of churning sea towered over by 60-metre-high cliffs. I'm reminded that the island's name, Skomer, comes from the old Viking-Scandinavian word 'skalm', meaning a sword cut. And this deep-cut gorge is known as The Wick, from the word 'vik', a bay. Yet, this is no mere bay. This is a city.

41

The noise is incredible. This amphitheatre of plunging cliffs and sea is said to support around half the world's population of Manx shearwater – over 300,000 in total. They live alongside a cacophonous array of larger seabirds perched on the cliff faces, ready to dive into the sea. Most famous of all is the colony of Atlantic puffins, around 20,000 of which reside here.

42

However, The Wick provides them with the perfect opportunity to do so. The semi-circle of cliffs provide protection from the open sea. The puffins can literally throw themselves off the cliff edge, and into the sea, before emerging with fish in their beaks. When they fly back again, they flap extremely quickly, before landing with an inelegant bump on the cliff tops, where they quickly disappear underground to give the food to their young.

43

One of the most endearing sights on Skomer is that of a puffin bumping up against a rabbit. The two species co-exist peacefully. In fact, without them, it is unlikely that there would be any puffins here at all. It is, of course, thanks to the rabbits' work over the centuries that there are any burrows here, and it seems that they have nothing to fear from their feathered guests.

44

From the 1600s, the island was used for farming, but by the twentieth century, it made less economic sense to do so, and the farmers left, taking their larger livestock with them. Skomer was declared a National Nature Reserve in 1959. The farmers' old food source, however, remained.

45

They leave and return to their homes only under the cover of darkness. Each night, these birds return from the open sea, where they have spent their time searching for fish. To find their partners below ground, they call out in their hundreds of thousands – a sound once heard, is never forgotten.

46

This makes Skomer a spectacular place to see wildlife. It remains vivid in the memory long after visiting. Or perhaps, it is just a reminder that this is how places should be, if they are allowed to remain natural.

- A** Larger animals, notably humans, did live on the island once. From the remains of stone huts and burial mounds, there is evidence to suggest that people settled here around 7,000 years ago. We also know that in the 13th century, islanders deliberately introduced rabbits for food and fur.
- B** It is these small, beautiful creatures, which lead me to understand why The Wick is such a popular place for all these birds. They lack the power of the larger, aerodynamic seabirds. Their small feet are not suitable for anything more than hopping around clumsily. They resemble clowns, with their large orange beaks. Their short, neatly tucked-in wings give little impression that they can fly (indeed, they do somewhat resemble penguins).
- C** This is one reason why there are so many flowers on the island. As the rabbits graze, they shape the island's vegetation, keeping grass short. Each spring, Skomer is covered with an exceptional display of bluebells. Red Campion and white Sea Campion flowers can also be found here in abundance.
- D** Unlike many of the other seabirds here, which nest in colonies on the cliff rocks, the puffins live in burrows. And the reason why Skomer, unlike any of the other islands in the area, is able to support such a significant puffin colony is because of the extensive network of tunnels extending deep into the island's crust. Here, each puffin pair raises a single chick until the family is ready to fly away.
- E** Added to this are all the other species that visitors rarely see, on the rocks far below the cliff tops, and under the sea. As if the island wasn't already blessed by enough wildlife, Atlantic grey seals, and several types of dolphin and porpoise can be found here.
- F** From September to February, this island is a wind-swept outpost in the Celtic Sea, a final chunk of rock between Wales and North America. It's quiet, save for an underground army of rabbits and voles, all hiding from a population of short-eared owls. Come the spring, and this island bursts into life. Hundreds of thousands of sea birds choose to come to this one particular island to breed, before disappearing in August. It seems that most of them choose The Wick as their home.
- G** It's lucky that they did, because puffins are not the only animals to make use of the rabbits' burrows. The Manx Shearwater is also a burrow-dwelling creature, and despite there being such a large number living here, most daytime visitors to Skomer probably wouldn't notice them.

READING AND USE OF ENGLISH – PART 8

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

LINGUISTIC LANDSCAPES

Sociolinguist Theresa Copeland writes about places where more than one language is spoken.

A

Some academics claim that multilingualism is the norm. Most people, globally, speak at least two languages to some degree, and many large cities are heterogeneous to the extent that in places like London, well over 100 different languages are spoken. Yet, to take London as an example, the default linguistic landscape is a monolingual one. Unlike other large public transport systems, for instance, in Tokyo or Brussels, the London Underground generally only uses one language to display information: English. You will see exceptions in London: in places like Brick Lane, Bengali signs can be found, usually under their English versions. But predominantly, if they are official ones, signs in London are in English, representing a top-down attempt by authorities to confirm that London is an English space, and that anyone who enters it needs to operate primarily in English. Therefore, despite whatever languages may be spoken in a particular space, examining the linguistic landscape can offer valuable clues as to which languages are actually dominant, allowable, or which have prestige.

B

In Brussels, all street signs are in French and Dutch as a result of legislation which requires the two languages to be equally visible. Similarly, many towns in northern Italy have signs in Italian and German, reflecting the sizable German-speaking population which has historically lived in the region. It can happen, however, that the language of a minority population is not reflected in the linguistic landscape. This has occurred in certain towns in Romania, for example, which have a significant Hungarian-speaking population whose language does not always appear on official signage. It has been claimed that this could lead to the exclusion of a particular linguistic minority, and may even contribute to the disappearance of that minority over time. The opposite can occur, too. The Welsh Language Act of 1993 requires that all signs in Wales should be in English and Welsh. In the capital city of Cardiff, this is the case, despite the fact that nearly 90% of people there are unable to speak Welsh, and everyone can speak English.

C

The linguistic landscape is a source of power; the authorities that control it can influence what languages are regarded as dominant or relevant. Given this, it's not surprising that the linguistic landscape can become a source of conflict if ethnic tensions already exist. In parts of Wales, for example, where Welsh is widely spoken, it's not uncommon for the English on bilingual signs to be vandalised or covered in paint. In 2006, in the Romanian city of Cluj, which has a large Hungarian-speaking population, the opposite occurred. Two lecturers attempted to put up simple Hungarian-language information signs at the university in which they worked, under their Romanian equivalents. Although the university had many Hungarian-speaking students and staff, the only language visible on signs at that time was Romanian. The incident ended in controversy when the lecturers were sacked for an act of vandalism, resulting in several other Hungarian lecturers resigning in protest. Unfortunately, few studies have been carried out on how people feel when they live in a linguistic landscape which does not represent them.

D

The appearance of more than one language in a public space doesn't always mean that that place is bilingual. Around 1.5% of people living in Japan are not Japanese, most of them are from China, South Korea and the Philippines. Yet, it is common to find English in Tokyo's linguistic landscape, not just on official signs, but in advertising and slogans. One nationwide Japanese restaurant chain, for example, uses the slogan 'Japanese fine burger and coffee.' This does not mean that there is a large English-speaking population in Japan. Neither should it be assumed that the signs are intended to attract the attention of English speakers. According to one sociolinguist who documented and analysed such signs, they are designed to display a kind of exotic, worldly sophistication for a Japanese audience. In much the same way, the British footballer David Beckham has Chinese characters tattooed on his body, not for the benefit of Chinese speakers, but to appear exotic and mysterious to people from his own culture.

Which section

- 47 comments on a place which isn't as noticeably multilingual as it should be?
- 48 gives a reason why some people become angry about other languages on signs?
- 49 explains that signs aren't always communicating to speakers of the language they are written in?
- 50 suggests what signs put in place by governments actually communicate?
- 51 refers to the possible long-term harm that monolingual signs may contribute to?
- 52 criticises research for failing to consider responses to the linguistic landscape?
- 53 describes a place which doesn't necessarily require bilingual signs?
- 54 cites a study that involved researching and interpreting who signs were intended for?
- 55 refers to a law which supports ethnic rights?
- 56 explains why it can be worth studying the linguistic landscape?

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