



CERTIFICATE IN ADVANCED ENGLISH

Reading and Use of English

*

SAMPLE PAPER 3

Time 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheets if they are not already there.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Read the instructions on the answer sheets.

Write your answers on the answer sheets. Use a pencil.

You **must** complete the answer sheets within the time limit.

At the end of the test, hand in both this question paper and your answer sheets.

INFORMATION FOR CANDIDATES

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.

*

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).

Mark your answers **on the separate answer sheet**.

Example:

0 A design B schedule C order D arrangement

0	A	B	C	D
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Let's have a meeting

For many companies, meetings are an important part of the work (0) They can provide leaders with a way to communicate their vision and, conversely, (1) as a cornerstone of democracy. Meetings also help organisations respond to the challenges they (2) But as valuable and inspirational as a good meeting can be, even those who love their jobs often say that meetings frustrate them.

The first (3) of meetings is knowing when the time is right to have one. Call a meeting when you have (4) to resolve that are (5) progress, or when something pressing arises that requires full group (6) Organisations need to determine who actually needs to be there and how they will keep interested parties who do not attend the meeting (7) of what happened.

But above all, a meeting should always have clear, well-defined goals and a leader, or chair, who finds a suitable balance between allowing a wide range of opinions to be expressed and keeping (8) control of the agenda.

- | | | | | |
|---|-----------------|--------------|--------------|----------------|
| 1 | A run | B perform | C serve | D behave |
| 2 | A encounter | B tackle | C feature | D undergo |
| 3 | A basis | B assumption | C formula | D principle |
| 4 | A topics | B issues | C situations | D concerns |
| 5 | A resisting | B opposing | C hindering | D withstanding |
| 6 | A participation | B conference | C inclusion | D association |
| 7 | A involved | B engaged | C informed | D alerted |
| 8 | A strong | B stiff | C strict | D sound |

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 W O U L D

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Yoga improves brain power

A recent study (0) appear to prove that yoga has a positive effect on brain activity; (9) so than vigorous exercise. During the study, a group of volunteers undertook twenty minutes of yoga and twenty minutes of aerobic exercise. After each session of physical activity, they were asked to perform (10) series of tasks designed to highlight any improvement in their mental abilities. (11) the surprise of the researchers, the participants showed a significant improvement following yoga practice. The breathing and meditative exercises in yoga (12) long been known to calm the mind and body and keep distracting thoughts (13) But now results showed that participants were better able to focus on tasks, as well as process, hold and update information quickly and accurately. (14) the aerobic exercise, on the other hand, there seemed to be very (15) positive effect.

The research suggests that the benefits of yoga go beyond the physical and its implications for the world of work (16) potentially enormous.

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	K	I	N	G	D	O	M										
---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--

Sky caves of Nepal

Mustang, a former **(0)** in north-central Nepal, is home to one of the world's greatest archaeological mysteries. In this **(17)** region, there are approximately 10,000 human-built caves, many of which are thousands of years old.

KING

MOUNTAIN

Some of the caves sit **(18)** by themselves; others are in groups sometimes stacked eight or nine storeys high, an entire vertical neighbourhood. No-one knows who dug them, or why. It wasn't until the mid-1990s that archaeologists began peering into some of the more accessible caves and were fascinated by what they saw. Their **(19)** to date include fine jewellery, a wall painting over five metres in **(20)** , and many manuscripts.

DEPENDENT

DISCOVER

LONG

There are still thousands of caves that are as yet **(21)** Many of which will only be reached by climbers who are **(22)** accomplished. But what the archaeologists want most is to find a cave with items that will provide an **(23)** into the mystery of who first lived there, where these people **(24)** from and what they believed in.

EXPLORE

EXCEPTION

SEE

ORIGIN

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 James would only speak to the head of department alone.

ON

James to the head of department alone.

The gap can be filled with the words 'insisted on speaking', so you write:

Example:

0	INSISTED ON SPEAKING
----------	----------------------

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 I was surprised how hard I had to train for the London marathon.

EXPECTED

The training for the London marathon it to be.

26 If Mary persists in arriving late for work, she could well lose her job.

UP

Unless Mary starts time for work, she could well lose her job.

27 It's important to listen carefully to the manager when he is talking about health and safety at work.

ATTENTION

Everyone must says about health and safety at work.

- 28** Although a lot of the staff were on leave, the management decided to go ahead with the training course.

CANCEL

The management decided not a lot of staff being on leave.

- 29** These fire doors must be kept closed at all times.

SHOULD

Under no left open.

- 30** I think you are totally justified in feeling angry with John.

EVERY

I think you in feeling angry with John.

Part 5

You are going to read a review of a book about sport. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers **on the separate answer sheet**.

‘The Sports Gene: What Makes the Perfect Athlete’ by David Epstein

Richard Moore reviews a book which challenges the notion that in sport, practice matters more than natural talent.

‘The more I practise, the luckier I get,’ said the golfer Gary Player some half-century ago, giving birth to one of sport’s most famous sayings, one that is valued by the world’s most driven athletes and their coaches. It is easy to see why. For one thing, the quote’s source is much disputed – arguments have been made for numerous other golfers of the era. For another, its meaning is enigmatic. Player didn’t literally mean lucky, he was actually speaking ironically, and his real message was: ‘The more I practise, the better I get.’

Up to a point. Where that point is, indeed, whether it exists at all, is at the heart of the nature-nurture debate – the issue of whether talent is born or acquired – as it applies to sport. And yet it would be wrong to describe it as a debate; that would imply balance. Instead, the discussion has seemed as uneven as a basketball game between giants and dwarves: nurture has been victorious – hands down, in fact. The notion that practice matters more than innate talent – in sport, in music, in business, in anything – owes much to the work of psychologist Anders Ericsson, who is credited as the father of the theory that expertise in any field can be attained with 10,000 hours’ practice. line 7

Ericsson’s theory has been enthusiastically taken up, spawning Malcolm Gladwell’s hugely successful *Outliers*, as well as books with titles such as *Talent Is Overrated* and *Bounce: The Myth of Talent and the Power of Practice*. Each of these books arrives at a broadly similar conclusion: that it is practice that matters most; and, taking the theory to its logical conclusion, that ‘10,000 hours is both necessary and sufficient to make anyone an expert in anything.’ But, as Epstein argues in this captivating book, and illustrates with countless case studies, it is often neither. line 19

His starting point is to highlight a major flaw in much of the work looking into what makes excellent people excellent — in that it tends to focus on excellent people: ‘Science is far better at looking at an elite athlete and retrospectively suggesting why that individual is succeeding.’ Are there other ways of working out why some people have certain abilities, while others don’t, and of teasing apart the aspects that are innate and those that are due to environment, support, opportunity and sheer determination? Epstein’s quest for answers takes him around the globe, from Kenya to Sweden, and from the Caribbean to the Arctic, and even away from human endeavour.

It is the frozen expanses of Alaska where Epstein learns that the decisive factor in the world’s toughest sled dog race might be the husky dogs’ drive and desire, which suggests an overlap between genes and supposedly ‘voluntary’ traits. Because underlying some interpretations of the 10,000-hours rule is an assumption that commitment and determination can be willed: that they constitute a choice. Yet what if, as the case of the huskies suggests to Epstein, an individual’s drive might also have a genetic component? Such examples only serve to emphasise the complexity of the topic.

Epstein distinguishes between hardware (the product of nature) and software (nurture), and agrees that, in elite athletes, one is useless without the other. He certainly does not dismiss the importance of training or environment, suggesting that, if he had been raised in the US, Jamaican sprinter Usain Bolt might have become a decent basketball player instead of the fastest man in history. But Epstein also looks at cases where the hardware matters to such an extent that genes really cannot be ignored. He also examines the crucial issue of race and gender. On the latter, he asks: ‘If only accumulated hours of practice matter, then why do we separate men and women in athletic competition?’ Sometimes the best questions are the most obvious.

- 31 The reviewer uses the word 'point' in line 7 to indicate
- A the belief held by many sportspeople and their coaches.
 - B the case for attaining success through repeated practice.
 - C the limit at which training ceases to improve performance.
 - D the claim made for the role of luck in sporting achievements.
- 32 What does the reviewer say in the second paragraph about the nature-nurture debate with regard to sport?
- A Few people have taken it seriously.
 - B Neither argument has been convincing.
 - C It has been the cause of much disagreement.
 - D One side has consistently won the argument.
- 33 What does the word 'it' in line 19 refer to?
- A success in a given field
 - B a prescribed amount of time
 - C a need for both talent and practice
 - D the view put forward in Epstein's book
- 34 The fourth paragraph mentions Epstein's criticism of
- A the limited focus of some research.
 - B the inaccurate nature of some data.
 - C the flawed interpretation of some findings.
 - D the dubious motives behind some studies.
- 35 What Epstein learned about huskies led him to
- A question the usefulness of intensive training.
 - B doubt the link between genetics and ambition.
 - C wonder how athletic performance could be enhanced.
 - D speculate whether motivation could have an instinctive element.
- 36 What is Epstein's view of what he terms 'software'?
- A Its significance has been overemphasised.
 - B It has been the source of considerable misunderstanding.
 - C Its role is key when it comes to questions of race and gender.
 - D It has a negligible impact on an individual's chances of success.

Part 6

You are going to read extracts from journals in which four ecologists give their views on vegetarianism. For questions **37 – 40**, choose from the ecologists **A – D**. The ecologists may be chosen more than once.

The Case for Vegetarianism**A Ahmed Hassan**

Vegetarians cite many reasons for eating a meat-free diet, the commonest being the claim that raising animals for food is cruel and unethical. Another justification for the vegetarian lifestyle is the assertion that it is good for you. In my view, what counts is that one's food intake should be wholesome, balanced and nutritious, and that anybody can achieve, or fail to achieve this, regardless of whether their main protein source is animal-based or plant-based. It is undeniable, though, that the meat industry is ecologically inefficient. It takes up to ten times more land, water and energy to produce a kilo of beef than to grow the same amount of beans, for example. The vegetarian diet is not without environmental impact, however. The cultivation of soybeans, a staple vegetarian protein source, relies heavily on weed-killing herbicides, which affect ecosystems over a wide area and cause considerable harm to native plant and fish life.

B Lillian Segal

Recent research provides compelling evidence indicating that not only do vegetarians have lower risks of obesity and heart disease, but that they live an average of five years longer than their meat-eating counterparts. The ecological argument is equally convincing. Animal waste produces toxic chemicals that contaminate air and eventually flow into nearby waters. The production of vegetables and grains, by contrast, has no such effect on the environment. Many people also avoid meat products due to fears about animal cruelty. While these are understandable, I believe them to be unfounded, given the humane nature of modern slaughter techniques. Moreover, those who believe that global starvation could be alleviated if wealthier nations ate less meat need to understand a simple fact: the solution lies not in increased food production, but in changing the system of economics and the unfair distribution of existing food stocks.

C Viktor Denisov

According to several trustworthy reports, the meat industry creates around 18% of global greenhouse gases, compared with the virtually negligible impact of non-meat food production. Other equally reliable studies conclude that if richer nations were to cut down their meat consumption by only 10%, this would free up enough land to feed most of the nearly 1 billion people who suffer from chronic hunger. Added to this incentive to at least reduce one's meat intake is the question of health. Compared with meat-eaters, vegetarians enjoy better overall health, are less likely to be overweight, and have significantly lower cholesterol levels. This, in turn, promotes longevity. The one case for vegetarianism which to my mind seems groundless, however, is the moral issue. Providing livestock is kept in decent conditions and fed and cared for appropriately, I personally have no moral objection to the practice of raising animals for food.

D Jay Mulligan

I believe the figures relating to meat production speak for themselves. Producing a half kilo of hamburger meat destroys 20m³ of rainforest, creates the same CO₂ emissions as driving a small car around 35 kilometres, and consumes around 10,000 litres of water. If more people became vegetarian, or at least dramatically reduced their meat intake, the devastating environmental consequences of this global industry could be halted. What is more, if the vast amount of plant-based animal feed for the meat industry were used for human consumption, world hunger could be eradicated. Advocates of vegetarianism also claim that a meat-free diet increases life expectancy and cite various studies as support. However, I maintain that the evidence is distorted by the fact that most vegetarians are also non-smoking, health-conscious individuals who take regular exercise. So while a vegetarian diet is likely to lead to good health generally, these other claims remain unsubstantiated, in my opinion.

Which ecologist

shares an opinion with Segal on whether concern about the treatment of animals is a valid argument for vegetarianism?

37	
----	--

has a different view from the others on the question of pollution within the vegetarianism debate?

38	
----	--

holds the same view as Segal about whether vegetarianism increases life expectancy?

39	
----	--

has a different view from Mulligan regarding the relief of world hunger?

40	
----	--

Part 7

You are going to read a magazine article about the development of eco-tourism in a part of South America. Six paragraphs have been removed from the article. Choose from the paragraphs **A – G** the one which fits each gap (**41 – 46**). There is one extra paragraph which you do not need to use.

Mark your answers **on the separate answer sheet**.

Eco-Tourism

Ciara Reay examines the pros and cons of eco-tourism in Brazil

In the rooftop café of a newly established floating hotel on Brazil's Cuiaba River, Dr Michael Lunn winds down after a long day. The dynamic US biologist has just given a group of potential investors a presentation on his plans for the future of a sustainable eco-tourism venture, with a jaguar safari in the nearby Encontro das Aguas State Park as a star attraction. And he needs to present a strong case, as other projects are vying for investors' money too. Revelling in his role as an eco-tourism pioneer, the entrepreneurial scientist is still buzzing. 'Just look at this place,' he says, signalling to the various areas of the amazing flagship hotel he's just created.

41

Undeniably ambitious, Lunn envisages his scheme involving well-marshalled boatloads of nature lovers patrolling the waters of the Piquiri, Cuiaba and Tres Irmaos rivers, seeking out jaguars, caimans and the countless other ecological treasures of this bountiful, northern Pantanal wilderness. A torrent of tourist dollars would keep unique habitats pristine, trophy species such as the jaguar alive, and local landowners and government officials committed to the undertaking. For now, however, the overall commercial plan to develop eco-tourism here is still up in the air.

42

Each day, a few tourists are already leaving Lunn's floating prototype hotel at daybreak, returning with tales of jaguars on the hunt and of rare and exotic species of bird and beast. However, when it comes to regulation, enforcement and infrastructure, eco-tourism here has a long way to go. Whether or not tourists will be doing the same thing five years from now remains to be seen. According to Lunn, it's all about getting a foothold and setting the right example. Tourists are welcome to come and enjoy the ecology, but it's a two-way process. If tourism ruins the surroundings or

spoils the whole wildlife viewing experience, then the whole exercise is pointless.

43

One of the world's largest wetlands, it sprawls across 180,000 square kilometres – an area slightly smaller than that of the UK. Situated south of the Amazon within the basin of the mighty Paraguay river, it dominates central western Brazil before spilling into Bolivia and Paraguay. The name translates as 'big swampy place' (pantano means 'swamp' in Portuguese), but in reality, the Pantanal is a giant alluvial plain. Rainwater idles across it, submerging large parts during the wet season. When this kicks off, the myriad waterways of the region begin their annual rise.

44

It isn't just the superabundance that makes the Pantanal special. The Pantanal macro-system has extraordinary ecological and economic value; its diversity and richness in climate, ecology, quality of soil and aquatic resources, as well as its culture, make it a unique and precious environment.

45

In addition, as the Brazilian economy surges ahead, the Pantanal is now facing numerous pressures, including forest clearance and intensive agriculture and unregulated tourism development. Massive government infrastructure projects, such as a long-proposed and potentially disastrous canal, could see numerous Pantanal waterways dredged and dammed to facilitate heavy barge transport.

46

Despite the varied challenges the Pantanal faces, many of those who work in the region remain upbeat about its future. 'We're taking steps in the right direction,' says engineer Rogerio de Souza. 'And that can only be a good thing!'

- A** Despite the obvious research opportunities that these characteristics present to various scientists, the region remains poorly explored, studied and protected. Most of the wetland is privately owned by cattle ranchers, with less than 3% of the entire area set aside for conservation.
- B** Birds, caiman, fish and semi-aquatic mammals disperse across this changing landscape. Other creatures, that prefer to keep their feet dry, congregate in the narrow forests that remain. It's here that the avid nature lover may spot jaguars, pumas or ocelots.
- C** On the other hand, it's easy to see why the region is known to be home to one of the highest concentrations of jaguar on the planet. And, as the popularity of jaguar safaris rises, Lunn will undoubtedly encounter competitors from the world of international eco-tourism who are also planning a move into the Pantanal.
- D** The project may only be in its infancy, but Lunn's hopes are high. Indeed if the dream is going to succeed, then there is no better spot for it on Earth – nowhere that quite matches the beauty or the opportunity.
- E** The same is true of any such eco-tourism project. For it to be viable, you need a product that the public will spend money to see, which means profits need to be re-invested in the region – if you take care of the environment, the environment can take care of you. And it's no different in the Pantanal.
- F** Human construction aside, bad agricultural practice is actually the most serious threat to the area. Although the lower floodplain region has 87% of its natural vegetation cover intact, this figure falls to less than half for highland plateau areas. What happens up there increasingly has an impact on the lower part of the basin.
- G** The word may be out on the area's rich wildlife-viewing opportunities, but there are other concerns. And without some preventative measures, these won't go away anytime soon.

Part 8

You are going to read an article about learning a second language. For questions **47 – 56**, choose from the sections (**A – E**). The sections may be chosen more than once.

Mark your answers **on the separate answer sheet**.

Which section

mentions the unexpected benefits of language learning for performance in an unrelated subject?	47	
states that children speaking two languages grasp a basic scientific idea more quickly?	48	
highlights a possible drawback of learning a second language at a later stage in life?	49	
refers to the advantage that a talkative nature may have for second language learning?	50	
suggests that children beginning language education early may later learn multiple languages?	51	
suggests how the ability to think something through is useful for understanding the rules of a second language?	52	
says that children who are exposed to other languages become more tolerant people?	53	
indicates the advantage of knowing the structure of the mother tongue when learning a second language?	54	
refers to the importance of having a sense of commitment during second language learning?	55	
explains the benefit that making progress in the mother tongue has on second language learning?	56	

Learning a Second Language

Research shows second language learning brings many benefits to young children.

A

Knowledge of other languages and cultures is vital for students preparing to live and work in a global society. Regardless of their chosen career, students will be routinely interacting with others around the world, whether in their native language or a second language. Young language learners are open and accepting of people speaking other languages, from other cultures. Children who begin learning a foreign language in early childhood also demonstrate certain cognitive advantages over children who do not. Research shows that young bilingual children develop the concept of 'object permanence' – the understanding that objects continue to exist even when they cannot be observed – at an earlier age. These youngsters learn sooner that an object remains the same, even though it has a different name in another language.

B

Overall, second language learning is much more a cognitive problem-solving activity than a theoretical, rule-based one. Studies have shown repeatedly that second language learning increases critical thinking skills, creativity, and flexibility of mind in young children. Students who are learning a second language out-score their peers in the verbal and, surprisingly to some, the maths sections of standardised tests. This relationship between second language study and increased mathematical skill development, particularly in the area of problem solving, points once again to the fact that second language learning is more cognitive than linguistic. A 2007 study in the USA showed that students who studied a second language outperformed their peers after two to three years and significantly outperformed them after seven to eight years.

C

The advantage for younger learners is that they have the ability to mimic closely the native pronunciation and intonation of a new language. Research has shown that literacy skills that are being developed in the native language transfer to the learning of the new language, leading to academic gains by students who have begun learning another language at an early age. Immersion programmes for older students are also very effective, though depending on age, they may or may not develop native-like pronunciation and intonation. However, older students already possess an internalised grammar of the native language which is useful in learning a new language. Regardless of age, immersion programmes are effective because they use second language acquisition as the vehicle for learning the general education curriculum, making the course content more interesting for the student and maximising the instructional time by accomplishing two goals at once: language acquisition and content learning.

D

Some students take to language learning more readily than others because of their well-developed analytical thinking skills, which help them in the learning of grammatical concepts. Children who are more verbal in their native language are inclined to use this tendency profitably when learning a second language. The challenge is not to send a message to students that language learning is difficult and that one has a knack for it or not. This is not the case. All students have the ability to learn a second language – even those who have specific learning difficulties.

E

Older students who have the opportunity to do so, should opt for a language that they are interested in learning. For many, the choice is based on the language background of their family, but it can also be based on a teacher's reputation or the language that their friends are taking. Beginning second language instruction at a young age sets the stage for students to develop advanced levels of proficiency in one or more languages. Students can always switch languages at a later date if it appears that another might be more useful for a specific career path. Also, it is not so much which language a student chooses, but rather that they make a choice and stick with it. One of the life-long benefits of learning another language is that learning continues, thus keeping the brain actively engaged. Recent studies have linked second language learning with delaying age-related dementia for this very reason.

BLANK PAGE



To practise your English and prepare for your exam:

www.cambridgeenglish.org/exams/first/how-to-prepare

www.cambridgeenglish.org/learning-english



For teachers, find lesson plans and more sample materials:

www.cambridgeenglish.org/teaching-english

www.cambridgeenglish.org/teaching-english/resources-for-teachers

Texts

Part 1, page 2 - Text adapted from Sutton, J. & Millar, A. (2011) Towards healthier meetings. The Psychologist 24(9), 668–671, with permission from the British Psychological Society

Part 2, page 4 - © Telegraph Media Group Limited 2013

Part 3, page 5 - © Michael Finkel, National Geographic Creative, 2012

Part 5, page 8 - © Copyright Guardian News & Media Ltd 2013

Part 7, page 12 - © Geographical Magazine