



# CAE

USE OF ENGLISH AND  
READING

# PART 7

## Test 3

## Reading and Use of English Part 7

You are going to read a magazine article about volunteering at an orangutan research centre in Borneo. 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.

### Helping out with orangutans – a holiday with a difference

I've got a hammer in my hand when the cry goes up: 'Orangutan in the camp?' Nine people down tools and grab their cameras. This is a chance to snap one of the critically endangered primates that we are here to help at the Pondok Ambung research post run by the Orangutan Foundation in Indonesian Borneo.

41

It's not the first time it's happened since our arrival at the research centre, which is surrounded by towering ironwood trees forming a canopy 50 metres above our heads, blocking out sunshine, but trapping moisture and heat. We had reached it after a long drive and a four-hour boat ride along the Buluh Kecil river in central Borneo.

42

That said, we know we are privileged to be here. The volunteer programme runs every summer, attracting adventurers to spend three weeks sleeping in basic accommodation and building infrastructure for the full-time Indonesian research staff. Over the past 15 years, volunteers have built facilities in Tanjung Puting National Park, further south in Borneo, and the Lamandau Wildlife Reserve to the east.

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Others have previously given time elsewhere in animal welfare and environmental programmes. We are a part of volunteer tourism, a global business estimated to be worth up to \$2bn a year. It's also highly controversial: many volunteer placements are not much more than

'expensive holidays', providing healthy returns to travel companies while doing little for the causes they are meant to benefit.

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The rebuilding of the main building housing the laboratory and offices is an example of this. Our work enables researchers to study the wildlife of this protected area and to educate people about the risk of extinction faced by the apes and other animals. It's a delicate mission: the palm oil industry is destroying animal habitats; on the other hand, it has dramatically raised the standard of living in the region.

45

It may not be too long before they start coming to the site we are working on. It's certainly popular with orangutans. In the three weeks I am there, we get several visits from the fascinating animals as they forage for food and good nesting sites. Proboscis monkeys and macaques also regularly hang around in the trees opposite our jetty.

46

What we don't get used to is the mosquitoes, the one thing I am glad to escape when my stay ends. On the final day, the centre director tells us we have surpassed his expectations for this year's programme. We know we haven't solved the socio-economic problems that are driving orangutans to extinction, but we have made a difference to people who are working to save them.

# PART 7

- A Given that most of the work is done by people like me who know little about construction, these are impressive achievements. The main motivation is to do something positive for the beleaguered orangutans, although, naturally, we all want to actually see some. Two people in my group are so committed that they have come back for a second year.
- B The centre staff make sure we are aware of the difficult issue. They also take us on trips upriver to a long-established primatology site. Daily feeding time there draws a crowd of orangutans. It also attracts day-tripping eco-tourists on boats from the regional capital Pangkalan Bun.
- C A fellow participant has personal experience of such dubious schemes elsewhere. He says it's hard to find programmes with the high standards of the Orangutan Foundation: 'Finding eco-trips where you can make a real difference isn't simple. But with this one, you've got a clear, physical outcome at the end of it.'
- D Apparently, every volunteer group is different. Ours ranges from 18 to 60 years old, with eight women and four men when we begin. Despite the supportive atmosphere, the basic conditions are hard to cope with: one volunteer takes a boat back to civilisation within a day of arrival, and two more return home after a week.
- E And that's just in the daytime. At night we go on walks to spot tarantulas, civets and tiny huge-eyed tarsier primates, and we take boat rides at dusk to look for saltwater crocodiles. We become accustomed to the low-riding, wobbly motorised canoes that ferry everything along the rivers.
- F It's Rimba, a 17-year-old male, and he doesn't disappoint. He circles the camp, going from tree to tree just a few metres above our heads for almost 30 minutes. The spectacle is a well-earned reward after a week of hard physical work in the 32 °C heat and extreme humidity of the jungle.
- G So remote is it that there's no mobile signal. Our luxuries are rationed biscuits, sliced watermelon and oranges, and the conditions are so draining that by the end of the first week we feel as though we've sweated out more toxins than in a year of hot yoga.

# PART 8

## Test 3

### Reading and Use of English Part 8

You are going to read an article in which four people who study psychology at university talk about their course. For questions 47 – 56, choose from the students (A – D). The students may be chosen more than once.

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

#### Which student mentions feeling

concerned about the breadth of the subject?

47

unsure about how useful the skills developed on the course would be?

48

surprised by how scientific the course was?

49

frustrated by a lack of definite answers?

50

amused by certain perceptions of the subject?

51

inspired by the opportunity to work independently?

52

proud to have made a difficult decision?

53

appreciative of the support available?

54

impressed by the popularity of the course?

55

fascinated by a particular topic area within psychology?

56

# PART 8

## *Studying psychology*

### A

When I was at school and still considering whether to apply to do psychology, a teacher warned me that it involved a great deal of science. I didn't realise at the time, though, the extent to which it does relate to science. Given the rather superficial understanding of psychology that most non-specialists have, however, perhaps it's to be expected that people have little idea of the amount of science that it involves. But whatever area of psychology you're talking about – and there are many of them – I soon discovered that there are always numbers, statistics, trials and evidence to get to grips with, and in the process of doing so, you develop a repertoire of competencies. When I first walked into a psychology lecture and saw that every seat in the auditorium was taken, I was stunned. I've got used to that over the three years of my degree and it's reassuring in a way to think that there are many other people my age who recognise both the practical and sheer interest value to be gained from the subject.

### B

When I tell people I'm studying psychology, they often say things like 'Can you read my mind, then?' or 'Can you give me some advice about a problem?' This used to get on my nerves. How could anyone be so ignorant, particularly given the large numbers of people that study psychology? I tend to see the humorous side of it these days, though. One plus is the wide ground that psychology covers – more than most would imagine – from genetics to the psychology of organisations. The latter might not sound very glamorous, but it's something that intrigues me greatly and, hopefully, is an area I can find employment in at some point. Whatever aspect of psychology you look at, however, it's important to take a critical approach. That's drummed into us from the word go. We're also always encouraged to work with other students, as well as on our own, and to seek advice from our tutors whenever we're faced with anything we feel we can't deal with by ourselves. This has been tremendous for me personally.

### C

At school, the idea of being a doctor had always appealed to me. A few months into my first year studying medicine, however, I began to feel that I wasn't suited to it after all, and I managed to switch to psychology. It was quite traumatic, giving up the prospect of a great career and disappointing my parents. They had very little idea about what my new subject involved and whether I'd learn anything from it that could set me up for a good job. To be honest, I was far from convinced myself initially. With hindsight, however, I know I did the right thing, and I derive a certain satisfaction from having gone ahead with the move. Frankly, it puzzles me why more people don't end up doing the same. There's so much to psychology, including a scientific emphasis, which, given my background, I'm comfortable with. It can take you down all sorts of exciting career paths.

### D

It would be wrong to say that I had a clear idea about what a psychology degree entailed when I applied to do one, but I think I made the right choice. At school, I loved science and I was advised that, although people often don't think of psychology as a science, it would suit me – and that proved to be the case. One thing about my degree is that it's incredibly diverse. The terms *neuro-, educational, forensic, clinical and sports*, for example, all precede *psychology* to describe well-established fields, and I must admit that, initially, I found this somewhat overwhelming. I also struggled with the notion that any idea or 'fact' has to be endlessly cross-examined and debated, to the extent that you doubt whether you know anything for certain. This still irritates me sometimes, but I can live with it. I'm in my third year now, and doing a project which involves some research and then delivering a presentation and submitting a written report. It's complex, but doing it on my own is exciting and has made me think about a career in which research plays a part.