

## Multiple-choice, choose single answer



In the test, there are 2–3 tasks. For each task, you read the text on the left of the screen and look at the options on the right of the screen. You click the button next to the answer you think is correct. The wording in the instructions below is the same as you will see in the actual test. See page 30 for help.

Read the text and answer the multiple-choice question by selecting the correct response. *Only one response is correct.*

- 1 Though the body may seem inactive during sleep, the brain, most definitely, is not. One of the main functions of the brain during sleep is to dream—an experience that often seems to resemble waking life but which can later be distinguished as fantasy. Dreaming performs a healing role by helping to resolve real-life's emotionally upsetting incidents. Due to the absence of the stress-triggering molecule *noradrenaline* in REM sleep, distressing memories can be re-enacted in dreams with less anxiety. Furthermore, dreaming can enhance creative problem-solving skills. During REM sleep memories can be merged in abstract ways, and assimilated knowledge can be used to create solutions to previously unresolvable problems.

According to the author, dreams allow us to

- A recover from traumas and get wiser.
- B invent a new reality and learn from it.
- C alleviate fears and reduce stress.
- D rest and develop our imagination.

- 2 Lunch breaks at work are obligatory by law yet many people work through them in the belief that they will get more work done or to give the impression that they are hardworking and constantly on the job. A recent study reported that 56 per cent of workers don't take their full lunch break or eat at their desk, and a staggering 25 per cent skip lunch altogether a few times a week. However, it has been shown that this is the wrong approach and, in fact, reduces productivity. Taking time out to wind down is necessary to help concentration and to combat stress and fatigue, especially if you work in a cognitively demanding field.

What does the author say about lunch breaks?

- A Employers act illegally by not giving breaks.
- B Working through the break increases the amount of work completed.
- C Less work gets done during the lunch hour.
- D Too many workers misuse their allotted breaks.

## Multiple-choice, choose multiple answers



In the test, there are 2–3 tasks. For each task, you read the text on the left of the screen and look at the options on the right of the screen. You click the buttons next to all of the answers you think are correct. The wording in the instructions below is the same as you will see in the actual test. See page 32 for help.

- 1 Read the text and answer the question by selecting all the correct responses. *You will need to select more than one response.*

Geometric vanishing puzzles use principles of mathematics to create a magical optical illusion. The most famous one, *Get off the Earth*, sold over ten million copies, and was created in 1898 by Sam Lloyd. He was an American puzzle maker, mathematician, chess player and occasional conman who sometimes took credit for other toys which he hadn't actually invented.

The puzzle portrays thirteen Chinese warriors around the rim of circular pieces of cardboard which are attached in such a way as to form a rotatable dial. By rotating the outer ring, one of the warriors mysteriously drops out of sight; the challenge is to work out how this has happened. The solution to the puzzle has a mathematical explanation based on what is known as 'the principle of concealed distribution'. The warriors are arranged so that, by turning the ring, a small portion of one warrior is added to each of the other warriors, they become fractionally bigger and one of them apparently vanishes!

The principle behind this now-classic puzzle can easily be demonstrated by drawing ten parallel and equidistant lines on a piece of paper (see Fig. 1). The two outer lines need to meet with a diagonal dotted line on the paper. Once the paper is cut in half along the dotted line the lower piece can be angled so that one of the lines cannot be seen. As in the warrior puzzle the remaining lines have become slightly longer because they have each taken a small slice of the vanishing line. Many such variations of this vanishing puzzle have been catalogued; all showing maths can be magic.

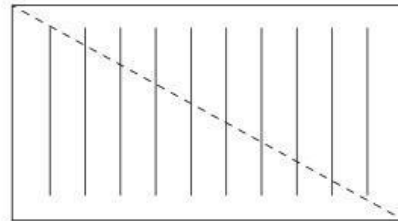


Fig. 1

Which of the following statements are true about the puzzle according to the information in the passage?

- A One soldier becomes larger than the others.
- B The puzzle's designer was a dishonest man.
- C It is based on a mathematical principle.
- D The circles must be turned in opposite directions.
- E Its functioning depends on the length of the lines.

TEST  
3

READING

- 2 Read the text and answer the question by selecting all the correct responses. You will need to select more than one response.

Animals use concealing coloration as a form of protection in order to disguise their location or identity and guard against their predators. This can take many forms. One type is background matching, where the prey takes on colours and textures which allow them to visually resemble their surroundings and blend with the environment. Chameleons, for example, can change their skin colour by exploiting chromatophores, the pigment and light-reflecting cells which produce skin colour, in order to match the background.

Batesian mimicry is the term given to describe the process whereby animals mimic a threatening or inedible species. This can be achieved through changes in appearance, behaviour, sound or scent, thus enabling the animals to give deceptive information about their identity. In this way animals avoid being preyed upon. Conversely, predators use aggressive resemblance—they appear to be harmless and so are able to lure their prey. Think of the mantis flower with its orchid-like appearance or a leopard lying in tall grass.

Animals' ability to blend into the background was imitated in a military context as a means of disguising soldiers and equipment; they were *camouflaged* so as not to be recognized by the enemy. Indeed the word itself, from the French word *camoufler*, meaning 'to disguise', was first introduced into the English language during World War I. The concept of camouflage was further extended to include the supply of incorrect information intended to confuse the enemy, for example, decoys were used to distract attention in the wrong direction. In these examples, we can clearly see how humankind has learnt from the animal world.

Which of the following statements about camouflage are true according to the information in the passage?

- A The term was first used by the army in France.
- B Hunting animals use camouflage to trick their victims.
- C Animals lose their fur to disguise themselves.
- D Dangerous animals use Batesian mimicry to hide.
- E The army exploited principles of Batesian mimicry.

## Re-order paragraphs



In the test, there are 2–3 tasks. For each task, you drag paragraphs from the left and drop them into the correct order on the right. The wording in the instructions below is the same as you will see in the actual test. See page 35 for help.

The text boxes in the left panel have been placed in a random order. Restore the original order by dragging the text boxes from the left panel to the right panel.

1

- A It was discovered that students who listened to Mozart's 1781 *Sonata for Two Pianos in D Major* presented fractional improvements in spatial reasoning. This claim was further perpetrated in a bestselling book, which was subsequently bolstered by various events reported in the media.
- B However, scientists who have since examined the claim have found no such supporting evidence and an inspection of the original study showed the increase in spatial skills to be trivial.
- C Listening to music by Austrian composer Mozart is widely believed to boost the development of a child's intelligence even while it is in the womb.
- D For example, in Georgia, the governor sent classical music CDs to families who had recently become parents.
- E Nevertheless, the only scientific evidence which exists to support this theory can be found in a small-scale study carried out in 1993.

2

- A This should include a critical analysis of other researchers' work along with the identification of any gaps in current knowledge.
- B When you write a dissertation, you usually begin by writing a literature review; an evaluation of the relevant literature in your chosen topic area.
- C As a result you will be able to decide on, and build, an argument for your own topic.
- D It should document the state of your field and summarize the most relevant writings about your subject.
- E By highlighting areas which have not been fully researched you should be able to identify focuses which merit further investigation.

TEST  
3

READING

## Reading: Fill in the blanks



In the test, there are 4–5 tasks. For each task, you drag the words at the bottom of the text and drop them into the correct space in the text. The wording in the instructions below is the same as you will see in the actual test. See page 37 for help.

In the text below some words are missing. Drag words from the box below to the appropriate place in the text. To undo an answer choice, drag the word back to the box below the text.

1 The build-up of man-made plastics in the environment is <sup>1</sup>  serious complications for marine wildlife and their habitats. Recent studies, <sup>2</sup>  that over 8 million tons of plastic waste has ended up in our oceans, paint a bleak picture. They highlight that the pollution is not simply unsightly but that it can be lethal to animals mistakenly <sup>3</sup>  on it. Intestinal blockage is one consequence of <sup>4</sup>  plastic, often resulting in death.

encouraging   nourishing   estimating   dominating   ingesting   producing  
feeding

2 Securing a good nursing job may be an easier task if you are willing to move abroad, where employment <sup>1</sup>  tend to be better. If you are interested in professional <sup>2</sup>  and are motivated to learn a new language, then you can avoid career stagnation by taking up a <sup>3</sup>  overseas. For example, several regions in Sweden and Denmark are currently recruiting nurses for long-term contracts with inbuilt training <sup>4</sup> .

schemes   move   purpose   prospects   assignment   development  
position

3 In most countries, legislation bans the <sup>1</sup>  keeping of animals and government bodies are responsible for sanctioning offenders. Non-government organizations and other associations have no such <sup>2</sup>  powers. So, they cannot enter private property or seize badly-treated animals, nor do they have the <sup>3</sup>  to charge or convict individuals they suspect of wrongdoing. The general public should, therefore, inform the police as soon as possible in cases of <sup>4</sup>  danger to an animal's health and life.

mistaken   legislation   authority   inappropriate   approved   immediate  
official

4 Successful business deals often depend upon the <sup>1</sup>  of cultural differences in order to avoid <sup>2</sup> . In Japan, for instance, consensus is the norm, so decisions should not be imposed by individuals. Also, when <sup>3</sup>  the issues being discussed, the Japanese may close their eyes and think in silence; they would certainly frown upon an aggressive or <sup>4</sup>  style of negotiation.

considering   confusing   misunderstandings   awareness   confrontational  
knowing   mistaking

## Reading & writing: Fill in the blanks



In the test, there are 5–6 tasks. For each task, you have a text with several gaps. You select the correct answer for each gap from the drop-down list on the screen. The wording in the instructions below is the same as you will see in the actual test. See page 40 for help.

Below is a text with blanks. Click on each blank, a list of choices will appear. Select the appropriate choice for each blank.

1 The question of <sup>1</sup> [ ] a tomato is a fruit or a vegetable can be answered in three ways, from a botanical, a culinary or a nutritional <sup>2</sup> [ ]. Considered scientifically, a tomato is a fruit because it has seeds. In cooking <sup>3</sup> [ ], however, a tomato is regarded as a vegetable because it is mainly used in savoury dishes. Finally, nutritionally speaking, tomatoes are <sup>4</sup> [ ] as vegetables because they do not possess the high fructose content of fruit.

- |   |               |           |             |              |
|---|---------------|-----------|-------------|--------------|
| 1 | A if          | B why     | C whether   | D because    |
| 2 | A perspective | B idea    | C knowledge | D opinion    |
| 3 | A groups      | B circles | C fields    | D subjects   |
| 4 | A decided     | B named   | C organized | D classified |

2 Everyday, toxic waste involving millions of tons of <sup>1</sup> [ ] residues is transported by sea to developing countries in South Asia. It is left <sup>2</sup> [ ] to these countries to pay the costs of guaranteeing that such waste products are retrieved and disposed of without contaminating the environment or threatening human well-being. The practice is not only illegal <sup>3</sup> [ ] to international law but infringes the <sup>4</sup> [ ] principles which place responsibility on the ship's owner as the contaminator.

- |   |                 |                    |                    |                    |
|---|-----------------|--------------------|--------------------|--------------------|
| 1 | A painful       | B harmful          | C malicious        | D cruel            |
| 2 | A on            | B by               | C for              | D up               |
| 3 | A according     | B admitting        | C agreeing         | D stating          |
| 4 | A well-educated | B widely-dispersed | C well-established | D widely-available |

TEST  
3

READING

Below is a text with blanks. Click on each blank, a list of choices will appear. Select the appropriate answer for each blank.

3 Multiplayer online role-playing games, in which a <sup>1</sup> [ ] number of players control characters that interact in a virtual world, have only become possible because of technological <sup>2</sup> [ ]. Their precursors were played through mainframe computers connected by telephone, so memory and speed were <sup>3</sup> [ ]. As a result, these early games could only support a few players and <sup>4</sup> [ ] graphics.

- |   |           |              |               |             |
|---|-----------|--------------|---------------|-------------|
| 1 | A wide    | B various    | C large       | D growing   |
| 2 | A repairs | B rises      | C increases   | D advances  |
| 3 | A limited | B controlled | C fixed       | D dependent |
| 4 | A mainly  | B basic      | C interesting | D full      |

4 Studies have linked increases in company productivity to rising education levels among the workforce. Although businesses profit from this trend, poorer people may find it even more difficult <sup>1</sup> [ ] employment since they are less <sup>2</sup> [ ] to hold qualifications. How can educational opportunities be extended to the most disadvantaged members of the working population? Companies should play an active <sup>3</sup> [ ] in answering that question because, by offering apprenticeships or other training schemes, both they and their employees would <sup>4</sup> [ ] .

- |   |            |            |               |              |
|---|------------|------------|---------------|--------------|
| 1 | A finding  | B to find  | C to be found | D by finding |
| 2 | A expected | B educated | C probably    | D likely     |
| 3 | A part     | B decision | C factor      | D plan       |
| 4 | A grow     | B increase | C benefit     | D share      |

Below is a text with blanks. Click on each blank, a list of choices will appear. Select the appropriate answer for each blank.

5 A polygraph, more <sup>1</sup> [ ] known as a lie detector, is a device which records the physical reactions, such as blood <sup>2</sup> [ ] and pulse rate, of a person being interrogated. The test begins with control questions, and the <sup>3</sup> [ ] data is then compared with the physical responses to the questions relevant to the <sup>4</sup> [ ]. It is now known that people can fake their reactions to the control questions, however, making it impossible even for experts to draw firm <sup>5</sup> [ ] from the test.

- |   |            |               |                 |             |
|---|------------|---------------|-----------------|-------------|
| 1 | A largely  | B commonly    | C likely        | D probably  |
| 2 | A pressure | B level       | C group         | D mass      |
| 3 | A ending   | B deriving    | C emerging      | D resulting |
| 4 | A survey   | B observation | C investigation | D search    |
| 5 | A answers  | B conclusions | C suggestions   | D results   |

TEST  
3

READING