

B 2 R 1 AC

READING PASSAGE 1

You should spend about 20 minutes on Questions 1-13, which are based on Reading Passage 1 below.

The Endurance and the Mary Rose

In March 2022, Sir Ernest Shackleton's ship, the Endurance was discovered in the Weddell Sea 107 years after it had sunk, destroyed by sea ice while attempting a land crossing of Antarctica. The story of the miraculous escape and survival of the crew meant that news of the well-preserved wreck's discovery was met with much excitement among historians and the sailing community. The Falklands Maritime Heritage Trust (FMHT), who found the vessel, emphasised both the difficulty of the mission and the remarkable condition of the Endurance after more than a century underwater. The wreck was quickly declared a designated monument under the International Antarctic Treaty. The non-intrusive expedition will not remove anything from the ship but instead will document and film the finds, which include Shackleton's undamaged cabin.

Many shipwreck enthusiasts and historians assumed the next step after the discovery of such an important ship would be to raise it, preserving the historic vessel for future generations to admire. While the Endurance has survived a century underwater, it is inevitable that it will decay unless it is raised. However, it seems increasingly unlikely that this will happen. One reason is that the ship's owner, Sir Ernest's granddaughter, Alexandra Shackleton, is against the move. Another may be the progress made with documenting underwater sites through 3D images and recordings. It could be argued that the knowledge contained in shipwrecks can be accessed without the need for costly recovery operations, like that of the Mary Rose, which cost over £8 million from its discovery in 1971 to its raising in 1982. The story of that ship and the long and complex process of recovering it might explain why there was some resistance to raising the Endurance.

The Mary Rose was discovered in the sea off the south coast of England in 1971. The ship, King Henry VIII's favourite, sank in 1545 during the Battle of the Solent, killing all 500 people on board. What many do not realise is that there were attempts to raise the Mary Rose soon after it went down. Cables connected the wreck to two ships, which sailed off in opposite directions in the hope that the resulting tension would bring the Mary Rose to the surface. The last of these unsuccessful attempts took place in 1552 and it was to be almost 300 years before several of the ship's bronze and iron guns were rediscovered by divers. During the early 19th century, it was common practice to blow up shipwrecks, believing them to be dangerous to other ships. It was therefore assumed that the Mary Rose was lost forever.

By the twentieth century, attitudes towards shipwrecks had changed. Historians realised that a huge amount of information was contained within a ship that had been underwater for centuries. It was to widespread excitement that it was had announced in 1971 that the Mary Rose had been discovered in the Solent, off the coast of Portsmouth, England. By the end of the decade, the Mary Rose Trust had been formed to carry out the recovery of the ship and her contents. The Trust appointed a wide range of staff, including administrators, conservators, fundraisers and archeologists. Artefacts, sometimes still contained in the original chests, were brought up, examined, recorded and stored in controlled environments. Over 19,000 objects, from cooking pots and cutlery to medical equipment and religious artefacts were recovered, providing a fascinating insight into everyday life in sixteenth century England.

It was always the intention of the Mary Rose Trust to raise the ship and preserve her for future generations. A committee of experts was set up to decide on the best method of lifting the hull out of the water, and this was finally achieved in 1982. In the end, a purpose-built lifting frame was commissioned and placed over the Mary Rose. The frame contained 11 cross beams, each weighing 2 tons, to be placed over the 11 strongest points of the ship. Under each of the lifting points, tunnels had to be dug beneath the hull to get bolts and wires into position. The legs of the lifting frame were extended gradually over a period of days and once the wreck was hanging, it was moved, while still underwater to a cradle, using a huge crane. This was one of the hardest parts of the procedure as the legs of the lifting frame had to fit the holes on the cradle. Finally, the hull of the famous ship was transferred to a barge and brought into Portsmouth harbour.

Since going on display in Portsmouth, the Mary Rose has been preserved through complex and expensive processes. It is fascinating to visit her in her port of origin; yet, one can understand the concerns of those involved in the discovery of the Endurance. Technology has given us the means to experience the historic ship through film and photography, with much less expense than raising and displaying her in a museum. Perhaps the Shackleton family is right to let the great explorer's ship rest in peace.

Questions 1-5

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1-5 on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

1. No-one knows what happened to the Endurance.
2. The Endurance was harder to locate than other shipwrecks.
3. The FMHT plan to bring objects to the surface as soon as possible.
4. The condition of the Endurance will degenerate in the future.
5. There is not enough money available to lift the whole ship.

Questions 6-9

Complete each sentence with the correct ending **A-H** from the box below.

Write the correct letter **A-H**, in boxes 6-9 on your answer sheet.

6. When the Mary Rose sank,
7. When the Mary Rose's guns were found,
8. When the Mary Rose was rediscovered,
9. After the foundation of the Mary Rose Trust,

- A. only a few artefacts were recovered.
- B. people were reluctant to believe it.
- C. shipwrecks were more highly valued.
- D. they were immediately brought to the surface.
- E. everyone on board perished.
- F. people believed the ship had been destroyed.
- G. a large number of people started working on the project.
- H. there was no interest in raising the ship.

Questions 10-13

Complete the sentences below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 10-13 on your answer sheet.

10. The Mary Rose was raised with the help of a specially designed _____
11. A number of heavy _____ were positioned above specific points of the wreck.
12. Bolts and cables could only be put in place due to the construction of a number of _____ under the ship.
13. After gradually lifting the hull, a crane was used for the underwater transfer to _____.

READING PASSAGE 2

You should spend about 20 minutes on Questions 14-26, which are based on Reading Passage 2.

Questions 14-19

Reading Passage 2 has six paragraphs **A-F**. Choose the correct heading for each paragraph from the list of headings below.

Write the correct number **i-ix** in boxes 14-19 on your answer sheet.

- 14. Paragraph A
- 15. Paragraph B
- 16. Paragraph C
- 17. Paragraph D
- 18. Paragraph E
- 19. Paragraph F

- i. The role of scent
- ii. The importance of diet
- iii. Factors affecting how different species hide
- iv. New evidence of camouflage
- v. No need to hide
- vi. Reasons for concealment in nature
- vii. How creatures hide themselves
- viii. An unusual case of specialisation
- ix. Two types of imitation

Camouflage* and mimicry* in nature

A. Over thousands of millions of years of evolution, species have acquired numerous clever techniques to help them adapt to their surroundings, thrive, and reproduce. Of these, those which most inspire humans include camouflage and mimicry. Species are most commonly motivated to use these techniques simply in order to survive. The need for survival has caused many prey animals to develop ways of avoiding detection by those above them in the food chain. For predators, stealth is the secret of successful hunting, and hiding in plain sight is one strategy they use. For both these groups, camouflage helps them blend in with their surroundings to mask their identity or location. However, not all creatures are able to use the same camouflage tactics. Species with feathers or scales, for example, are able to shed them regularly and relatively quickly, whereas those with fur cannot replace their outer layer so easily.

B. Habitat and behaviour also influence how species use camouflage. Zebras live in herds so, although their black and white striped coats stand out on the sand-coloured savannah, it is not easy for their predators to identify and track one individual animal. The zebra's main predator is the lion and since lions are colour blind, the zebra's need for disguise is limited. The lion, however, hunts a variety of prey which makes its coat the perfect colour for undercover stalking. Certain species, such as the Arctic Fox change colour according to the seasons: brown in summer, white in winter, keeping them hidden all year round. One of the cleverest types of camouflage is called countershading. Sharks, for example, are darker on top of their bodies and lighter underneath. From above, they blend in with the darker deep water, helping them avoid human predators, and from below their prey cannot easily detect them as their underbelly is a similar colour to the lighter shallower water.

C. There are two main ways species achieve these remarkable feats of camouflage: pigments and physical structures. Biochromes are natural microscopic pigments, which absorb some wavelengths of light but reflect others, which appears to make them change colour. Some species of octopus can change not only their colour but their pattern and the thickness of their skin. Another way species camouflage themselves is through the use of microscopic physical structures that function as prisms that reflect and scatter light. The resulting colour is different from that of their skin.

Polar bears have black skin and translucent fur but appear white due to the reflections from sunlight and snow. Another mechanism for changing colour is diet. Nudibranchs, a kind of sea slug, feed on species which contain pigments giving them bright purple, orange and red colouration. Their colour changes can be for the purposes of self-concealment or as a warning that they are poisonous.

D. While most forms of camouflage are visual, some species are able to hide their smell, often by masking themselves with the smell of another creature. This is known as olfactory camouflage. Dog owners might recognise this behaviour in their pets, which have been known to roll in fox urine to disguise their own scent. A more cunning version of this is demonstrated by the Californian ground squirrel, which chews up and spits out rattlesnake skin before applying the paste to its tail. Evidence is emerging for olfactory camouflage in birds with recent studies suggesting the oil produced in the preen gland may change its odour to prevent detection by predators.

*Camouflage is a way of hiding in nature

*Mimicry (in nature) means copying the appearance or behaviour of another species.

E. Another example of natural selection is mimicry, which takes a variety of forms in the animal kingdom. Batesian mimicry, named after naturalist Henry Walter Bates, is where a harmless species evolves to resemble a more

dangerous one. Several insects, such as hoverflies and clearwing moths mimic bees and wasps, since it would be to their advantage to appear more threatening than they actually are. Hoverflies have developed the black and yellow colouration of wasps and bees while clearwing moths mimic them by buzzing in flight. Müllerian mimicry, on the other hand, is when two or more dangerous, unrelated creatures mimic each other's warning signals, thereby keeping predators away from them all.

F. Many species use mimicry to confuse predators or acquire other benefits. Cuckoos can make themselves resemble a hawk in flight with the result that potential predators flee. They are well-known for laying their eggs in other birds' nests, but what is less well-known is that individual cuckoos choose to mimic only one host species. Those who have chosen the meadow pipit produce spotted eggs, whereas those who mimic the dunnock lay turquoise eggs to avoid their parasitical behaviour being detected. They may also be able to change the shape and size of the eggs in addition to the colour, to further confuse their hosts. There is apparently no limit to the ingenuity to be found in nature.

Questions 20-23

Complete the summary below using words from the Reading Passage 2.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 20-23 on your answer sheet.

Some species use a type of camouflage called 20. _____ to avoid detection by prey and predators from different angles. Some species are able to alter their colour due to the possession of specific types of pigments, known as 21. _____ which react differently to different types of light. Others possess a kind of prism that spreads out light while remaining invisible because it is 22. _____ in size. Changes in 23. _____ can also cause an alteration in colour in some species.

Questions 24-26

Choose the correct answer, **A, B, C** or **D**.

Write the correct letter in boxes 24-26 on your answer sheet.

24. New research on bird populations indicates that:

- A. previous findings were inaccurate.
- B. birds may mask their own scent.
- C. predatory birds secrete preen oil.
- D. birds' odour is undetectable.

25. Batesian mimicry is:

- A. beneficial to multiple species.
- B. defined by colour changes.
- C. the way other insects copy bees and wasps.
- D. a way to appear threatening.

26. According to the text, cuckoos:

- A. only use the nests of two bird species.
- B. are rarely caught in their mimicry.
- C. can lay eggs of different colours.
- D. have few natural predators.

READING PASSAGE 3

You should spend about 20 minutes on Questions 27-40, which are based on Reading Passage 3 below.

The Sapir-Whorf hypotheses

According to linguist, Edward Sapir, humans' perception of the world around them is very much dependent on the particular language their society uses. This idea came to be known as linguistic determinism. Writing in the 1920's Sapir expressed the idea that speakers of different languages inhabit distinct worlds, rather than the same world with different names attached to objects and actions. Sapir places a huge importance on language as the shaper rather than the reflector of reality. Sapir's student, Benjamin Lee Whorf, extended his teacher's view further, describing the world as a 'kaleidoscopic flux of impressions' - or complex mixture of elements that needs to be organised into meaning. This is done through the linguistic systems in our minds. Thus, from the chaos of reality,

thousands of separate versions of reality emerge, a unique one for each language. The second hypothesis, linguistic relativism, is the view that speakers of each language view the world differently.

Both Sapir and Whorf drew evidence from their work with native American languages, noticing that in the Hopi language, there is no past, present and future tense but actions are divided into 'manifest' and 'unmanifested'. 'Manifest' refers to actual events, past, present and even future, whereas 'unmanifested' includes dreams, thoughts, the distant past and the future. This and similar differences, they argue, suggest a completely different experience of the world. While their work is interesting, it should be put into context. At the time they were formulating their hypotheses, the US government was encouraging the assimilation of native Americans. Linguists like Sapir and Whorf were documenting their languages, which were considered both endangered and 'exotic'. The 'othering' of these tribal cultures may have caused them to overstate the effect of linguistic differences.

Very few people accept the 'strong' form of the hypotheses, that our language completely determines our world view. However, there is still interest in a weaker form of Sapir and Whorf's ideas. Behavioural economist, Keith Chen, has compared the spending and saving habits of people who speak 'futured' languages with those whose languages do not contain a future tense. After accounting for a wide range of other variables, Chen found that people who use a future tense see the future as something 'other' and far away, which discourages the saving habit. Conversely, those who do not have a distinct tense to talk about the future, view the future with more immediacy as a time not too distant that they need to save for. Despite the research conducted so painstakingly by Chen, anecdotal evidence that we all possess suggests that spending and saving behaviour depends on a range of factors including, crucially, personality.

For linguist George Lakoff, the pervasive use of metaphor in language supports the view that language shapes the way we see the world. Argument, for instance, is often expressed using the language of war: your position is indefensible, she attacked my position, he shot down all my arguments. Lakoff invites us to consider how we would see the concept of argument if it was expressed using the language of dance instead of war. Would the world be more peaceful if we gracefully approached our dance (argument) partner to work together to create something beautiful? This may be fanciful, but it seems to suggest that language reflects our view of reality and not the other way around. Lakoff uses the phrase 'time is money' to illustrate this. Surely, it is the importance we place on money that has led to so many expressions in our language comparing the two valuable commodities in phrases such as waste time, use your time profitably and budget your time.

So-called 'gendered' languages provide an interesting context to investigate the Sapir-Whorf hypotheses. In Spanish, for instance, the masculine plural form 'alumnos' would be used to refer to a group of students containing 99 females and one male. This is because Spanish plural forms are masculine by default. English speakers who learn Spanish assume that in such a case, the feminine form 'alumnas' would be more appropriate or preferably, a gender-neutral form, which mirrors their own language. Academic Jennifer Prewitt-Freilino claims that countries with gendered languages have higher than average levels of gender inequality. She nevertheless concedes that when speaking a genderless language, people's minds may focus on the masculine, for example mentally picturing a man when they hear the word 'chairperson'. This suggests that culture carries more weight than language when it comes to the way we interact with our social reality.

There are many who have challenged even the weaker form of the Sapir-Whorf hypotheses. Philosopher Martin Heidegger, a contemporary of Sapir and Whorf rejected the idea that language conditions our view of reality, citing the fact that every human being innovates with language and creates new utterances based on new realities they experience. Some cite the existence of words that cannot be translated into other languages as support for the hypotheses. The word 'hygge' (pronounced hoo-guh) in Norwegian and Danish needs a whole sentence to express its definition in English: a feeling of cosiness and surrounding yourself with the things that make you feel good. Clearly, this concept exists in every culture, but for those who do not speak Danish or Norwegian, it is difficult to say whether a translation of 'hygge' is an accurate reflection of its precise meaning when used by Danes and Norwegians.

There is no consensus on the precise relationship between language and perception. It is too complex a matter for that, and the controversy will continue. However, both learning languages and learning about languages foster inter-cultural understanding and most would agree, therefore, that this should be encouraged.

Questions 27-28

Choose **TWO** letters **A-F**.

Which two statements reflect the ideas of Edward Sapir and / or Benjamin Lee Whorf as given in the text?

Write the correct letter **A-F** in boxes 27-28 on your answer sheet.

- A. Some languages are more efficient than others at categorising reality.
- B. Differences between languages have been exaggerated.
- C. The language you speak has a profound effect on your life.
- D. People who speak the same language may perceive reality differently.
- E. Without language the world doesn't make sense.
- F. Learning multiple languages is beneficial to individuals.

Questions 29-30

Choose **TWO** letters **A-F**

Which **TWO** statements reflect Sapir and Whorf's work with American Indian languages?

Write the correct letter A-F in boxes 29-30 on your answer sheet.

- A. They found structural differences between those languages and English.
- B. Without English, native Americans are unlikely to integrate properly.
- C. Speakers of those languages find it difficult to relate to future time.
- D. They believe more should be done to protect minority languages.
- E. The way things are categorised in the language influence the speaker's worldview.
- F. They have more logical categories to divide up human experience.

Questions 31-34

Look at the following people and the list of statements below.

Match each person with the correct statement, **A-G**.

Write the correct letter A-G in boxes 31-34 on your answer sheet.

- 31. Keith Chen
- 32. George Lakoff
- 33. Jennifer Prewitt-Freilino
- 34. Martin Heidegger

- A. The way we use language to represent other things affects how we see the world.
- B. Language is one of the main causes of social injustice.
- C. Untranslatable words confirm the Sapir-Whorf hypotheses.
- D. The linguistic creativity of individuals disproves Sapir-Whorf.
- E. Language affects our perceptions at a largely subconscious level.
- F. Social attitudes and prejudice are not necessarily caused by language alone.
- G. Grammatical structures in a language can affect the way people live.

Questions 35-39

Do the following statements agree with the claims of the writer in Reading Passage 3?

In boxes 35-39 on your answer sheet, write

- YES** if the statement agrees with the writer's claims
- NO** if the statement contradicts the writer's claims
- NOT GIVEN** if it is impossible to say what the writer thinks about this

- 35. Historical attitudes to non-European languages should be considered when evaluating Sapir-Whorf.
- 36. Chen failed to take account of individual differences in people's characters.
- 37. Chen's research on savings habits lacks methodological rigour.
- 38. Lakoff provides strong evidence that our language shapes the way we behave.
- 39. Metaphors are a reflection of the way people see the world.

Question 40

40. Which of the options is a summary of the writer's position in the passage?

Write the correct letter **A-D** in box 40 on your answer sheet.

- A. The Sapir-Whorf hypotheses have broadly been rejected.
- B. More focused research is needed to test the hypotheses.
- C. Culture has more influence than language on people's behaviour.
- D. Sapir and Whorf's original ideas have been misunderstood.

Answers – B 2 R 1 AC

Reading Passage 1

Questions 1-13

1. FALSE (Paragraph 1)

'The story of the miraculous escape and survival of the crew meant that news of the well-preserved wreck's discovery was met with much excitement.. This means that people knew what had happened to the ship as the crew survived and told them. This contradicts 'no-one knows what happened to the Endurance.

2. NOT GIVEN (Paragraph 1)

The FMHT 'emphasised... the difficulty of the mission' but there is no comparison with the discovery of other shipwrecks. Although the text goes on to describe the raising of the Mary Rose, we are not told which wreck was harder to locate.

3. FALSE (Paragraph 1)

'The non-intrusive expedition will not remove anything from the ship.'. In order to answer this question correctly, you need to recognise that 'not remove anything from the ship' is a paraphrase of 'bring objects to the surface'. 'As soon as possible' in the question is not mentioned in the text because there are no plans to take objects from the ship at any time.

4. TRUE (Paragraph 2)

...it is inevitable that it will decay unless it is raised.' In order to answer this question correctly, you need to understand that 'decay' has a similar meaning to 'degenerate'. It would also be helpful to understand 'inevitable', which implies it is certain to happen. However, the use of 'will' in both question and text also implies certainty.

5. NOT GIVEN (Paragraph 2)

The reasons given for not raising the Endurance are 'Sir Ernest's granddaughter, Alexandra Shackleton, is against the move' and 'the progress made with documenting underwater sites through 3D images and recordings. The cost of lifting the Mary Rose is mentioned but there is no mention of cost in relation to the Endurance.

6. E (Paragraph 3)

The ship sank in 1545 'killing all 500 people on board. In order to answer this question correctly, you need to understand that 'perished' means they died.

7. F (Paragraph 3)

The text says that 'It was common practice to blow up shipwrecks., so people assumed this had happened to the Mary Rose when the guns were discovered. In order to answer this question correctly, you need to recognise that 'blow up' has a similar meaning to 'destroyed'.

8. C (Paragraph 4)

The phrase 'attitudes towards shipwrecks had changed' refers back to the practice of destroying them, mentioned in paragraph 3. By this time, historians valued shipwrecks due to the 'huge amount of information' that 'was contained within a ship that had been underwater for centuries'.

9. G (Paragraph 4)

To answer this question correctly, you need to locate the information about the foundation of the Trust by recognising that 'formed' and 'foundation' have similar meanings. You also need to link 'a large number of people started working' with 'appointed a wide range of staff.

10. lifting frame (Paragraph 5)

This paragraph explains how the Mary Rose was raised. A committee decided on the best method of lifting the hull out of the water. It explains that a 'purpose-built lifting frame' was used. To locate the correct answer, you need to recognise that 'specially designed' and 'purpose-built' have similar meanings. You also need to identify that 'raise' and 'lift...out of the water' mean the same and that 'hull' is used to refer to the ship. (The hull is the bottom of a ship.)

11. cross beams (Paragraph 5)

To answer this question correctly, it is not necessary to know what a 'cross beam' is. However, you need to recognise several similarities between words or phrases in the text and the question: heavy: 'weighing 2 tons'; positioned: 'placed', a number of: 71 and specific points of the wreck: 'strongest points of the ship'.

12. tunnels (Paragraph 5)

To answer this question correctly, you need to identify 'dug' (past tense of 'dig') as a word with a similar meaning to 'construction' and that 'wires' and 'cables' are synonyms. Again, you need to understand that 'hull' is another way of referring to the shipwreck. Recognising 'place' and 'position' as similar would also help.

13. a cradle (Paragraph 5)

To get this answer, you need to identify it was moved, while still underwater' as a paraphrase of 'the underwater transfer'. Note that the indefinite article, 'a' is needed for the answer to be correct.

Reading Passage 2

Questions 14-26

14. vi

As this is the first paragraph, it starts with a general introduction to the topic. It then gives the reasons for mimicry and camouflage: 'The need for survival has caused many prey animals to develop ways of avoiding detection... You need to understand that 'caused', 'motivated to' and 'the need for' are ways of introducing the reasons for something.

15. iii

Paragraph B has a topic sentence (the first), which mentions two factors (habitat and behaviour) which affect how species hide (use camouflage). You also need to link influence in the text with 'affecting' in the heading.

16. vii

Paragraph C also has a topic sentence: 'There are two main ways species achieve these remarkable feats of camouflage'. 'Two main ways' is a paraphrase of 'how'; 'hide themselves' is a paraphrase of 'remarkable feats of camouflage', 'creatures' is a synonym of 'species'.

17. i

Paragraph D includes the words 'smell', 'masking', 'olfactory' and 'odour', which are all related to the word 'scent' in the question. The paragraph contains several examples of how animals use smell or 'scent' to disguise themselves.

18. ix

Paragraph E moves on to talk about mimicry. Heading ix uses the word 'imitation', which has a similar meaning to mimicry. The paragraph describes two different types of mimicry, Batesian and Müllerian.

19. viii

Paragraph F is mainly about the cuckoo. The word 'specialisation' in the heading refers to the example of individual cuckoos choosing one species of bird and only laying eggs that look like those of that species. It would be helpful to identify the link between 'choose to mimic only one host species' in the text and 'specialisation' in the heading.

20. countershading (Paragraph B)

To answer this question correctly, you need to link 'from different angles' in the question to 'from above' and 'from below' in the text. It would also help to identify different ways of expressing the idea of 'avoid detection' in the text, such as 'blend in' and 'cannot easily detect them'.

21. biochromes (Paragraph C)

To find the answer, you need to recognise 'change' and 'alter' as synonyms. You also need to identify 'react differently to different types of light' as a paraphrase of 'which absorb some wavelengths of light but reflect others'.

22. microscopic (Paragraph C)

To answer this question correctly, you need to understand that 'microscopic is a size (extremely small) that may make something 'invisible' or only visible through a microscope. You may also need to know that 'spreads out' in the question has a similar meaning to 'reflect and scatter' in the text.

23. diet (Paragraph C)

To locate this answer, you need to recognise that 'cause an alteration in the Quest is a paraphrase of mechanism for changing' in the text

24. B (Paragraph D)

To answer this question correctly, you need to understand that 'scent in the ques and odour' in the text are synonyms, and that 'mask' and 'prevent detection are similar in meaning.

A. You may recognise 'evidence' in the text as a synonym of 'findings' in the question. This part of the text is referring to new information that is emerging but it doesn't say that this is replacing previous findings.

C. The text does not imply that birds secreting preen oil is new information

D. The text implies the opposite: that birds' odour is detectable, which is why they change it by secreting preen oil.

25. D (Paragraph E)

You need to recognise that 'a way to appear threatening' in the question is a paraphrase of 'resemble a more dangerous one' in the text.

A. This answer refers to Müllerian mimicry not Batesian mimicry

B. This type of mimicry may include colour changes but is not 'defined by them as we also learn that some insects mimic the 'buzzing in flight of wasps and bees

C. The examples of Batesian mimicry given in the text relate to bees and wasps but it can relate to other species too: 'Batesian mimicry is where a harmless species evolves to resemble a more dangerous one.'

26. C (Paragraph F)

The text says that 'Those who have chosen the meadow pipit produce spotted eggs, whereas those *who mimic the dunnock lay turquoise eggs*. C is confirmed as the answer when it says 'They may also be able to change the shape and size of the eggs in addition to the colour.'

- A. There are two species mentioned as examples, but the text does not imply these are the only ones cuckoos copy.
- B. The text says that cuckoos lay different colour eggs to avoid being detected but it doesn't say how often they are successful.
- D. The text mentions 'predators' but doesn't say how many predators they have

Reading Passage 3

Questions 27-40

27-28. C and E (Paragraph 1)

C. To correctly identify C as an answer, you need to know that 'profound means deep or very significant. The parts of the text which match this option are very much dependent on the particular language, huge importance' and 'speakers of different languages inhabit distinct worlds.

E. The phrases in the text that paraphrase 'doesn't make sense' in the question are 'kaleidoscopic flux of impressions', 'needs to be organised into meaning' and 'the chaos of reality'.

29-30. A and E (Paragraph 2)

- A. 'Structural differences' refers to grammatical structures so the fact that in Hopi, in contrast to English, there is no past, present and future tense.
- E. The 'categories' referred to here are 'manifested' and 'unmanifested', which exist in Hopi but not English. According to the text, these 'suggest a completely different experience of the world'. This is a paraphrase of 'influence the speaker's worldview' in this option.

31. G (Paragraph 3)

Keith Chen suggests that people whose first language does not contain a future tense are more likely to save money. The 'grammatical structures' referred to in option G are future tense forms and 'the way people live' is referring to 'saving and spending habits'.

32. A (Paragraph 4)

'The way we use language to represent other things' in the question refers to metaphor, which was the focus of Lakoff's work. If you don't know what a metaphor is, the text gives examples of how war-related terms are used to describe arguments, which should clarify it for you.

33. F (Paragraph 5)

Paragraph 5 is mainly about gendered languages and does suggest that they can lead to higher levels of gender inequality, which is the form of 'prejudice' referred to in the option. The answer, however, is found in the sentence which begins 'She nevertheless concedes..', where she suggests that it is culture not language which has more influence on social attitudes.

34. D (Paragraph 6)

Heidegger believed that 'every human being innovates with language and creates new utterances based on new realities they experience. To correctly identify this answer, you need to recognise that 'innovates with language' in the text is a paraphrase of 'linguistic creativity in the question.

35. YES (Paragraph 2)

The writer says the work of Sapir and Whorf 'should be put into context.' At the time they were writing, 'the US government was encouraging the assimilation of American Indians. Their languages were considered 'endangered' and 'exotic'. The text suggests that these attitudes affected Sapir and Whorf's thinking.

36. YES (Paragraph 3)

This answer can be found at the end of the paragraph. The writer's view is anecdotal evidence we all possess suggests that spending and saving behaviour depends on a range of factors including, crucially, personality. The phrase 'Despite the research conducted... by Chen', suggests that he didn't account for personality or 'differences in people's characters'.

37. NOT GIVEN (Paragraph 3)

We know that the writer does not agree with Chen's findings but there is no criticism of the methodology. The word 'painstakingly' suggests that he worked hard on his research but didn't provide an opinion of its quality.

38. NO (Paragraph 4)

The paragraph presents Lakoff's evidence that language shapes behaviour. However, the writer does not accept this when he/she says it seems to suggest that language reflects our view of reality and not the other way around. Further evidence of the writer's view is provided by 'Surely, it is the importance we place on money that has led to so many expressions in our language. The writer's view throughout this paragraph is that reality shapes language and not the other way around.

39. YES (Paragraph 4)

The writer gives examples of metaphors which describe money in terms of time and suggests that these exist because we place a high value on money. Similarly, we have metaphors relating to war when talking about argument because our worldview is that an argument is a negative event with winners and losers.

40. C (global question)

The writer expresses this opinion at different points in the text. In paragraph 1, it is suggested that Sapir and Whorf may have overstated 'the effect of linguistic differences. In paragraph 4, the writer states that 'language reflects our view of reality and not the other way around.' In paragraph 5, it says that 'culture carries more weight than language. Also, paragraph 6 provides examples of words that only exist in some languages even though 'this concept exists in every culture

A. The text provides evidence that there is still some support for a weak form of the Sapir-Whorf hypothesis.

B. The writer's own opinion does not support the hypotheses. Therefore, there is no point in further testing them, and this is not suggested.

D. The text gives many examples of how people have attempted to apply the hypotheses, but there is no suggestion that they have been misunderstood.