

## READING PAPER

### Tips on how to deal with the reading paper

In Part 1, the emphasis is on making inferences. This means that the answers to the question asked are not directly stated in the text and you have to read very carefully to understand the text and answer the questions. In most cases, you cannot simply scan the text for a specific word or phrase but rather you have to read the whole text in order to find the correct answer. In some cases, you have to link information from different parts of the text to answer the questions.

### Part One

Questions 1- 8

Read the following three passages. On the answer sheet, mark the letter A, B, C, D or E for each question. Give only one answer to each question.

#### First Passage

Thirty years ago, genetic engineers hoped the use of technology would revolutionise world farming and reduce or even eliminate the need for fertilisers and pesticides. It was a noble idea that deserved success. But only promises came. In the 1990s the public was told genetic modification (GM) would increase crop yields enough to feed the world. Now, in an age of climate change, we hear that GM can reduce climate change emissions, improve drought tolerance, stimulate growth and eliminate poverty.

Perhaps all these benefits to society will appear one day, but my fear, after tens of billions of dollars of public and private research and development money have been spent by some of the world's most powerful companies, is that it has met a dead end.

Only a handful of GM food crops such as maize and soy are grown widely and this happens in only a few countries. Instead, the business is controlled by a few global chemical companies who make their profits mostly from the sale of the very same chemicals which they engineer their seeds to resist. At a time when we desperately need new ideas to grow more food, we are being offered more expensive seeds which require more chemicals, and patents which protect large companies.

If they had really attempted from the start to develop products useful to consumers and farmers, rather than to create massive profits, it might by now have become a technology to change the world. Instead, after 30 long years of public relations and backing by governments, the crops are still not trusted and food safety concerns will not go away.

1 We can infer that the author thinks that research on GM crops

- A should be more extensive.
- B has been a waste of money.**
- C should be government-funded.
- D has been based on faulty data.
- E should have more public support.

- A** is a close distracter but in the second paragraph there is mention that billions of dollars have already been spent on public and private research – which makes it extensive enough
- B** this is the correct answer and it can be found in the lines “*my fear, after tons of billions of dollars of public and private research and development money have been spent by some of the world’s most powerful companies, is that it has met a dead end*” Dead end implies something very negative and this negativity can be found throughout the text
- C** this is clearly wrong as it states that it has already been backed by governments (last paragraph)
- D** there is no suggestion that the data is faulty
- E** the writer is not supportive of what has been done, therefore would not think that it needs public support.

2 We can understand from the text that some big chemical companies want to

- A boost food production in their own countries.
- B reduce public fears concerning food safety.
- C protect their own financial interests.**
- D persuade the government to invest in GM foods.
- E reduce the adverse effects of climate change.

- A** there is no mention of these big companies being based in different countries
- B** food safety concerns are mentioned but there is no suggestion these companies are interested in addressing this issue.
- C** the answer can be found in paragraph 3, “*the business is controlled by a few global chemical companies who make their profits mostly from the sale of the very same chemicals which they engineer their seeds to resist*”
- D** the government already invests in GM as stated in paragraph 2, therefore this is wrong
- E** in line 5, it says that GM does this, not the big chemical companies

3 The author’s purpose in writing this text is to

- A offer some advice to consumers.
- B describe some scientific research.
- C express a personal point of view.**
- D explain some new technology.
- E recommend a plan of action.

- A** there is no advice given in this text to consumers
- B** scientific research is not described in the text
- C** the use of “we” and “my fears” indicate that the writer is giving his/her opinion
- D** it is not new – the first sentence starts off “30 years ago...”
- E** there is no mention of any specific plan for the future

## Second Passage

A new hand-held device created by Japanese researchers has a startling capability. The 'sound gun' as it is known, sends out sound waves which can block the words of speakers more than 300 metres away.

The 'sound gun' operates on the concept of delayed auditory feedback. The gun is aimed at a person, and a microphone in the gun picks up any sounds they make. The gun then plays them back 0.2 seconds later making it practically impossible for the person to talk or hold a conversation. The device doesn't cause the person any physical harm — they simply feel puzzled.

Normally, when the human brain hears its own speech, it easily processes the input and allows us to largely ignore the sound of our own voice. However, when the gun is used on a person who is talking, their brain hears their mouth speaking as well as the words they spoke 0.2 seconds earlier. This unusual combination is so strange that it effectively turns off the part of the brain responsible for managing speech, and you immediately fall silent.

This may sound alarming, but the developers say the 'sound gun' could be used for innocuous purposes, such as enforcing rules requiring library users or candidates sitting an exam to keep quiet. It could also be used during a large lecture when the lecturer does not want to be asked questions until the end of the lecture. A noisy outburst could immediately be silenced by the high-tech hand-held gun.

However, the developers of the 'sound gun' have not acknowledged the somewhat disturbing potential of the device. An individual protestor or speaker at a political gathering could be easily silenced just for having unpopular views. Larger political and protest gatherings could also be quieted by the strange gun if law enforcement or other government agencies should decide to buy the technology.

4 The 'sound gun' affects a speaker by

- A reprogramming his brain.
- B confusing his brain.**
- C damaging his brain.
- D altering his speech.
- E distorting his hearing.

- A** this is just not plausible and no mention is made of reprogramming
- B** the words "*they simply feel puzzled*" and "*this unusual combination is so strange*" these suggest confusion
- C** the passage states that the device doesn't cause harm
- D** it doesn't change the way you speak – you simply stop speaking
- E** hearing isn't changed in a negative way – it is the brain that is affected

5 We can infer from the text that the writer believes the gun could

- A **affect basic human rights negatively.**
- B be sold widely in the near future.
- C be used to prevent violence.
- D cause protests against governments.
- E be used by many politicians.

- A this idea is expressed in the last paragraph of the text in terms of silencing protesters
- B widely gives the idea that a lot of people will be buying it and this is not in the text
- C there is no mention of preventing violence, even at political gatherings
- D there is no mention of this in the text
- E the word many is too strong to make this plausible

### **Third Passage**

What happens to us at the tender age of four has huge implications for our intellectual abilities as adults. A twenty-year study has just shown that the more mental stimulation a child gets at that age, the better developed parts of the cortex (the areas of the brain dedicated to language and cognition) will be later on.

It has been known for some time that childhood experiences influence brain development, but previous evidence has come solely from the study of deprived individuals. This study by Professor Martha Farah and a team of researchers from the University of Pennsylvania, looked at children with a normal range of childhood experiences.

The researchers began by visiting the children's homes when they were four years old, recording details of the books, educational toys and musical instruments they had. The parents were also observed and scored on how warm and caring they were. This was repeated when the children were eight, and when they were aged between 17 and 19, they all had a brain scan.

As the brain matures, unnecessary brain cells in the cortex are **pruned back** and the cortex grows thinner. The scans showed that the cortex was thinnest – that is, the best developed – in those teenagers who had received the most mental stimulation at the age of four. Later stimulation and parental warmth seemed to make no difference to this.

What does this mean for parents eager to give their children the best possible start in life? Some psychologists have been quick to stress the tremendous role and responsibility of parenting. But Dr Bruce Hood of the University of Bristol is more reassuring. "Just be kind to your children," he advises. "Unless you raise them in a cardboard box without any stimulation or interaction, they will probably be fine."

6 Which of the following is closest in meaning to 'pruned back'?

- A Recovered
- B Prevented
- C Discovered
- D **Removed**
- E Triggered

- A the idea of recovery suggests getting back something lost, which is the opposite idea of growing thinner
- B prevented means stopped and this is too strong
- C the cells are already there, they are not discovered as something new
- D “grows thinner” means that some of them, the unnecessary brain cells are removed
- E this means to start something happening and does not fit in this context as the cells are already active

7 The best word to describe the tone of this text is

- A sceptical.
- B neutral.**
- C excited.
- D sympathetic.
- E alarmed.

- A this is the opposite as the writer is not disbelieving or negative in any way
- B the writer is describing a study, there is no emotional language involved, which strongly suggests that this is the answer
- C the same comment as above, there is no emotional language, excited is too strong
- D there is no situation described that calls for sympathy on the part of the writer
- E the writer does not show that he/she is concerned in any way about this topic

8 It can be inferred that Dr Hood thinks some parents need to be more

- A patient.
- B active.
- C observant.
- D relaxed.**
- E responsible.

- A this may be inferred as the writer’s opinion, but not Dr. Hood’s
- B there is nothing to suggest that he thinks parents are inactive
- C if they are actively encouraging their children’s development then they are observant enough
- D this can be inferred from the statement “*just be kind to your children*” that’s all you need to do
- E these parents are already taking responsibility for their children’s development

In Parts 2 and 3 the emphasis is on reading for main ideas and supporting detail as well as quite factual specific information. What differs between parts 2 and 3, apart from the text length, is that in part 3, there are questions that focus on guessing the meaning of unknown words by looking carefully at the surrounding context and questions that check understanding of how texts fit together by looking at the ideas between sentences and paragraphs. An understanding of reference markers, such as pronouns, is also tested. These texts also need to be read carefully from beginning to end and the questions follow the order of the text, this means that the 1<sup>st</sup> question will generally be found in the first paragraph and so on. However, a main idea of the whole text, such as “what would be the best title for this text?” requires a detailed understanding of the whole text. There are also a number of inference questions but these are limited in number and not the main focus as is the case in Part 1. There will inevitably be vocabulary that is challenging and may not have been encountered before and for this good reading skills need to be employed, either guessing from the context or knowing when to ignore the word as it does not hinder overall comprehension.

## Part Two

Questions 9-20

**Read the following two passages. On the answer sheet, mark the letter A, B, C, D or E for each question. Give one answer only to each question.**

### First Passage

Imagine that you run one of the nation's most successful export industries. You produce one of the world's most sought-after cars. Designed by the world's best engineers, these models are so popular that you can't possibly keep up with demand. Then the government changes the law to make it harder to purchase a car. They also make it difficult for foreign engineers to come and work for you. Your most promising customers are put off and they decide they will try one of your foreign competitor's excellent new models. While this scenario may appear unbelievable, it summarizes the situation now facing higher education, one of the UK's most successful export industries.

You may not think of university education as an export industry, and that view is understandable but that's exactly how it is in the UK and the British have been exporting education for a long time. This business is designed by both British and foreign academics, and attracts customers from all corners of the globe. These customers work hard to gain the intellectual skills needed to obtain a UK degree, and a key source of that degree's value stems from being taught by internationally respected professors. The universities are part of the knowledge industry, a business whose stock in trade is intellect and information. Anyone who interferes with this business may end up destroying a valuable source of income and cultural exchange.

It is estimated that there are now more than 340,000 overseas students at UK universities. They generate more than £1.25 billion in fees, spend a further £1.6 billion in living costs and contribute a total of around £8.5 billion to the British economy each year. Aside from the overall economic benefit generated by overseas students, their fees help support UK universities financially. By placing new limits on

the number of foreign students allowed, the government risks depriving universities of these vital funds at a time when they need them more than ever before. Universities fear that any fall in overseas student numbers will only worsen the existing situation caused by a lack of government funding.

In addition to economic advantages, overseas students benefit the UK in many other ways. Customers in the education industry are usually ambitious people who are not satisfied with staying and studying in their home country. The best and the brightest have the option of many destinations and they should be encouraged to come to the UK to learn. If they decide to go home after completing their studies, they will go with added goodwill towards the UK. This could lead to business, diplomatic and political advantages for everyone concerned. On the other hand, they may want to consider staying in the UK and the UK may want to consider inviting the best of them to remain. However, now most are reluctant to consider this option because of unnecessarily complex immigration procedures that often treat individuals with disdain or disrespect. This also puts off many foreign professors who are experts in their fields. As a result, many academics who would benefit the UK choose to remain in their own country or work in another developed country.

The government's new policy appears to support the mistaken belief that British people suffer when outsiders come to the UK. That is, the arrival of one immigrant comes at a cost to one UK citizen. A son or daughter doesn't get a place at university, so it must be because a foreigner took that place. A man can't find work, and so a foreigner in the UK must be to blame.

According to this way of thinking, the University of Manchester made a mistake by hiring Andre Geim and Konstantin Novoselov, both of Russian origin, for jobs that ought to have gone to two UK-born physicists. Two years ago Geim and Novoselov were awarded the Nobel Prize for Physics for the invention of graphene, the world's thinnest material, which is said to be 20 times stronger than steel. Their work has not only brought prestige to the UK and its universities, but has also introduced new materials that have the potential to revolutionize manufacturing for commercial and military use worldwide.

Trying to keep foreign students and academics out of universities is a mistake. The UK needs to import foreign students to fund its universities and bring in academic talent to maintain high standards.

9 The author gives the example of the car industry to

- A show how to keep customers satisfied.
- B justify the need for new government limitations.
- C attract the attention of foreign students.
- D explain why foreign engineers come to the UK.
- E introduce a change in government policy.**

- A** there are no solutions given as to keeping customers happy
- B** the writer is critical of the government so would not be justifying the limitations
- C** there is no mention of foreign students in the first paragraph
- D** the writer is describing a negative situation in a general way, not why a specific group of people come to the UK
- E** this can be found in the last sentence of the first paragraph

10 The author sees university education as an industry because

- A education at a British university is expensive.
- B graduates can easily earn high salaries.
- C information is seen as a kind of a product.**
- D universities employ many academics.
- E students cost the government a lot of money.

- A there is no mention of cost
- B as above, there is no mention of this
- C this can be found in the lines "*the universities are part of the knowledge industry, a business whose stock in trade is intellect and information*"
- D this is not related to industry in any way
- E there is no mention of the benefits

11 The purpose of paragraph 3 is to demonstrate the

- A high tuition fees that foreign students have to pay.
- B fact that foreign students outnumber UK students.
- C need to keep foreign students coming to the UK.**
- D limitations on foreign students who live in the UK.
- E benefits of university education in the UK for foreigners.

- A it talks about the income generated, not about fees in particular being very high
- B there is no mention of this in the text
- C it gives a lot of numbers and talks about the consequences of students not coming to support this idea
- D this is a supporting idea and not the purpose of the entire paragraph
- E it does not talk about the benefits that foreign students receive

12 It can be inferred that foreign academics may not come to the UK as they feel they will be

- A undervalued.**
- B incompetent.
- C under qualified.
- D inadequate.
- E underpaid.

- A this can be found in the text that says "unnecessary complex immigration procedures that often treat individuals with **disdain or disrespect** - both very negative words and suggest not being valued
- B on the contrary, it says they are experts and does not say anything about them feeling incompetent
- C there is no mention of them being under qualified, just the opposite can be inferred
- D this is the same as B – both have adjectives have a similar meaning
- E there is no mention of their salary



13 The government's policy seems to suggest that foreigners aren't wanted in the UK because they

- A cost quite a lot of money.
- B threaten local people's opportunities.**
- C make some serious mistakes.
- D cause problems in the workplace.
- E tend to put in less effort than local people.

**A** the word cost in the 5<sup>th</sup> paragraph has a different meaning – not in terms of money

**B** the answer to this is found in whole of paragraph 5, also suggested by the line "*it must be a foreigner took that place*"

**C** they are not being blamed for making mistakes but for taking a place at work or university away from a UK citizen

**D** there is no mention of this in the text

**E** the text doesn't talk about the effort being made either by locals or foreigners

14 The author gives the example of the Russian physicists to

**A justify the need to continue to employ foreign academics.**

B encourage other foreigners to come and work in the UK.

C show how their invention has helped the manufacturing industry.

D prove that foreign physicists work much harder than local ones.

E explain how important it is for the UK to win the Nobel Prize.

**A** the answer is found in the following text "*their work has not only brought prestige to the UK and its universities ....*"

**B** the audience is not foreigners who are thinking of working in the UK

**C** this is a supporting detail and not the reason for giving the example

**D** there is no comparison made between locals and foreigners

**E** winning the Nobel prize is of course important but the writer does not talk about how important it is to win the Nobel prize for the UK

### Second Passage

A chicken can vanish from sight as easily as an insect and Zhong, the owner of this particular missing chicken, had deduced that her neighbour, Wu, was responsible. Zhong thought about the incriminating evidence that demonstrated her neighbour's guilt. First, a trail of claw-prints ended in Wu's vegetable garden; second, her house smelled of soup. Wu was not a woman you wanted to get on the wrong side of. She liked a fight, and would probably burn your house down too if she felt like pursuing the quarrel. If only Zhong's son, with his dark, murderer's stare, had been around, she thought to herself. But he hadn't phoned for ages, or sent any money back.

As evening approached, two aspects of the problem occurred to Zhong. One, it was Wu, not herself, who had spoiled their formerly harmonious relationship, and two, although the disappearance of the chicken was not a disaster of the first order, it could not be ignored. If Zhong waited till tomorrow, her moment would have passed. And so she decided to take a tour around the village. "Have you seen my chicken?" she asked everyone she met. "I last saw it on the east side." She'd learnt this tactic from her husband. You need to prepare for your battles first, he'd instructed her, near

the end of the long illness that finally killed him. Finally, Zhong advanced upon Wu's house: "Who could have stolen my chicken?" she sang out three times.

"What's wrong?" Wu asked.

"I'm trying to find out who stole my chicken." Once the words were out, Zhong felt almost dizzy at her implicit declaration of war. "It'll come back in its own time," Wu replied. "What if it's already dead and eaten?" Zhong continued her attack and quickly looked away. Wu at last understood. "You think I took it?"

"You tell me," Zhong pronounced, turning to leave. Wu pulled her back by the sleeve. Zhong shook her off. "Are you saying I ate your chicken?" Wu screamed.

"No. But you just said it. To eat a chicken's an easy enough thing. And tidy – no evidence left."

The rain was pouring down. Wu grabbed Zhong – a thin, weak woman – by the collar, stared fiercely at her accuser's face, then slapped it hard. Zhong's nose began bleeding and tears streamed down her face. As Wu was preparing to deliver a second blow, neighbours began to arrive at the scene. There they found Zhong on the ground, screeching for her dead husband and absent son, with Wu standing beside her, ignoring her husband's calls to go back inside the house. "She started it," Wu explained. "She said I stole her chicken." Zhong beat the concrete with her fists. A few of the women tried to pull her up, but she refused. Her hands and feet began to shake uncontrollably.

"She's faking it," Wu said.

"Just shut up," her husband suggested. She wasn't finished, though, even as he dragged her inside. "You all heard her: she said I stole her chicken." Now Zhong sat up and stabbed a finger in her direction: "If you stole my chicken, your son will die this year. If you didn't, my son will."

"If I stole it, my son will die." Wu accepted the terms of the curse.

"I still don't believe her," Zhong muttered. Even as she cried herself to sleep that night, she felt that having the last word had lessened some of the injustice of the encounter. The next morning, the chicken came home, soaked by the rain and scratching away at the ground. She carried the chicken inside and quietly killed it.

15 Zhong suspects her neighbour of stealing her chicken because of

- A the cooking smells from Wu's house.
- B a recent argument that they have had.
- C the feathers in the vegetable garden.
- D Wu's reputation as a trouble maker.
- E the guilty look on Wu's face.

- A the incriminating evidence is that “*her house smelled of soup*”
- B they did have an argument but this is not the reason that makes her suspicious
- C it wasn't feathers but a trail of claw-prints in her garden
- D this detail is given as a reason for their argument, not for stealing the chicken
- E there is no mention of this in the text

16 It can be understood from the text that the two women

- A were trying to be friendly to each other.
- B caused divisions among their friends.
- C had recently become friends.
- D **used to have a better relationship.**
- E kept chickens in their back garden.

- A this is not true as they had problems with each other
- B there is no information about their friends
- C this is not mentioned in the text
- D this is found in the lines “it was Wu, who spoiled their formerly harmonious relationship
- E it doesn't talk about Wu having chickens in her back garden

17 Zhong's real reason for going around the village is to

- A inform her neighbours about the lost chicken.
- B discover why someone stole her chicken.
- C avoid talking to Wu about the chicken.
- D **prepare to accuse Wu of stealing the chicken.**
- E persuade her neighbours to look for the chicken.

- A she informs people but this is not her real reason for doing this
- B she doesn't want to know why, she just wants to find it
- C she doesn't avoid it she is just getting ready to confront her
- D her husband taught her to get prepared for her battles before confronting someone
- E she doesn't want to persuade anyone to do anything

18 We can infer from the story that Zhong's husband wanted his wife to

- A take care of the chickens.
- B be more friendly to her neighbours.
- C **be able to defend herself.**
- D look after her health better.
- E sort out any problems immediately.

- A there is no mention of this specific information in relation to her husband
- B it talks about battles and tactics not about being nice to neighbours
- C this is found in the text “*you need to prepare for your battles first, he'd instructed her*”
- D the illness referred to is her husband's, not Zhong's
- E this is not her husband's wish but her choice

19 We can infer that Zhong kills the chicken in order to

- A **avoid admitting her mistake.**
- B offer it to her neighbour.
- C make a meal for her family.
- D prevent anyone from stealing it.
- E stop it from wandering away.

- A she quietly killed it so that no-one would realise she had made a mistake
- B this is not plausible given the situation with her neighbour
- C she doesn't have any family around her anymore
- D there is no mention of anyone trying to steal it
- E there is no mention of any kind of concern on her side about this

20 What would be the best title for this text?

- A Chinese Adventures
- B Two Lonely Women
- C A Village Feast
- D Zhong's Son Returns
- E **The Disappearance**

- A this is too general – what do these adventures refer to?
- B there is no evidence that Wu was lonely, Zhong might be as her husband is dead and her son is not with her
- C there is no mention of a village feast in the text
- D Zhong wants him to return but he doesn't
- E this covers the disappearance of the chicken, which is the main focus of the story

## Part Three

Questions 21-35

**Read the following passage. On the answer sheet, mark the letter A, B, C, D or E for each question. Give only one answer to each question.**

1. Somewhere near Ann Arbor, Michigan, there is a very unusual museum, known as the 'Museum of Failed Products.' Ranging from shampoos to fruit drinks and dog food, all of the products gathered together there have been launched onto the market and rapidly withdrawn. According to some estimates, the failure rate for new products is as high as 90%; in other words, most new products fail. The really surprising thing, however, is that so many product developers have to visit the museum's collection in order to find out about their own company's failed products. Being reminded of past failures is apparently so unpleasant that companies do not keep samples of their own disasters.

2. Behind all the most popular modern approaches to success is the philosophy of focusing on things going right. But ever since ancient times, some people have believed the opposite. They believe it is our constant effort to feel happy or achieve goals that is making us unhappy and leads to the failure of our plans. According to this view of life, we must stop running away from insecurity and sadness and instead be willing to embrace and experience them.

3. Popular self-help books encourage us to be optimistic and promote the technique known as 'positive visualisation'. The idea is that if you have a mental picture of things turning out well, they are more likely to do so. But is this really true? Psychologist Gabriele Oettingen has been investigating this and has **devised** experiments to find the real effect of what she calls 'positive fantasies about the future'.

4. In one of Oettingen's experiments, participants were made slightly dehydrated. Some were then encouraged to use positive visualisation – to visualise drinking a glass of cool refreshing water – while others did a different exercise. The results were striking. Those who visualised the water experienced a drop in their energy levels and the urge to drink water became weaker. Surprisingly, visualizing drinking made them less motivated to actually drink some water and rehydrate themselves. They seem to have confused imagining the successful action with actually doing it and so remained dehydrated.

5. Of course, it doesn't necessarily follow that it would be a good idea to change from *positive* to *negative* visualisation. However, that is exactly what the Stoics, the ancient Athenian philosophers, did and they came to dominate western thinking about success and happiness for almost five hundred years. The Stoics considered a calm, quiet state of mind to be ideal, not the active and excited kind of happiness people today seem to want. They did not believe we should chase after enjoyable experiences, but instead develop a calm and accepting response to whatever happens to us. We should not run away from negative events in our lives, but examine them closely. The Stoics believed that nothing is actually positive or negative; it is only our beliefs that may make things negative and cause suffering.

They advised us to think about the worst that can happen in the future, not the best. Too much optimism means we get a terrible shock when things go wrong, but imagining the worst – negative thinking – can bring two major benefits.

6. The first benefit relates to what psychologists call 'hedonic adaptation'. This describes the way in which any new source of pleasure soon fails to please us as much as it did at first. Think how thrilled a child is with a new toy – and how soon that new toy stops being so special! We can see just the same effect happening in more important areas of life such as marriage. This loss of enjoyment (the 'adaptation effect') can be reversed if you remind yourself frequently that you could lose those things you value. The possibility of losing it puts it back in the centre of your life, where you can enjoy it and take pleasure in it again, thus improving your life enormously.

7. The second benefit is that negative thinking can be an antidote to anxiety. Usually, we tend to reassure anyone who is worried, and tell them that it will all be all right in the end. In the short term, this works, but the effect does not last long; an anxious person will need to be reassured again and again. Worse than this, reassurance can actually make an anxious person more worried. When you tell your friend that the worst-case scenario will probably not occur, you strengthen his belief that if it does happen, it will be an absolute catastrophe. All too often in life, the Stoics said, things will not turn out perfectly. But it is also true that when things do go wrong, they will probably go less wrong than you feared. You may lose your job, but that doesn't mean you will starve. Your relationship may fail, but you won't really be miserable for the rest of your life.

8. So how can we learn to benefit from negativity and failure? The work of the Stanford University psychologist Carol Dweck suggests that our experiences of failure are strongly influenced by the subconscious, unspoken beliefs we have about talent and ability. There are two extreme attitudes to talent, she believes, and most of us come somewhere between them. At one extreme, those with a 'fixed theory' believe that you are either born with certain abilities or you aren't. Those with an 'incremental theory' believe that ability can be developed through challenge and hard work.

9. People with the more 'fixed' kind of attitude are much more likely to fear challenges and try to avoid them because they can lead to failure. To them, failure is horrifying, because it means that the ability they were born with is inferior. A classic example is a young sports star who thinks of himself as a 'natural'. He may fail to realise his potential because he doesn't put in enough practice. His subconscious attitude is that he has a fixed amount of talent and practice is irrelevant to this.

10. People with the 'incremental theory' approach are different. Because they see abilities as emerging through tackling challenges, the experience of failure has a different meaning for them. They see **it** as evidence that they are stretching themselves to their current limits. There is a useful analogy here with weight training. The muscles of weight-lifters grow by being pushed to the limits of their capacity, to a point where the fibres of the body are actually damaged. When they heal, they are stronger than before, so for a weight-lifter, what is called 'training to failure' is a strategy for later success.

11. Fortunately for us all, Dweck's research indicates that we can quite easily change our outlook and adopt an incremental view of ability. For many people it is enough to be alerted to the existence of the two attitudes. Others have to make more effort. Try it for yourself; next time you fail at something, tell yourself that it's only happening because you are pushing at the limits of your present abilities.

12. It's also a good idea to encourage an incremental outlook in children. Do this, Dweck advises, by taking care to praise them for their effort rather than for their intelligence; focusing on the latter is likely to produce a fixed mindset, making them more reluctant to face the risk of failure in future. The incremental mindset is more likely to lead to sustainable success, but there is more to it than that. Having an incremental outlook is a happier way to be, whether or not it leads to success. It is a win-win attitude, for which the only precondition is a willingness to lose.

13. Those who promote the power of positive thinking can't bear to admit that there might be happiness to be found in embracing failure as failure. But, as the writer Natalie Goldberg argues, there is honesty in failure, a down-to-earth engagement with reality which can seem lacking at the higher levels of success. Being a perfectionist, Goldberg says, may not seem like a character defect: yet it is a fear-driven need to avoid failure at all costs. In its extreme form it is an exhausting and permanently stressful way to live. Research has found a greater correlation between perfectionism and suicide than between feelings of hopelessness and suicide. Not just to tolerate failure but to fully embrace the experience means abandoning the struggle never to get anything wrong – and so to allow yourself to relax.

21 All the products in the Museum of Failed Products have been

- A withdrawn from the market because of design faults.
- B taken off the market after a short period of time.**
- C sold successfully at some earlier period in time.
- D obtained by the museum from supermarkets.
- E re-launched after being changed in some way.

- A they are failed products but we are not told why they were taken off the market
- B this is found in the text "have been launched onto the market and rapidly withdrawn"**
- C this is the opposite of what is said in the text – "most new products fail"
- D there is no mention that they were given to the museum by the supermarkets
- E if they are in the museum, they are not going to be changed and re-launched

22 We can infer from paragraph 1 that

- A many companies don't inform their employees about failed products.**
- B the museum was set up by a company to help its product developers.
- C some companies don't like their employees to visit the museum.
- D product developers risk losing their jobs when their products fail.
- E some products fail for reasons which are difficult to understand.

- A that is why product developers have to visit the museum to find out about their own companies mistakes, because they are not informed “*companies do not keep samples of their own disasters*”
- B the companies don’t want to let people know about their past failures so they would not set up such a museum
- C there is no information about whether the companies like or dislike them to visit the museum
- D it doesn’t say anywhere in the text that they would lose their job – this is too extreme
- E the paragraph doesn’t talk about the reasons for failure, just that many fail

23 According to paragraph 2, some people believe that success can be achieved by

- A becoming more focused.
- B keeping clear aims in mind.
- C **welcoming unhappy emotions.**
- D visualising negative outcomes.
- E setting more sensible goals for ourselves.

- A there is no mention of being focussed in this paragraph
- B there is no mention of clear aims in this paragraph
- C this is found in the text where it says “*we must embrace sadness and not run away*”
- D being willing to embrace negative outcomes is not the same as visualising them
- E it doesn’t talk about setting goals but about changing the way we think

24 The point being made in paragraph 3 is that

- A ‘Positive visualisation’ is likely to have several advantages.
- B further research on the positive effects of visualisation is needed.
- C an optimistic attitude to life is helpful for the majority of people.
- D **advice given in popular self-help books may be wrong.**
- E everyone has to cope with disappointment at some time in their lives.

- A this is what the books say but the writer is questioning the so-called advantages
- B it mentions Oettingen’s research but does not say that more research is needed
- C just like in option A, the writer is questioning this traditional belief
- D this is found in the text where the writer asks “*but is this really true?*”
- E this might be true in real life but the writer does not mention this here

25 In paragraph 3, ‘devised’ is closest in meaning to

- A supported.
- B influenced.
- C **created.**
- D described.
- E published.

- A this is referring to the experiments that Oettingen devised or set up, she did not support them
- B there is no evidence to suggest that Oettingen had been influenced by other research
- C creative involves coming up with something new, which is what she did, she devised or created new experiments to answer her research question



- D the experiment cannot be described until it has been set up or devised
- E published would happen after the experiments had been carried out

26 The writer mentions Oettingen's experiment in paragraph 4 to show that positive visualisation

- A can produce physical changes in the body.
- B helps people to focus clearly on their aims.
- C can lead to a deeper level of relaxation.
- D has a negative effect on people's motivation.**
- E discourages people from fantasizing.

- A there is no mention of physical changes happening in the body
- B this is wrong because on the contrary, their urge to drink water became weaker
- C there is nothing in paragraph 4 which talks about relaxation
- D this is found in the text "*they became less motivated to drink some water and rehydrate themselves*"
- E this is too general and there is no mention of people fantasizing which is different from visualising

27 According to paragraph 5, the Stoics believed that being optimistic can

- A lead to severe disappointment.**
- B help us accept whatever happens.
- C produce a calm frame of mind.
- D make us behave negatively
- E enable us to solve our problems.

- A too much optimism means we get a terrible shock when things go wrong
- B on the contrary, if we are too optimistic we find it hard to accept failure
- C being optimistic leads to an "*active, excited kind of happiness*" this does not support the idea of a calm frame of mind
- D there is no mention of negative behaviour, the writer talks about negative thinking
- E solving problems is not mentioned in this part of the text

28 The main idea of paragraph 6 is that it is

- A important to teach children to be adaptable.
- B hard for some people to enjoy anything.
- C wrong to give children too many treats.
- D sometimes beneficial to imagine a loss.**
- E essential to learn to value the right things.

- A the only mention of children is in relation to their toys but does not mention teaching them to be adaptable
- B a loss of enjoyment is not the same as not being able to enjoy anything
- C there is no mention of this in the text – there is no advice given as to how to bring up children
- D this can be found in the last sentence of this paragraph
- E it is not the right things this is too general – it is the things that individuals value

29 According to paragraph 7, which of the following is true?

- A Anxious people often worry when they don't need to.
- B Reassuring an anxious person only helps temporarily.**
- C Negative thinking leads to a more severe form of anxiety.
- D Anxiety can have catastrophic effects on a person's life.
- E Anxious thoughts can actually cause things to go wrong.

- A this is a commonly held belief but it is not given in this text
- B this can be found in the lines "*in the short term, this works...*"
- C this is the opposite idea of what is said in the text, negative thinking can actually be helpful
- D the adjective catastrophic is very extreme and this idea is not supported in the text
- E anxious thoughts can make a person more worried but does not cause things to go wrong

30 The writer mentions the example of a young sports star to show that

- A practice is necessary for a person to succeed.
- B a certain way of thinking can be a disadvantage.**
- C everyone has to face some difficult challenges in life.
- D even naturally talented people sometimes fail.
- E hard work is pointless without natural ability.

- A while practice is obviously necessary, this is not why the writer gives this example, it is used to demonstrate a particular way of thinking
- B this can be found in the lines "*people with a fixed kind of attitude are more likely to fear challenges and try to avoid them because they can lead to failure*"
- C this is a generally accepted idea but is not mentioned in the text and is not the reason the writer gives such an example
- D the writer is making the point that a way of thinking can lead to failure not that you can fail despite your talent
- E the writer doesn't make any suggestions, he or she just uses the sports star to exemplify a point that he/she is trying to make

31 In paragraph 10, line 3, 'it' refers to

- A tackling challenges.
- B the development of abilities.
- C the experience of failure.**
- D a different meaning.
- E the 'incremental theory' approach.

- A
- B
- C this is the only option that fits logically into the sentence
- D
- E

32 For a weight-lifter, 'training to failure' means

- A spending insufficient time training.
- B training to a point where injury occurs.**
- C training himself to be able to accept failure.
- D keeping training within sensible limits.
- E failing to establish a regular training programme.

- A there is no mention of how much time should be spent on training
- B this is found in the text "*the muscles of the weight lifters grow by being pushed to the limits of their capacity.....*" and this is a strategy for success**
- C there is no mention of a weight lifter accepting failure
- D the writer does not talk about setting sensible limits
- E this sounds negative and training to failure is actually a positive thing for the weight-lifter

33 According to paragraph 12, which of the following would you say to a child to encourage an 'incremental outlook'?

- A "You were very clever to think of doing that!"
- B "Never mind! It wasn't your fault!"
- C "Don't worry! We all find some things difficult!"
- D "Let me help you; together we can do it!"
- E "Well done! You worked really hard on that!"**

- A this is wrong as it praises children for their intelligence which is not an incremental view of ability
- B this is taking away from the child's effort and is not consistent with an incremental view of ability
- C these are just words of consolation and would not encourage an incremental outlook
- D having an incremental outlook is a personal thing and would not be developed through working with others
- E this can be found in the text "*praise them for their effort rather than for their intelligence*"

34 According to the information given in paragraph 13, what advice would Natalie Goldberg give?

- A "Don't try to do anything that you find too stressful."
- B "Accept that feeling tired can be part of success."
- C "Aim to be the best in everything you do in life."
- D "Don't get upset if your efforts achieve nothing."**
- E "Avoid failure by refusing to tolerate defeat."

- A she is not telling people to avoid stressful things but to try and not get stressed
- B there is no connection between feeling tired and success but feeling exhausted if you are a perfectionist**
- C this refers to perfectionism and she is against being a perfectionist
- D this is the whole point of the paragraph – it doesn't matter if you are not successful, what matters is your mindset
- E this is what a perfectionist would do and not what Goldberg would advise

35 What would be the best title for this article?

- A How to Survive the Pain of Failure
- B Why Negative Thinking Leads to Failure
- C Why Some People Never Experience Failure
- D Dealing with Failure - a Philosopher's Advice
- E Appreciate Failure - It Can Be Good For You!**

- A** The text does not focus on the pain of failure or how to survive it
- B** This is the opposite idea expressed in part of the text
- C** This is not true, everyone experiences failure
- D** There is no indication that the writer of this text is a philosopher
- E** This is the main idea of the whole text