

I. In each of the following groups (1)–(3) only one sentence is correct. Select the number of the correct sentence and mark that number on your answer sheet.

- (1) 1. They are starting dating when they were at school.  
2. They had started dating when they were at school.  
3. They have started dating when they were at school.  
4. They start dating when they were at school.
- (2) 1. He was so excited that I couldn't understand what he was talking.  
2. He was so excited that I couldn't understand what he was speaking.  
3. He was so excited that I couldn't understand what he was saying.  
4. He was so excited that I couldn't understand what he was meaning.
- (3) 1. Old people are often suffered by disease.  
2. Old people are often killed from disease.  
3. Old people are often suffered from disease.  
4. Old people are often killed by disease.

II. Below are seven sentences from which one word has been removed. For each sentence, choose the word from the list below (a—g) that best fits the meaning of the sentence and then change the form of the chosen word so that its form and meaning are appropriate to the sentence.

The answer on your mark sheet should be the number of the letter from the KEY corresponding to the **final letter** of the correct answer. For example, in the sentence: "The puppy was so  that he couldn't help looking at it," if you thought the right answer was "appeal" you would have to change that word to "appealing", the last letter of which is "g", or number 2 on your key. You would then mark 2 on your answer sheet. Note that each word can only be used once.

KEY

0 = d;	1 = e;	2 = g;	3 = h;	4 = l;	5 = n;	6 = r;	7 = s;	8 = t
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- |            |           |            |           |
|------------|-----------|------------|-----------|
| a. propose | b. bore   | c. involve | d. appeal |
| e. agree   | f. forget | g. marry   |           |

- (4) After refusing to marry him three times she finally accepted his .
- (5) The lecture was so  that half the students fell asleep.
- (6) Negotiations were abandoned when it became clear that no  would be reached.
- (7) She was so  with the club that she neglected her studies.
- (8) You should bring your shoes home from school at the weekend—you're so  !
- (9) Our goal was disallowed after the opposing team  to the referee.
- (10) I could never take a vow of , so I'm going to stay single forever.

III. In the dialogue that follows, words or phrases have been removed and replaced by spaces numbered (11)–(25). From the boxed lists [A], [B], and [C] below, choose the most appropriate word or phrase (0–9) to fill each of the numbered spaces. In each list, each choice can only be used once.

[A] Questions (11)–(15)

- |                 |           |                |                  |
|-----------------|-----------|----------------|------------------|
| 0. exactly      | 1. across | 2. not at all  | 3. not important |
| 4. nothing like | 5. over   | 6. by yourself | 7. up            |
| 8. strange      | 9. kind   |                |                  |

[B] Questions (16)–(20)

- |              |               |            |           |
|--------------|---------------|------------|-----------|
| 0. sarcastic | 1. down       | 2. special | 3. untrue |
| 4. shy       | 5. part of it | 6. someone | 7. no one |
| 8. to you    | 9. fussy      |            |           |

[C] Questions (21)–(25)

- |           |                     |               |                   |
|-----------|---------------------|---------------|-------------------|
| 0. I hope | 1. not just         | 2. so early   | 3. ever           |
| 4. over   | 5. up               | 6. part of it | 7. more carefully |
| 8. always | 9. without thinking |               |                   |

**Rachel:** How's it going?

**Akiyo:** I'm exhausted. I've been  all night studying and I still have a mountain of notes to look through.

**Rachel:** Sounds like you need a nice cup of tea.

**Akiyo:** That's very , but I've been drinking coffee all night to keep myself awake and I don't know if my stomach will stand the strain.

**Rachel:** Ah, but coffee and tea are not the same. There's  tea in the morning.

**Akiyo:** Yes, I've noticed since I arrived here that everyone always says "a nice cup of tea". Is that because if you're not careful you might get a nasty one?

**Rachel:** Ha ha! Well, if you've been to any cheap cafes in the centre of town you can probably answer that question . Sometimes what they sell as tea tastes like bath water.

**Akiyo:** So, what's a "nice" cup of tea ?

**Rachel:** Well, I'm a bit embarrassed to be saying this to  from the land of the tea ceremony, but it has to be done right.

**Akiyo:** Served in the right kind of cup, you mean?

**Rachel:** Well, yes, that's , in a way. A lot of people only like to drink from a special mug or cup. You know Peter only ever drinks from the one with blue cats on it.

**Akiyo:** I suppose so, but then Peter is  about everything, including what colour his toothbrush is.

**Rachel:** OK, so Peter is a  case! But what I meant about tea was that you really have to pay attention to the details.

**Akiyo:** Of course, we Japanese know nothing about detail!

**Rachel:** Now, now—no need to be ! I've already said I know about your tea ceremony. I accept yours is the older tradition, but still . . .

**Akiyo:** . . . but still you have your own ceremony.

**Rachel:** Yes, if you like. There are some obvious things. The water has to be actually on the boil,  nearly boiling. The teapot has to be warmed in advance. You should pour the boiling water in a strong, smooth flow.

**Akiyo:** It all sounds quite complicated  in the morning.

**Rachel:** You may laugh, but it's true. Sometimes I think I'd like to have a cup of tea to be in the right state of mind to make a cup of tea.

**Akiyo:** Please, please, no paradoxes!

**Rachel:** Actually my mother makes her first cup of tea with a teabag. She knows they don't make such good tea, but she needs the tea to wake her, before she can appreciate the second cup, which she makes .

**Akiyo:** So physical need comes first, and appreciation of taste second.

**Rachel:** That's the way the world works!

**Akiyo:** And that's why the way you can  make a British person feel happy is to bring him a cup of tea in bed . . .

**Rachel:** . . . or her . . .

**Akiyo:** . . . so you can satisfy thirst and taste at the same time.

**Rachel:** If that's an offer I'll gladly take it  !

**Akiyo:** As I remember, it was you who was offering me a "nice cup".

**Rachel:** Tomorrow morning, then!

#### IV. Read the following passage and answer the questions that follow.

It isn't easy to become a fossil. The fate of nearly all living organisms—over 99.9 per cent of them—is to decompose<sub>(26)</sub> to nothingness. When your spark is gone, every molecule of your body will be nibbled off you or sluiced<sub>(27)</sub> away to be put to use in some other system. That's just the way it is. Even if you make it into the small pool of organisms, the less than 0.1 per cent, that don't get devoured<sub>(28)</sub>, the chances of being fossilized are very small.

In order to become a fossil, several things must happen. First, you must die in the right place. Only about 15 per cent of rocks can preserve fossils, so it's no good keeling over<sub>(29)</sub> on a future site of granite. In practical terms, the deceased must become buried in sediment<sub>(30)</sub> where it can leave an impression, like a leaf in wet mud, or decompose without exposure to oxygen, permitting its molecules to become a petrified<sub>(31)</sub> copy of the original. Then, as the sediments in which the fossil lies are carelessly pressed and folded and pushed about by Earth's processes, the fossil must somehow maintain an identifiable shape. Finally, but above all, after tens of millions or perhaps hundreds of millions of years hidden away, it must be found and recognized as something worth keeping.

Only about one bone in a billion, it is thought, ever becomes fossilized. If that is so, it means that the complete fossil legacy<sub>(32)</sub> of all the Americans alive today—that's 270 million people with 206 bones each—will only be about fifty bones, one-quarter of a complete skeleton. That's not to say, of course, that any of these bones will ever actually be found. Bearing in mind that they can be buried anywhere within an area of slightly over 9.3 million square kilometres, little of which will ever be turned over, much less examined, it would be something

of a miracle if they were. Fossils are in every sense extremely rare. Most of what has lived on Earth has left behind no record at all. It has been estimated that less than one species in ten thousand has made it into the fossil record. That in itself is a stunningly infinitesimal<sup>(33)</sup> proportion. However, if you accept the common estimate that the Earth has produced thirty billion species of creature in its time, and Leakey and Lewin's statement (in *The Sixth Extinction*) that there are 250,000 species of creature in the fossil record, that reduces the proportion to just one in 120,000. Either way, what we possess is the merest sampling of all the life that the Earth has spawned<sup>(34)</sup>.

Moreover, the record we do have is hopelessly skewed<sup>(35)</sup>. Most land animals, of course, don't die in sediments. They drop in the open and are eaten or left to rot or weather down to nothing. Consequently, about 95 per cent of all the fossils we possess are of animals that once lived under water, mostly in shallow seas.

If you looked up the underlined words (26)—(35) in the above passage in a dictionary you would find the following definitions (0—9). Decide which definition best matches each underlined word and write that number on your answer sheet.

0. to separate into its simpler elements, decay.
1. to distort, especially from a true value or symmetrical form.
2. (i) to produce or deposit eggs—used of an aquatic animal.  
(ii) to bring forth, generate.
3. (i) taking on values arbitrarily close to but greater than zero.  
(ii) immeasurably or incalculably small.
4. (i) the matter that settles to the bottom of a liquid.  
(ii) material deposited by water, wind, or glacier.
5. [for a person] to fall down or collapse in a faint or in death.
6. (i) to eat up greedily or hungrily.  
(ii) to use up or destroy as if by eating.
7. (i) a gift, especially of money or other personal property after death.  
(ii) something transmitted by or received from an ancestor or predecessor or from the past.
8. (i) (noun) an artificial passage for water fitted with a valve or gate for stopping or regulating flow.  
(ii) (verb) to wash with or in water, as of water running through or from the noun defined above.
9. to convert (organic matter) into stone or a substance of stony hardness.

V. Read the text below and answer the questions that follow.

- [A] Jurors wept when shown the photograph of the wasted body of a seven-year-old girl, taken after her death. The girl died of an infection after being deprived of food as part of a “punishment regime”. The jury was discharged due to illness and “personal reasons” and a retrial is planned. Jurors in another trial heard days of distressing details of a little boy’s injuries and death. These jurors will carry those memories for ever.
- [B] Jury service is carried out by an average of 390,000 British citizens a year. It is an important civic duty; but it is not an easy task, involving hours of waiting to be called; starting to hear a trial, only for it to be cancelled; or hours of legal argument. It can also involve the most horrible of crimes, or highly technical and complex evidence. The responsibility is huge: jurors must be sure “beyond reasonable doubt” that the defendant committed the crime, knowing that a loss of liberty may result. So it is no surprise that they may be traumatized. Worse, if they experience distress or doubts, they cannot talk about it — because they are prohibited in law.
- [C] Little is known about what goes on in the jury room because of restrictions against disclosure under the Contempt of Court Act 1981. Jurors have no preparation other than a film outlining their duties; they may be exposed to the distress of witnesses or required to handle unpleasant exhibits and examine shocking photographs. But the discussions with fellow jurors can be equally stressful. A psychologist, Dr Noelle Robertson says, “They have to discuss evidence and may be under pressure to change their views. Some may feel that they have been bullied or may be unhappy with the final decision.”
- [D] These days almost everyone, except convicted criminals, has to serve if called. In 2004 ministers brought in changes to stop what was seen as the middle-class escape. Previously, two thirds of those who had been called had found an excuse not to serve. Others, such as lawyers, police officers and doctors, had been exempted from the start. However, this inclusion of police officers, lawyers and judges has been criticised.
- [E] Some say that the move to make juries more representative counters arguments that they cannot be expected to weigh complex evidence based on scientific and medical techniques or research. Scientific evidence is commonplace since DNA technology began to be used in the 1980s. DNA tests are now regularly used to find suspects guilty, or to rule them out. But with the tests come defence challenges—whether evidence could have been contaminated in the laboratory, for instance. Juries are left to sort out statistics on the probability that the evidence is reliable.
- [F] So how, critics ask, can twelve ordinary people weigh experts’ conflicting arguments? The debate has heated up in recent years after three attempts by the Government to stop using juries in big fraud trials. Judges and lawyers generally argue that jurors are up to the task; it is for judges, lawyers and experts to simplify things. At the end of the day,

they say, it comes down to honesty. Ronald Thwaites, an experienced barrister, says that juries include people who understand what is going on. "It is the duty of lawyers and experts to speak plain English so that the jury is not confused — and the duty of the judge to ensure they are not."

[G] John Bromley-Davenport, a trial lawyer remarked: "Jurors are extremely conscientious; follow the evidence with great care; sort out difficult, complicated and unfamiliar evidence remarkably quickly and soon familiarise themselves with the paperwork or computer-generated evidence." On occasion they might not be right but that is all part of the system, he says. "A jury can achieve a just result by using their collective instinct and commonsense and applying it to the evidence."

[H] So what do judges think? Gerald Butler, who has sat on countless trials, is in no doubt. "The jury system is not perfect. But generally it works extremely well." Juries, he says, should be allowed to make a decision about whether expert evidence is accurate, provided they get proper directions from the judge. On rare occasions he has disagreed with a jury acquittal: "But I have seen why they reached the verdict they did."

[I] And what would be the alternative? A judge sitting alone? "With judges," argues Bromley-Davenport, "there is a risk of more errors." He points to the case of a young man charged with serious sexual offences against two boys. As the trial progressed it became apparent that he was innocent — a view shared by everyone except the judge, who advised the jury strongly to convict. But the jury retired for less than an hour and acquitted on all 23 charges.

[J] More important, it is doubtful that the public would have the same confidence as it would with a jury. It is essential to have the continuing participation of the jury, says Bromley-Davenport, as independent representatives of the community who observe the legal system at work; apply the moral standards of ordinary people and deliver what they perceive to be justice. Butler agrees: "If you have a 'not guilty' verdict even when the evidence seems strong, you have controversy. Nevertheless, by and large, people will say, 'that's what the jury decided — so be it'."

(36) Which of the following statements can be made on the basis of paragraph [A] ?

1. Distressing trials are often retried.
2. Trials using juries are distressing.
3. Trials about child-abuse are often cancelled.
4. Juries can be distressed by trials.

- (37) Which of the following best restates the underlined sentence in paragraph [B] “The responsibility . . . may result?”
1. Members of a jury have a duty to be convinced of someone's guilt, otherwise an innocent man may be imprisoned.
  2. Members of a jury must feel reasonable doubt before imprisoning an innocent man.
  3. Members of a jury must have no doubt that prison is a proper punishment for a criminal.
  4. Members of a jury must give up their freedom for the sake of their duty as citizens.
- (38) Which of the following statements can **not** be deduced from paragraph [B]?
1. The trial may include shocking evidence.
  2. Jury duty may take a long time.
  3. Jury duty cannot be refused.
  4. The trial may include complex issues.
  5. Jury duty cannot be discussed with friends.
- (39) Which of the following statements about the experience of being a juror can **not** be deduced from paragraph [C]?
1. Jurors are told little about what they have to do before the trial.
  2. Jurors may have to see and hear unpleasant things.
  3. Jurors may not get enough time to talk to each other.
  4. Jurors may feel harassed when trying to reach a verdict.
- (40) Which of the following statements about jury service can be made on the basis of the information supplied in paragraph [D]?
1. All middle class people, such as lawyers and doctors, used not to be called to serve, but now they are.
  2. Lawyers and doctors used not to be called to serve, but now they are.
  3. Some middle class people, such as lawyers and doctors, are still not called to serve, but most are.
  4. Middle class people used not to be called to serve, but now they are.
- (41) Which of the following is the best restatement of the underlined sentence in paragraph [E] “Some say that . . . technique or research?”
1. It is illogical to argue that the presence of highly educated jurors improves the jury's performance.
  2. It is logical to argue that the presence of highly educated jurors improves the jury's performance.
  3. Including many different people on juries would cause jurors to put more weight on science and medicine.
  4. Including a wider range of people on juries is an answer to the criticism that jurors find some cases too difficult to understand.

- (42) On the basis of the information given in paragraph [E], which of the following statements can be made about the introduction of evidence based on DNA testing?
1. It has made it easier for defence lawyers to challenge medical evidence.
  2. It has made some aspects of evidence clearer but others more complex.
  3. It has made it harder for defence lawyers to challenge medical evidence.
  4. It has made the task of the jury much easier.
- (43) Which of the following statements can **not** be derived from paragraph [F]?
1. The government thinks that the jury system works.
  2. A majority of judges and lawyers think that the jury system works.
  3. This issue of jurors' competence has been much discussed lately.
  4. A majority of judges and lawyers think that if a jury does not understand something, it is the fault of the judges and lawyers themselves.
- (44) Taking paragraphs [G] and [H] together, which of the following opinions is expressed **both** by John Bromley-Davenport **and** Gerald Butler?
1. Jurors understand things surprisingly well.
  2. The judge's role in advising the jury is important.
  3. A jury reaches the wrong decision from time to time.
  4. Jurors need to be accurate and systematic.
- (45) Which of the following statements can best be made on the basis of the arguments in paragraph [I]?
1. One person alone is more likely to make mistakes, even if he is a judge.
  2. Jurors are likely to decide only as the judge advises them.
  3. Judges are likely to make errors in trials involving children.
  4. Jurors reach decisions faster than judges do.
- (46) On the basis of paragraph [J] which of the following best expresses the opinion on which Butler and Bromley-Davenport agree?
1. Jurors' opinions are more important than evidence.
  2. Ordinary citizens trust the good sense of jurors.
  3. The jury system will always be controversial.
  4. Jurors must be chosen from all parts of society.
- (47) What would be the most suitable title for this article?
1. If judges can't decide, how can juries?
  2. Twelve citizens still know best!
  3. The jury system needs major changes!
  4. Is the jury system fair on jurors?



(48)—(51) From the information in the passage, decide who from the list below (1—5) expressed the following ideas **using other words**. If you think that no one actually expressed a given idea, choose 0.

0. No one named in the text
1. John Bromley-Davenport
2. Judges and lawyers generally
3. Gerald Butler
4. Ronald Thwaites
5. Dr Noelle Robertson

(48) I have always been able to understand how a jury arrived at a decision that I personally disagreed with.

(49) Jurors with limited education are at a disadvantage in today's trials, which often feature complex scientific or financial data as evidence.

(50) Jurors by no means always find it easy to reach a verdict that satisfies them all.

(51) Judges must take care that the language used in their courts is straightforward.