

READING FCE

TEST 6

Part 5

You are going to read an article about a wildlife cameraman called Doug Allan. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

Wildlife cameraman

Doug Allan films wild animals in cold places. If you've ever been amazed by footage of polar bears in a nature documentary, it's probably been filmed by him. His perfect temperature, he says, is -18°C . Allan trained as a marine biologist and commercial diver. Diving was his first passion, where he learned about survival in cold places. His big break came when a TV crew turned up in Antarctica, where Allan was working, to film a wildlife documentary. 'I ended up taking the crew to different places, and after 48 hours I realised that being a wildlife cameraman ticked all the boxes: travel, adventure, underwater.'

He is now a top cameraman and has worked on many major TV wildlife series. 'I came along at a good time. When I started, hardly anyone had been to the Antarctic. You had coral people, elephant people, chimpanzee people. I just became the cold man. It was like all these amazing sequences were just waiting to be captured on film.' The camera and communications technology was very basic when he started 35 years ago. 'It is certainly easier to film today. If you shot something then, you had to remember it. Today, with digital technology, you can shoot a lot and look at it immediately. You used to have to think what shots you needed next, and what you had missed. You shot less. Film was very expensive. Today you can have too much material.'

'My value is field experience in cold conditions. I have a feel for it. I have spent so much time on sea ice it now feels like crossing the street. I do get cold toes but the poles are healthy places. There are no leeches, no diseases or mosquitoes.' Wildlife filming, Allan says, is full of great successes, but also failures and embarrassments. Once, he was in the

Orkneys to film kittiwakes. Unfortunately he could not identify which birds they were.

When Allan recently got permission to film sequences for a major TV series in Kong Karls Land, a group of islands in the Arctic Ocean, he did not expect an easy assignment. It is a world of polar bears and is strictly off limits to all but the most fearless or foolish. Usually -32°C in April, the wind is vicious and hauling cameras in the deep snow is a nightmare. After walking five or more hours a day and watching polar bear dens in the snow slopes for 23 days, however, Allan had seen just one mother bear and her cub. By day 24, though, he says, he was living in bear world, at bear speed, with bear senses.

'We find a new hole and wait. We shuffle, hop, bend, stretch and run to stay warm. Five hours of watching and then with no warning at all I catch a glimpse so brief that I almost miss it. But the camera's locked on the hole on full zoom and my eye's very quickly on the viewfinder. Nothing for a couple of seconds and then an unmistakable black nose. Nose becomes muzzle, grows bigger to become full head and in less than a minute she has her front legs out and is resting on the snow in front of the hole. She's looking at me but she's not bothered. I've just taken a close-up, thinking this can't get much better ... when she sets off on a long slide down the slope. I'd swear it's partly in sheer pleasure,' he recounts, adding that two cubs then appeared at the den entrance. 'Clearly it's their first view of the world ... It's show time on the slopes and we have front-row seats.'

Now Allan would like to make his own film about climate change in the Arctic, talking to the people who live there and experience the impact of it first hand. He says he would be able to make an extraordinary documentary.

line 80

- 31 What do we learn about Allan in the first paragraph?
- A He had to train as a diver in order to become a wildlife cameraman.
 - B Becoming a cameraman suited the interests he already had.
 - C He was given the chance to work as a cameraman by a TV crew he met.
 - D Finding work as a cameraman allowed him to remain in Antarctica.
- 32 What does Allan say about the first documentaries he worked on?
- A He has very clear memories of them.
 - B Most of what he filmed was new to viewers.
 - C They were shorter than those he makes nowadays.
 - D He would have liked to have been able to choose where he worked.
- 33 Why does Allan compare spending time on sea ice to crossing the street?
- A It is an ordinary occurrence for him.
 - B He thinks it presents a similar level of danger.
 - C He has learnt to approach it in the same way.
 - D It requires skills that can be used in winter conditions anywhere.
- 34 When Allan had been on Kong Karls Land for a while, he began to
- A stop worrying about the dangers he was facing.
 - B feel a deep understanding of how polar bears lived.
 - C get used to the terrible conditions for filming.
 - D be more hopeful that one bear would lead him to others.
- 35 What feeling does Allan describe in the fifth paragraph?
- A panic when he nearly fails to film a fantastic sequence
 - B concern that he has disturbed an adult female with her young
 - C amazement at being lucky enough to capture some great shots
 - D delight at being able to move around after waiting quietly for ages
- 36 What does *it* refer to in line 80?
- A Allan's film
 - B climate change
 - C the Arctic
 - D living there

Part 6

You are going to read an article about sleep and learning. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

College students need their sleep!

Research into the connection between sleep and learning suggests that sleep is even more important than previously thought.

Only a month and a half into her first semester at college, Liz, a student at Harvard University, already wishes she had more time for sleep. Several mornings each week, Liz rises before six to join her teammates for rowing practice. On days like these she seldom sleeps more than seven hours per night, but it's not as if she doesn't try.

37 She often misses opportunities to socialize in order to get her coursework done and still get to bed at a reasonable time. Even without knowing just how important sleep is to learning, she tries to make time for it.

This is not always easy, however. The many demands on her time include her chosen sport, as well as activities like studying optional extra subjects. **38** She and other students who think the same way as her sacrifice sleep to fit everything in. It isn't surprising to learn, therefore, that students represent one of the most sleep-deprived segments of the population. Coursework, sports and new-found independence all contribute to the problem.

Studies have found that only eleven percent of college students sleep well consistently, while seventy-three percent experience at least occasional sleep issues, as Liz does. Forty percent of students felt well-rested no more than two days per week. Poor sleep is no longer considered a harmless aspect of college. **39** The results of this show that it has significant impact on memory and learning.

Inadequate sleep negatively affects our learning processes. It is simply more difficult to concentrate when we are sleep deprived; this affects our ability to focus on and gather information presented to us, and our ability to remember even those things we know we have learned in the past. **40** That is, the effect that many sleep researchers think it has on memory consolidation, the process by which connections in the brain strengthen and form into something more permanent.

A number of studies have shown that poor quality sleep can negatively impact on a person's ability to turn factual information or processes they've just learned into long-term memories. **41** And if this opportunity is missed – such as when a student stays awake all night – it generally can't be made up. Even if sleep is 'recovered' on subsequent nights, the brain will be less able to retain and make use of information gathered on the day before. These findings shed new light on the importance of making time for sleep, not only for college students like Liz, but for anyone who wants to continue to learn.

Early in her first semester at Harvard, Liz feels like she is maintaining a healthy balance, but only just. Trying hard to get the most out of her time in college, she admits it's sometimes hard to see sleep as an important part of her athletic and scholastic objectives. **42** Rather than thinking of sleep as wasted time or even time off, we should, they say, instead view it as the time when our brain is doing some of its most important work.

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|--|---|
| <p>A Although it may seem unnecessary to do these, Liz views them as essential.</p> | <p>E In fact, Liz's behaviour is not at all like that of other college students her age.</p> |
| <p>B It also has a less obvious but possibly even more profound impact.</p> | <p>F But that's exactly what many researchers say it is.</p> |
| <p>C Liz knows that she must nevertheless do her best to avoid it.</p> | <p>G Quite the opposite, actually, as research into its effects progresses.</p> |
| <p>D Research suggests that the most critical period of sleep for this to happen in is the one on the same day.</p> | |

Part 7

You are going to read an article in which four tourist guides talk about their work. For questions 43–52, choose from the people (A–D). The people may be chosen more than once.

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

Which person

says that a guide must be able to react to unexpected events?	43	<input type="text"/>
takes clients to a location which is starting to disappear?	44	<input type="text"/>
had a sudden realisation that he wanted to be a guide?	45	<input type="text"/>
says he can look back on his experiences with pleasure?	46	<input type="text"/>
fulfilled a long-held ambition?	47	<input type="text"/>
admits to taking tourists on the wrong trip?	48	<input type="text"/>
lived close to where history was made?	49	<input type="text"/>
enjoys seeing his clients' sense of achievement?	50	<input type="text"/>
criticises some of the people he guides?	51	<input type="text"/>
mentions that his work changed someone's life for the better?	52	<input type="text"/>

Adventure guides

Four guides describe the benefits and drawbacks of taking tourists to some of the world's most scenic, beautiful but different terrain.

A Terfi from Iceland

The worst thing about being a guide in Iceland is when people haven't bothered to bring the right clothes for the weather. We like to say that there is no such thing as bad weather, only bad equipment. I haven't had any disasters but funny moments and blunders are endless: locking myself out of the car in a mind-numbing blizzard, taking folks hiking over a mountain when the schedule clearly said we should have been going rafting, being stranded on a glacier in a blizzard with a broken-down car for 16 hours. This is a job that provides a stream of good memories and friendship. The river Hvítá is my favourite place for white-water rafting. I'd also recommend a visit to the glacier to hike across the ice – you won't be able to do that for much longer as the ice is melting at an alarming rate.

B Tulga from Mongolia

When I became a guide I had virtually no training at all, just a two-hour lecture about what not to do. I had to learn from my mistakes. There were four Swiss people on my first trip. When I met them, I said: 'Hi guys.' They gave me a strange look. I asked if there was anything wrong but they said: 'No, no problem.' After two days, one of them explained, 'Guys means "goats" in our language.' I felt terrible. On a later trip, clients were upset because they were meant to see an ice gorge in the Gobi desert but our vehicle broke down and we didn't get there so they demanded half their money back. On a happier note, I once guided a family whose son had behavioural problems, and the child improved so much during the trip that a documentary was made about him called *The Horse Boy*.

C Ngima from Nepal

I used to watch the trekkers going through my village to the mountain peak situated just above it and that made me want to become a guide. The house where I grew up was on the old trekking path to Everest base camp. This is the route Sir Edmund Hillary and Sherpa Tenzing Norgay took to become the first people to climb Everest. We saw an inspiring video about them at school. On my first job as a lead guide, as we crossed the difficult Tashi Lapsa pass we had very heavy snowfall and one of our porters had to be rescued by helicopter because he got frostbite and snow-blindness. We have many beautiful places in Nepal but my favourite trek is up Mera Peak – from the summit you can see five mountains above 8,000m, including Everest.

D José from Peru

I was working in a factory when a school friend who was a river guide took me on an expedition. The moment our boat set off down the river I knew I had found the job for me. After two months of training, I guided my first group. Ten years later, one of my hands was badly damaged in an accident so it was impossible for me to continue. My boss suggested I use my legs rather than my arms, and this was the start of my life as a trek leader. You have to deal with lots of situations you hadn't anticipated would occur. There was the time when it snowed on the Inca Trail and the combination of snow and sun made for blinding conditions. So we had to improvise sunglasses out of the silver lining of our drinks boxes! I still love watching people's reactions on arriving at the summit of a high pass – it's so much better to get there after a few hours' walk than after a comfortable car journey.