CAE

(C1 Advanced)
PRE-ENTRY TEST 1

You have 1 ½ hours to complete.
30 minutes for WRITING
60 minutes for READING

Write all your answers on the Answer Sheet.

PART ONE – Newspaper Article

Answer questions 1-9 by referring to the newspaper article "Scents and Sensibility" on the next page.

For questions **1-9**, choose from list **A-D** the source in the article of each of the theories mentioned (1-9). Some choices may be required more than once.

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

1. Females are influenced by smell when choosing a mate. 2. Children learn to distinguish between good and bad smells by experience. 3. Children like smells which adults regard as unpleasant. 4. Young children judge the weight of objects primarily by size. 5. Adults are better than children at judging smells. 6. Children recognise smells from different sources. 7. Smell can help children to recognise what something is made of. 8. Babies can identify good and bad smells. 9. The sexes differ in their ability to distinguish smells from an early age.	A. Hilary Schmidt's experiments. B. The work of earlier researchers C. Future experiments by Hilary Schmidt D. Guessing unsupported by any known facts

Scents and Sensibility

A sense of smell is something we are born with. Or is it?

Until recently scientists believed that the commonsense view was wrong: research had suggested that we learn to distinguish between pleasant and unpleasant smells by experience. But child psychologists have taken a fresh look at these studies. The latest work on young children shows that it is not necessarily true that adults are 'better' at smelling than children.

Work on a child's sense of smell has more than academic value. Many accidental poisonings in the home happen because a child does not realise that certain smells, like that of bleach for instance, should be associated with danger. Psychologists want to know whether telling children to avoid things that smell 'bad' is an effective way of warning them away from a potential poison. But crucial to this is whether children have the same ability as adults to distinguish between pleasant and unpleasant smells.

From early experiments that involved asking children between three and five years old what they thought of certain smells, researchers concluded that children must learn their appreciation of pleasant and unpleasant smells as they get older, rather than being born with it. One of the most surprising results of these tests was that the children said they liked the smell of synthetic sweat and faeces nearly as often as they said they liked banana.

Hilary Schmidt, a psychologist from the Monnell Chemical Senses Centre in Philadelphia, understandably found this research hard to accept. She looked at the way the tests were conducted, and applied lessons from other work on child psychology to design her own experiments. She noted that children younger than five will often answer 'Yes' to leading questions even if the answers are contradictory. She therefore decided to set her experiment up as a game. She asked the children if they would give a particular smelly thing to Oscar the Grouch, a popular television character who lives in a dustbin and likes 'yucky' things, or to Big Bird, another television character who likes 'nice' things. She found that the children distinguished between pleasant and unpleasant smells in much the same way as an adult. With the help of younger and younger subjects, she hopes to discover the age at which babies and children are able to distinguish between smells; and perhaps shed light on the importance of the inherited component of the sense.

Could this work be of use in helping children to identify harmful substances around the house?

Children younger than seven or eight are notoriously bad at recognising what an object is from its shape alone. Schmidt points to an experiment she has carried out with children under five who were given a large styrofoam ball and a small, but heavy, lead ball to compare. After they had a chance to feel the two, she took the balls away, and showed them another pair of styrofoam and lead balls. When she asked them which of the two would be the heavier, they invariably pointed to the styrofoam ball just because it was bigger. Despite their earlier experience, they had not grasped the idea of what an object is made of – its substance – as well as size and shape. But in other experiments when she introduced odours, she found that children under five understood that smell was an important characteristic of substance, and children could use a scent to recognise substance irrespective of the shape or size in which it was presented to them.

Schmidt has also found that girls are more sensitive to smell than boys. The sex difference is well known in adults, but not in children. Explaining the difference in adults has centred on the suggestion that as girls get older, they tend to take part in activities such as cooking, which train them to distinguish between smells. Another suggestion was that after puberty, female hormones bring about some change in the olfactory equipment. But Schmidt's observations that the sex difference exists in children does not fit in with either explanation.

Because girls and boys apparently differ so much in their ability to smell, there may be a deeper evolutionary explanation. Schmidt hesitates to give her support to the idea, except to say: "To speculate wildly beyond the available data, smell might be important for selecting a mate. In most species, the female chooses, while the male preens himself. Smell could be a primitive way of evaluating the human male."

PART TWO – Article

*For questions **10-24**, complete the following article by writing each missing word in the correct box on the answer sheet. **Use only one word for each space**. The exercise begins with an example (0). providing*

HERBS AND SPICES

There is nothing new in the use of herbs and spices. They have enriched human life for thousands of years, **(0)** ... both comfort and luxury. They have flavoured our food, cured our ailments and surrounded us **(10)** ... sweet scents. They have also played **(11)** ... part in our folklore and magic. It **(12)** ... be a very different world without them.

Nobody really knows who first used herbs and spices, or for **(13)** ... purpose. All their properties were known to the ancient Greeks and Egyptians and to **(14)** ... living in early Biblical times. The knowledge that they employed, and that we **(15)** ... use today, must have been based on the trial and error **(16)** ... early man, who was originally drawn to the plants **(17)** ... of their tantalising aroma. He gradually discovered their individual effects **(18)** ... his food and well-being and our use of them comes from those early experiments. For centuries herbs and spices were appreciated to the full but in modern times the arrival of **(19)** ... convenience foods and new medicines of the twentieth century almost **(20)** ... us forget them. But anything **(21)** ... has been so much loved and valued **(22)** ... never be completely neglected. The knowledge has been kept alive and **(23)** ... our present-day search **(24)** ... all things natural, herbs and spices have come into their own again.

PART THREE – Letter

*For questions **25-33**, complete the following letter by writing each missing word in the correct box on the answer sheet. **Use only one word for each space**.*
The exercise begins with an example (0). decide

Dear Annie,

How are you getting on with your language project? I have just seen the notes on mine from my English teacher but I can't **(0) decide** … yet whether I've passed or not. She seems **(25)** … with the research but she says it is rather **(26)** … and much too **(27)** …She thinks I use too much **(28)** … and sometimes quite the **(29)** … words! Because the horrid woman **(30)** … the pictures she thinks I **(31)** … them from books. I expect she's right, though, when she says there are **(32)** … of spelling mistakes; I should have let Mum read it before I **(33)** … it in! I hope yours goes down better – let me know what the teacher says.

Love,

Marge.

CAE (C1 Advanced)
PRE-ENTRY TEST 1 ANSWER SHEET

First Name: _____ Family Name: _____

Date of course: _____ Student Number: _____

Circle the correct answer.

PART ONE – Newspaper Article

1	A B C D	6	A B C D
2	A B C D	7	A B C D
3	A B C D	8	A B C D
4	A B C D	9	A B C D
5	A B C D		

PART TWO – Article

0	providing	17	
10		18	
11		19	
12		20	
13		21	
14		22	
15		23	
16		24	

PART THREE – Letter

0	decide	29	
25		30	
26		31	
27		32	
28		33	

PART FOUR –Writing

WRITING TASK (30 minutes)
In many countries, governments censor what is shown on television or printed in the newspapers. What are the advantages and disadvantages of censorship, and what kind of material (if any) should be censored?

Answer this question in 180-240 words.