

C1.2 READING PAPER

PLEASE READ CAREFULLY:

- You have 60 minutes to complete the three exercises
- Fill in your personal details on the ANSWER SHEET
- Write all your answers on the ANSWER SHEET
- On finishing, hand in this Reading Paper and your ANSWER SHEET.

**NB. THIS READING PAPER MUST BE ACCOMPANIED
BY THE APPROPRIATE ANSWER SHEET**

TASK 1. Read the following text about a famous English explorer and decide if statements 1 to 9 are **TRUE** or **FALSE**. Indicate your answer in the column provided on the **ANSWER SHEET**. You must **JUSTIFY ALL YOUR ANSWERS**, by writing down the **FIRST 4 WORDS OF THE SENTENCE WHERE THE ANSWER IS FOUND**. Write your answers in the spaces provided. You have been given an example answer (0).

The Doctor's Dark Secrets

Today (19th March, 2013) marks the bicentenary of the birth of David Livingstone, the great missionary-explorer, who began life as a child factory worker, but through extraordinary determination became a doctor, an ordained missionary, and an explorer. The fact that a wreath will be laid on his grave in Westminster Abbey, and that there will be celebrations in his native Scotland and in Africa, tells us a lot about the differences between modern and Victorian celebrity – both as to their relative merits and longevity.

In Victorian England people expected their celebrities to have done something genuinely remarkable, and David Livingstone had obliged by making the first European crossing of sub-Saharan Africa from coast to coast (very nearly dying in the process) and by exposing the “Arab” and African Muslim slave trade. His grim revelations compelled the British government to use the Royal Navy to stop slave dhows reaching the Gulf and, in 1873, to close the Zanzibar slave market. Exploration was very dangerous, and many earlier British travellers had died: Mungo Park (drowned), Richard Lander and Gordon Laing (murdered), James Tuckey and Hugh Clapperton (of disease). John Speke and Richard Burton were gravely wounded with spears, and Henry Stanley's five white companions would all die of disease or be drowned.

The true greatness of Livingstone, which escaped his Victorian admirers, lay in his liking for Africans. He had gone to Africa in 1841 as a medical missionary to convert the tribes of Botswana but had quickly understood why missionaries were failing there – as he would fail too, though he would be remembered as a “great missionary”. He realised that chiefs needed many children and that polygamy worked well for them and was not adultery. Unlike his colleagues he believed that Christianity gave no licence for attacking civil institutions such as male circumcision rites. He also understood why African chiefs hated the idea that the enemies they killed in battle could ‘survive’ death by resurrection. He once recorded an argument with a rainmaker which, by his own account, the witch doctor won hands down.

Public ignorance about Africa at the time meant that Livingstone became the greatest non-military British hero of the 19th century – meriting a state funeral. He exemplified the virtues that the Victorians most valued: bravery, moral rectitude, industriousness, endurance, modesty and willingness to sacrifice his life for a cause – epitomising for later imperialists the hugely reassuring ideal of selfless “service” given to the ruled by their white rulers.

What the public did not know, however, was that he had sent his wife, Mary, to live in poverty in Britain with their four children while he went exploring. Nor that she became an alcoholic. Earlier, Mary had travelled with him to the Zambezi basin while pregnant, narrowly escaping death when her wagon fell into an elephant trap. She then gave birth in the Kalahari. She succumbed to malaria aged 41, having returned to Africa to be with him.

A decade later, Livingstone himself died, of blood loss, on his knees in a swamp in central Africa on a mission mysteriously combining his joint quest to destroy the Arab slave trade while trying and failing to find the source of the Nile.

How did he achieve celebrity? Livingstone returned from his trans-Africa journey in midcentury, just when cheap newspapers were expanding. His book *Missionary Travels* sold a massive 70,000 copies and he was mobbed in the street because his picture had appeared in so many papers. Although he claimed to hate public attention, he wore his trademark peaked cap when walking down Oxford Street. Being “a man of the people”, rather than an aristocratic or a military hero (a

Palmerston or Wellington), he was something new. His head was carved into umbrella handles and appeared on match boxes, and his photograph was everywhere.

Livingstone then led a disastrous government-financed expedition to the Zambezi. To secure money for this venture, he had understated the dangers of malaria and intertribal fighting and was thus responsible for the deaths of expedition members and two groups of missionaries (including the first bishop ever to visit central Africa). These catastrophes badly dented his reputation. Yet the Welsh-American journalist Henry M Stanley realised, when Livingstone had been out of touch in Africa for four years, that to find and interview him would be a great journalistic scoop, so unlikely did a successful outcome seem. It is still the most famous celebrity interview in history. Stanley's words: "Dr Livingstone, I presume?" although he made them up a few months later, will probably continue to be quoted for another century or two.

When Stanley found Livingstone, he also discovered that the former missionary harboured grudges and could be cruelly vitriolic. But he stuck with his ideal figure, knowing that to have tracked down a saint made a better story than to have found an embittered misanthrope. Stanley wrote of Livingstone as being "a man as near an angel as the nature of living man will allow". This version of his character would come down to posterity, although it may have had more to do with his discoverer's character: Stanley was a workhouse boy, abandoned by both parents, and all his life he was looking for an ideal father.

His fame has endured with a longevity that would be the stuff of fantasy for our contemporary media idols. Yet would Livingstone still be remembered today without that huge initial leg-up into the realms of international celebrity from the extraordinary Henry Stanley? It's hard to tell. Stanley certainly combined the dangerous stunt with the celebrity interview to stunning effect. Enduring celebrity may therefore sometimes owe almost as much to the creative ingenuity of its journalist beggetter as to the achievements of the celebrated person.

www.telegraph.co.uk

STATEMENT	TRUE	FALSE	JUSTIFICATION
0. EXAMPLE. Victorian public opinion forced Livingstone to attempt to cross Sub-Saharan Africa.		X	David Livingstone had obliged ...
1. Speke and Burton were attacked by tribesmen.			
2. Livingstone's colleagues believed that Christianity gave them the right to interfere in African societies.			
3. Livingstone's wife, Mary, survived an attack by an elephant.			
4. Livingstone's attitude to celebrity was ambiguous.			
5. To get financial backing for his Zambezi expedition, Livingstone exaggerated its risks.			
6. In reality, Stanley never said "Dr Livingstone, I presume?" when he found the famous missionary-explorer.			
7. Nowadays, most people know that Livingstone could be an unpleasant person.			
8. The author thinks that in some cases a person's fame may be partially due to another person's comments.			

REMEMBER TO TRANSFER YOUR ANSWERS TO THE ANSWER SHEET

TASK 2: You are going to read a text about the benefits of being positive. Eight sentences have been removed from the text. Choose from sentences **A- I** the one that fits each gap (1-7). **There is one extra sentence that you do not need to use.** The first (0) has been done as an example.

Positive Power Up: Leading for Happiness!

It may sound cliché, but looking at the bright side does make us happier, and therefore more productive. This is especially critical in teams. In a remarkable study Frederickson, Losada, and Heaphy watched 60 teams do annual business planning. They evaluated the success of those teams as objectively as possible, using criteria such as revenue, profitability, and thorough “360 degree feedback”. The scientists did not participate in the planning meetings in any way. They did observe the planning, and simply noted several aspects of the sessions. Most relevant, they counted the number of positive and negative comments in the groups. The highest performing group had over 5 positive comments for every negative comment. The middle performing teams averaged about 2 positive comments for every negative one, and the lowest performing teams had more negative comments than positive ones. You may interpret this as pure correlation; the successful teams had positive things to say, they were filled with smart people. The scientists believe that there is a causal effect and I agree with them. **(0)** _____

When I lead my workshop titled The Science of Being Happy and Productive in Game Development and get to this data, I routinely ask if anyone has been in a meeting of more than 5 people in the past 5 months with a ratio of more than 5 positive comments for every negative comment. I occasionally get 1-2% of hands up. This indicates that most of us are missing our team’s best work, by tolerating mostly negative comments. **(1)** _____ While pointing out errors may sometimes be necessary, failing to praise the positive produces a negative meeting environment that gets brains into “minimize risk” mode.

In addition to role-modeling positive interactions in meetings, as a leader you can specifically carve out time for them. **(2)** _____ For my own staff meetings, I consistently put ‘recognitions’ as the first agenda item. The first time I tried this it went over like a lead balloon. I said “OK team, I want to start each staff meeting with recognitions. This is simply a chance to say something appreciative about someone else on the team, typically because they’ve done something helpful to you in the past week. So, recognitions anyone?” Dead silence. **(3)** _____ The next week again I asked for recognitions, and again got almost no response. However, after a few weeks, the team really started to get into it. I would ask for recognitions, and Steve would say that Julie really helped edit an article he was working on to improve the prose. Vipul thanked Sam for help debugging a tough problem, and Nolan recognized Greg for helping him brainstorm design ideas for the project he was starting. This kind of recognition gets everyone’s brains into more positive states, setting the tone for a more positive and productive meeting. **(4)** _____

Maintaining good relationships with colleagues can be challenging. On top of the challenge of working with a diversity of personalities, typically colleagues in an organization are in competition with each other in some way. **(5)** _____ Game companies, with complex projects, deadlines, and all the stress of crunch time can strain even the strongest relationships.

However, the science is quite clear: positive relationships are extremely important for happiness. So taking time to meet regularly one-on-one with your people is time well invested. A few minutes of social chat at the beginning of such meetings is not a waste of time, but a valuable relationship builder. Taking time to celebrate wins, blow off steam, and just socialize is worthwhile. You may feel you don’t have the time for this, but indications are it will actually produce better results. **(6)** _____ We are social animals and need solid relationships to keep our brains positive and working best. Taking time to know each other personally will result in better relationships, which results in happier brains doing better work.

The value of leading with positivity is clear, both for the well-being of your team, but also for the bottom line. **(7)** _____ Studies by Dr. James Fowler at UC San Diego suggest strongly that happiness—and unhappiness—are contagious. If we are dealing with happy people, we tend to be happy. So by putting forth some positive energy and working to lead your team toward happiness, you will ultimately be helping to produce your own happiness as well. As a result, you may be more creative, successful, and engaged at work. You will likely produce better games. You will even live longer as a result.

So remember to lead positivity whenever possible! Bring positive energy to your organization by helping your colleagues strive toward important goals, maintain positive attitudes, and nurture positive relationships.

-
- (A)** Being a positive leader will increase your own happiness as well.
- (B)** This is when I explained to my team that science strongly shows that those who express gratitude experience an increase in their own happiness, and that happier people do better work.
- (C)** Trust is often built on simply knowing each other as human beings, and trust is the foundation of good teamwork.
- (D)** This is especially useful at the beginning of a meeting, to set a positive tone and put brains into a positive state.
- (E)** Many of us believe that achieving our goals will bring us great happiness.
- (F)** At many companies where I've worked, people show how smart they are by criticizing other people's mistakes.
- (G)** Conflict is a fact of work life at most companies.
- (H)** It is also a great step toward building better relationships.
- (I)** Meetings with mostly positive comments make people feel safe, putting their brains in creative "maximize reward" state, where they do their best work.

0	1	2	3	4	5	6	7
I (Example)							

REMEMBER TO TRANSFER YOUR ANSWERS TO THE ANSWER SHEET

TASK 3. You are going to read a text about racism and children's literature. Read the text and answer the multiple choice questions that follow, by writing the letter (a, b, c or d) indicating the correct answer on the **ANSWER SHEET**. The first (0) has been done as an example.

Racism and Children's Literature

The other day, I was in a thrift store, clutching a coupon for five free books. I found picture books for my two youngest and some literary fiction for the grown-ups, but was unsure what to buy for my nine-year-old. He's omnivorous, as I once was, and will just as easily consume *Sweet Valley High* as *Sense and Sensibility*. But he has the taste buds for interesting literature, so why not feed those.

After prowling up and down, back and forth, I settled on a tattered copy of Harper Lee's *To Kill a Mockingbird*. I couldn't remember a blessed thing about the book, beyond sitting in a junior-high school classroom and hearing the words "Jem" and "Scout" and "Boo Radley" move around me, along with the acronym "T-KAM" the teacher so loved. Indeed, the book evokes memories not of itself, but of hard chairs and scribbled-on desks and the anticipation of the room darkening so we might see a black-and-white film.

When I picked it out of the thrift-store stacks, I certainly knew that the book had been banned in cities around the US. But I suppose, if anything, that worked in the book's favor. I also remembered that some of my students at the University of Minnesota, where I'd once taught, had listed *To Kill a Mockingbird* as one of their "favorite books" (perhaps because they couldn't think of another title).

Since I picked up the book, my nine-year-old and I have read parts of *TKAM* together. Usually, we enjoy our reading-time together so much. But this joint reading is decidedly not pleasurable. First, I find the aesthetic pleasures of the book rather thin compared to its status in the culture. Also, when I am involved, the reading is exceptionally slow-going, as for each short passage — for instance where Calpurnia and Scout discuss why Calpurnia doesn't speak "proper English" with other Black folk, since she "knows" it — there is a lengthy lecture from me. (Languages are languages; there are not "proper" and "improper" ones, and speaking the English of privilege does not make one any smarter, despite what many people thought and still think; etc., etc., etc.).

Many short passages require me to really screw myself up, as they make me want to take a blunt instrument to the characters' heads, for all their nicely-nicely Jim Crow benevolence.

Whenever we go through one of these discussions, my nine-year-old nods and nods, with apparent acceptance of my criticism. But then he returns to the book and Harper Lee goes direct to his bloodstream, with her Southern code of honor about race and language and gender and work. When I realized that the book would center on a *rape* — because really, I had forgotten — my heart shrank into a tiny, pea-sized thing. I was tempted to whisk the book away from him, but didn't.

I am not sure whether I leave this book in his hands just because I don't want to admit that I was wrong, or whether I really think that, as a US passport-holder, these are ideas he must confront, at some time, and he might as well do it with a companion who has been down these roads before.

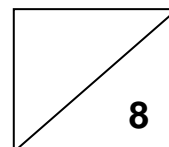
I have not, in fact, avoided reading him books where racism informs a book's shaping (we recently finished the *Lord of the Rings* trilogy, for instance). But *TKAM* is a book that foregrounds race, that aims to "teach" us about race in North America. I certainly understand why a parent would want to have this book removed from a school's curriculum. I wouldn't be happy to see it on a required reading list, either, unless accompanied by a thoroughgoing discussion of race, social class, sexual assault, gender, and history.

0. (*Example*) For the author, coming across *T-KAM* brought back vivid memories of
 - a) the principal characters from the story.
 - b) a teacher she loved at junior high school.
 - c) the classroom atmosphere at her school.
 - d) the monochrome movie of the novel.
1. The fact that the book was prohibited in some parts of the country
 - a) caused some serious concern to the author.
 - b) made her hesitate before buying the book.
 - c) had no effect at all on her choice of book.
 - d) may have influenced her to buy the book.
2. Reading the book with her son
 - a) was a thoroughly enjoyable experience for both.
 - b) was slow due to the dated language of the story.
 - c) required regular interruptions and explanations.
 - d) made her seriously reconsider its cultural status.
3. In many of the shorter passages she finds herself getting
 - a) annoyed with some characters due to their latent aggressiveness.
 - b) angry with some characters despite their exaggerated goodness.
 - c) nostalgic about the period of history in which the story is set.
 - d) frustrated by the ineffectual attitudes of some characters.
4. The nine-year-old boy
 - a) doesn't appear to enjoy reading *TKAM* much.
 - b) seems to take his mother's criticism seriously.
 - c) doesn't seem to understand the book's language.
 - d) is too immature to grasp the book's meaning.
5. After some consideration, the mother decides to
 - a) let her child continue reading *TKAM*.
 - b) take the book away from her child.
 - c) ask a friend for advice on the matter.
 - d) confront her son about the racism in the book.
6. Up until now, when buying books for her son, the author has
 - a) carefully avoided any books dealing with the subject of racism.
 - b) not considered buying a book dealing with the subject of racism.
 - c) frequently purchased books dealing with the subject of racism.
 - d) on occasion bought books dealing with the subject of racism.

C1.2 READING PAPER ANSWER SHEET

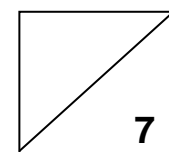
1. DR LIVINGSTONE [REMEMBER TO JUSTIFY ALL YOUR ANSWERS]

STATEMENT	TRUE	FALSE	JUSTIFICATION
0. EXAMPLE. Victorian public opinion forced Livingstone to attempt to cross Sub-Saharan Africa.		X	David Livingstone had obliged...
1. Speke and Burton were attacked by tribesmen.			
2. Livingstone's colleagues believed that Christianity gave them the right to interfere in African societies.			
3. Livingstone's wife, Mary, survived an attack by an elephant.			
4. Livingstone's attitude to celebrity was ambiguous.			
5. To get financial backing for his Zambezi expedition, Livingstone exaggerated its risks.			
6. In reality, Stanley never said "Dr Livingstone, I presume?" when he found the famous missionary-explorer.			
7. Nowadays, most people know that Livingstone could be an unpleasant person.			
8. The author thinks that in some cases a person's fame may be partially due to another person's comments.			



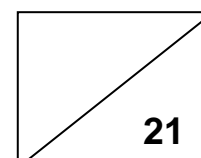
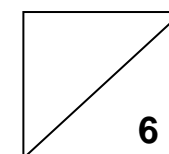
2. POSITIVE POWER UP

0	1	2	3	4	5	6	7
I							



3. RACISM & CHILDREN'S LITERATURE

0	1	2	3	4	5	6
C						



C1.2 READING PAPER ANSWER KEY

2. The Doctor's Dark Secrets (true/false + justification)

STATEMENTS	TRUE	FALSE	Justification
0. EXAMPLE. Victorian public opinion forced Livingstone to attempt to cross Sub-Saharan Africa.		X	<i>David Livingstone had obliged ...</i>
1. Speke and Burton were attacked by tribesmen.	X		<i>John Speke and Richard...</i>
2. Livingstone's colleagues believed that Christianity gave them the right to interfere in African societies.	X		<i>Unlike his colleagues he...</i>
3. Livingstone's wife, Mary, survived an attack by an elephant.		X	<i>Earlier, Mary had travelled...</i>
4. Livingstone's attitude to celebrity was ambiguous.	X		<i>Although he claimed to...</i>
5. To get financial backing for his Zambezi expedition, Livingstone exaggerated its risks.		X	<i>To secure money for...</i>
6. In reality, Stanley never said "Dr Livingstone, I presume?" when he found the famous missionary-explorer.	X		<i>Stanley's words: "Dr Livingstone..."</i>
7. Nowadays, most people know that Livingstone could be an unpleasant person.		X	<i>This version of his...</i>
8. The author thinks that in some cases a person's fame may be partially due to another person's comments.	X		<i>Enduring celebrity may therefore...</i>

2. Positive Power Up (sentence insertion)

0	1	2	3	4	5	6	7
I	F	D	B	H	G	C	A

3. Racism & Children's Literature (multiple choice)

0	1	2	3	4	5	6
C	D	C	B	B	A	D