

Test 4 Reading and Use of English (1 hour 30 minutes) Part 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A turned B made C allowed D enabled

0	A	B	C	D
	☐	☒	☐	☐

Research into television technology

Why do old television programmes look so strange and formal? And how has technology (0) modern shows possible? Researchers will (1) these questions in a study into the history of television technology since 1960, the first of its (2) in the country. From the over-rehearsed (3) of early black-and-white news interviews to the filming of reality television, a team (4) by Professor John Ellis, of Royal Holloway, University of London, will research the technological (5) and developments that have given programmes their unique appearance. ‘With a huge amount of archive programming now being shown by satellite and cable channels, there has never been a more important time to tell the story of how it was filmed,’ Professor Ellis said.

Researchers will work with (6) television technicians to discover how the technology available over the years, and what it could and couldn’t do, (7) changes within the industry. They will film (8) of old programmes and interview technicians about the difficulties they had adapting to technological changes.

- | | | | |
|-----------------|-------------------|--------------|--------------|
| 1 A search | B explore | C seek | D enquire |
| 2 A brand | B class | C category | D kind |
| 3 A feel | B touch | C sight | D taste |
| 4 A ruled | B governed | C headed | D controlled |
| 5 A limitations | B bans | C handicaps | D borders |
| 6 A archaic | B bygone | C former | D outgoing |
| 7 A hurried | B drove | C exerted | D pressed |
| 8 A duplicates | B reconstructions | C likenesses | D replicas |

Test 4 Reading and Use of English Part 2

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example: 0 I N T O

The early human race

Scientists traditionally believed that a species which ranged over parts of Africa, Europe and Asia, eventually developed (0) both Homo sapiens (the species modern human beings belong to) and Neanderthals. (9) Neanderthals, who evolved in Europe and Asia, Homo sapiens emerged in Africa, later spreading into Europe and replacing Neanderthals.

Not (10) ago, some remains of what appeared to be a distinct species of early human beings were found in Siberia, but it was far (11) clear where this group – given the name ‘Denisovans’ – fitted into the picture. They were assumed to have hardly (12) connection with Homo sapiens.

However, tests on fossils in Spain have uncovered DNA that includes Denisovan material. This suggests that they, or at (13) their DNA, might have spread much further than was previously thought, interbreeding (14) Homo sapiens, and possibly also Neanderthals. (15) the precise connection may have been, the population dynamics are potentially very complex.

We would know nothing about the relationship were (16) not for recent advances in DNA retrieval and sequencing.

Test 4 Reading and Use of English Part 3

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example: 0 COMMITMENT

The ICT4D (Information and Communication Technologies for Development) Collective

The ICT4D Collective was initiated in 2004 and is a group of people with a (0) to undertaking the highest possible quality of research in the field of ICT4D, and making the results of this available freely to the (17) community. We do this (18) in the interests of poor people and (19) communities, wherever they may be found. Membership of the Collective implies strict (20) with its basic principles of membership and partnership.

Based at Royal Holloway, University of London, the Collective carries out research and undertakes teaching at undergraduate and postgraduate levels. The Collective also operates as a (21)

The Collective draws on the (22) of staff, postgraduates and undergraduates in a range of academic departments. We welcome (23) work with colleagues across the world who share our core objectives, and wish to establish partnerships with us to deliver practical ICT4D activities that will (24) poor people.

- COMMIT
- GLOBE
- PRIME
- MARGIN
- COMPLY
- CONSULT
- EXPERT
- COLLABORATE
- POWER

Test 4 Reading and Use of English Part 4

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

Example:

0 'Marilyn didn't crash the car, John did,' Keith said.
IT
According to who crashed the car, not Marilyn.

The gap can be filled with the words 'Keith it was John', so you write:

Example: 0 KEITH IT WAS JOHN

Write only the missing words IN CAPITAL LETTERS on the separate answer sheet.

- 25 The film was so confusing, I couldn't follow what was happening.
SUCH
It was no idea what was happening.
- 26 The finance director disagreed with the company's change of policy, so she resigned.
RESULTED
The finance her disagreement with the company's change of policy.
- 27 I have yet to meet anyone as considerate as my cousin.
EVER
My cousin is the met.
- 28 It can take time to get used to a major change in your life.
TERMS
It can take time to a major change in your life.
- 29 Without Miranda, I would never have managed to find a house that suited me.
STILL
If it hadn't be looking for a suitable house.
- 30 It was difficult to work out what had happened, because of the conflicting witness statements.
PIECE
The conflicting witness statements what had happened.

Test 4 Reading and Use of English Part 5

You are going to read part of a book about the study of languages. 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.

Language change

The phenomenon of language change probably attracts more public notice and criticism than any other linguistic issue. There is a widely held belief that change must mean deterioration and decay. Older people observe the casual speech of the young, and conclude that standards have fallen markedly. They place the blame in various quarters – most often in the schools, where patterns of language education have changed a great deal in recent decades, but also in state public broadcasting institutions, where any deviations from traditional norms provide an immediate focus of attack by conservative, linguistically sensitive listeners.

It is understandable that many people dislike change, but most of the criticism of linguistic change is misconceived. It is widely felt that the contemporary language illustrates the problem at its worst, but this belief is shared by every generation. Moreover, many of the usage issues recur across generations: several of the English controversies which are the focus of current attention can be found in the books and magazines of the 18th and 19th centuries – the debate over *it's me* and *very unique*, for example. In 1863, Henry Alford listed a large number of usage issues which worried his contemporaries and gave them cause to think that the language was rapidly decaying. Most are still with us, with the language not obviously affected.

There are indeed cases where linguistic change can lead to problems of unintelligibility, ambiguity, and social division. If change is too rapid, there can be major communication problems, as in contemporary Papua New Guinea, where by some counts over 800 languages have evolved, most spoken by fewer than 3,000 people. But as a rule, the parts of language which are changing at any given time are tiny in comparison to the vast, unchanging areas of language. Indeed, it is because change is so infrequent that it is so distinctive and noticeable. Some degree of caution and concern is therefore always desirable, in the interests of maintaining precise and efficient communication; but there are no grounds for the extreme pessimism and conservatism which is so often encountered.

For the most part, language changes because society changes. To stop or control the one requires that we stop or control the other – a task which can succeed to only a very limited extent. Language change is inevitable and rarely predictable, and those who try to plan a language's future waste their time if they think otherwise – time which would be better spent in devising fresh ways of enabling society to cope with the new linguistic forms that accompany each generation. These days, there is in fact a growing recognition of the need to develop a greater linguistic awareness and tolerance of change, especially in a multi-ethnic society. This requires, among other things, that schools have the knowledge and resources to teach a common standard, while recognizing the existence and value of linguistic diversity. Such policies provide a constructive alternative to the emotional attacks which are so commonly made against the development of new words, meanings, pronunciations, and grammatical constructions. But before these policies can be implemented, it is necessary to develop a proper understanding of the inevitability and consequences of linguistic change.

Some people go a stage further, and see change in language as a progression from a simple to a complex state – a view which was common as a consequence of 19th-century evolutionary thinking. But there is no evidence for this view. Languages do not develop, progress, decay, evolve, or act according to any of the metaphors which imply a specific endpoint and level of excellence. They simply change, as society changes. If a language dies out, it does so because its status alters in society, as other cultures and languages take over its role: it does not die because it has 'got too old', or 'become too complicated', as is sometimes maintained. Nor, when languages change, do they move in a predetermined direction. Some are losing inflections (endings, like 's' to indicate plurality); some are gaining them. Some are moving to an order where the verb precedes the object; others to an order where the object precedes the verb. Some languages are losing vowels and gaining consonants; others are doing the opposite. If metaphors must be used to talk about language change, one of the best is that of the tide, which always and inevitably changes, but never progresses, while it ebbs and flows.

31 In the first paragraph, what point does the writer make about languages?

- A Young people tend to be unaware of the differences between their language and that of older people.
- B The way that schools teach language is raising awareness of language change.
- C Many people believe that any change in a language is undesirable.
- D Public understanding of how languages develop is increasing.

32 The writer mentions *it's me* and *very unique* in the second paragraph to show that

- A recent controversies may be nothing new.
- B the speed of linguistic change is greater than in the past.
- C every generation has its own list of unacceptable changes.
- D a linguistic change may take place over a long period.

33 What is the writer's intention in referring to Papua New Guinea?

- A to challenge a prevailing view concerning linguistic change
- B to give an example of linguistic change that is unusual
- C to show the danger of making generalisations about linguistic change
- D to illustrate conflicting views about the potential effects of linguistic change

34 In the third paragraph, the writer claims that

- A the public are inconsistent in the value they place on accurate communication.
- B changes that take place in a language can be difficult to reverse.
- C caution is necessary when attempting to measure language change.
- D public attention to linguistic change reflects the essential stability of languages.

35 What point does the writer make in the fourth paragraph?

- A Trying to prevent change should have a lower priority than dealing with its effects.
- B Multi-ethnic societies need a shared language to make communication possible.
- C Language change tends to be tolerated in multi-ethnic societies.
- D The emergence of new linguistic forms often leads to communication difficulties.

36 In the fifth paragraph, the writer argues against the notion that languages

- A change in apparently random ways.
- B improve by becoming increasingly complex.
- C should in some circumstances be allowed to die out.
- D can be categorised according to stages in their evolution.

Test 4 Reading and Use of English Part 6

You are going to read four reviews of a book about documentary films. For questions 37–40, choose from the reviews A–D. The reviews may be chosen more than once.

Mark your answers on the separate answer sheet.

Documentaries – do they have a future?

Four reviewers comment on journalist Sharon Miller's book

A
The documentary has recently become a field of serious study, the latest entrant to which being Sharon Miller's new book. As a journalist, her credentials might be regarded as somewhat suspect, but in fact not being a filmmaker herself enables her to take a more objective approach than is often the case. For example, she criticises the TV companies for not satisfying the public's appetite for quality documentaries, but without the anger that a documentary maker might feel. It is hard to fault her analysis of this situation. The same applies to Miller's final chapter, in which she explains why documentaries shown on the big screen will eventually evolve into full-length films commanding as much attention as the standard cinema material. She may prove wrong on detail, but her conclusions are convincing. Miller rarely makes claims she cannot substantiate, and her thorough reading of much of the existing literature clearly informs her argument.

B
It is a relief to read that Miller believes the documentary has a glorious future, even if I would reach the same destination by a different route. However, that is one of few assertions that I can concur with; for instance, she blames television companies for their caution with regard to documentaries, without taking into account the numerous constraints that they suffer. Miller is, no doubt, a skilled journalist, and can put together a plausible article whenever one is required. But while that may suit a newspaper which is read and then forgotten, a book stakes a claim to be long-lasting; and Miller is clearly unaware of many aspects of the world in which documentary makers operate. To her credit, though, she has included an extensive bibliography, but to be brutally frank, the book is no more than a just-about-adequate summary of earlier studies.

C
Sharon Miller, while primarily a journalist, has also written an excellent introduction to the sociology of social media, and her new book, *Documentaries*, is further evidence that she is a writer to be reckoned with. Her reading on the subject is extensive, and forms a firm foundation for her argument, that the documentary film is far from being the endangered species it seemed not long ago. With a few minor reservations, I was carried along by her optimism about its future. It is only when Miller turns her attention to documentaries on television that I feel the need to take issue with her. Although many of the television companies are certainly as guilty of ignoring the documentary as she claims, there are also many, admittedly smaller, companies that have done sterling service in stretching the boundaries of the genre.

D
As a former television programme controller myself, I can back up Sharon Miller's opinion of the TV companies' attitude towards documentaries. The little that some companies have done to advance the genre is easily outweighed by the harm done by the majority. I was also taken by her overview of earlier studies of the documentary. It is thorough, and she is careful to ensure that both her facts and her opinions are consistent with what her predecessors have established. The only time she comes to grief, in my view, is in the rosy future she promises for the documentary: the evidence underpinning her assertion simply doesn't stand up to close scrutiny. What it comes down to is that Miller's work is rather too hit-and-miss: she picks a topic – the documentary – apparently at random, and does a fair amount of research into it, but it takes the inside knowledge she lacks to turn that into the definitive account she was aiming to write.

Which reviewer

has a different opinion from reviewer B regarding Miller's view of the future of documentaries?

37	
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shares an opinion with reviewer C on the subject of Miller's qualifications for writing the book?

38	
----	--

takes a different view from the others on Miller's use of earlier studies?

39	
----	--

holds the same opinion as reviewer A concerning Miller's position on television documentaries?

40	
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Test 4 Reading and Use of English Part 7

You are going to read an article about exploration of a glacier in the Alps. Six paragraphs have been removed from the extract. Choose from the paragraphs **A–G** the one which fits each gap (41–46). There is one extra paragraph which you do not need to use.

Mark your answers on the separate answer sheet.

Exploring the Gorner Glacier

Towering above the Alpine villages of Switzerland, Italy and France, the imposing peaks of the Matterhorn and its neighbours have long been a desirable destination for mountaineers and explorers alike. Today, while cable cars and a mountain railway transport hordes of tourists to the more accessible areas, pioneering exploration continues, not on the surface, but far out of sight in the icy depths of the second-largest glacier system in the Alps, on the eastern side of the tourist town of Zermatt.

41

At the end of October last year, I joined a seven-person British team that was returning to the Gorner Glacier for its second expedition exploring, mapping and photographing the sub-glacial world of moulins – well-like shafts through which meltwater drains from the surface of the glacier – and the ice caves that they help to create.

42

The weather seemed calm and benign, but overnight, considerably more snow fell than had been forecast and the next day, the Gornergrat mountain railway – the first stage in our journey up to the glacier – was closed. The advance party, they later told us, was completely snowed in.

43

Thankfully, the weather eventually cleared, and the following day we began digging out a path from our camp towards the glacier. Meanwhile, the advance team was heading back towards us. Eventually both teams met up, shared a few jokes and plodded back up to our temporary

camp for a meal and a good night's sleep before we started the work we had come to do.

44

I flitted between both parties, desperately trying to capture as many images of this wonderful environment as possible. The dramatically sculpted ice walls reminded me of shapes I'd seen before in cylindrical caves formed in limestone. Looking up, I noticed rocks and pebbles of varying sizes emerging from the roof of the ice caves.

45

Typically moving at about 15 metres a year, the Gorner Glacier picks up speed due to meltwater falling through these moulins and acting as a lubricant along its base. Although the glacier has a total area of more than 50 square kilometres, making it the second largest glacial system in the Alps, it has receded every year since 1892 – since then it has shrunk by almost 2.5 kilometres, including a staggering 290 metres over the summer of 2007.

46

Seeing how vast and extensive the glacier's moulins and ice-cave systems can be gives an indication of just how much water flows through them during the summer. Sadly, this is also an indicator of the rate at which the Alps' majestic rivers of ice are shrinking. One member of the team, Sam Doyle, a glaciologist from the University of Aberystwyth, spends most of his time in Greenland, studying the rate at which the ice sheet is moving. He was concerned to see many similarities between the moulins on the Gorner Glacier and the movement of the ice sheet.

A So, a day later than planned, we travelled up the mountain to the station, the starting point for our hike to the glacier. When we alighted, however, we discovered an expanse of knee-deep snow. It was too late to cover the three kilometres we still needed to travel, so we set up camp close to the station.

B We arrived in Zermatt late in the evening, heavily laden with equipment and enough food for a week. By now, the three members of the group who had already left to set up camp on the edge of the glacier were probably tucked up in their sleeping bags, awaiting our arrival the next morning.

C All these fascinating sights kept me engrossed in my photography. Meanwhile, members of the two teams set about surveying the caves, while others rigged ropes around large areas of meltwater and moulins that led to other levels of the system.

D Here, two big glaciers fall into the deep on either side of Monte Rosa, the highest mountain in Switzerland. To the left is the Findelen Glacier and to the right is the 14-kilometre-long Gorner Glacier.

E We set off to follow the advance party as best we could, given the difficult weather conditions, while they waited in the shelter of their tents. There was great relief all round when we finally reached them.

F We had two great days exploring the spectacular world beneath the glacier's surface. More moulins had opened up since last year's expedition, and the team split into two and began abseiling down into those that looked the most encouraging.

G This was one reason why it was so important to identify what exactly was happening. We discovered, surveyed and photographed three enormous ice caves. Descending through one moulin, we followed an eight-metre-deep trench where the water had carved its way through the ice.

Test 4 Reading and Use of English Part 8

You are going to read a magazine article in which four fashion designers write about their careers. For questions 47–56, choose from the extracts (A–D). The extracts may be chosen more than once.

Mark your answers on the separate answer sheet.

Which designer

- set up a business despite feeling unqualified? 47
- found a job through a personal contact? 48
- has broadened the range of products they manufacture? 49
- found that their early success did not continue? 50
- regrets accepting a job they were offered? 51
- mentions impressing other people with their enthusiasm? 52
- was surprised by the help they received from more experienced designers? 53
- has found that working in fashion is different from what they expected? 54
- realised the need to develop skills that were in demand? 55
- learnt how to run a company before starting their own? 56

A career in fashion

Four fashion designers write about their careers.

Fashion designer A

Fashion wasn't my first choice of career: I only thought of it when I threw in a disastrous job in advertising, and sat wondering what to do next. A friend pointed out that I'd always been keen on fashion, and that made me realise that was what I wanted to do. I managed to get a place on a fashion course, and the tutors were very positive about my designs. I even won a couple of awards. Of course that made me think that when I left college I'd just walk into a job, but I soon found out my mistake! Eventually, though, I managed to talk my way into an interview with a fashion business, and they took me on – they told me afterwards that I seemed over-confident, but my saving grace was that I was so eager to learn more about clothes design. It wasn't a very good job, really, but at least it gave me good experience for the next one I got.

Fashion designer B

As a child, I loved the glamour of the world of fashion and daydreamed about being the person whose designs the models were wearing. I took a fashion course, then begged for a job with a small fashion business. I think they took me on as a favour, really, because to be honest I had very little to offer them. Still, it was invaluable for me. It was a great introduction to the manufacturing process, and the boss seemed happy to teach me all about the business side of things. That really stood me in good stead when I eventually left to start my own fashion design business. Since then, we've branched out into household goods like tablecloths and bedding. It's still early days, so we'll wait and see how that goes. But don't let anyone tell you it's an easy life. There may be a touch of glamour occasionally, but nine-tenths of the time it's sheer hard work, long hours and a lot of stress.

Fashion designer C

In my first job interview after leaving college, they wanted someone with strong skills in computer-aided design – CAD – and my college hadn't offered that as an option, so I didn't have a chance. That made me realise I needed to learn CAD, and I enrolled on a course, and got a job in a supermarket to finance it. When I finished, a tutor on the course put me in touch with a fashion business she knew, even though they weren't advertising for designers. Her recommendation must have swung them in my favour, because they took me on. It wasn't ideal, though, as it was a very inward-looking firm, and I didn't get the chance to go to fashion shows or network with other designers, which you need to do if you want to start your own business. In retrospect, I think I'd have been better off setting up on my own as soon as I got the CAD qualification, even though it would have been very hard work.

Fashion designer D

There are lots of people chasing very few jobs in fashion, so it's hard even to get as far as an interview – and a lot of firms don't even advertise: they can find staff more cheaply through contacts or unsolicited applications that people have sent in. After college, I applied to dozens of firms, but got nowhere. It was very demoralising. So I took a chance and started a firm with a couple of friends who were in the same boat. What we knew about running a company you could write on the back of an envelope – we all saw ourselves as designers, not business people – but somehow we muddled through. To a great extent, that was down to contacts we met at networking events: a couple of established designers gave us some invaluable advice on how to market our designs. Without that, we'd probably have gone under in the first six months. And given that we were trying to compete with them, it was remarkably generous of them.

Test 4 Writing (1 hour 30 minutes) Part 1

You **must** answer this question. Write your answer in **220–260** words in an appropriate style on the separate answer sheet.

- 1 Your class has listened to a radio discussion about how important it is to keep up-to-date with aspects of culture and current affairs. You have made the notes below:

Aspects of culture and current affairs where people like to keep up-to-date

- news
- fashion
- the arts

Some opinions expressed in the discussion:

"Being well-informed about what's going on in the world may help us to avoid problems in future."

"Fashionable clothes make people look more interesting – and they don't need to be expensive."

"Knowing about the latest books and films gives you lots of interesting things to talk about."

Write an essay discussing **two** of the aspects in your notes. You should **explain which aspect is most important to keep up-to-date with, giving reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

Test 4 Writing Part 2

Write an answer to **one** of the questions **2–4** in this part. Write your answer in **220–260** words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the page.

- 2 A website has asked readers to write reviews of videos that ordinary people have posted online. You decide to write a review comparing two videos, one that you enjoyed and one that you didn't.

Your review should briefly describe each of the videos and should explain why one was good and the other was not.

Write your **review**.

- 3 You work for an international company. Someone from the Australian branch of your company is coming to work in your branch for three months. Write a letter to your Australian colleague, explaining what you think is distinctive about your branch and the people who work there. You should also give some advice about how the visitor can make the most of their free time while they are in your country.

Write your **letter**.

- 4 An international organisation is investigating transport issues in different towns. You have been asked to write a report in which you give information about the traffic situation in your town.

Your report should briefly describe the public transport system, discussing whether it meets the needs of the local population. It should also explain what the most serious traffic problem in the town currently is.

Write your **report**.

Speaker 2

I never like asking to see a shop manager. The last one I saw seemed almost hostile at first. She said what I wanted was against company policy, but she could understand how I felt, so she'd make an exception. She really sent out mixed messages. What had happened was that I'd bought this really expensive pair of shoes for my niece. I'd spent ages choosing them, with a lot of help from the shop assistant. But as soon as my niece opened the package, it was obvious she wasn't keen. So I said I'd get my money back, and give her something else instead. That's why I wanted to see the manager. But I almost wish I hadn't bothered.

Speaker 3

You'd hope that people working in retail at least know *something* about what they're selling. But I wanted to buy a dishwasher, and the assistant serving me seemed completely ignorant about the various models. I mean, he didn't even seem to understand about the different energy ratings! So I asked to see the manager, in the hope that she'd be more knowledgeable than the assistant. Well, she was quite helpful, but what I couldn't forgive was that she kept breaking off in the middle of our conversation to talk to various assistants who walked past us – nothing to do with what we were discussing. I thought it was so rude. That's not the way to encourage customers to be loyal.

Speaker 4

I went to buy a bike for my brother, and wanted it delivered. Well, you'd think I was asking for the moon! I was prepared to pay extra, but the assistant wanted to charge me a fortune. I refused, and said I wouldn't buy the bike, and then she was quite impertinent. I insisted on seeing the manager, to report her behaviour – though I assumed the manager would side with his staff. I was on the point of saying I'd never shop there again, despite having been a good customer over the years, but to give him his due, he understood why I felt as I did, which I was thankful for. I still didn't buy the bike, though.

Speaker 5

I once had occasion to speak to a shop manager who was fiercely loyal to her staff and suspicious of mere customers. I explained what had happened, but it was impossible to convince her – it was the assistant's word against mine, and the assistant won hands down. I thought that in retail 'the customer is always right', but obviously not. You see, I'd bought a large mirror on special offer, but when I got home I found it was scratched. I went back to get one in perfect condition, because it was meant to be a wedding present. But the assistant said there'd been a sign saying that was why the price was reduced. There certainly wasn't.

That is the end of Part 4.

There will now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I will remind you when there is one minute left, so that you're sure to finish in time.

You have one more minute left.

That is the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

Test 4

Key

Reading and Use of English Part 1

- 1 **B** A: 'Search' without 'for', is followed by a place, e.g. 'to search a house for stolen goods'. C: A direct object following 'seek' refers to what is being looked for, e.g. 'to seek a solution to a problem'. D: 'Enquire' is intransitive.
- 2 **D** Only D can refer to a particular type of something, e.g. technology.
- 3 **A** This use of 'feel' means that somebody watching the interviews nowadays gets the impression that they are over-rehearsed. None of the other options can be 'over-rehearsed'.
- 4 **C** This is the only option that collocates with 'team' to refer to the position of its leader.
- 5 **A** Only A can be used with 'technological' to refer to what couldn't be done.
- 6 **C** A and B: 'Archaic' and 'bygone' are not used to refer to somebody's job in the past. D: 'Outgoing' refers to people as they leave their job and are replaced, e.g. 'The outgoing president had a long conversation with her successor.'
- 7 **B** Only B can be used with 'changes' to mean 'caused the changes to happen'.
- 8 **B** This means 'creating something again that has been destroyed'. A and D are normally used of objects, e.g. 'I lost the application form, so I asked for a duplicate', 'a replica of an old ship', and C is used of paintings or images of people.

Reading and Use of English Part 2

- 9 **Unlike:** This is a preposition. It makes a contrast between Neanderthals (who developed in Europe and Asia) and Homo sapiens (who developed in Africa).
- 10 **long:** It often collocates with 'ago' to refer to a period of time.
- 11 **from:** 'Far from' means 'not at all'.
- 12 **any:** This often follows 'hardly' to mean 'a very small amount'.
- 13 **least:** 'At least' is used here to reduce the effect of a statement, i.e. possibly not Denisovans but only their DNA.
- 14 **with:** This normally follows 'to interbreed'.
- 15 **Whatever:** This means 'it doesn't matter what the precise connection was'.
- 16 **it:** 'Were it not for' is a fixed phrase. The sentence means that we only know something about the relationship because of advances in DNA retrieval and sequencing.

Reading and Use of English Part 3

- 17 **global:** An adjective is required to classify the noun 'community'.
- 18 **primarily:** An adverb is needed to modify the verb 'do'.
- 19 **marginalised / marginalized / marginal:** An adjective is required to classify the noun 'communities'. Here, it refers to communities that are not powerful.
- 20 **compliance:** The preceding adjective ('strict') and following preposition ('with') show that a noun is required.
- 21 **consultancy:** 'A' needs to be followed by a singular noun; 'consultant' can only refer to one person, but 'the Collective' is a group of people. A 'consultation' is a process or activity, and so can't refer to the people.
- 22 **expertise:** 'The ... of' requires a noun, which must refer to something that staff, etc. have, i.e. expert knowledge and skill.

- 23 **collaborative:** An adjective is required to classify the type of work.
- 24 **empower:** ‘Will’ needs to be followed by the infinitive of a verb.

Reading and Use of English Part 4

The vertical line | shows where the answer is split into two parts for marking purposes.

- 25 **SUCH a confusing film, | I had** ‘So’ can precede an adjective (here ‘confusing’) or adverb; ‘such’ has the same meaning but precedes a noun (‘film’).
- 26 **director’s resignation | RESULTED from** ‘[R]esulted’ needs a noun (‘resignation’) as its subject, and is normally followed by ‘from’. The sentence shows that the resignation came after the cause (the disagreement).
- 27 **most considerate person | I (have) EVER** ‘I have yet to meet’ means ‘I have never met’ (in the whole of my life up to the present). The superlative (‘most considerate’) is often used with a perfect tense and ‘ever’, although the past simple is also used in American English.
- 28 **come to TERMS | with** ‘To come to terms with’ is a phrase that means ‘to gradually accept a sad or difficult situation’.
- 29 **been for Miranda, | I’d/I would STILL** ‘If it hadn’t been for’ is a standard phrase that means ‘without’.
- 30 **made it difficult/hard | to PIECE together** ‘To piece together’ means ‘to create something (here, an explanation of what had happened) by joining several things together (here, the witness statements)’.

Reading and Use of English Part 5

- 31 **C** ‘There is a widely held belief that change must mean deterioration and decay.’ This idea is reinforced in ‘standards have fallen markedly’ and ‘blame’. A: Older people are said to be aware of the differences, but there is no indication of whether or not younger people are aware of them. B: Reference is made to changes in language education in schools, but there is no mention of whether or not this raises awareness of language change. D: There is no suggestion that public understanding of language development is increasing.
- 32 **A** These are described as controversies gaining ‘current attention’ and also referred to in the 18th and 19th centuries. B: Alford’s contemporaries thought ‘the language was rapidly decaying’, but the writer doesn’t comment on the speed of change, either now or in the past. C: The writer makes the point that the ‘list of unacceptable changes’ tends to be the same in every generation – ‘many of the usage issues recur’, and most of Alford’s usage issues ‘are still with us’. D: The two examples suggest that they are not undergoing linguistic change – the two phrases were used both in 1863 and in the present.
- 33 **B** The writer contrasts the changes in the languages and communication problems of Papua New Guinea with the fact that ‘as a rule’, change is minimal. A: The writer implies that the prevailing view of linguistic change is that it occurs on a large scale, as in Papua New Guinea, so the example itself supports that view – which is challenged in the sentence beginning ‘But as a rule’. C: The writer suggests that generalisations about linguistic change are wrong (‘But as a rule ...’), but not that they are dangerous. D: There is no discussion of the potential effects of linguistic change.
- 34 **D** ‘[I]t is because change is so infrequent that it is so distinctive and noticeable.’ A: The writer suggests that ‘precise and efficient communication’ is important, and notes that the public notice change and are often pessimistic about it, but there is no reference to inconsistency in the value they place on accurate communication. B: There is no reference to reversing language changes. C: There is no mention of measuring language change.

- 35 **A** ‘[T]hose who try to plan a language’s future waste their time ... – time which would be better spent in devising fresh ways of enabling society to cope with the new linguistic forms that accompany each generation’. B: The writer mentions teaching ‘a common standard’, without making the point that this is necessary to make communication possible – his emphasis is on ‘recognizing the existence and value of linguistic diversity’. C: ‘The need to develop a greater linguistic awareness and tolerance of change, especially in a multi-ethnic society’ suggests that language change does not tend to be tolerated in multi-ethnic societies. D: Communication difficulties may or may not arise, but they are not mentioned in the paragraph.
- 36 **B** The writer says ‘there is no evidence’ for the view that languages become increasingly complex, or progress to a higher ‘level of excellence’. A: The writer supports this idea – ‘Nor, when languages change, do they move in a predetermined direction.’ C: He mentions languages dying out, but doesn’t express an opinion on whether or not this should be prevented. D: The evolution of languages is discussed, but there is no reference to categorising them accordingly.

Reading and Use of English Part 6

- 37 **D** Only reviewer D is unconvinced by Miller’s view of the future, so A and C agree with reviewer B, but D doesn’t.
- 38 **A** Reviewers A and C both think Miller is suitably qualified to write the book, but reviewers B and D do not.
- 39 **B** Reviewer B believes Miller is too limited to earlier studies of documentaries, while the other three reviewers consider that she uses them as a foundation and builds on them.
- 40 **D** Reviewers A and D agree with Miller’s criticism of television companies for not making more use of documentaries, while reviewers B and C disagree with her.

Reading and Use of English Part 7

- 41 **D** ‘Here’ refers to ‘the eastern side of the tourist town of Zermatt’, and the two glaciers that are mentioned are part of the ‘glacier system’.
- 42 **B** ‘We’ refers to the ‘British team’, and we are told it is ‘late in the evening’. The following paragraph continues the time sequence with ‘overnight’ and ‘the next day’. The small group ‘who had already left to set up camp on the edge of the glacier’ are ‘the advance party’ mentioned in the following paragraph.
- 43 **A** The fact that the railway was closed (in the previous paragraph) explains ‘a day later than planned’; ‘station’ shows that they travelled on the mountain railway, ‘the first stage in our journey up to the glacier’ (previous paragraph); ‘the three kilometres we still needed to travel’ refers to the next stage of the journey, from the station to the advance party’s camp by the glacier.
- 44 **F** ‘[E]xploring’ refers to ‘the work we had come to do’ in the previous paragraph (this is made clear in the paragraph after 41). ‘[T]he team split into two’ looks ahead to ‘both parties’ in the following paragraph.
- 45 **C** ‘All these fascinating sights’ refers back to the description of the surroundings in the previous paragraph, and ‘my photography’ refers to ‘capture as many images ... as possible’. ‘[M]eltwater’ is referred to again in the following paragraph.
- 46 **G** ‘This was one reason why it was so important to identify what exactly was happening’ refers to the shrinkage of the glacier, in particular the reduction by ‘a staggering 290 metres over the summer of 2007’. The ‘water’ that is mentioned recurs in the following paragraph.

Reading and Use of English Part 8

- 47 **D** ‘What we knew about running a company you could write on the back of an envelope.’
- 48 **C** ‘[A] tutor on the course put me in touch with a fashion business she knew. ... Her recommendation must have swung them in my favour, because they took me on.’
- 49 **B** ‘I eventually left to start my own fashion design business. Since then, we’ve branched out into household goods like tablecloths and bedding.’
- 50 **A** The designer’s college tutors were very positive and he/she won a couple of awards. However, getting a job afterwards was very difficult.
- 51 **C** The job ‘wasn’t ideal’, and the designer says that ‘In retrospect, I think I’d have been better off setting up on my own.’
- 52 **A** The designer was offered a job because ‘my saving grace was that I was so keen to learn more about fashion.’
- 53 **D** The designer was given ‘some invaluable advice’ by ‘a couple of established designers,’ and says ‘it was remarkably generous of them’.
- 54 **B** As a child, the designer ‘loved the glamour of the world of fashion,’ but later found it was ‘sheer hard work, long hours and a lot of stress’, with just ‘a touch of glamour occasionally’.
- 55 **C** The designer realised they ‘needed to learn CAD’, because the lack of that skill affected the chances of getting a job.
- 56 **B** ‘[T]he boss seemed happy to teach me all about the business side of things. That really stood me in good stead when I eventually left to start my own fashion design business.’

Writing Part 1

1 Essay

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

It is generally accepted that it is a good thing for people to keep themselves informed about what is happening in the world, to be up-to-date with current events and trends. But which aspects of life is it most important to know about?

Firstly, people need to know about the news. They need to know about the main social and political issues facing not only their own country but also others. It is part of a person’s important general knowledge to have an understanding of the situation in different places around the world. This will mean reading more than one newspaper on a regular basis, as well as watching the news and documentaries about social issues on television.

Secondly, it is important to keep up-to-date with the arts. We should all know what is going on in the worlds of music, theatre, books and art. I do not mean that this should include only highbrow culture. I believe that we should all also know about popular singers and writers. Our aim should be to become fully rounded and well-informed citizens.

Of the two aspects of life discussed above, the more important one is, in my opinion, that of current affairs. Both aspects of life are undoubtedly important, but ultimately social and political issues are likely to have a more far-reaching impact on our lives than the arts, and so it is vital that we keep up-to-date with the news.

Notes

- Opening paragraph introduces the topic
- Two of the points are addressed and developed

- One of the aspects is chosen as more significant and an explanation is provided as to why this one was chosen
- The essay has a clear structure
- Appropriate register – not too informal
- Good range of vocabulary relating to the theme, e.g. ‘highbrow culture’, ‘fully rounded’, ‘well informed’
- Variety of sentence length and structure
- No language errors
- Correct length (239 words)

Writing Part 2

2 Review

Style

Any style as long as it is consistent

Content

Your review should consider two videos you have seen online made by ordinary people. They should contrast in that you enjoyed one but not the other. Your review should make it clear why you felt as you did about each of them.

Organisation

Write in clearly defined paragraphs.

3 Letter

Model answer

This model has been prepared as an example of a very good answer. However, please note that this is just one example out of several possible approaches.

Dear James,

We are all very much looking forward to meeting you when you come to spend some time working with us soon. We all hope that you will enjoy your time here and will find it productive.

In many ways, you will probably find our branch rather different from yours. We are a slightly smaller branch, and our premises are considerably older than I believe yours are in Australia. More significant is the fact that the company’s research and development is based here, and so we are very much focused on how the company might diversify in future. I imagine that you might find this aspect of our work stimulating. We are a small, relatively young team, here. Many of us are fairly recent graduates in either engineering or business.

Life for you here will, of course, not only be about work. I’m sure you’ll want to do some travelling around the country while you’re with us. Do let us know where you’d particularly like to go and we’ll make some arrangements for you. There are a couple of excellent theatres in this town. Have a look at their programmes on the web and drop us a line to say what you’d like us to book you tickets for. Tickets often sell out quickly, and it makes sense for us to get hold of them before you get here.

Do please let me know if there’s anything else you’d like to know before you arrive.

All best wishes,
Simon

Notes

- Uses appropriate opening and closing formulae
- Tone is friendly but still businesslike
- All the points from the question are dealt with in the answer and are developed appropriately
- Clearly organised in paragraphs
- Good range of vocabulary relating to the workplace and leisure activities

- *Variety of sentence length*
- *Appropriate register – informal and friendly*
- *No language errors*
- *Correct length (249 words)*

4 Report

Style

Neutral to formal

Content

Your report should briefly describe the traffic situation in your town. It should then go into more detail about the extent to which it meets the population's needs and should give an explanation of the town's most serious traffic problem. You should try to express your ideas as clearly as possible.

Organisation

Write in clearly defined paragraphs.

Include a title and sub-headings.

Listening Part 1

- 1 C** The paintings were hard to see. A: The advance publicity referred to 'a range of artists', without indicating the number – it was the woman who 'imagined there'd be hundreds of works'. B: There was one painting by 'an artist I really love'.
- 2 B** The man is put off by the people who attend exhibitions. A: He knows he isn't an art expert, but doesn't suggest he discovered this at exhibitions. C: He is in favour of talking about paintings 'in a way that can be understood' and 'without going on' about them.
- 3 A** Tony says his colleague seems resentful that he has more money than she has. B: Marion asks Tony if the bad treatment is 'because you're new', but he doesn't accept that explanation. C: Tony says he doesn't think his colleague being much older than him is the reason for the way she treats him.
- 4 B** Tony reluctantly agrees with Marion about talking to his line manager. A: Marion says that Tony should only look for a new job 'as a last resort', and he doesn't pursue the idea. C: Tony says he isn't brave enough to talk to his colleague about the issue.
- 5 A** Ross says the publisher has changed the brief without discussing it with him. B: Although the deadline is just after his holiday, he doesn't say he will have to cancel the holiday. C: He says he will receive ten per cent of the price of each book sold, so being paid for the extra work 'doesn't apply'.
- 6 A** Erica thinks her cousin was silly to get worked up: she would have done better to accept the changes. B: She doesn't say anything about her cousin's or Ross's motives for writing. C: Her cousin tried to persuade the publisher to rethink the changes, but without success.

Listening Part 2

- 7 shopping experience:** Jack contrasts the importance of profit and range of products with the customers' shopping experience.
- 8 stressed:** Jack talks about treating all customers in a friendly way; but says it is very important to make someone who is stressed relax a little.
- 9 shopwalkers:** Several members of staff, including managers, take on the role of shopwalkers, and offer to help anyone who seems to need assistance.
- 10 suggestion scheme:** Jack says the suggestion scheme makes it easy for anyone to put forward ideas for improvements.
- 11 talent day:** Employees who are interested in promotion can talk to him about it when the store holds a 'talent day'.

12 stock: The stock arrives at night, and some staff start work at 6 am to put it on the shelves before the store opens at 7.

13 manual: Unlike most supermarkets, the store uses a manual system.

14 weather: Every day, when the managers of each department order stock, they consider the effect of the weather on sales.

Listening Part 3

- 15 C** They don't think A or B were disappointing, and only Jason was disappointed with the support from tutors – Cathy was satisfied with it.
- 16 D** Jason doesn't usually get distracted – it is Cathy who has become more focused; and Jason generally trusts his judgement.
- 17 C** Cathy thinks the topic is OK, but she isn't sure what exactly to do, so can't yet do her best. They agree that they 'don't need to come up with anything really original'.
- 18 D** They agree that the timing of the field trip has made it hard to keep up-to-date with assignments. Cathy says the field trip stopped her feeling that the subject was dry, and Jason wanted the trip to last longer.
- 19 B** Jason says, 'the trip's confirmed that I can't see myself doing it for the rest of my life', so these are not 'fresh' doubts.
- 20 A** Cathy says she feels she could contribute to research into alternative energy sources. Although she'd like to encourage the public to use less energy, she thinks it may not be the best use of what she's learning.

Listening Part 4

TASK ONE

- 21 E** The speaker's father thought she was too impatient, and she decided to prove him wrong. Her parents used to go ballroom dancing, but made her give up the idea of going too.
- 22 F** The speaker says he went to the gymnastics club at school because most people did. The club was intended to be a way of getting fit, but that wasn't why the speaker went.
- 23 G** When the speaker saw ice skating on TV, she decided to make a living as an ice skater. A schoolfriend was taken ice skating, but didn't recommend it to her.
- 24 C** The speaker wanted to do something that would engage his brain. Making friends in the school bridge club was a by-product of joining, not his purpose.
- 25 B** The speaker's parents suggested taking up a hobby to meet other children. Tennis was her own choice – she wasn't introduced to it by either of her parents.

TASK TWO

- 26 H** The speaker is surprised how few people make models. She mentions having to be careful and accurate, but doesn't say anything about the standard she has reached.
- 27 C** The speaker may give up gymnastics now, because he is demoralised by the ease with which younger people do it. He is aware of his relatively limited ability without needing to reassess it. He could carry on if he wanted to.
- 28 D** The speaker wanted to win a national competition, and did so the second time she entered. She has become quite well known, but she isn't pleased about that – she is concerned that people have high expectations of her.
- 29 A** The speaker has realised that although he was one of the better players at school, experts are at a very much higher level; his standard is lower than he used to think.
- 30 B** The speaker is surprised to have reached a high level. She doesn't say that winning regional tournaments was a target.