

Test 1

READING AND USE OF ENGLISH (1 hour 15 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 mainly B considerably C virtually D substantially

0	A	B	C	D
	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Canoeist discovers unknown waterfall

We live in an age in which **(0)** the entire planet has been documented and mapped. Explorers seem to be **(1)** wilderness to explore, so the discovery of unmapped waterfalls in a developed country is a rare **(2)** indeed.

Adam Shoalts was canoeing along the Again River in northern Canada when his boat **(3)** twelve metres into swirling white water below. Despite the **(4)** damage to his boat, Adam was thrilled to have tumbled down an unknown waterfall. Now with financial backing from the Royal Canadian Geographical Society (RCGS), he is planning to revisit the falls in order to plot and measure them. His data will be used to **(5)** maps of this remote area up to date. Its remoteness is reflected in the fact that it has a population **(6)** of fewer than one person per 50 square kilometres. It is **(7)** by the RCGS and Adam Shoalts himself that Adam's discovery may not be of the **(8)** of what past explorers found, but it shows that there's still much to be discovered.

Reading and Use of English

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|---|---------------------------|-------------------------|--------------------------|-------------------------|
| 1 | A falling short of | B missing out on | C cutting down on | D running out of |
| 2 | A episode | B undertaking | C occurrence | D instance |
| 3 | A plunged | B tore | C dashed | D flung |
| 4 | A sizeable | B widespread | C extensive | D ample |
| 5 | A bring | B put | C take | D mark |
| 6 | A capacity | B density | C consistency | D frequency |
| 7 | A disclosed | B granted | C declared | D acknowledged |
| 8 | A bulk | B volume | C magnitude | D expanse |

Test 1

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	T	S																
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The attraction of Ferris wheels

When did you last see a Ferris wheel? Sometimes called observation wheels, they're becoming fixtures in our cityscapes. It seems that any city that wants to ensure **(0)** attractions are on show to the world must have a beautifully designed Ferris wheel. **(9)** these wheels are usually intended to be temporary structures, more often than not they end **(10)** staying for a number of reasons, not least because they become so highly thought **(11)** by residents and visitors.

So why do cities want them? There's very **(12)** doubt that they create a novel focus, but there are several other reasons. They may be used **(13)** symbols of resurgence or a modern complement to the usual historic attractions tourists visit. They're also cheaper and quicker to build than most other major landmarks. Finally, seeing the success they've **(14)** in many places, cities may feel **(15)** sense of competition and be driven **(16)** build bigger and better versions.

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 L I K E L I H O O D

A summer clean for the mountains

On a summer hike in some winter ski areas there is more (0) of spotting drink cans and other litter discarded by skiers than mountain flora and fauna. Huge quantities of rubbish are slowly (17) as the snow melts. Because much of the litter is non-biodegradable, the amount is increasing. Plastic bags, bottles and cans, dropped by anonymous (18), are just some of the examples found on the mountain sides. It's hard to view the task of cleaning it up with anything other than (19)

LIKE

COVER

OFFENCE

PESSIMIST

In an attempt to counter this, (20) resorts are now appealing to skiers to return in the summer and participate in mountain-cleaning days. These have been (21) introduced at weekends, when organisers can capitalise on the (22) of mountain areas with hikers and mountain-bikers, who will boost the turnout.

NUMBER

SUCCEED

POPULAR

These days are sociable and fun, (23) those who take part to do something worthwhile. In some cases, up to 5 kilograms of litter can be gathered by each volunteer leaving the organisers with a ton of rubbish to be prepared for (24) In return for their help, litter-pickers are often treated to a barbecue at the end of the day.

ABLE

DISPOSE

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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 James would only speak to the head of department alone.

ON

James to the head of department alone.

The gap can be filled by the words 'insisted on speaking', so you write:

Example:

0	<i>INSISTED ON SPEAKING</i>
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Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 Even though it had started to rain, we decided to continue our tennis match.

WITH

We decided to go the rain.

26 Jo loves living in the city and probably won't move.

UNLIKELY

It's the city as she loves living there.

27 My brother never considered the option of taking a year out, until I did it.

MIND

The option of taking a year out never , until I did it.

Reading and Use of English

- 28 We never needed to show our train tickets during our journey.

REQUIRED

At no show our train tickets during our journey.

- 29 The delegates arrived late for the conference because of the traffic jam.

PREVENTED

The traffic jam time for the conference.

- 30 The manager admitted that debiting my account twice had been a mistake.

NOT

The manager admitted that my account should twice.

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Part 5

You are going to read an article about tiny rocks from outer space. 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**.

Space dust

A Norwegian musician who looks for micrometeorites – tiny rocks from outer space

Every day, millions of tiny rocks from space, no bigger than specks of dust, reach our planet. Known as micrometeorites, they are billions of years old, and were once part of the oldest rocks in our solar system. According to experts, about 12 micrometeorites now land on every square metre of our planet every year. This might not sound much, but in total it comes to 100 tonnes a day. 12 tonnes of that mass consists of water molecules. Furthermore, the micrometeorites also contain complex organic molecules of the sort required, for instance, for DNA. So this abundant rain of particles contains, as well as water, the stuff of life itself.

However, every day, other tiny particles also land, but they're not from outer space: things like dust from construction, exhaust fumes and sand. These terrestrial particles outnumber the micrometeorites by a billion to one. So when Jon Larsen, a Norwegian jazz musician, became fascinated by micrometeorites and began looking for them, he thought he would probably be unsuccessful. The experts he contacted were certain he would be. Until then, the only micrometeorites ever identified had been found in the Antarctic. Since falling to Earth billions of years ago, these had mostly been locked into rock and ice. Scientists knew how important it is to study micrometeorites, and were tantalised by the prospect that they might contain hints as to how life started on Earth. Yet no one had ever found recently arrived examples. In fact, so extremely unlikely was it, that they hadn't even tried.

What intrigued Larsen was that, if micrometeorites were regularly falling to Earth in such numbers, where were they? 'It was a very obvious contradiction,' he says. 'Most scientists agreed that they might be everywhere, but it simply wasn't possible to

find them. I had to try.' He turned to Matthew Genge, a senior lecturer at Imperial College London. 'For years we'd seen amateurs posting online about collecting micrometeorites,' says Genge. 'When they contact us we tell them it's not possible.' That's what he told Larsen. 'But he was persistent and kept emailing me photos of possible particles.' Larsen, to be fair, was far from starry-eyed. He had a humble, but also in some ways grand, vision for his project. His idea was to make a start, and perhaps devise a system that would eventually be perfected.

His technique was actually to look not for micrometeorites, but for the things that weren't, and like a detective, eliminate them from his enquiries. Finally, after six years, he found something he couldn't classify: it was smooth, dark, shiny, egg-shaped, and almost translucent. Larsen showed it to Genge. He looked at it and said, 'Yes, that's it.'

Genge's is a rarefied discipline. 'With micrometeorites you can start making predictions about the universe,' says Genge. 'They're not unique to our solar system and if they fall elsewhere, then they'll also be carrying water and complex organic molecules there. And if that's the case, the implications are very exciting. You can say that planets that have these bombardments are more likely to have life.' Scientists couldn't investigate this, however, until they had Larsen's examples to study.

Finally, Larsen showed me a micrometeorite. There under the microscope, it looked so unexpected, so odd – surely something like that would quickly catch the searcher's eye. But when I moved away from the lens, I got a sense of why it had taken so long for Larsen to get that far. Without the magic of magnification it was a boring grey speck again.

- 31 What point is highlighted in the first paragraph about micrometeorites on Earth?
- A how much we depend on them for our existence
 - B how significant the quantities of them are
 - C how uneven the distribution of them is
 - D how limited our awareness of them is
- 32 In the second paragraph, the writer says the experts
- A thought micrometeorites were too complex for a non-scientist to understand.
 - B were embarrassed at their lack of progress in the search for micrometeorites.
 - C felt the difficulties involved in hunting for micrometeorites were overwhelming.
 - D doubted the value of analysing micrometeorites found in a particular location.
- 33 What is stated about Larsen in the third paragraph?
- A He was confused by conflicting opinions.
 - B He felt motivated by the efforts of others.
 - C He misunderstood what scientists required.
 - D He had a realistic attitude towards his search.
- 34 The writer compares Larsen to a detective because
- A he used a systematic method.
 - B his intuition helped him in his work.
 - C his approach was slow to yield results.
 - D he was unsure precisely what to look for.
- 35 What point is made in the fifth paragraph?
- A Speculation about micrometeorites only began recently.
 - B A great deal of potential information is contained in micrometeorites.
 - C Despite the need for more research, few people want to study micrometeorites.
 - D Before Larsen found micrometeorites, scientists were unsure of their significance.
- 36 How did the writer feel after looking at the micrometeorite through a microscope?
- A privileged to be able to see something so unusual
 - B amazed that anyone would bother to look for it
 - C puzzled that it had been so difficult to find
 - D surprised at how large it seemed to be

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Part 6

You are going to read four extracts from articles in which writers give their views on the relationship between technology and work. For questions 37 – 40, choose from the writers A – D. The writers may be chosen more than once.

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

Technology and the future of work

- A** Despite all the hype about modern jobs that would have been unimaginable to previous generations, the reality is, I believe, that the vast majority of the workforce is still employed in traditional occupations such as sales. Most workers' actions and decisions can be predicted, based on what they've done in similar situations in the past, and much of this predictable work will be susceptible to automation over the coming decades. Furthermore, it is questionable whether the jobs created by technology will be numerous enough to compensate for those that disappear. And while there will doubtless be many calls for improving retraining opportunities, it is unrealistic to expect that the bulk of the workforce can somehow be taught to take on the few roles that are beyond the reach of technology. This doesn't mean, however, that we should miss the opportunity to begin meaningful discussions about the issues of employment, or rather unemployment, which we face as a society and the types of strategies we might employ in order to adapt to a new reality.
- B** The conventional view has been that progress results in the automation of low-skilled jobs while creating more opportunity for the more highly skilled. However, in reality, technology has actually had a de-skilling effect. Shop cashiers, for example, used to have to quickly and accurately enter individual prices into the cash register. Now, they simply scan each item. In many sectors, it's the exclusively human abilities such as communication and social awareness which are becoming most highly valued – these will ultimately separate the economy's winners from the losers. Jobs are changing, and we need to ensure that effective learning opportunities are accessible and affordable for those who are willing and able to adapt to this rapid change. However, while progress may create new opportunities, it seems very unlikely that there will be enough of these new positions to absorb all the workers displaced from more predictable routine work.
- C** We shouldn't let uncertainties about the future of work prevent people from acquiring new skills through attending courses in order to become more valuable as the economy evolves. Individuals can and should do everything possible not only to adapt to the changes brought about by technology, but also to be ready to embrace the roles technology can't. After all, computers will only ever have a limited ability. However, I take very seriously the possibility that technology may for the first time be reducing the total number of people in work rather than increasing it. Therefore, it is important to realise that advice directed at individuals about how they can best adapt to new work practices is quite different from a discussion about what we should do as a society. Indeed, in my opinion, society as a whole can do very little to prepare for these changes.
- D** When the web first made the internet accessible worldwide, no-one predicted there would be such positions as search-engine optimisers, social media managers and countless other technology-related jobs of today. Furthermore, even those jobs which appear the same as they were a century ago are actually very different now. Bank clerks, for example, still concern themselves with tasks such as basic cash-handling. However, they have also taken on roles requiring more expertise like 'relationship banking'. This new aspect of the role involves what no machine can do: building relationships and strengthening customer loyalty, in order to advise on a range of other financial services. Indeed, as technology takes over more routine tasks, competencies such as dealing sympathetically with customers will be increasingly important when it comes to employability. We can be confident that this trend will continue, and it's most definitely time we began talking about government policies to deal with the changes that are coming, both in terms of jobs, and the way we do them.

Which writer

has the same view as A on whether there will be enough 'new' job opportunities created to employ all the people whose jobs have been lost due to automation?

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expresses a different view from the other writers on whether technology will have an impact on employment prospects?

38	
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has a different opinion to C on whether training can enable people to compete with technology in the job market?

39	
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has a different opinion to B on whether technology has removed the need for job-specific skills?

40	
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