

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
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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 **C O M M I T M E N T**

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 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

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

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 moulin – 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 moulin and acting as a lubricant along its base. Although the glacier has a total area of more than 100 square kilometres, making it the second largest glacier 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 moulin 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 moulin on the Gorner Glacier and the movement of the ice sheet.