

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 text. 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

- 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.
- D** Only D can refer to a particular type of something, e.g. technology.
- 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'.
- C** This is the only option that collocates with 'team' to refer to the position of its leader.
- A** Only A can be used with 'technological' to refer to what couldn't be done.
- 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'.
- B** Only B can be used with 'changes' to mean 'caused the changes to happen'.
- 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

- Unlike:** This is a preposition. It makes a contrast between Neanderthals (who developed in Europe and Asia) and Homo sapiens (who developed in Africa).
- long:** It often collocates with 'ago' to refer to a period of time.
- from:** 'Far from' means 'not at all'.
- any:** This often follows 'hardly' to mean 'a very small amount'.
- least:** 'At least' is used here to reduce the effect of a statement, i.e. possibly not Denisovans but only their DNA.
- with:** This normally follows 'to interbreed'.
- Whatever:** This means 'it doesn't matter what the precise connection was'.
- 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

- global:** An adjective is required to classify the noun 'community'.
- primarily:** An adverb is needed to modify the verb 'do'.
- marginalised / marginalized / marginal:** An adjective is required to classify the noun 'communities'. Here, it refers to communities that are not powerful.
- compliance:** The preceding adjective ('strict') and following preposition ('with') show that a noun is required.
- 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.
- 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