

## Use of English, Exercise 1

For questions 1-8, read the text below and write the word which best fits in each space. Use only one word in each space. Write your answers on the answer sheet.

Here is an example: (0) the

### Pre-History

That fragment of pottery, that little piece of bone or (0) ... remains of an early human tool are quite often the only evidence we have of our early history. However, (1) ... a consequence of the work of archaeologists and others in this field, we have over the years built up an extremely good understanding of early human development. This is the case (2) ... the fact that there is no written evidence of the period we term pre-history. (3) ... is startling to note is that this period, which predates the invention of writing, accounts for 99% of human existence. It was (4) ...this time that discoveries that shaped the human race were made, early settlements created that (5) ... to become our major cities and in general was the time when the very foundations of human civilisation were laid. The evidence of our pre-history can be found everywhere, from remnants of human existence buried deep in the ground (6) ... ancient pathways and burial grounds. The first and easiest place to start your exploration of pre-history is of (7) ... your local museum, particularly (8) ... you are interested in discovering more about the area where you live. You may also have a local archaeological group that would be prepared to let you work as a volunteer.

## Use of English, Exercise 2

For questions 9-16, read the text below and choose the correct answer for each gap.

### Smart gadgets

Today's smartphones are smart but tomorrow's gadgets will inevitably be even smarter. According to experts, soon they will have 'emotional intelligence'. They will be able to **(9)** ..... how we feel and react to our mood, by joining in our happiness or leaving us alone when we are angry. Scientists are **(10)** ..... a technology that uses both speech-recognition software and special sensors to figure out how the user is feeling. Their goal is to develop a way to accurately **(11)** ..... the emotional state of a person holding a smartphone.

Another project is looking at **(12)** ..... emotional detection into GPS car navigation devices. The vision is of a dashboard GPS device that would register facial expressions, voice intonation and hand movements to work out the emotions of the driver. For example, if the driver were experiencing stress, it could temporarily **(13)** ..... giving additional instructions or even turn itself off.

But for many, there is something slightly **(14)** ..... about emotion recognition. It **(15)** ..... into yet another part of our lives which are already being closely **(16)** ..... by technology, not always for our benefit.

<b>9 A</b>	expose	<b>B</b>	perceive	<b>C</b>	guess	<b>D</b>	realise
<b>10 A</b>	operating	<b>B</b>	developing	<b>C</b>	working	<b>D</b>	progressing
<b>11 A</b>	count	<b>B</b>	rank	<b>C</b>	value	<b>D</b>	measure
<b>12 A</b>	creating	<b>B</b>	locating	<b>C</b>	absorbing	<b>D</b>	building
<b>13 A</b>	put up	<b>B</b>	take over	<b>C</b>	hold off	<b>D</b>	set back
<b>14 A</b>	unreasonable	<b>B</b>	disturbing	<b>C</b>	irregular	<b>D</b>	impossible
<b>15 A</b>	intrudes	<b>B</b>	invades	<b>C</b>	interrupts	<b>D</b>	forces
<b>16 A</b>	searched	<b>B</b>	supervised	<b>C</b>	monitored	<b>D</b>	handled

### Use of English, Exercise 3

For questions 17-23, complete the second sentence so that it has a similar meaning to the first sentence and uses the word given in **CAPITAL LETTERS**. Do not change the word given. You should use between two and five words, including the word given. **Write your solutions on the answer sheet.**

Example:

0 A very friendly taxi driver drove us into town.

**DRIVEN**

We \_\_\_\_\_ a very friendly taxi driver.

Solution: WERE DRIVEN INTO TOWN BY

17 Joan was in favour of visiting the museum.

**IDEA**

Joan thought it would be \_\_\_\_\_ to the museum.

18 Arthur has the talent to become a concert pianist.

**THAT**

Arthur is so \_\_\_\_\_ could become a concert pianist.

19 "Do you know when the match starts, Sally?" asked Mary.

**IF**

Mary asked Sally \_\_\_\_\_ time the match started.

20 I knocked for ages at Ruth's door but I got no reply.

**LONG**

I \_\_\_\_\_ knocking at Ruth's door but I got no reply.

21 Everyone says that the band is planning to go on a world tour next year.

**SAID**

The band \_\_\_\_\_ planning to go on a world tour next year.

22 I'd prefer not to cancel the meeting.

**CALL**

I'd rather \_\_\_\_\_ the meeting.

## Reading, Exercise 1

**Instructions:** Read the following text entitled "What a Waste!" and answer questions 23-36 on the answer sheet.

### ***WHAT A WASTE!***

Every day, all over the world, unwanted waste is disposed of from both domestic and commercial sources, usually with insufficient attention paid to the resulting problems. The increase in excess refuse and how to dispense with it has become a major headache for the government and the environmental agencies.

This has certainly been the case in Britain where there has been a steady rise in the amount of rubbish generated in recent years. In industry, the mining, agriculture and construction sectors are the biggest culprits, being amongst the greatest producers of waste. Also, household waste has grown at a rate of 3% a year as a consequence of society becoming more affluent and thus consuming more goods, resulting in more rubbish to discard. As this waste is economically and environmentally costly to deal with, local authorities have been required to ensure that the arrangements made to dispose of the surplus detritus are efficient and practicable, considering social as well as economic implications.

For many years, the preferred option for refuse disposal in Britain has been the landfill. In fact, the UK, more than any other European country, makes use of landfills to get rid of its biodegradable waste. However, problems have arisen with this method and alternative solutions have had to be researched.

One of the biggest drawbacks to landfills is the cost. In the past this was not the case as land was plentiful and cheap with abandoned quarries and mines often being utilised. But by 2015, since space for approved and licensed landfills will have run out, viable alternatives to waste disposal have to be found. Another disadvantage is the environmental impact made by the acids and hazardous chemicals that are leaked from the landfills. Older sites depended on these substances being diluted naturally by rain but this often did not occur and surrounding agricultural land was affected and livestock poisoned. Nowadays, more modern landfills use liners within the pits to contain any dangerous material and the liquid is then collected, treated and discharged within the site itself. But perhaps the most apparent annoyance for the general public living in the immediate vicinity of the landfill is the nuisance that results from the traffic, the noise, the dust and the unpleasant odours emanating from the site. Although no risks to human health have been verified, symptoms such as headaches, drowsiness and exhaustion have been reported by people living close to landfills. These may have been caused by toxic emissions from the site but they may be connected to the impact that living next to the sites can have on stress and anxiety.

In order to reduce the amount of waste being sent to the landfill, a special tax was introduced in 1996, to discourage this practice. The charges range from two to eleven pounds per tonne depending on the type of rubbish being discarded and due to this tax the

amount of waste from the construction industry has been markedly reduced. Other targets have been set to reduce biodegradable waste deposited in these sites by 2006 but it is thought that the greatest impact could be made through the introduction of more intensive recycling, which could be funded from the proceeds of the landfill tax.

In Europe, Britain is bottom of the recycling table with the lowest rate of 8% compared to the Netherlands where they recycle 72% of their detritus. According to government research, only 7% of plastic was salvaged, as was only 22% of the six billion glass containers manufactured annually in Britain. On the other hand, the same sources found that 90% of car batteries and 66% of lead is recycled. This proportion is high because of the economic value of the material and so reprocessing is an opportunity to gain an income from an environmentally friendly undertaking. Also, of the thirteen billion steel cans produced yearly, about a quarter come from recycled metal. These goods only consume 25% of the energy needed to make the same products from raw materials.

Biodegradable wastes can be made into organic compost to use as fertiliser for the land. At present less than half the local authorities have facilities for this and about a fifth of municipal waste is being treated but in some areas, schemes are being set up to collect waste from both domestic properties and supermarkets to help effect this procedure.

Yet even now in the 21st century, less progressive authorities are still constructing and employing incinerators to dispose of waste despite the subsequent health hazards. They also have to confront opposition from the public over a policy which has proved to be the most unpopular technology since the introduction of nuclear power.

So, what can be done to encourage more recycling? Probably what should be the government's priority is the reduction in the number of landfills in regular use. Even materials that are biodegradable such as paper cannot easily be broken down as the landfill pits are constructed to keep air out and moisture in, thus slowing down the process to degrade this matter. Therefore, more reprocessing plants for refuse must be constructed to replace the outmoded landfills. Also, companies should be encouraged to take a more responsible approach to the packaging of their products, only using the minimum and environmentally friendly recycled materials. Then, the public must be convinced of the benefits of recycling and be made aware of the ecological consequences of not recycling. In Britain, more intensive reprocessing would lower the production of gases harmful to the ozone layer by 12.8 million tonnes of carbon a year, the equivalent of taking nearly five million cars off the road. Also, a strong incentive for the public to support recycling is the prospect of higher employment. In Germany, it has been estimated that 150,000 people are employed in the recycling business, a number greater than those employed in the steel industry. It is believed that up to 50,000 jobs could be created in Britain if recycling was adopted.

What will happen in the future regarding the disposal of waste matter very much depends on the attitude and party policies of the particular government in power. Yet, if reforms to the methods of waste disposal are not made, serious environmental problems will arise in the immediate future, the consequences of which are too dire to contemplate.

**Questions 23-26**

Choose **ONE** phrase from the list of phrases **A - E** below to complete each of the following sentences. Write the appropriate letters for questions **23-26** on your answer sheet.

**List of Phrases**

**A** dangerous materials are collected in landfills

**B** as the population becomes wealthier, their capacity to consume more increases

**C** there is relatively little recycling of degradable matter in Britain

**D** problems for people residing nearby

**E** the most common means of waste disposal is burying refuse

**Sentence 23)** More household waste is produced because...

**Sentence 24)** In Britain...

**Sentence 25)** Landfills create...

**Sentence 26)** Unlike Europe...

### Questions 27 and 28

Choose the best answer A, B, C or D.

**27)** Landfills are not approved of because

- A they use agricultural land.
- B they have always been expensive to run.
- C they need to have a licence.
- D they produce dangerous emissions.

**28)** A tax was imposed in order

- A to encourage recycling.
- B to dissuade people from using landfills.
- C to punish the building industry.
- D to gather money for the government.

### Questions 29-36

Complete the summary below. Choose the best answer (A-D) to complete the gap.

Write your answers to questions 29-36 on your answer sheet.

Solutions to the problem of how to dispose of excess rubbish must be found. With the dramatic increase in both **29** ..... and industrial rubbish, the **30** ..... must devise new policies to deal with the matter. The well-established **31** ..... are now considered **32** ..... so it is preferable to send the refuse to **33** ..... centres in order to **34** ..... the waste products which could then be used to manufacture **35** ..... goods. Also the general public must be better informed of the worrying environmental **36** ..... the planet faces if this matter is not addressed urgently.

- |    |                 |                 |               |                 |
|----|-----------------|-----------------|---------------|-----------------|
| 29 | a) private      | b) unwanted     | c) domestic   | d) refuse       |
| 30 | a) individual   | b) government   | c) companies  | d) industry     |
| 31 | a) producers    | b) landfills    | c) quarries   | d) impacts      |
| 32 | a) outmoded     | b) out of touch | c) outfilled  | d) outfashioned |
| 33 | a) container    | b) reproducing  | c) rubbish    | d) reprocessing |
| 34 | a) break out    | b) break up     | c) break down | d) break away   |
| 35 | a) domestic     | b) responsible  | c) recycled   | d) new          |
| 36 | a) consequences | b) reforms      | c) policies   | d) issues       |



## Reading Exercise 2

Read the introduction to an academic book about parenting. For questions 37-43, choose the correct answer and add your answer to the answer sheet.

---

### Parenting in the 21<sup>st</sup> Century

I decided to write this book for several reasons. I was dissatisfied with parenting-advice literature, finding it to be riddled with oversimplified messages, and often unrelated to or at odds with current scientific knowledge. I also felt certain after years as a professor, researcher, and author of textbooks on child development, that contemporary theory and research contain many vital, practical messages... ones crucial for parents to understand if they are to effectively help their children develop. Furthermore, I've been approached on countless occasions by uneasy parents, frustrated by a wide array of child-rearing issues. I became convinced, therefore, that parents needed a consistent way of thinking about their role to guide them in making effective decisions.

It's little wonder that parents are perplexed about what approach to take to child rearing. Today's world is one which makes parenting exceedingly difficult. In many industrialised countries, the majority of mothers of pre-school children are in the workforce, though not always through choice. This group in particular tends to lament the lack of practical advice for parents in their child-rearing roles. Many parents simultaneously complain that they're busier than ever and that due to the growing demands of their jobs, they have little time for their children. Nations of pressured, preoccupied parents have emerged in an era of grave public concern for the well-being of youth.

It would seem from looking at current media that the younger generation are achieving less well than they should and that they often display a worrying lack of direction, manifested at its worst in a variety of social problems. These problems seem to have infiltrated even the most economically privileged sectors of the population, affecting young people who, on the face of things, have been granted the best of life's chances. Accounts of children being deprived of their childhood and growing up too fast, or the dangers of promoting materialism to young people abound in the media.

In many countries there is a growing sense of 'youth alienation' and parents rightly fear for their own children's futures. But agreement on what parents can and should do to shield children from underachievement and demoralisation eludes those who seek it on the shelves of libraries or bookstores. Parenting advice has always been in a state of flux, at no time more so than the present. While the fundamental goal of parenting – to instil character and moral development – has stood firm amid the various passing fashions in child care over the years, the approach to accomplishing this has varied considerably.

Some authors, convinced that parents are in control of what their children become, advise a 'get tough' approach. The educational parallel to this 'parent-power' stance is to train and instruct as early as possible, and this has been justified by claims of maximising brain growth or securing high achievement by starting sooner. Other authors, however, attribute many of today's social problems to the excessive pressure put on children by parents. According to these 'child-power' advocates, children have their own built-in timetables for maturing and learning. Waiting for cues that children are ready, these experts say, will relieve the stress that fuels youth discontent and rebellion. The reality, however, is that there are no hard-and-fast rules.

Current thinking on child-rearing advice mirrors historical shifts in theories of development and education. The most disturbing trend in the literature has been a move to deny that parents make *any* notable contribution to their children's development. Indeed, according to one highly publicised book, children's genes, and secondarily their peer groups, not parents, dictate how children turn out. This public declaration of parental weakness comes at a time when many busy parents are poised to retreat from family obligations, and, indeed, it grants them licence to do so.

From the multitude of theories on nature and nurture, I have chosen one to serve as the framework for this book: sociocultural theory, which originated with the work of Russian psychologist Lev Vygotsky. Early in the 20<sup>th</sup> century, he explained how children's social experiences transform their genetic inheritance leading their development forward and ensuring that they become competent, contributing members of society. Vygotsky championed the idea that as children engage in dialogues with more expert members of their culture, they integrate the language of those interactions into their inner mental lives and use it to think, overcome challenges and guide their own behaviour.

- 37** The author says that one reason for writing the book was the fact that
- A** research suggests the quality of parenting skills has deteriorated.
  - B** today's scientific views of parenting seem to be flawed.
  - C** there is a lack of parenting literature written in a straightforward way.
  - D** the available advisory material does not reflect current academic thinking.
- 38** What does the author say about the concerns parents have?
- A** Some of the issues are contradictory in nature.
  - B** They are understandable given the challenges of modern life.
  - C** They cause a disproportionate amount of stress in family relationships.
  - D** The balance between work and family life is only a secondary problem.
- 39** What view of young people is promoted in the media?
- A** They want to live an adult life before they are mentally ready.
  - B** They are unaware of the opportunities provided for them.
  - C** They are unable to appreciate the value of money.
  - D** They fail to demonstrate a sense of purpose.
- 40** What does the author say in the fourth paragraph about parenting advice?
- A** Its core objective has remained constant.
  - B** Its ideology stems from contemporary social issues.
  - C** It traditionally placed strong emphasis on the protection of the child.
  - D** It currently benefits from techniques tried and tested by previous generations.
- 41** In the fifth paragraph, what point is the author making about bringing up children?
- A** There is an absence of consensus on child-rearing among the experts themselves.
  - B** Educational policies should be revised in the light of recent findings.
  - C** Strict parents tend to have children who are academically unsuccessful.
  - D** One approach to child-rearing appears to be more effective than all others.
- 42** What criticism of contemporary thinking on child-rearing does the author make?
- A** It repeats theories which have no solid foundation.
  - B** It places too much importance on formal education.
  - C** It encourages parents to neglect their responsibilities.
  - D** It undermines the role of friends in children's development.

## Listening, Exercise 1

You will hear a man called Chris Graham talking to a group of students about a vacation job he had in Australia.

For questions 43– 52, complete the sentences with a word or short phrase.

---

### My Vacation Job in Australia

Chris thinks the best place to find a job like he had is the

(43) .....

Chris is studying (44) ..... at university.

For most of the time he was working for the travel company, Chris lived in a

(45) ..... outside of the town.

Chris was often asked to go to a (46) ..... at the weekend.

In the mornings, Chris had to drive tourists to see the (47) .....

in the desert.

Many of the tourists were unaware of the need to keep their

(48) ..... covered up when they were in the sun.

The tourists particularly wanted to know how to tell the difference between the

(49) ..... of the wild animals.

In the afternoons, the tourists were able to see some (50) .....

that had more than one use.

Chris says that the local government would like to have a larger

(51) ..... to attract tourists.

Chris advises other students to send off their job application forms in the month of

(52) ..... at the latest.

## Listening, Exercise 2

You will hear an interview in which two young entrepreneurs – Chloe Price, who sells skincare products online, and Martin Moore, who is a distributor of snack foods – are talking about their work. For questions **53-58**, choose the answer which fits best according to what you hear.

---

- 53** Chloe attributes her success as an entrepreneur to her
- A** exposure to unconventional business concepts.
  - B** willingness to take risks.
  - C** ability to benefit from experience.
  - D** natural flair for money management.
- 54** Chloe thinks the greatest benefit new technology has brought her is in
- A** being able to promote her products through friends.
  - B** encouraging interaction with consumers.
  - C** reducing her ongoing business expenditure.
  - D** enabling her to manage her time more effectively.
- 55** What does Martin say about finding work in the food industry?
- A** It was a long-held ambition.
  - B** It was something he soon regretted.
  - C** It happened by chance.
  - D** It followed naturally from his studies.
- 56** Martin's choice of product to distribute was based on his belief that
- A** it was a quality item.
  - B** it was effectively marketed.
  - C** it was part of a well-established brand.
  - D** it was endorsed by famous people.
- 57** Martin's advice to prospective entrepreneurs is to
- A** spend time attending motivational talks.
  - B** research opportunities thoroughly online.
  - C** conduct regular email surveys.
  - D** establish contacts with those in the same field.
- 58** Both Chloe and Martin have been surprised by the importance in their work of
- A** collaborative decision-making.
  - B** paying attention to detail.
  - C** securing sound financial backing.
  - D** a total commitment to the enterprise.

### **Pay everyone in the United Kingdom £100 a week**

Imagine a Britain where the government paid every adult the basic cost of living. Whether rich or poor – or, crucially, whether in paid employment or not – everyone would receive the same weekly amount, with no strings attached. The harsh, punitive model of modern “welfare” would be a distant memory; moving in and out of employment in the so-called gig economy<sup>1</sup> would then be something everyone could afford.

The positive consequences would extend into the distance: all women would be financially independent and able to exit abusive relationships, public health would improve, and people could devote the time to caring for the elderly that an ever-ageing society increasingly demands. Just as the welfare state underpinned the 20<sup>th</sup> century, so would the basic income define the 21<sup>st</sup> century.

**Please respond to the following task in approximately 200 to 250 words:**

An unconditional basic income (UBI), otherwise known as citizens’ income or social wage, would make us unproductive. Do you agree or disagree? Why?

---

<sup>1</sup> A gig economy is an environment in which temporary jobs are common and organisations contract with independent workers for short-term engagements.

Do you consider one or more of these things important in providing good customer service?  
What kinds of things do you appreciate as a customer?

being approachable

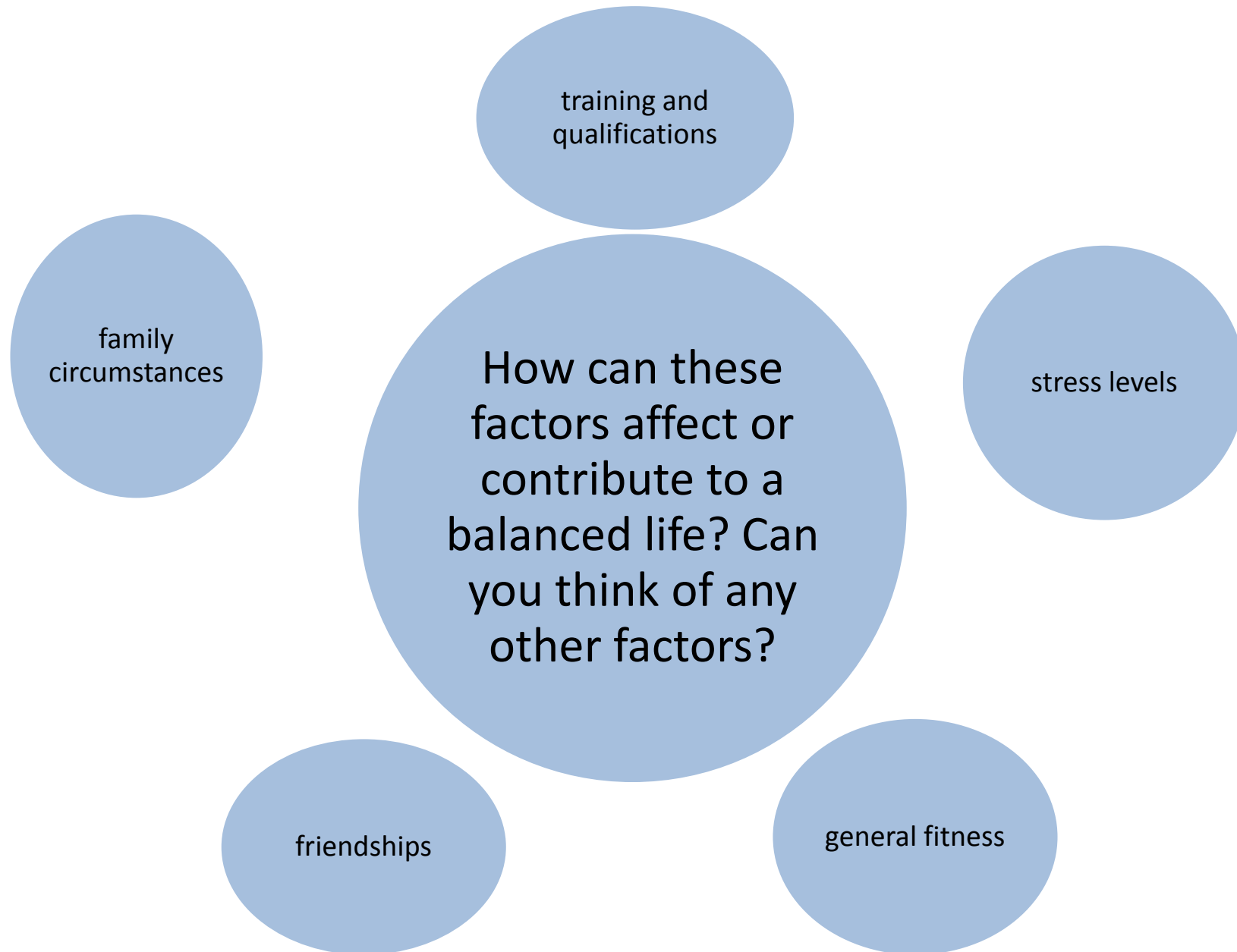
responding quickly

offering alternative options

having good product knowledge

listening carefully

another factor?



## **ANSWER KEY: SPRACHNACHWEIS**

### **Use of English Answer Key**

#### Exercise 1

1. As
2. Despite
3. What
4. During/at/from
5. Were
6. To
7. Course
8. if

#### Exercise 2

9. B
10. B
11. D
12. D
13. C
14. D
15. A
16. C

#### Exercise 3

17. A good idea to go
18. Talented that he
19. If she knew what
20. Spent/took/was a long time
21. Is said
22. Not call off / we didn't call off

## **Reading**

#### Exercise 1

1. B
2. E
3. D
4. C
5. D
6. B
7. C
8. B
9. B



10. A
11. D
12. C
13. C
14. A

#### Exercise 2

15. D
16. B
17. D
18. A
19. A
20. C

#### Listening

1. Internet
2. History
3. Caravan
4. Party
5. Sunrise
6. Shoulders
7. Tracks
8. Plants
9. Airport
10. January
11. C
12. B
13. C
14. A
15. D
16. B