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.

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.

COMMIT
GLOBE
PRIME
MARGIN
COMPLY

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)** ..... .

CONSULT

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.

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.

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** ☐

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 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**.

Test 4 Listening (approximately 40 minutes) Part 1

2 05 You will hear three different extracts. For questions **1–6**, choose the answer (**A**, **B** or **C**) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear two friends discussing an art exhibition.

1 The woman was disappointed that

- **A** the exhibition did not match its advance publicity.
- **B** her favourite artist was not represented.
- **C** the paintings were poorly displayed.

2 What is the man's attitude towards art exhibitions?

- **A** They make him feel that he doesn't know enough about art.
- **B** He assumes he won't like the people who regularly attend.
- **C** It annoys him that paintings aren't discussed in enough depth.

Extract Two

You hear two friends, Tony and Marion, discussing a problem at Tony's workplace.

3 In Tony's opinion, a colleague is treating him badly because

- **A** he has a different standard of living from her.
- **B** he is the newest member of the department.
- **C** he is much younger than she is.

4 What do they agree that Tony should do?

- **A** look for a new job
- **B** ask his line manager for help
- **C** talk to the person who is treating him badly

Extract Three

You hear a writer called Ross telling a friend called Erica about a problem he has with his publisher.

5 Why is Ross annoyed about what his publisher wants him to do?

A He hasn't been consulted about the changes.

B He will have to cancel his holiday.

C He won't be paid for the extra work.

6 Why does Erica talk about her cousin?

A to suggest to Ross that he should not overreact

B to remind Ross of his motives for writing the book

C to encourage Ross to negotiate with his publisher

2 06 You will hear Jack Charlesworth, the manager of a UK supermarket, talking to a group of business students about his work. For questions **7–14**, complete the sentences with a word or short phrase.

WORKING IN A SUPERMARKET

Jack's main concern is what he calls the customers' **(7)** ..... .

Jack believes it is important to treat customers in a friendly way, particularly if they feel **(8)** ..... on arrival.

Managers and other staff working as **(9)** ..... look for customers who need help.

All staff are encouraged to contribute to a **(10)** ..... .

The store sometimes organises what Jack calls a **(11)** '.....' , for employees to consult him about promotion.

Some of the supermarket staff start work at 6 am to deal with all the **(12)** ..... that has been delivered to the store.

The store uses a **(13)** ..... system to order goods from the distribution centre.

When placing orders, managers always evaluate the impact of various things, including the **(14)** ..... , on sales.

Test 4 Listening Part 3

07 You will hear a geology professor asking two students, Cathy and Jason, about a field trip they have just returned from. For questions **15–20**, choose the answer (**A**, **B**, **C** or **D**) which fits best according to what you hear.

---

15 What do Cathy and Jason agree was disappointing?

A the length of the field trip
B the number of people participating
C the type of accommodation they had
D the level of support from the tutors

16 They both think they benefited from the field trip by learning

A not to get distracted.
B to consider other people's opinions.
C to trust his own judgment.
D not always to follow his first idea.

17 How does Cathy feel about her project?

A She is not certain that she chose the topic wisely.
B She thinks she has done as well as she can.
C She wonders if her approach to the topic is mistaken.
D She hopes she has done some original work.

18 What do they agree about the field trip in relation to the rest of their course?

A It brought the subject to life.
B It was enjoyable without contributing significantly to their understanding.
C It was useful but should have been shorter.
D Its timing has negatively affected other aspects of their studies.

19 What does Jason suggest about the impact of the field trip on his feelings about geology?

A It has revived his initial enthusiasm for the subject.
B It has reinforced his reservations about geology as a career.
C It has demonstrated to him that he lacks some skills that geology requires.
D It has raised fresh doubts about his enjoyment of the subject.

20 What type of work does Cathy expect to do when she graduates?

A developing alternative sources of energy
B minimising the environmental impact of fossil-fuel extraction
C encouraging a reduction in energy consumption
D increasing the efficiency of fossil-fuel extraction

2 08 You will hear five short extracts in which people are talking about their leisure activities.

While you listen you must complete both tasks.

TASK ONE

For questions **21–25**, choose from the list (**A–H**) the original reason each speaker gives for choosing their leisure activity.

A They wanted to get fit.

B They wanted to make new friends.

C They wanted mental stimulation.

D A friend recommended it.

E They were told they weren't suited to doing it.

F It was popular with other students.

G They wanted a career doing that activity.

H One of their parents introduced them to it.

Speaker 1 [ ] **21**

Speaker 2 [ ] **22**

Speaker 3 [ ] **23**

Speaker 4 [ ] **24**

Speaker 5 [ ] **25**

TASK TWO

For questions **26–30**, choose from the list (**A–H**) how each speaker feels about their leisure activity now.

A aware they are less skilled than they thought

B surprised at the standard they have reached

C unsure whether or not to continue

D delighted they have achieved a target

E concerned they made a poor choice

F disappointed that they cannot carry on

G pleased they have become well known

H puzzled by its lack of popularity

Speaker 1 [ ] **26**

Speaker 2 [ ] **27**

Speaker 3 [ ] **28**

Speaker 4 [ ] **29**

Speaker 5 [ ] **30**