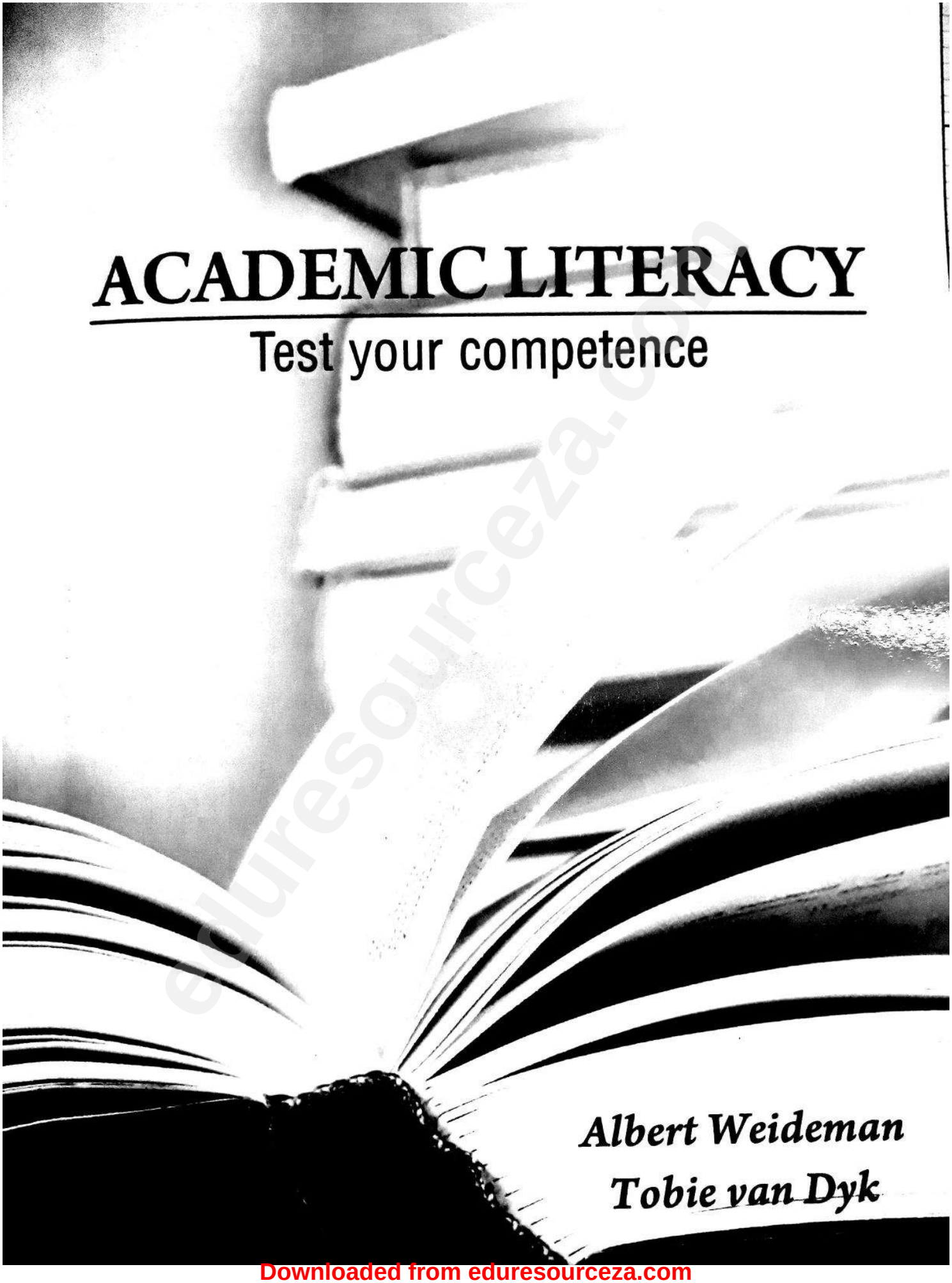


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A workbook for learners

preparing for tests of academic and quantitative literacy, as well as for prospective first year university students and their teachers

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Preface

Grade 12 learners now have to prove that they are prepared for the demands of academic language before they begin studying at university. In order to gauge their level of preparedness in this respect, these institutions require them to write tests of academic literacy. Most of the time, prospective students are required to take such tests before they gain entry to tertiary institutions. What do these tests of academic literacy look like? Why do these institutions now require prospective students to write them before granting access to tertiary study? Why is there so much concern with academic literacy?

This book helps to answer these questions. Specifically, it will assist Grade 11 and 12 learners to familiarise themselves with tests of the ability to use academic language. It gives examples of the kinds of questions that they might be required to answer. Their answers are intended to demonstrate an ability – academic literacy - that they may never even have heard of, yet are now required to possess if they wish to enter higher education.

The book is the outcome of a collaboration of academics from several universities, as well as a number of secondary school teachers. Its authors have been stimulated by an ongoing concern about the levels of academic literacy of students reaching university. Our experience in dealing with this over the past decade supports this book. That experience includes assisting thousands of students to develop their ability to use academic discourse competently. We therefore find the current interest in academic literacy both encouraging and relevant. In the first instance, the book is a response to the appeal often voiced as a result of these concerns, viz.: What can be done about low levels of academic literacy that impede students' progress, preventing them from achieving success in higher education? Second, we fully agree with the notion that being able to handle the demands of academic discourse in tertiary level studies constitutes a critically important component of one's overall preparedness.

We take as our starting point that, if one wishes to do something about low levels of academic literacy, one first has to be able to measure that ability accurately and reliably. The six tests in this book, the first of two such books of tests that we are planning to publish, constitute this first step. The books should help not only teachers and parents, but especially those aspiring to enter higher education institutions. Once one has determined the academic literacy levels of those about to enter tertiary studies, one can come up with a relevant plan to develop further that particular language ability.

Albert Weideman & Tobie van Dyk (editors)
July 2014

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Academic literacy: Why is it important?

This foreword will deal first with the importance of academic literacy – the ability to handle the demands of academic language at tertiary level. Then it will outline how this book should be used, and what prospective students and their teachers must do to ensure that they develop this ability.

Education is mediated through language

Those who are in their last years at school, Grade 11 and 12, should be acutely aware of the challenges they will face once they enter higher education or the world of work. A sizeable chunk of that challenge concerns the ability of these learners to cope with the demands of language in those new contexts. Language ability will be critical for their learning, either in a course of study at university or a university of technology, or in their new work environment. This is so because education is mediated through language, and, though language is not everything, it is important enough to become a stumbling block for those who cannot cope as a result of too low a level of ability.

The ability to use language to meet the demands of tertiary education is called academic literacy. The term is sometimes used in the plural ("academic literacies") to indicate the great variation in this complex ability, but we shall use the more familiar concept "academic literacy" as a general notion to indicate the ability to use academic discourse.

Of course, one's ability to use academic language does not begin at university, but long before that. In fact, even at pre-school level teachers specifically plan activities for young learners that enable them to seek solutions to problems by making inferences, reaching conclusions, and coming up with rational plans. Even at that level, every cognitive process that those young learners go through is mediated through language. What these novices to the world of education are learning is that using academic language lies at the heart of the ability to make an argument. Academic arguments are built on analyses. It goes without saying, then, that the language one needs in the academic context is a kind of language that enables one to make distinctions. That is the same as saying that language allows and helps us to sort things, by contrasting and comparing them, isolating, i.e. distinguishing, the one from the other. That is another way of saying that analysis is the core of academic argumentation and discourse, and that the way that we articulate our academic analysis needs a specific kind of language: academic discourse.

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Academic literacy as a school subject?

If academic literacy is important, since learning is mediated through language, why is it not taught as a separate school subject, like Biology, or History, or Mathematics? Or why can the languages taught at school not attend to academic literacy, thus helping learners to meet the demand of learning through language?

One can venture a number of answers to that, one of which may be that the curricula of the languages taught do not provide for that, but the most likely explanation is that one learns to handle language at primary and secondary school through the subjects themselves. Perhaps this ability can be taught separately from those subjects, but some would object that this might not really be effective. Fact is: school performance in a language that may become one's language of learning at tertiary level is neither a good measure of one's level of academic literacy, nor a sufficient preparation for using academic language across a variety of disciplines.

Academic language is more than grammar, or writing

It is clear then that the ability to use language for cognition and analysis becomes (or actually remains) critical as one's education progresses. What is not so clear, ironically also to people who deal professionally with language, either those who teach it or who expose learners to the appreciation of literature, is that the cognitive processes of analysis referred to above go beyond their conventional notions of 'language'. Language is more than words and grammar, and much more than sentences. In addition, competence in language is far more than the 'skills' of listening, speaking, reading, and writing. This is even more true of academic language, which is, as we have seen above, imbued with cognitive as well as analytical processing. Academic language has functions like exposition, clarification, and conclusion; the academic demands for language therefore require us to do things with language like explain, define, compare, contrast, classify, agree, disagree, illustrate, elaborate, make claims, see implications, infer, exemplify, anticipate, and conclude.

One of the frequent complaints one hears from teachers and academics is that "Children/students cannot write". Sometimes there is a kind of wistful (but always unsubstantiated) reference in the complaint to a time when that was not the case. So one often hears academic colleagues, from whom one would have expected a more sophisticated diagnosis, remark that "My students cannot string together a single sentence", and then hear them go on to suggest that to solve the problem these students should merely be told how to write. More often than not the terms used are that such students should be "given the skills they need", as if learning a language, or a specific highly contextualised form of language such as academic discourse, is

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something that can merely be parcelled out (by an expert teacher), so that it can be appropriated by a recipient (the non-knowledgeable student). Wouldn't it be wonderful if language could be learned in this way? Then none of us would ever have trouble learning a language! All that we would have to do would be simply to listen to the teacher, and, having done as we have been told, we would instantaneously - and somewhat miraculously - get it right.

Of course writing is important to academic language: in the kind of mass learning settings that characterise higher education, it is the form in which most students have to demonstrate their ability to handle this kind of language. Sometimes, in pedagogically deprived higher education environments, it is their only channel of academic communication with their lecturers. But we would be seriously mistaken if we ignored what precedes writing:

- the ability to *gather* academic information, either by listening or reading, or, having listened and read, by writing notes or discussing things further with others;
- the ability to *process* that information by analysing it, i.e. sifting main from peripheral, comparing and contrasting, tabulating, summarising, making inferences, and sometimes again discussing it with others before modifying our analyses; and, finally,
- the ability to *produce* new information (often in writing) that captures our own final opinion, and, though it has been produced in collaboration with many other voices, is distinctly our own.

The tests in this book therefore employ a notion of what constitutes academic language that attempts to capture it not in terms of 'listening', 'speaking', 'reading' or 'writing' but in skills-neutral terms. Its starting point is that academic discourse is a separate and distinct kind of language through which we can make sense of our own and others' analyses. The skills-neutral definition of academic literacy that we shall adopt here allows us to steer clear of the controversy of whether writing is more important than reading, or reading more important than speaking, or speaking more important than listening. We think that these 'skills' are difficult to separate, anyway, and in a sense trying to do so obscures the point. The point is, as we have seen above: to use language for academic purposes we need to *gather* information (perhaps by listening, but also by writing, or reading up, or speaking with others), *process* that information (either by thinking how to write it up in summary form, for example by tabulating it or presenting it graphically), and finally to *produce* it (which we can do by speaking, or presenting it for discussion, or writing it). We find this a more useful starting point than the outdated and inaccurate division of language into 'skills'.

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The definition of academic literacy

In order to assess one's competence in using language for academic purposes, the authors of this book have employed a definition of academic literacy that is widely used. Teachers who have been asked to help prepare learners for academic literacy tests will recognise its components immediately. It defines academic literacy (Weideman 2007: xi-xii) as the ability to

- understand a range of academic vocabulary in context;
- interpret the use of metaphor and idiom in academic usage, perceive connotation, word play and ambiguity;
- understand relations between different parts of a text, be aware of the logical development of an academic text, via introductions to conclusions, and know how to use language that serves to make the different parts of a text hang together;
- interpret different kinds of text type (genre), and have a sensitivity for the meaning that they convey, and the audience that they are aimed at;
- interpret, use and produce information presented in graphic or visual format;
- make distinctions between essential and non-essential information, fact and opinion, propositions and arguments; distinguish between cause and effect, classify, categorise and handle data that make comparisons;
- see sequence and order, do simple numerical estimations and computations that are relevant to academic information, that allow comparisons to be made, and can be applied for the purposes of an argument;
- know what counts as evidence for an argument, extrapolate from information by making inferences, and apply the information or its implications to other cases than the one at hand;
- understand the communicative function of various ways of expression in academic language (such as defining, providing examples, arguing); and
- make meaning (e.g. of an academic text) beyond the level of the sentence.

This definition is not the final word on what academic literacy is – and we are indeed always investigating, with the help of our postgraduate students, ways of improving on it – but it provides a good starting point. It offers a rationale for what gets tested.

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How academic literacy is tested

Most academic literacy tests that prospective students are required to take will in some way make use of the above definition of academic literacy. The definition – sometimes also referred to as a 'construct' or theoretical articulation of the ability being tested - is a description of what gets tested. In order to test the 10 components listed above, tests rely on one or more kinds of questions. Normally the ones that rely on fewer kinds of questions predominantly use comprehension-type questions. To these may perhaps be added questions about the interpretations of graphs, or questions that test verbal reasoning, as in the well-known American tests of this nature. Other tests, such as the ones used by a number of multilingual South African universities, are more varied in terms of task type. There is a greater number of subtests in them, for a start.

We take our cue from the design of the latter group of tests. The main reason for this is that we do not believe that a monotone design can do full justice to as rich a construct as the one for academic literacy outlined above. If you wish to test as rich a construct as academic literacy, you need an appropriately differentiated range of subtests. The more differentiated and better the test design, the more likely it is that it will give a valid reading of ability. The more care one puts into the design of a test, the more probable it is that it will yield meaningful results, that can be interpreted with a view to assisting learners and their teachers. What is more, exposing students to a greater variety of academic literacy tasks is obviously more beneficial than presenting them with a reduced offering. Perhaps some of the high stakes academic literacy tests that users of this book will encounter will belong to those with a monotone design; it is our contention, nonetheless, that the more varied examples should provide a better preparation even for those.

The subtests in a test of academic literacy specify the ways in which we can assess the ability to handle the components of academic literacy. For each of the tests in this book, various subtests are used. The subtests sometimes test more than one component of academic literacy; sometimes more than one subtest will give one information of ability as regards one of the components. These subtests and the components of the ability they test are as follows:

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Component	Subtest
Understanding academic vocabulary	Vocabulary knowledge; Text comprehension; Grammar & text relations
Metaphor and idiom	Text comprehension; (and sometimes) Grammar & text relations
Understanding relations between different parts of a text	Scrambled text; (sometimes) Text comprehension and Grammar & text relations, Register & text type
Understanding text type (genre)	Register & text type; Interpreting graphs & visual information; Scrambled text; Text comprehension; Grammar & text relations
Interpreting graphic and visual information	Interpreting graphs & visual information; (sometimes) Text comprehension
Distinguishing between essential and non-essential information	Text comprehension; Interpreting graphs & visual information
Sequencing, ordering, and simple numerical computation	Interpreting graphs & visual information; Text comprehension
Finding evidence, making inferences, and extrapolating	Text comprehension; Verbal reasoning; Interpreting graphs & visual information
Understanding communicative function	Text comprehension; (sometimes) Grammar & text relations
Making meaning beyond the sentence	Text comprehension; Register & text type; Scrambled text; Interpreting graphs & visual information

The components of our definition of academic literacy are therefore tested through a number of different task types. Their integration ensures that the results of the test give a highly reliable picture of what the academic literacy level is of a person taking the test. For those with a scholarly interest in the field of academic literacy testing, and the rationale for the design of these tests, the more than three dozen articles in accredited journals, books, theses and dissertations listed under the 'Research' tab on the website of the Inter-institutional Centre for Language Development and Assessment (ICELDA; http://icelda.sun.ac.za) will provide more information.

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How to use this book

There are six different tests in this book. Teachers may deal with them in one of two ways. First, since the answers to each are given at the end of the book, they may mark the tests themselves. Second, if they prefer to have it done more professionally, they may require their students to answer on optical reader sheets, have those scanned, and dispatch the results, captured on a spreadsheet, to Prof. Albert Weideman (albert.weideman@ufs.ac.za), one of the editors. He will then analyse the results, and give a test- and item level analysis to those who require them.

These analyses will show which areas (components of academic literacy) still need attention. What is more, results need interpretation, which the editors will be happy to provide. For example, many academic literacy tests simply place the bottom third of a group into a category of "at risk" students, and this is a rule of thumb that has endured over many years, and is borne out by further empirical and other evidence. But students reaching university in the case of prestigious universities already have a fairly high level of academic literacy, so that for them the cut-off point between "at risk" and "little/less risk" is sometimes put at 58% or even as high as 68%. This means that an unsophisticated interpretation, for example of a mark of above 50% necessarily meaning a 'pass', is misleading and inaccurate. Teachers are more than welcome, therefore, to discuss the results with (or send them for analysis to) the editors of this book, and discuss how best they can be interpreted.

As regards the administration of the tests, it is up to teachers themselves to decide how best to go about it. The tests are each 100 marks in length, which in normal circumstances would require a time of about one and a half hours (90 minutes). If there is no time slot available during school hours to administer them, they can of course be broken up, and done piecemeal. It may be worthwhile experimenting with an arrangement where they are completed for homework, though the security of the tests may potentially be compromised in that case. Also, since measuring academic literacy without a doubt also includes a measurement of the fluency with which one can complete a test, it may be preferable to administer them under controlled conditions. We know that in the case of some tests used for access at a few South African universities it has been the practice not to place a time limit on completing tests, but in our experience nothing much is gained by giving more time to students who are struggling to complete such tests in time. The results remain more or less the same; in any event, dealing with a language-intensive academic task such as conceptualising and doing an assignment at university often places students under severe time constraints.

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Developing one's academic literacy further

Though writing a test of academic literacy determines one's level of competence in using and handling academic language, it goes without saying that one does not develop one's ability to use academic language merely by writing tests. For those who need further practice beyond this book, the reference below (Weideman 2007) may be a good starting point. We envisage a follow-up book, with more tests, as well as a teacher's manual. The main challenge, however, lies in discovering how to develop one's ability to handle academic language while one is doing the special, non-language subjects. How does my ability to use language appropriately affect my competence in making and articulating distinctions in Accountancy, in Biology, in Chemistry, Mathematics, or History? The answer is: more than you would expect.

For the sake of being successful at higher levels of study, it pays to be much more attentive to developing the language we use in education.

Albert Weideman & Tobie van Dyk
July 2014

Reference

Weideman, A. 2007. *Academic literacy: Prepare to learn*. 2nd edition. Pretoria: Van Schaik.

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Gadgets and freaky inventions

Scrambled text

The sequence of the sentences in the following has been altered. Say what the correct order is by marking your choice on the loose answer sheet.

Why patent your invention?

A. The reason to patent your invention is to give the owner (you) the exclusive right to commercially exploit the invention for the life of the patent (usually 20 years).
B. So you've invented the next big something, it's revolutionary, it's cheap to make and everyone will want one so you want to put it on the market.
C. When you have finally patented your new masterpiece, you will be the only lucky one that will be able to benefit from it.
D. But wait a minute, before you can start the production lines rolling, you've got to protect it from someone else who thinks your idea will make them a fortune too.
E. The first thing you need to do before you start dreaming about the millions you can make, you have to protect it by patenting it.

[Adapted from hptt://www.abc.net.au/tv/newinventors/txt/s1097642.htm, *How to patent your invention*. Accessed 17 August 2010]

1. Which sentence did you put **first**?	**A**	**B**	**C**	**D**	**E**
2. Which sentence did you put **second**?	**A**	**B**	**C**	**D**	**E**
3. Which sentence did you put **third**?	**A**	**B**	**C**	**D**	**E**
4. Which sentence did you put **fourth**?	**A**	**B**	**C**	**D**	**E**
5. Which sentence did you put **fifth**?	**A**	**B**	**C**	**D**	**E**

[5]

Vocabulary knowledge

Choose the best possible answer from the list of options:

6. To patent an invention is a great _____ for any inventing genius.
   A. bereavement
   B. achievement
   C. endorsement
   D. inducement

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7. In order for any inventor to make a success of an invention he/she has to be _____ to the process.
   A. addicted
   B. connected
   C. committed
   D. indented

8. A successful invention to an inventor is the _____ of a gold medal to an Olympic athlete.
   A. equivalent
   B. equatorial
   C. equilateral
   D. equivocation

9. It is commonly believed that the popularity of gadgets and freaky inventions _____ to the growing influence of sophisticated technology on our lives.
   A. contravenes
   B. contributes
   C. contrives
   D. contradicts

10. Gadgets and inventions often _____ an inventor's passion for the art of inventing.
   A. distract
   B. dissolve
   C. display
   D. dissipate

11. Inventors often _____ an entire lifetime to complete one single invention.
   A. involve
   B. invade
   C. invoke
   D. invest

12. During the testing of a good number of inventions the results sometimes _____ even the inventor's expectations.
   A. exceed
   B. impede
   C. recede
   D. succeed

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13. While some gadgets _____ an almost instantaneous buzz of excitement, others take a while to catch on.
    A. generate
    B. operate
    C. aggregate
    D. integrate

14. Some gadgets are completely innovative, while others _____ from previous inventions that have been improved.
    A. delegate
    B. detract
    C. derive
    D. descend

15. The continuous development of technology _____ the process of inventing through the ever changing opportunities that it presents.
    A. dominates
    B. demonstrates
    C. determines
    D. detriments

16. _____ cell phones such as the iPhone are mere improvements to the original invention.
    A. Subliminal
    B. Subsequent
    C. Subordinate
    D. Submissive

17. Inventions and gadgets are not simply things that make life interesting, but also contribute to a country's _____.
    A. revenue
    B. revival
    C. revision
    D. reversion

18. Many gadgets are invented in order to be able to _____ technology with comfort.
    A. intensify
    B. interfere
    C. integrate
    D. interject

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19. The ability to _____ a simple idea into a mind-blowing invention is an art that only truly genius inventors are able to perfect.
    A. inform
    B. transform
    C. conform
    D. deform

20. The processes that _____ the actual building of a gadget is often where the invention succeeds or fails.
    A. preclude
    B. prescribe
    C. preserve
    D. precede

21. One invention often _____ the introduction of another, which results in technology being pushed even further.
    A. initiates
    B. mediates
    C. arrogates
    D. rotates

22. It is very clear that one cannot _____ the process of inventing as it feeds off reality, the development of technology, etc.
    A. communicate
    B. deviate
    C. isolate
    D. interrogate

23. It is often the case that inventors change and adapt their gadgets or inventions in order to _____ their potential and abilities.
    A. compromise
    B. internalise
    C. familiarise
    D. maximise

24. There are cases where one invention's sole purpose is to _____ the invention that preceded it.
    A. substitute
    B. subsidize
    C. submerge
    D. subdue

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25. Some gadgets do not take off as well as others because the inventors do not _____ their opportunities as they should.
    A. utilize
    B. memorise
    C. analyse
    D. visualise

[20]

Verbal reasoning

Consider each of the following, then answer by selecting the right option:

26. Clarkson informed the media that he will no longer make any statements regarding his newly invented gadget, claiming that he would "demonstrate its capabilities" when the time is ripe. Whether that will happen remains to be seen.
    This implies that
    A. the author is probably sceptical of Clarkson's claim.
    B. the time is not right for Clarkson to show his gadget yet.
    C. the author is careful to quote Clarkson's direct words.
    D. Clarkson will definitely show off his gadget eventually.

27. Cell phones are widely seen as the invention with the greatest potential to carry on as the main means of communication in the foreseeable future.
    One can conclude from this that
    A. no other means of communication than cell phones is ever likely to withstand the ultimate test of time.
    B. cell phones are unlikely to last as a means of communication because of the development of alternatives.
    C. means of communication is unlikely to be affected by cell phones because of the development of alternatives.
    D. cell phones are the most likely means of communication that will withstand the test of time.

28. Uncertainty lurks around just about any corner of the inventing process.
    This means that
    A. uncertainty hides effectively in every part of the inventing process.
    B. every component of the inventing process is haunted by something.
    C. there is no certainty in the process of inventing and it is widespread.
    D. eliminating uncertainty is the biggest challenge inventors can think of.

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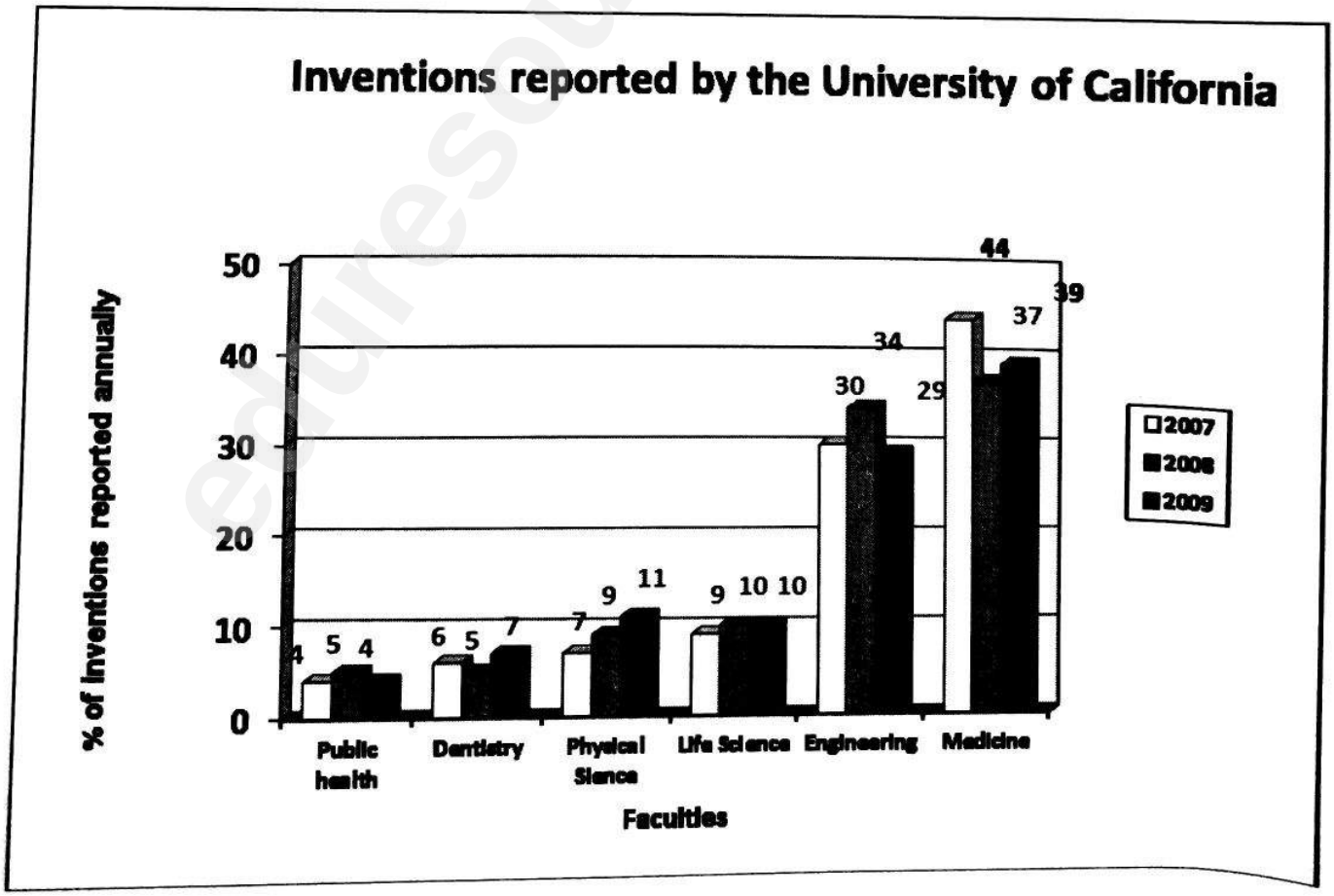
29. Johnson and Mills claim that "this is the ultimate invention in its field!" The implication of a claim such as this one is that it
    A. leaves no room for interpretation.
    B. leaves no room for future improvements.
    C. is too confident for the world of inventing.
    D. is not at all confident enough.

30. "Sugar is sweet, but the taste of a successful invention is heavenly." This means that
    A. no taste comes close to that of an invention.
    B. even sugar is not as good as an invention.
    C. the feeling of success is better than sugar.
    D. inventors like the taste of success more than anything.

[5]

Interpreting graphs and visual information

Study the following graph, that summarises the annual invention reports of the University of California from 2008-2010, before you answer the questions below. The percentage of inventions refers to the proportion of the contribution of inventions of each faculty to the UCLA total.



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31. The Faculties of Public Health, Dentistry, Physical Science and Life Science together reported the same % inventions in 2008 as the faculty of _____ reported in 2009 alone.
    A. Physical Science
    B. Life Science
    C. Engineering
    D. Medicine

32. The Faculty of Medicine reported the same % of inventions in 2007 as which of the following pairs of faculties reported together in 2008?
    A. Public Health and Life Science
    B. Medicine and Engineering
    C. Life Science and Engineering
    D. Engineering and Public Health

33. The only faculty with a steady increase over all three years is _____.
    A. Public Health.
    B. Life Science.
    C. Physical Science.
    D. Medicine

34. If this steady increase mentioned above continues, the forecast for that faculty for 2010 would be _____
    A. 10%.
    B. 13%.
    C. 16%.
    D. 19%.

35. The only faculty that followed the same pattern as the Faculty of Medicine is _____.
    A. Public Health
    B. Dentistry
    C. Physical Science
    D. Life Science

36. In which year was the Faculty of Life Science's % of reports double the % of reports of the Faculty of Dentistry?
    A. 2007
    B. 2008
    C. 2009
    D. 2010

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37. In which year did the Faculties Dentistry and Life Science together have 50% of the % of reports of the Faculty of Engineering?
    A. 2007
    B. 2008
    C. 2009
    D. 2010

38. During 2007 the Faculty of Medicine reported _____ times more inventions than the Faculty of Public Health.
    A. 7
    B. 9
    C. 11
    D. 13

39. The difference between the % of reports for 2008 between the Faculties of Engineering and Medicine is the same as the difference between the % of reports in 2009 between the faculties _____
    A. Dentistry and Life Science.
    B. Dentistry and Physical Science.
    C. Dentistry and Engineering.
    D. Dentistry and Medicine.

40. During 2009 the Faculty of Medicine reported the same % of inventions as which of the following faculties combined?
    A. Engineering and Life Science
    B. Physical Science and Engineering
    C. Dentistry and Physical Science
    D. Dentistry and Life Science

[10]

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Register and text type

The sentences below are examples of different text types, such as advertisements, instruction manuals, academic textbooks and the like. You must match an item from the first set (41-45) with an item from the second set (A-E). For example, if you think that the language of 42 comes from the same text type as B, then mark 42 B as your answer.

41. ANC to 'protect' image!
42. 10 Easy steps to becoming a better you.
43. Do not use continuously for more than ten days.
44. I have been struggling with my blood sugar. The doctor put me on medication.
45. Using your body weight, push into the victim's upper abdomen with quick, forceful thrusts.

A. The 5 things to remember when planning your budget.
B. He has this awful pressing feeling in his chest. He thinks it's caused by stress.
C. Kebble death "needed to look like a hit".
D. Place yourself behind the person who is choking and place your arms around his/her waist.
E. Keep out of reach of children.

[5]

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Text comprehension

Read the text below, then answer the questions that follow.

SixthSense blurs digital and the real

How SixthSense works

LAPTOPS AND SMARTPHONES ALLOW easy access computing power, but researchers at the Massachusetts Institute of Technology want to go one step further by turning the entire world into a computer.

2 At this year's (2008) Computer-Human Interaction (CHI) conference in Boston, the Fluid Interfaces Group at MIT's Media Lab unveiled the latest prototype of SixthSense, a wearable, gesture-driven computing platform that can continually augment the physical world with digital information.

3 Imagine being able to check your email on any blank wall, simply by drawing an @ sign in the air with your finger, or being able to check the time by using that same finger to draw a circle, which produces the image of an analogue watch right on your wrist. You want to take a digital photograph? Just put your thumbs and forefingers together to make a picture frame. Better yet, imagine a system that can display the reason for your flight delay directly on the boarding pass you are holding in your hand.

4 "We're trying to make it possible to have access to relevant information in a more seamless way," says Dr Pattie Maes, who heads the Fluid Interfaces Group at MIT. "We have a vision of a computing system that understands, at least to some extent, where the user is, what the user is doing, and who the user is interacting with," says Dr. Maes.

5 The SixthSense prototype has changed since it was first introduced to the public last year. Originally, it consisted of a web camera strapped to a bicycle helmet. But the current prototype promises to be a bit more consumer friendly. It consists of a small camera-projector combination (about the size of a cigarette pack) worn around the neck of the user. An accompanying smartphone runs the SixthSense software, and handles the connection to the internet.

6 "You can turn any surface around you into an interactive surface," says Pranav Mistry, an MIT graduate student working on the SixthSense project. "Let's say I'm in a bookstore, and I'm holding a book. SixthSense will recognize that, and will go up to Amazon. Then, it will display online reviews of that book, and prices, right on the cover of the book I'm holding." Mistry notes that the system is customisable as well, so that if you don't want Amazon reviews of a book, you could choose instead to find out what the *New York Times* thinks of it.

7 The hardware included in the SixthSense system is not that expensive. The current prototype costs about $350 to build. But this attempt to merge the digital world with the physical world requires some serious programming and engineering. "All the work is in the software," says Dr Maes. "The system is constantly trying to figure out what's around you, and what you're trying to do. It has to recognize the images you see, track your gestures, and then relate it all to relevant information at the same time."

8 Pranav Mistry sees some commercial applications for the system in the near future. For example, he wants to develop a sign language application that would "speak out" a translation while someone was signing.

9 And if SixthSense catches on, what will we all make of the sight of dozens of people checking their e-mails on the walls of airports and train stations? Dr. Pattie Maes laughs: "Well, I think it might actually be more socially acceptable than those Bluetooth earpieces people use these days. At least with our system you can actually see that people are interacting with information, instead of watching someone that looks like they're just talking to themselves on a street."

[Adapted from www.InventHelp.com. Accessed August 16, 2010]

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46. From the title one can conclude that SixthSense
    A. makes the digital world less clear.
    B. makes reality seem blurry and unclear.
    C. merges the digital world and reality.
    D. blanks the digital world out of reality. (2)

47. The phrase "turning the entire world into a computer" in paragraph 1 means that
    A. the earth as a whole works as a computer.
    B. everything can form part of this computer.
    C. the earth is controlled by a computer.
    D. the world is nothing but a computer. (2)

48. The word 'unveiled' in paragraph 2 means that
    A. SixthSense was eventually shown in public.
    B. a veil was removed at the conference.
    C. there was a bride at the conference.
    D. a protecting veil was draped over SixthSense. (1)

49. A good description of what SixthSense does, is given in paragraph ____
    A. 1
    B. 2
    C. 3
    D. 4 (2)

50. The word 'augment' in paragraph 2 means to _____ of the physical world
    A. adapt to another form
    B. change the perception
    C. change the reality
    D. increase the quality (1)

51. The phrase "gesture driven" in paragraph 2 is best supported and explained by paragraph _____
    A. 1.
    B. 2.
    C. 3.
    D. 4. (2)

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52. SixthSense has a number of functions that can make day-to-day life easier. Which of the following is the odd one out?
    A. Checking emails anytime, anywhere.
    B. Capturing memories without a camera.
    C. Helping you understand why your flight is late.
    D. Turning the entire world into a computer. (2)

53. The word 'that' in the first sentence of paragraph 3 refers to
    A. "your email"
    B. "an @ sign"
    C. "your finger"
    D. "check the time" (1)

54. The phrase "to have access to relevant information" in paragraph 4 is related to the phrase
    A. "easy access computing" in paragraph 1.
    B. "go one step further" in paragraph 1.
    C. "gesture driven computing" in paragraph 2.
    D. "a system that can display" in paragraph 3. (1)

55. The word 'vision' in paragraph 4 means
    A. they use their eyes to see the system.
    B. it is at this stage only an idea.
    C. the idea came to them in a dream.
    D. it is a picture on a television screen. (1)

56. One can conclude from paragraph _____ that SixthSense is a project that the Fluid Interfaces Group has been working on for quite some time.
    A. 5
    B. 4
    C. 3
    D. 2 (2)

57. The phrase "last year" in paragraph 5 refers to the year
    A. 2010
    B. 2009
    C. 2008
    D. 2007 (2)

58. The original prototype was changed because it
    A. didn't work.
    B. wasn't user-friendly.
    C. was too complicated.
    D. was insufficient. (2)

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59. The software of SixthSense works through
    A. the internet.
    B. a camera projector.
    C. a smartphone.
    D. a web camera. (1)

60. Pranav Mistry is
    A. the inventor of SixthSense.
    B. the developer of the software.
    C. a professor at MIT.
    D. one of a team working on SixthSense. (2)

61. The word 'it' in the fourth sentence of paragraph 6 refers to
    A. MIT.
    B. SixthSense.
    C. the software.
    D. a book. (1)

62. The word 'notes' in paragraph 6 means that Mistry
    A. is taking down notes.
    B. is writing himself a reminder.
    C. gives written acknowledgement.
    D. mentions extra information. (1)

63. SixthSense consists of various components. Which of the following is the most inexpensive component? The
    A. system.
    B. prototype.
    C. software.
    D. hardware. (2)

64. The word 'It' in the last sentence of paragraph 7 refers to the
    A. software.
    B. system.
    C. hardware.
    D. prototype. (1)

65. In the phrase "relate it" in the last sentence of paragraph 7, the word 'it' refers to
    A. the way the prototype works in a general sense.
    B. how the images of the user is recognised.
    C. the tracked gestures and images of the user.
    D. the way the software relates things to information. (1)

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66. From the first sentence of paragraph 8 one can conclude that
    A. other practical functions could well be added to SixthSense.
    B. SixthSense could be sold commercially when is has been completed.
    C. SixthSense would only be worthwhile once it is sold commercially.
    D. if any additions were made to SixthSense, they would be able to sell i

(2)

67. The word 'signing' in paragraph 8 refers to
    A. someone signing autographs.
    B. a contract being signed.
    C. the language: Sign language.
    D. a message board signalling something. (1)

68. The word 'it' in the second sentence of paragraph 9 refers to
    A. SixthSense catching on and being successful.
    B. the sight of people checking their emails on walls.
    C. the sign language application that is being developed.
    D. The Bluetooth earpieces people are currently using. (1)

69. The phrase "our system" in paragraph 9 refers to
    A. the software.
    B. the hardware.
    C. the smartphones.
    D. SixthSense. (1)

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Grammar and text relations

In the text below some words have been deleted. First read through the whole text, then answer the questions that follow.

The Uno – It's Unique – but can it pop a Wheelie?

The 2008 National Motorcycle Show in Toronto has always been heavily influenced by the American V-twin crowd. It highlights of the area's top custom builders who have on display a fine array of one-off custom machines.

This year's, however, had one very unusual one-off custom, the Uno. The orange and grey coloured Uno made first public appearance balanced on its two side-by-side wheels and its footpegs. Looking more like it should have ridden by George Jetson as he pulled up to his space platform, it looked out of place amid the other custom creations in the building.

Operation of the 54.4 kg (120 lb) is simple; in fact it's so simple there are no controls except for an on-off switch. To go forward you simply push your body weight forward to tilt the machine. To back up, just lean back on the seat to tilt backwards and back it goes. The farther you lean, the faster it accelerates. The gyro tells the ECU how much to accelerate and that in turn delivers the proper amount of current to the electric motors, one for each wheel.

If likened it to being a fancy Segway, Ben will quickly correct you. "It's much more complicated than a Segway. The Segway uses a hand control to turn left or right. On the Uno, you need to lean in the direction you wish to go. If you want to turn right you just lean right." The independent suspension allows the unit to lean like a motorcycle during a turn. The wheel will then compress the suspension so the wheel moves up inside the body while the outer wheel continues to make contact with the ground. The gyro detects the sideways motion and instructs the ECU accordingly. Since each wheel has its electric motor, the outer wheel speeds up in order to complete the turn.

If the rider is forward and needs to stop, he simply leans back. The electric motors have inherently high torque so stopping is very quick. If you continue to lean backward, the Uno will go backwards. All the while, the Uno feels quite stable. A full battery pack will provide about 3 hours of time and charging time is only 17 minutes if using a fast charger.

[Adapted from Motorcycle Mojo Magazine, May 2008 edition, *The Uno – It's Unique – but can it pop a Wheelie?* Accessed 16 August 2010]

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In the following texts, you have to indicate the possible place where a word may have been deleted, and which word belongs there. Here are two examples:

The 2008 National Motorcycle Show in Toronto has always been heavily influenced by the American V-twin crowd. It highlights [i] of the [ii] area's top [iii] custom builders who [iv] have on display a fine array of one-off custom machines.

This [i] year's [ii], however, [iii] had one [iv] very unusual one-off custom, the Uno.

Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

Which word has been left out here?

A. also
B. some
C. surrounding
D. professional

Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

Which word has been left out here?

A. show
B. constantly
C. quirky
D. random

Now answer the following questions in the same way:

The 70&71 [i] orange and [ii] grey coloured Uno made [iii] first public appearance balanced [iv] on its two side-by-side wheels and its footpegs. Looking 72&73 [i] more like it should [ii] have [iii] ridden by George Jetson as he [iv] pulled up to his space platform, it looked out of place amid the other custom creations in the building.

70. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

71. Which word has been left out here?

A. its
B. bright
C. only
D. dull

72. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

73. Which word has been left out here?

A. mysteriously
B. actually
C. creatively
D. been

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Operation 74&75 [i] of the 54.4 kg (120 lb) [ii] is simple; [iii] in fact [iv] it's so simple there are no controls except for an on-off switch. To go forward you simply push your body weight forward to tilt the machine. To back up, 76&77 [i] just lean back [ii] on the seat to tilt [iii] backwards and [iv] back it goes. The farther you lean, the faster it accelerates. The gyro tells the ECU how much to accelerate and that in turn delivers the proper amount of current to the electric motors, one for each wheel.

74. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

75. Which word has been left out here?

A. honestly
B. and
C. one
D. machine

76. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

77. Which word has been left out here?

A. it
B. way
C. you
D. completely

If 78&79 [i] likened it to being [ii] a fancy [iii] Segway, [iv] Ben will quickly correct you. "It's much more complicated than a Segway. The Segway uses a hand control to turn left or right. On the 80&81 [i] Uno, you [ii] need to lean [iii] in the direction you [iv] wish to go. If you want to turn right you just lean right." The independent suspension allows the unit to lean like a motorcycle during a turn.

78. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

79. Which word has been left out here?

A. then
B. you
C. just
D. alternative

80. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

81. Which word has been left out here?

A. directly
B. really
C. impressive
D. just

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The 82&83 [i] wheel will then [ii] compress the [iii] suspension so the [iv] wheel moves up inside the body while the outer wheel continues to make contact with the ground. The gyro 84&85 [i] detects the sideways motion [ii] and instructs the ECU accordingly. Since each wheel [iii] has its [iv] electric motor, the outer wheel speeds up in order to complete the turn.

82. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

83. Which word has been left out here?

A. automatically
B. only
C. inner
D. front

84. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

85. Which word has been left out here?

A. first
B. automatically
C. own
D. generally

If the rider is 86&87 [i] forward and [ii] needs to stop, he simply leans [iii] back. The electric motors [iv] have inherently high torque so stopping is very quick. If you continue to lean backward, the Uno will go backwards. All the while, the Uno 88&89 [i] feels quite stable. A full battery [ii] pack will provide [iii] about 3 hours of [iv] time and charging time is only 17 minutes if using a fast charger.

86. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

87. Which word has been left out here?

A. will
B. moving
C. urgently
D. comfortably

88. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

89. Which word has been left out here?

A. travel
B. and
C. nearly
D. totally

[20]

TOTAL: 100

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Entertainment

Scrambled text

The sequence of the sentences in the following has been altered. Say what the correct order is by marking your choice on the loose answer sheet

Phases of home entertainment

A. Surviving the debuts of various other formats, including the infamous Laserdisc bomb of the 80's, VHS dominated home entertainment until the DVD was introduced.

B. After emerging as the victor of the VHS/Betamax format war in the 70's, VHS tapes revolutionized the entertainment industry and also enabled films to be easily accessed.

C. However, in the past couple of years we have witnessed the advent of a new generation, the Blu-ray, which currently stands as the capstone of home entertainment.

D. The DVD revolutionised movie watching even further by offering better clarity, sound, video options, behind-the-scenes featurettes, and audio commentary tracks.

E. The earliest method of movie watching was through theatrical runs, which for decades left many films inaccessible to the general public, including the classics.

[adapted from *The 4 Phases of Future Home Entertainment* by Zach Copeland, 11 January 2010, at http://www.filmcrusade.com/the-four-phases-of-future-home-entertainment. Accessed 10 August 2010]

1. Which sentence did you put **first**? **A B C D E**
2. Which sentence did you put **second**? **A B C D E**
3. Which sentence did you put **third**? **A B C D E**
4. Which sentence did you put **fourth**? **A B C D E**
5. Which sentence did you put **fifth**? **A B C D E**

[5]

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Vocabulary knowledge

Choose the best possible answer from the list of options:

6. The _____ made by researchers demonstrates that playing video games has benefits such as stimulating thinking skills in children.
   A. annulment
   B. anaphora
   C. analysis
   D. annotation

7. Due to their contract, many entertainers are _____ to refrain from marriage, since this can influence the success of their careers.
   A. acquired
   B. inquired
   C. required
   D. enquired

8. After evaluating the collected data, we can _____ that the youth spend more time on entertainment than on studies.
   A. conduct
   B. conclude
   C. confirm
   D. concede

9. Through all the hard work, hardships and hard-fought battles, they have _____ the impossible; who would have thought that a group of five teenagers would become one of the world's most famous bands?
   A. acquired
   B. achieved
   C. acceded
   D. accounted

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10. The mystery will be _____ this week when the next edition of Big Comic, Japan's most prestigious manga comic, hits newsstands.
    A. revolved
    B. resolved
    C. involved
    D. dissolved

11. In order to _____ distribution of a novel, authors simply have to make good arrangements for its publication.
    A. insure
    B. ensure
    C. measure
    D. reassure

12. According to the _____ at our disposal, children between the ages of 14 to 17 are rated the most frequent users of the Internet.
    A. statics
    B. statuses
    C. statutes
    D. statistics

13. It is interesting to know that most people assume that Baird is the inventor of the appliance which now _____ our living rooms.
    A. dominates
    B. correlates
    C. manipulates
    D. situates

14. As we look around, it is _____ that the mobile phone has become a normal phenomenon amongst youngsters, as most are in possession of one.
    A. evident
    B. evasive
    C. eventual
    D. evaluative

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15. _____ all the strong influences from the media, most teenagers are still able to distinguish between reality and fantasy.
    A. Dispute
    B. Despite
    C. Despise
    D. Describe

16. Playing a face-to-face card game involves the sorts of _____ language, vocabulary, and thinking skills associated with school.
    A. complete
    B. complex
    C. compulsive
    D. complicit

17. Because many in the audience will travel from all over the world to watch the Oscar Awards show, protocol has it that under no _____ may the show be cancelled.
    A. circumstances
    B. circumspections
    C. circumferences
    D. circumscriptions

18. From thorough evaluations, we cannot deny that the media provides the youth with some of the most _____ components for building identity.
    A. observant
    B. significant
    C. assistant
    D. pleasant

19. Individuals who are unable to distinguish between the reality and fantasy of their favourite soap opera star, and become obsessed with a celebrity are _____ as 'para-social viewers'.
    A. defeated
    B. defied
    C. defined
    D. defected

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20. Research has discovered that the youth of today seek a sense of stability through _____ an identity based on the symbolic values of the products they consume. This explains why the youth often have the latest technological gadgets.

    A. conducting
    B. consuming
    C. constructing
    D. confining

[15]

Verbal reasoning

Consider each of the following, then answer by selecting the right option:

21. The director felt that the boy had no talent and was furious that the manager had signed up the boy on a contract, but the manager kept saying: "There is more than meets the eye".

    The phrase in the quotation marks implies that:

    A. the manager could not avoid signing the boy up.
    B. it is not obvious, but the boy has hidden talents.
    C. the manager can predict the future of the boy.
    D. the entertainment agency needs a new star.

22. The title of the show "Behind the Scenes" suggests that:

    A. the show is still in the making.
    B. there is more to see after the show.
    C. it's about the private lives of stars.
    D. it's about stars doing illegal substances.

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23. An author's weapon is his pen, since "the pen is mightier than the sword".

The phrase in quotation marks implies that:

A. it is better to write in a journal than to fight.
B. a pen can be useful to a writer, when in danger.
C. a writer may influence readers through his writing.
D. a writer may draw many swords with his pen.

24. When it comes to home entertainment, anyone with a 72-inch 1080 TV with a surround sound system and a Blu-ray player will say that there isn't much that needs to be improved. But technology does not stand still. The next-bigger-and-better thing eventually comes around.

One can conclude from this that:

A. home entertainment does not need any improvement; it has reached its most advanced stage.
B. something will come along that will make the current form of entertainment obsolete.
C. in terms of gadgets, there is always room for improvement when it comes to entertainment.
D. to older people, the next-and-better-thing is home entertainment with a Blu-ray player.

25. JK Rowling, the author of the *Harry Potter* book series, was able to hook a reader in like no other.

This statement suggests that the writer:

A. could indoctrinate readers very well.
B. had great popularity with readers.
C. wrote stories about *Harry Potter.*
D. could trick readers into reading.

[5]

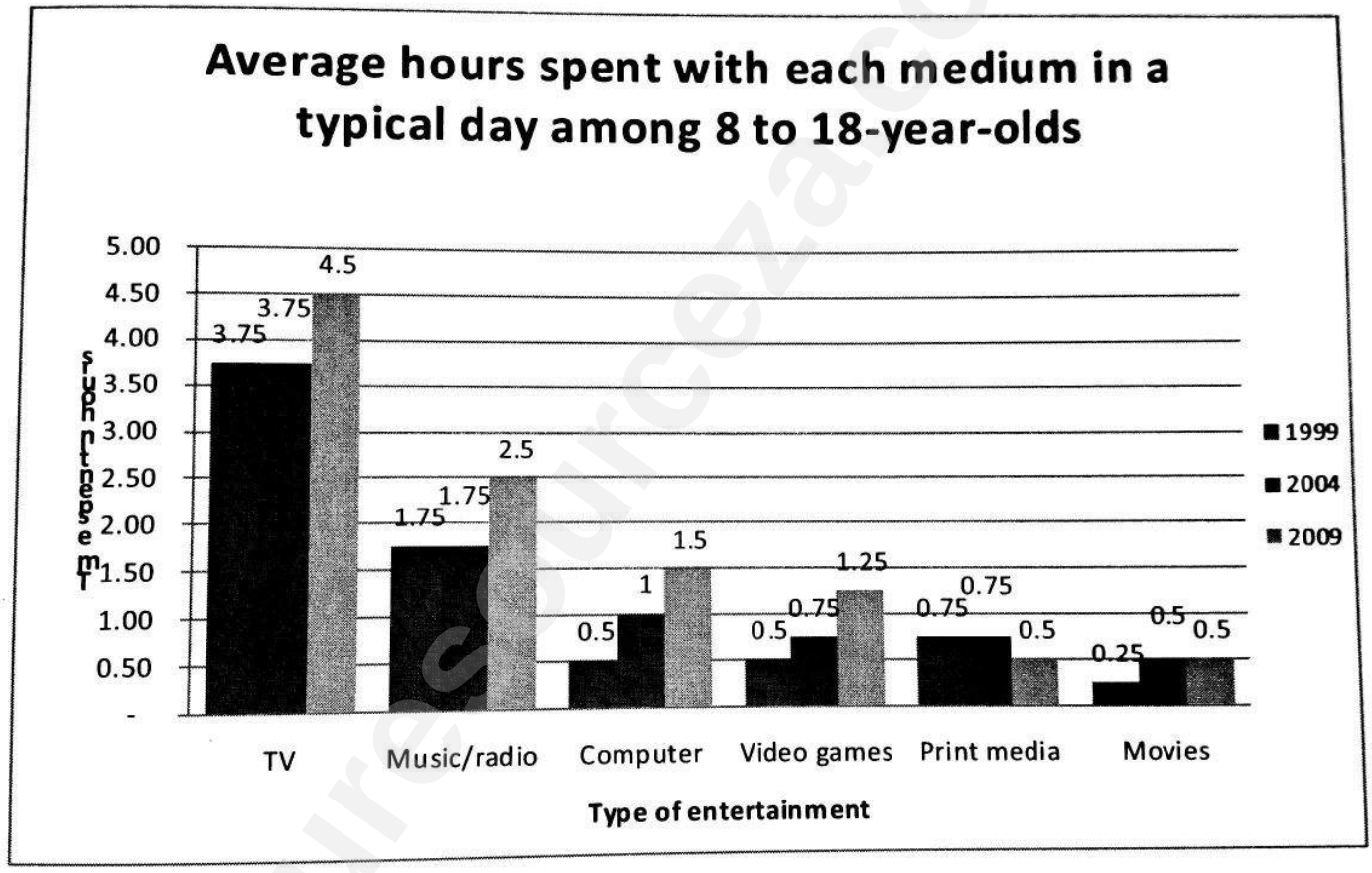
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Interpreting graphs and visual information

Raised on screens

Study the following graph, that summaries the average amount of hours that the youth spend on each medium in a typical day during the years 1999, 2004 and 2009.



([Online]. Available http://www.nytimes.com/imagepages/2010/01/20/technology/20wired-graphic.html. Accessed 23 August 2010. Some data altered).

26. From the data presented, there is a clear trend that the youth are:

A. spending less time on entertainment.
B. spending more time on entertainment.
C. minimizing the time spent on certain mediums.
D. equalizing the time spent on certain mediums.

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27. On average, the total number of hours spent daily on all mediums of entertainment in the year 1999 is:

A. 3.75
B. 7.5
C. 8.5
D. 10.75

28. The total number of hours spent on all mediums of entertainment in the year 2004 is:

A. 3.75
B. 7.5
C. 8.5
D. 10.75

29. What is the total amount of time spent on all mediums of entertainment in the year 2009?

A. 4.5
B. 7.5
C. 8.5
D. 10.75

30. The increase in the time spent on entertainment between 2004 and 2009 is:

A. 0h
B. 1h
C. 2.25h
D. 3.25h

31. The percentage rise for *movies* between 1999 and 2004 is:

A. 25%
B. 50%
C. 75%
D. 100%

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32. The percentage rise for *video games* between 1999 and 2004 is:
    A. 25%
    B. 50%
    C. 75%
    D. 100%

33. The percentage rise for *computer* use over the given years respectively are:
    A. 25% and 50%
    B. 50% and 50%
    C. 50% and 100%
    D. 100% and 50%

34. Which two media experienced the sharpest rise (in hours) between 2004 and 2009?
    A. TV and computer.
    B. TV and music/radio.
    C. Music/radio and computer.
    D. Computer and video games.

35. Which media remained the same in the period 2004-2009?
    A. Music/radio.
    B. Print media.
    C. Movies.
    D. Computer.

36. Which combinations of media did 18-year olds spend the most time on in the year 2009?
    A. TV and music/radio.
    B. TV and computer.
    C. TV and video games.
    D. TV and print media.

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37. From the data in the graph, we can infer that youngsters of today mostly engage in:

A. visual entertainment.
B. musical entertainment
C. written entertainment.
D. physical entertainment.

38. Which medium increased by the same amount of time spent on it daily over the given years?

A. TV
B. Video games.
C. Music/radio.
D. Computer.

39. On which media did youngsters spend less than half an hour each day in 2009, according to the graph?

A. Movies and video games.
B. Movies and computer.
C. None of the above.
D. All of the above.

40. Which media are the closest in the amount of time spent on them each day in 2009?

A. Computer and video games.
B. Video games and printed media.
C. Print media and movies
D. Movies and computer.

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Register and text type

The sentences below are examples of different text types, such as advertisements, instruction manuals, academic textbooks and the like. You must match an item from the first set (41-45) with an item from the second set (A-E). For example, if you think that the language of 42 comes from the same text type as A, then mark 42 A as your answer.

41. Manga is unique to Japan and with a market value of more than $5-billion, is hugely popular among readers of all ages.
42. After you respond to the setup prompt, you must complete the entire setup process without interruption.
43. Strange noises, creaky doors, moving furniture and other paranormal hijinks ensue – really slowly.
44. It starts with a song. You hear it. It changes your mood. What's the album like? Is there a video for it online?
45. Today, children's popular culture is more complex than ever before (Johnson, 2005).

A. Mind you, this probably would make a decent warm indoor, beneath blankets date movie.
B. Concentrating on good modern video games, I will argue that children today engage in cutting-edge learning during these practices.
C. Press the Infinite Button, and the Sony Ericsson Xperia X10 connects you to the latest entertainment you want.
D. In a studio crowded with books on the British Museum, Hoshino reproduced everything he had seen in black and white illustrations.
E. To prevent overheating, do not obstruct vents. Use the computer only on hard, flat surface.

[5]

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Read the text below, then answer the questions that follow.

The historical origins of electronic video

By Paul Schatzkin
Author of *The Farnsworth Chronicles*

THE HISTORICAL RECORD WITH regard to "who invented television" remains fuzzy at best, distorted at worst. The debate often comes down to a simple question: Does any individual deserve to be remembered as the sole inventor of television? Does television have the kind of individual, creative genius that we have in other famous inventors, like Morse, Edison, Bell, or the Wright Brothers?

2 The question may be simple, but clearly the answer is not. Literally hundreds of scientists and engineers contributed to the development of the appliance that now dominates our living rooms. How can we single out any single individual and say, "it all started here"?

3 The historical record lacks references to Farnsworth. Though this oversight has begun to improve in recent years, it is still entirely possible to open an encyclopaedia and read that electronic television began when "Vladimir Zworykin invented the iconoscope for RCA in 1923 ..." This sentence manages to express no less than three historical inaccuracies. The most obvious error, the "1923" date, fixes Zworykin's name chronologically before Farnsworth's. Farnsworth applied in 1927 to patent his invention.

4 Some historians have gone so far as to suggest that we should regard Farnsworth and Zworykin as co-inventors. But that conclusion ignores Zworykin's 1930 visit to Farnsworth's lab. On this visit, many witnesses heard Zworykin say "I wish that I might have invented it." Moreover, it ignores the conclusion of the patent office, in its 1935 decision in Interference #64,027. This decision states quite clearly "priority of invention awarded to Farnsworth."

5 We have therefore often misinterpreted the historical record. This is clearly the case if we believe that television was "too complex to be invented by a single individual." But when we examine more closely the stories beneath the written record, there is a far more compelling story: There was one inventor of electronic television. Video as we now know it first took root in the mind of Philo T. Farnsworth when he was fourteen years old. He was the

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first to demonstrate it successfully, in his lab in San Francisco on September 7, 1927. If you need to fix a date on which television was invented, that's it.

6 Before that date, television was the field of Newtonian electro-mechanical engineers who employed spinning disks and mirrors in their crude attempts to scan, transmit, and reassemble a moving image. The inventions of Jenkins, Ives, Alexanderson, Baird, and others are all similar. They rely on the spiral-perforated, spinning disk that the German Paul Nipkow first proposed in the 1880s. These contraptions were engineering marvels in their own way. However, they were not the sort of breakthrough that Farnsworth introduced, nor is anything left of their technology in the system of television that is in use around the world today.

7 On September 7, 1927, Philo T. Farnsworth demonstrated for the first time that it was possible to transmit an "electrical image" without the use of any mechanical contrivances whatsoever. In this technological triumph, Farnsworth replaced the spinning disks and mirrors with the electron itself, an object so small and light that it could be deflected back and forth within a vacuum tube tens of thousands of times per second. Farnsworth was the first to form and manipulate an electron beam, and that accomplishment represents a quantum leap in human knowledge.

8 After September 7, 1927, every new contribution to the field, including Zworykin's, was an improvement on Farnsworth's simple, elegant, and profound invention.

[Adapted from http://www.farnovision.com/chronicles/tfc-who_invented_what.html. Accessed 9 August 2010]

46. According to the first paragraph, the historical record of "who invented the television" is:

A. still unresolved for some.
B. impossible to answer.
C. attributable to no individual.
D. being fiercely debated.

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47. According to the first paragraph, the debate concerning "who invented television" comes down to the following questions. Which is the odd one out?
    A. Is there any inventor that deserves to be remembered as the inventor of television?
    B. Does television have an individual, creative genius like Morse, Edison and Bell?
    C. Do creative genius inventors such as Morse, Edison and Bell need to be mentioned?
    D. Are we able to identify a single individual as the creator of television?

48. 'The' in the first sentence in paragraph two refers to:
    A. record.
    B. question.
    C. television.
    D. inventor.

49. In the second paragraph, the author claims that 'the answer' is not simple because there:
    A. were hundreds of scientists and engineers who contributed to making television.
    B. were hundreds of scientists and engineers who invented the appliance.
    C. are hundreds of these appliances that dominate our living rooms today.
    D. are hundreds of answers concerning "who invented the television".

50. The word 'the' in the phrase 'the appliance' in the second sentence of paragraph two refers to:
    A. record.
    B. television.
    C. inventor.
    D. scientist.

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51. The phrase 'single out' in paragraph two means to:
    A. outdo.
    B. choose.
    C. forget.
    D. ignore.

52. The word 'it' in the last sentence of the second paragraph refers to:
    A. television.
    B. scientist.
    C. history.
    D. answer.

53. The question in the last sentence of the second paragraph suggests that:
    A. there was no individual to whom the invention of television can be attributed.
    B. there were more probably than not many inventors who invented television.
    C. the truth behind the invention of television is not always immediately obvious.
    D. there was no single incident to which the invention of television can be attributed.

54. The purpose of the question at the end of the second paragraph is to:
    A. confuse the readers.
    B. make a statement.
    C. confront the facts.
    D. begin an argument.

55. The word 'this' in the second sentence in the third paragraph refers to:
    A. references.
    B. improvement.
    C. encyclopaedia.
    D. invention.

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56. A synonym for the word 'oversight' in the third paragraph that occurs in the same paragraph is:
    A. lacks.
    B. encyclopaedia.
    C. express.
    D. error.

57. The word 'this' in the third sentence in the third paragraph refers to:
    A. "open an encyclopaedia and read…"
    B. "is still entirely possible to open…"
    C. "record lacks references to Farnsworth"
    D. "Vladimir Zworykin invented…in 1923"

58. With reference to the third paragraph, which sentence best proves "who invented the television"?
    A. Vladimir Zworykin invented the iconoscope in 1923.
    B. Farnsworth applied in 1927 to patent his invention.
    C. The historical record lacks references to Farnsworth.
    D. The '1923' date fixes Zworykin before Farnsworth.

59. From the last sentence in the third paragraph, we can infer that:
    A. Farnsworth couldn't have invented the television.
    B. Zworykin couldn't have invented the television.
    C. Farnsworth and Zworykin were co-inventors.
    D. Farnsworth was the contributor to the invention.

60. The main point of the third paragraph is:
    A. There is improvement concerning the oversight.
    B. We can still read up inaccurate published facts.
    C. Zworykin did invent the iconoscope in 1923.
    D. Zworykin's invention appeared before Farnsworth's.

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61. In the fourth paragraph, the author gives evidence that argues against Farnsworth and Zworykin as co-inventors. Which two sentences contain this evidence?
    A. One and two
    B. Two and four
    C. Three and five
    D. One and four

62. The word 'but' in the second sentence in the fourth paragraph introduces a/an:
    A. conclusion.
    B. contrast
    C. evidence
    D. exception.

63. The word 'that' in the second sentence in the fourth paragraph refers to:
    A. have gone.
    B. so far.
    C. to suggest.
    D. should regard.

64. The word 'this' in the third sentence in the fourth paragraph refers to:
    A. conclusion.
    B. visit.
    C. record.
    D. invention.

65. Which word in the fifth paragraph signals a conclusion?
    A. but
    B. this
    C. therefore
    D. case.

66. The word 'this' in the second sentence in the fifth paragraph refers to:
    A. therefore.
    B. historical.
    C. misinterpreted.
    D. record.

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67. The word 'case' in the second sentence in paragraph five means:
    A. container.
    B. situation.
    C. investigation.
    D. meaning.

68. In paragraph 6, the word 'crude' suggests that engineers attempted to scan, transmit, and reassemble moving images in a way that was:
    A. accurate.
    B. cautious.
    C. rudimentary.
    D. successful.

69. Which paragraphs best answer the question "who invented the television"?
    A. 2 & 6.
    B. 2 & 3.
    C. 5 & 7.
    D. 6 & 8.

70. The phrase "single individual" in the fifth paragraph is an example of:
    A. repetition
    B. assonance
    C. alliteration
    D. hyperbole

71. In the fifth paragraph, the reason given for the misinterpretation of historical records is that:
    A. of the idea that no single man could invent television.
    B. we are presented with false facts as the correct facts.
    C. of the failure to discover the record beneath the story.
    D. it was the video that was invented and not television.

72. In the fifth paragraph, the word 'it' in the last sentence refers to:
    A. The day that television was finally fixed.
    B. The story hidden beneath the true record.
    C. The name of the inventor of the television.
    D. The date on which television was invented.

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73. Which word in paragraph 7 is a synonym for the word 'contraption' in paragraph 6?
    A. contrivances.
    B. marvels.
    C. inventors.
    D. spinning disk.

74. From the following list of names, which is the odd one out?
    A. Farnsworth
    B. Nipkow
    C. Alexanderson
    D. Jenkins

75. An antonym for the word 'simple' in paragraph 8 is:
    A. 'distorted' in paragraph 1.
    B. 'fuzzy' in paragraph 1.
    C. 'complex' in paragraph 5.
    D. 'compelling' in paragraph 5.

76. An argument-evidence-conclusion organization is evident in the relationship of the following paragraphs:
    A. 2, 3 and 5.
    B. 2, 5 and 6.
    C. 3, 4 and 5.
    D. 3, 5 and 7.

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Consider the following statements about the history of television, and place them in chronological sequence by referring to the information given in the text:

A. Engineers used spinning disks to transmit moving images.
B. Zworykin's improvement to the invention.
C. Farnsworth demonstrated his experiment in his lab.
D. Paul Nipkow proposed the spiral-perforated spinning disk.

77. Which sentence did you put **first**?	**A**	**B**	**C**	**D**
78. Which sentence did you put **second**?	**A**	**B**	**C**	**D**
79. Which sentence did you put **third**?	**A**	**B**	**C**	**D**
80. Which sentence did you put **fourth**?	**A**	**B**	**C**	**D**

[35]

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Grammar and text relations

In the text below some words have been deleted. First read through the whole text, then answer the questions below.

The four phases of future home entertainment
Phase Three: 4-D... and beyond

By Zach Copeland | January 11,2010

Where do you go from 3-D? Really, how much more do we need to be immersed in the world of a film? Well, you know, people have other besides vision and hearing. Imagine... When Tyrannosaurus Rex first approaches the idle vehicles in *Jurassic Park*, the ground literally shakes. When the Doomsday device is activated the end of *Dr. Strangelove*, a wave heat washes over your body. The cowboys around the campfire toot bean-music out of their asses in *Blazing Saddles*... well, you get the idea. Some theme parks have theatre-style attractions with little quirks like. Jerking seats when there is tumult, a spray of mist when someone sneezes... Retrofitting theatres for kind of mass sensory-immersion would be daunting, but feasible. And the creative possibilities are virtually. However, applying this kind of to consumer home theatre systems is, at this point, rather outlandish. The most likely if this ever comes to fruition would be a customized La-Z-Boy recliner that syncs to your TV/media player and performs various sensory functions on cue, based on whatever film you may be. Don't look for this to be available any time soon. **Time to Consummation:** *30-35 years.*

[Adaptcd from http://www.filmcrusade.com/the-four-phases-of-future-home-entertainment/ Acccssed 9 August 2010

In the following texts, you have to indicate the possible place where a word may have been deleted, and which word belongs there. Here are two examples:

Where do you go from 3-D? Really, how much more do we need to be immersed in the world of a film? Well, you know, people have [i] other [ii] besides [iii] vision [iv] and hearing. Imagine... When [i] Tyrannosaurus Rex [ii] first [iii] approaches [iv] the idle vehicles in *Jurassic Park*, the ground literally shakes.

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Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

Which word has been left out here?

A. more
B. the
C. senses
D. only

Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

Which word has been left out here?

A. towards
B. the
C. at
D. time

Now answer the following questions in the same way:

When the Doomsday device 81&82 [i] is [ii] activated [iii] the [iv] end of *Dr. Strangelove*, a 83&84 [i] wave [ii] heat [iii] washes [iv] over your body.

81. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

82. Which word has been left out here?

A. very
B. at
C. then
D. in

83. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

84. Which word has been left out here?

A. then
B. dry
C. strange
D. of

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85&86 [i] the [ii] cowboys [iii] around [iv] the campfire toot bean-music out of their asses in *Blazing Saddles*... well, you get the idea.

85. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

86 . Which word has been left out here?

A. are
B. when
C. blaze
D. rough

87&88 [i] some [ii] theme parks [iii] have [iv] theatre-style attractions with 89&90 [i] little [ii] quirks [iii] like [iv].

87. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

88. Which word has been left out here?

A. of
B. such
C. entertainment
D. already

89. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

90. Which word has been left out here?

A. of
B. in
C. these
D. those

Here is another example:

Jerking seats when [i] there [ii] is [iii] tumult [iv], a spray of mist when someone sneezes...[i] retrofitting [ii] theatres [iii] for [iv] kind of mass sensory-immersion would be daunting, but feasible.

Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

Which word has been left out here?

A. now
B. it's
C. a
D. on

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Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv.)

Which word has been left out here?

A. this
B. are
C. big
D. in

Now answer the remaining questions as before:

And the creative 91&92 [i] possibilities [ii] are [iii] virtually [iv]. However, applying this kind of 93&94 [i] to [ii] consumer [iii] home [iv] theatre system is, at this point, rather outlandish.

91. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

92. Which word has been left out here?

A. probable
B. endless
C. thus
D. then

93. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

94. Which word has been left out here?

A. in
B. some
C. technology
D. at

The most 95&96 [i] likely [ii] if [iii] this [iv] ever comes to fruition would be a customized La-Z-Boy recliner that 97&98 [i] syncs [ii] to [iii] your [iv] TV/media player and performs various sensory functions on cue, based on whatever film 99&100 [i] you [ii] may [iii] be [iv].

95. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

96. Which word has been left out here?

A. film
B. result
C. that
D. is

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97. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

98. Which word has been left out here?

A. end
B. this
C. wirelessly
D. useless

99. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

100. Which word has been left out here?

A. endlessly
B. watching
C. however
D. that

[20]

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Work

Scrambled text

The sequence of the sentences in the following has been altered. Say what the correct order is by answering questions 1-5.

Youth employment opportunities

A. Young people in South Africa's rural areas are more likely to be unemployed than their urban counterparts are.
B. There are over a billion young adults – between the ages of 15 and 24 – in the world today and an estimated 85% of these young adults live in developing countries.
C. In South Africa, as one such developing country, young people account for approximately 60% of the working population.
D. Furthermore, young women, and in particular young African women, are more likely to be unemployed.
E. However, young people are over-represented among South Africa's unemployment, accounting for 70% of all unemployed persons in South African society.

[adapted from *Youth Development Journal: Special Edition on Youth Employment Opportunities*, 2004:5]

1. Which sentence did you put **first**?	**A**	**B**	**C**	**D**	**E**
2. Which sentence did you put **second**?	**A**	**B**	**C**	**D**	**E**
3. Which sentence did you put **third**?	**A**	**B**	**C**	**D**	**E**
4. Which sentence did you put **fourth**?	**A**	**B**	**C**	**D**	**E**
5. Which sentence did you put **fifth**?	**A**	**B**	**C**	**D**	**E**

[5]

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Vocabulary knowledge

Choose the best possible answer from the list of options:

6. According to the _____ information, more and more young people will struggle to find work in the near future.
   A. acceptable
   B. available
   C. adjacent
   D. ambiguous

7. Already many young people cannot find work and the problem has swollen to pandemic _____.
   A. proportions
   B. properties
   C. protocols
   D. propensity

8. In honour of Labour Day, there are a number of observations, statistics and survey relations about the _____ of employment around the globe.
   A. structure
   B. state
   C. strength
   D. statutes

9. To a nation that _____ itself affluent and prides itself on opportunity for all, the high U.S. unemployment rate is an acute embarrassment.
   A. considers
   B. confirms
   C. convinces
   D. conceives

10. Our economy today is simply not _____ fast enough. It must do so if we are to avoid increasing unemployment.
    A. extracting
    B. excluding
    C. expanding
    D. exhibiting

11. According to the _____, just 47.6% of Americans ages 16 to 24 were employed in August, which is the lowest level ever recorded.
    A. referrals
    B. rebuttals
    C. register
    D. research

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12. West Germany's youthful unemployment of 24.8% is the lowest in Europe, but that _____ with conditions three years ago when Germany was importing labour to make up for shortages.
    A. confirms
    B. concerns
    C. contrasts
    D. concludes

13. Another _____ of the problem is that most young people want careers, not dull, menial work.
    A. elimination
    B. element
    C. empowerment
    D. endorsement

14. The latest _____ show a bothersome rise of 124 000 in joblessness among men over 19.
    A. structures
    B. statistics
    C. strengths
    D. states

15. The questionnaires also _____ an increase in the number of workers who have been out of work for 15 weeks or more.
    A. indicate
    B. invoke
    C. instill
    D. interpret

16. Here in South Africa, Anika Berendt was a member of a group in the Genesis Project, a programme _____ every year since 1996 at the university.
    A. contemplated
    B. concentrated
    C. contributed
    D. conducted

17. The Genesis Project _____ leadership and entrepreneurialism.
    A. protocols
    B. promotes
    C. proceeds
    D. proclaims

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18. Only 20 _____ of those who apply for the programme are accepted.
    A. per capita
    B. pertain
    C. percent
    D. perform

19. The screening _____ for applicants is quite rigorous.
    A. problem
    B. project
    C. process
    D. proforma

20. The programme is carefully _____ to promote leadership development.
    A. resigned
    B. designed
    C. assigned
    D. consigned

21. The course _____ that everything exists in the world already, and you have to learn to keep your eyes open and to put things together in a new way.
    A. encounters
    B. embraces
    C. encapsulates
    D. emphasises

22. It was exciting to see how the students _____ their entrepreneurial skills.
    A. designed
    B. delimited
    C. deactivated
    D. demonstrated

23. The fact is that entrepreneurs _____ employment and employment destroys poverty.
    A. create
    B. craft
    C. credit
    D. crunch

24. The most _____ lesson they want the students to take away from the project, is how easy it is to make money.
    A. sibilant
    B. significant
    C. symbolic
    D. sympathetic

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25. Therefore, the main _____ of the project is to help student entrepreneurs turn ideas into profits that aid society.
    A. observation
    B. obstacle
    C. objective
    D. overlap

[20]

Verbal reasoning

Consider each of the following, then answer by selecting the right option:

26. In South Africa, in the period 1996 to 2001, youth unemployment increased despite the fact that during that period the education levels of young people increased.

    This phrase implies that
    A. the more educated young people are, the less unemployment there will be.
    B. the level of education of young people is the cause of their unemployment.
    C. unexpectedly, more young people are educated, yet more are unemployed.
    D. the unemployment rate is a motivation for young people to be educated.

27. The youth fares worse than the population as a whole as far as unemployment is concerned.

    This means that
    A. proportionately, unemployment is higher for the youth compared to the total population.
    B. if a young person is unemployed at the moment, that young person will also be unemployed as an adult.
    C. the youth will fare better than adults when you consider unemployment over the long term.
    D. it is only fair to consider adults when you conduct an unemployment survey, rather than the youth.

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28. Youth employment is an important factor in building stable societies and in sustaining or promoting economic growth.

The conclusion drawn here is that

A. it is important for a society to have a high rate of youth employment.
B. the level of youth employment is a very good indicator of economic growth.
C. being employed will stabilise and grow the society's youth like nothing else.
D. if the youth are unemployed, it will lead to an economically unstable society.

29. The new study will examine the employment and income-generating opportunities that can be created by various social and economic sectors including renewable energy, HIV/AIDS, information and communication technology, water supply and sanitation and rural development.

The new study will

A. among other things focus on the effects of renewable energy, HIV/AIDS, and technology.
B. focus on the way that HIV/AIDS will inhibit the income of various social and economic sectors.
C. examine the causes and effects of various social and economic sectors on the population and the economy.
D. show how various social and economic sectors in our country are having a negative effect on the economy.

30. It is important to explore creative strategies regarding youth involvement in response to the HIV/AIDS pandemic in developing countries.

The author is of the opinion that

A. it is important that the young people in developing countries have knowledge about the HIV/AIDS pandemic.
B. the HIV/AIDS pandemic has the largest possible effect on the youth in developing countries.
C. we need to think creatively about ways in which the youth in developing countries could deal with HIV/AIDS.
D. if we want to beat the HIV/AIDS pandemic, we need to teach the youth creative strategies to cope with it.

[5]

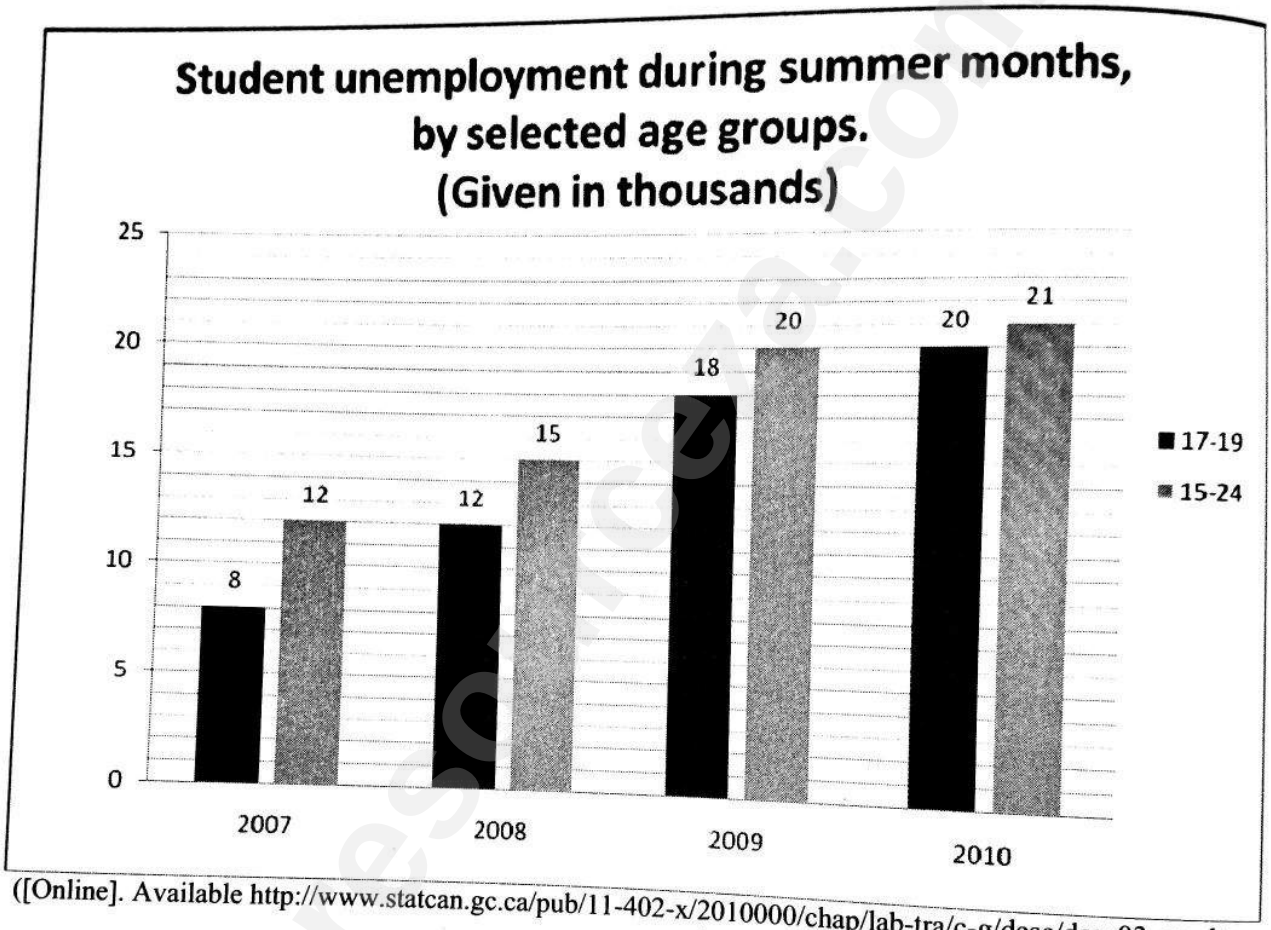
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Interpreting graphs and visual information

Student unemployment during summer months, by selected age groups

Study the following graph, that summarises the average unemployment among students in two age groups in Canada in the years 2007 to 2009, before answering the questions below. The figures for 2010 are a forecast:



([Online]. Available http://www.statcan.gc.ca/pub/11-402-x/2010000/chap/lab-tra/c-g/desc/desc03-eng.htm. Accessed January 2011. Data altered/fictitious).

31. In the case of both age groups there is a fairly clear trend that
    A. unemployment stays constant over the years.
    B. unemployment declines steadily over the years.
    C. unemployment first rises, then declines, and in tandem.
    D. shows a convergence in unemployment between the two.

32. Which year saw the largest difference in unemployment between the two age groups?
    A. 2007
    B. 2008
    C. 2009
    D. 2010

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33. How many seventeen to nineteen-year-old-students were unemployed in 2008?
    A. 0.012 million
    B. 0.12 million
    C. 1.2 million
    D. 12 million

34. Unemployment in the age group 15-24 in 2007 was higher than that of the age group 17-19, by exactly
    A. 25%.
    B. 40%.
    C. 50%.
    D. 75%.

35. Between 2009 and 2010, it is estimated that unemployment in the 17-19 year old age group will grow by one
    A. third.
    B. quarter.
    C. ninth.
    D. tenth.

36. The sharpest rise in unemployment for both age groups happened between the years
    A. 2007 and 2008.
    B. 2008 and 2009.
    C. 2009 and 2010.
    D. 2008 and 2010.

37. In which period was there an increase in unemployment for the age group 15-24 of 5%?
    A. 2007 to 2008
    B. 2008 to 2009
    C. 2009 to 2010
    D. 2008 to 2010

38. If the trend from 2009 – 2010 continues, in which year will the two age groups have an equal number of unemployed students?
    A. 2011
    B. 2012
    C. 2013
    D. 2014

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39. In which two consecutive years did unemployment for the age group 17-19 rise by exactly the same proportion?
    A. 2007 and 2008
    B. 2008 and 2009
    C. 2009 and 2010
    D. 2008 and 2010

40. By what proportion did unemployment rise in the answer to question 39?
    A. 20%.
    B. 30%.
    C. 40%.
    D. 50%.

[10]

Register and text type

The sentences below are examples of different text types, such as advertisements, instruction manuals, academic textbooks and the like. You must match an item from the first set (41-45) with an item from the second set (A-E). For example, if you think that the language of 42 comes from the same text type as A, then mark 42 A as your answer.

41. After the sun had set, the darkness seemed to drive upon us, borne in every faint puff of the breeze.
42. Get the latest in smartphone technology, and an all-inclusive package.
43. The findings of researchers in this field have shed light on all applications of tutorials.
44. Do not use petrol, alcohol or highly volatile fluids to ignite charcoal.
45. SuperSport a-twitter over tweet

A. As has long being recognised, educational innovations are not only selectively implemented, but continually 'reinvented'.
B. Sellers take a hammering in housing slump
C. From the picturesque ruins of the villa I made an unpleasant discovery: I am not on an island at all, but in a walled city.
D. Connect the lead from the charger to the base of the phone.
E. Not for sale to persons under the age of 18.

[5]

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Text comprehension

Read the text below, then answer the questions that follow.

Young Americans

Left out in the rain

Not Quite Adults: Why 20-Somethings Are Choosing a Slower Path to Adulthood, and Why It's Good for Everyone. By Richard Settersten and Barbara Ray. Bantam; 272 pages; $15.

PLUGGED IN, NARCISSISTIC AND UPBEAT, America's twenty-somethings may be the most educated, diverse and digitally savvy generation in the country's history. They are also most likely to be living with their parents. Though they burst into the workforce with expectations of fun and fulfilment (leading employers to grouse about their sense of entitlement), they have been delivered a slap by the recession. Nearly 16% of 18-24-year-olds are unemployed, almost double the national average. Most are simply struggling to keep their heads above water, according to the MacArthur Research Network.

2 The young in previous generations have also tended to drift, yet the current world is less forgiving. That is one of the conclusions of "Not Quite Adults". Drawing on eight years of data and more than 500 interviews with young people between 18 and 34, Richard Settersten and Barbara Ray dismantle the common belief that this generation has been coddled into laziness. Rather, these young adults have come of age at a particularly merciless moment. Even before the recession, which will wreak lasting havoc on their earning power and trust in government, the market had ceased rewarding diligent, low-skilled labour with reasonable pay and benefits. Employment is now largely divided into well-paid, highly-skilled jobs and the poorly paid, less-secure jobs of the service sector. The middle has been hollowed out, on-the-job training is rare and good posts hard to come by.

3 A university degree has never been more essential for securing good employment. Graduates earn 54% more on average than those who never graduated, yet only a quarter of Americans between 25 and 34 have a bachelor's degree. Nearly half of the 3m people who enrol in university in America drop out within six years (among wealthy countries, only Italy has a worse rate). Part of the trouble, Mr Settersten and Ms Ray point out, is that in the absence of reliable public schools, parents must play a big role in the academic careers of their children. The children of poorly educated adults are less likely to make the necessary investment in education. The debt that young people carry today is often not from college, the MacArthur research finds, but from the cost of not investing in college.

4 Mr Settersten, a sociology professor at Oregon State University, and Ms Ray, a writer attached to the MacArthur Research Network, use statistics and anecdotes to map out a growing divide between the haves and the have-nots — the generation's "swimmers" and "treaders". The former often have supportive parents, wider social networks, university degrees and a greater sense of civic engagement. Many "swimmers" even choose to move back home to help pay off student loans and save for the future.

5 Most twenty-somethings, however, are "treaders", who simply replicate the lessons of their poorer, less stable and hands-off parents, but to worse effect. The authors argue that when young adults invest in themselves and their careers before taking on the baggage of marriage, children and a job to pay the bills, they are equipped to make better choices down the road, for themselves and as citizens. Having a child too early can be one of the costliest barriers to advancement, whereas postponing nuptials until careers are in place leads to lower divorce rates.

6 When nearly two-thirds of the next generation is struggling to find "a secure foothold in the middle class", everyone ends up paying the price.

[adapted from *The Economist*, 8 January 2011, p. 76]

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46. The phrase "Plugged in" in the first sentence of the first paragraph is most closely linked to the following phrase in the same sentence:
    A. narcissistic and upbeat.
    B. most educated.
    C. living with their parents.
    D. digitally savvy.

47. A synonym for the word 'savvy' in the first sentence of the text is
    A. impaired.
    B. ignorant.
    C. knowledgeable.
    D. young.

48. The word 'narcissistic' in the first paragraph refers to young people who
    A. understand computers.
    B. like themselves excessively.
    C. like narrative films.
    D. are allergic to narcotics.

49. The main idea in paragraph one is that young people in America
    A. have a strong self-esteem and "want it all".
    B. are computer literate, yet ignorant of the economy.
    C. are highly educated, yet too self-focussed.
    D. struggle to find employment after the recession.

50. The word 'they' in the third sentence of paragraph one refers to
    A. burst.
    B. workforce.
    C. twenty-somethings.
    D. employers.

51. Why would employers complain about young people's "sense of entitlement" in paragraph one?
    A. Young people abuse the titles of their parents to the point of corruption.
    B. Young people want employers to acknowledge their degrees and titles.
    C. Employers feel that young people have unrealistic expectations.
    D. Because employers do not have the same knowledge of computers.

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52. The phrase "delivered a slap by the recession" is used metaphorically. The best way to explain this is that young people
    A. are receiving more because of the recession.
    B. do not have so many holidays as they had in school.
    C. have been negatively affected by the recession.
    D. have been positively affected by the recession.

53. A further example of language being used metaphorically in the first paragraph is found in the phrase
    A. "almost double the national average".
    B. "keep their heads above the water".
    C. "living with their parents".
    D. "sense of entitlement".

54. The phrase "almost double the national average" in the first paragraph refers to the fact that regarding the 18-24 age group
    A. they are almost all unemployed, at least in the USA.
    B. 16-year olds have the highest unemployment rate.
    C. 32% are unemployed if it is twice that of the national rate.
    D. the 16% unemployment is almost twice the national rate.

55. The word 'previous' in paragraph two contrasts with _____ in the same sentence.
    A. 'current'
    B. 'generations'
    C. 'drift'
    D. 'forgiving'

56. An explanation for 'dismantle' in paragraph two could be
    A. dismiss.
    B. support.
    C. explain.
    D. prove.

57. The reason provided in paragraph two for young people's struggle to find employment is that they
    A. have been coddled into laziness by their parents.
    B. 'drift' more than any of the previous generations.
    C. have reason not to have trust in the US government.
    D. are entering employment at the wrong moment.

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58. The phrase "the middle has been hollowed out" in paragraph two refers to
    A. the poorly paid jobs of the service sector.
    B. the less-secure jobs of the service sector.
    C. the gap between well-paid and poorly paid jobs.
    D. the highly-skilled jobs that also pay well.

59. In the context of paragraph two, find the odd one out:
    A. The recession caused unemployment problems.
    B. Young adults simply come of age too early.
    C. Markets no longer reward low-skilled labour.
    D. The middle has now been hollowed out.

60. The word 'Rather' in the fourth sentence of paragraph two indicates that _____ will follow.
    A. a contrasting idea
    B. an explanation
    C. an example
    D. a question

61. An effect of the market not rewarding diligent, low-skilled labour with reasonable pay and benefits is that
    A. it caused a recession that will last for some time.
    B. a gap exists between well-paid and poorly paid jobs.
    C. the service sector has few jobs available currently.
    D. trust in government has diminished for good reason.

62. The reason in paragraph three why only 25% of Americans between 25 and 35 have bachelor's degrees is that
    A. young people are not eager to study further, and tend to 'drift'.
    B. university is too expensive, and fewer can therefore afford it.
    C. university courses are too demanding for poorly prepared students.
    D. children of poorly educated adults generally do not invest in education.

63. In the context of paragraph three, find the statement that is not true.
    A. A university degree is now the surest way of securing a good job.
    B. Fact: Graduates earn exactly double than those who never graduated.
    C. Proportionately, many more students in Italy do not finish university.
    D. About 1,5 million students in USA universities drop out within six years.

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64. According to paragraph three the consequence of an "absence of reliable public schools" is that
    A. students drop out of university in larger numbers than are acceptable.
    B. graduates earn more than non-graduates by a substantial margin.
    C. parents have a great responsibility in their children's academic careers.
    D. young people become lazy drifters since schools do not challenge them.

65. Paragraph three states that: "A university degree has never been more essential for securing good employment". The reason for this is that
    A. good posts are hard to come by.
    B. graduates earn more than non-graduates.
    C. one cannot trust government to provide jobs.
    D. low-skilled labour is not well-paid.

66. The last sentence in paragraph three refers to the fact that the debt carried by young people today mostly comes from
    A. irresponsible buying of luxury items.
    B. the cost of university education.
    C. helping their parents survive.
    D. not investing in a degree.

67. The word 'former' in paragraph four refers to
    A. the MacArthur Research Network.
    B. young people's supportive parents.
    C. the generation's 'swimmers'.
    D. the have-nots on the other side.

68. In paragraph four six characteristics are connected to 'swimmers'. The fifth of these is that they
    A. wish to save for the future.
    B. have wider social networks.
    C. rely on their parents.
    D. have useful university degrees.

69. Choose the odd one out from the concepts in paragraph four:
    A. less civic engagement.
    B. supportive parents.
    C. swimmers.
    D. moving back home.

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70. The words 'swimmers' and 'treaders' are used metaphorically to refer to classify
    A. young people who enjoy swimming.
    B. those left behind, or "out in the rain".
    C. those who have and those who don't.
    D. young Americans between 25 and 34.

71. What sources of evidence did the researchers use to make their conclusions in paragraph four?
    A. sociological data
    B. statistics and anecdotes
    C. maps and attachments
    D. networks and finances

72. The word 'authors' in paragraph five refers to
    A. Bantam Books
    B. Oregon State University
    C. MacArthur Research Network
    D. Settersten and Barbara Ray

73. 'Treaders' in paragraph five could be best explained as young people who
    A. tread softly when they have to.
    B. by choice form part of the haves.
    C. do just the same as their parents.
    D. are not very good swimmers.

74. Support for the answer to the previous question can be found in the word
    A. hands-off.
    B. replicate.
    C. lessons.
    D. however.

75. In paragraph five it is argued that young people should invest in themselves and their careers before taking on other responsibilities because
    A. they will have to find a way to become rich fast.
    B. they will have to support their parents financially.
    C. they will be able to make better choices later on.
    D. getting married early leads easily to divorce.

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76. Paragraph five mentions three major events in life that are better postponed until 'wise' choices could be made about them. The second of these is
    A. a job to pay bills.
    B. forming networks.
    C. getting married.
    D. having children.

77. The sentence "Having a child too early ..." in paragraph five elaborates on information provided earlier. This information can be found in
    A. sentence 3 of paragraph 3.
    B. sentence 4 of paragraph 3.
    C. sentence 1 of paragraph 5.
    D. sentence 2 of paragraph 5.

78. The conclusion reached in the final paragraph is that
    A. the USA is an expensive country to live in.
    B. unemployment affects all of society.
    C. most people in the middle class are struggling.
    D. America today consists of mostly poor people.

79. The metaphorical use in the title of the text plays on the fact that
    A. the current conditions in America make it difficult for young people to survive financially.
    B. young Americans are standing "in the rain" because they cannot afford their own homes.
    C. young Americans are forced to remain unemployed by those who already have jobs.
    D. labour laws and arrangements still detrimentally affect access of young people to jobs.

80. This text is taken from
    A. The MacArthur Research Network
    B. Oregon State University
    C. Bantam
    D. *The Economist*

[35]

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Grammar and text relations

In the text below some words have been deleted. First read through the whole text, then answer the questions that follow.

The Food and Agricultural Organisation of United Nations argues in its contribution to the journal – *Youth Employment Opportunities in Rural Development: Employment for Rural Youth in Asia and the Pacific* – that there many social, cultural, political and economic obstacles that prevent young people from participating meaningfully in the economies of various countries. The paper focuses on youth (un)employment in rural Asia (use of case study material) and recommends three points for investment in youth development.
are:

- investment in skills training for youth employment that is to labour demand and to national goals and youth goals;
- investment in technology and micro-finance programmes for youth; and
- investment in capacity for youth-led and youth serving organisations.

The next contribution entitles *Youth Employment Generation and the Water Supply and Sanitation Sector* discusses need for improved water provision, sanitation and hygiene for all, as a precondition for many aspects of development, namely, malnutrition, disease, poverty, productivity, the position of women and girls in society and environmental sustainability. The paper explores employment and entrepreneurial opportunities in the water and sanitation sector in general, but more opportunities for youth employment and/or income-generation in the sector.
[adapted from: *Youth Development Journal: Special Edition on Young Employment Opportunities, 2004*]

In the following, you have to indicate the possible *place* where a word may have been deleted, and which *word* belongs there. Here are two examples:

The Food and Agricultural Organisation [i] of [ii] United [iii] Nations [iv] argues in its contribution to the journal – *Youth Employment Opportunities in Rural Development: Employment for Rural Youth in Asia and the Pacific* – that there [i] many [ii] social, [iii] cultural, [iv] political and economic obstacles that prevent young people from participating meaningfully in the economies of various countries.

Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

Which word has been left out here?

A. a
B. an
C. the
D. these

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Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

Which word has been left out here?

A. is
B. been
C. have
D. are

The paper focuses 81&82 [i] on [ii] youth [iii] (un)employment [iv] in rural 83&84 [i] Asia ([ii] use [iii] of [iv] case study material) and 85&86 [i] recommends [ii] three [iii] points [iv] for investment in youth development.

81. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

82. Which word has been left out here?

A. and
B. issues
C. then
D. the

83. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

84. Which word has been left out here?

A. regions
B. of
C. making
D. the

85. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

86. Which word has been left out here?

A. focal
B. signal
C. then
D. that

87&88 [i] are:

- [ii] investment [iii] in [iv] skills training for youth employment that 89&90 [i] is [ii] to [iii] labour [iv] demand and to national goals and youth goals;
- investment 91&92 [i] in [ii] technology [iiii] and [iv] suitable micro-finance programmes for youth; and
- investment in capacity for youth-led and youth serving organisations.

87. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

88. Which word has been left out here?

A. those
B. that
C. these
D. therefore

89. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

90. Which word has been left out here?

A. often
B. linked
C. greater
D. for

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91. Where has the word been deleted?
A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

92. Which word has been left out here?
A. funds
B. solutions
C. appropriate
D. also

The next contribution entitled *Youth Employment Generation and the Water Supply and Sanitation Sector* 93&94 [i] discusses [ii] need [iii] for [iv] improved water provision, sanitation and hygiene for all, as a precondition 95&96 [i] for [ii] many [iii] aspects [iv] of development, namely, malnutrition, disease, poverty, productivity, the position of women and girls in society and environmental sustainability.

93. Where has the word been deleted?
A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

94. Which word has been left out here?
A. then
B. especially
C. much
D. the

95. Where has the word been deleted?
A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

96. Which word has been left out here?
A. holding
B. other
C. very
D. associated

The 97&98 [i] paper [ii] explores [iii] employment [iv] and entrepreneurial opportunities in the water and sanitation sector in 99&100 [i] general, [ii] but [iii] more [iv] opportunities for youth employment and/or income-generation in the sector.

97. Where has the word been deleted?
A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

98. Which word has been left out here?
A. also
B. contrastingly
C. some
D. issues

99. Where has the word been deleted?
A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

100. Which word has been left out here?
A. also
B. interestingly
C. specifically
D. employment

[20]

[Total: 100 marks]

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Music for young people

Scrambled text

The sequence of the sentences in the following has been altered. Say what the correct order is by marking your choice on the loose answer sheet.

There will be a collection afterwards

A. The recording industry supply chain starts with the composers and performers. They create and perform the music.

B. The last step is the retailers. They put the CD on the (physical or virtual) shelf and sell it directly to the consumer. They collect the money.

C. The distributors then take CDs in bulk from the labels, warehouse them and ship them, on demand, to retailers or directly to the consumers.

D. The music recording industry involves some discrete businesses. These businesses link together in a sophisticated way to create a "supply chain".

E. Next step in the supply chain is the labels. They finance, record, manufacture, promote and market the music.

1. Which sentence did you put **first**?	**A**	**B**	**C**	**D**	**E**
2. Which sentence did you put **second**?	**A**	**B**	**C**	**D**	**E**
3. Which sentence did you put **third**?	**A**	**B**	**C**	**D**	**E**
4. Which sentence did you put **fourth**?	**A**	**B**	**C**	**D**	**E**
5. Which sentence did you put **fifth**?	**A**	**B**	**C**	**D**	**E**

[5]

Academic vocabulary

Choose the best possible answer from the list of options.

6. The study of the history of music aims to _____ how music has developed up to the present day.
   A. exclude
   B. explore
   C. expand
   D. exceed

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7. The ability to read sheet music can _____ a person to communicate through music with another.
   A. ensure
   B. enable
   C. enhance
   D. enforce

8. The _____ between modern day rock and roll and the blues of old is not as big as one would think.
   A. contrast
   B. conflict
   C. controversy
   D. contact

9. Musicians _____ many hours of their time to practise to reach a level of excellence.
   A. deliver
   B. demand
   C. derive
   D. devote

10. The man needs somebody to _____ him to the ensemble concert at the theatre.
    A. accommodate
    B. accumulate
    C. accompany
    D. account

11. This is as good a _____ of live music as one is likely to find anywhere on earth, and is sure to delight to people of all cultures.
    A. displace
    B. distort
    C. display
    D. dispose

12. Musicians possess the ability to _____ people to think about the message that their lyrics and their music in combination convey.
    A. interview
    B. interpret
    C. inform
    D. influence

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13. This change in technology _____ that the modern guitarist will have a greater range of sounds to choose from.
    A. implements
    B. implicates
    C. imposes
    D. implies

14. Modern jazz, funk and blues all _____ to the style of blues from the sixties and seventies.
    A. confirm
    B. conform
    C. confess
    D. confide

15. The pianist has to _____ all the work before writing her exam on classic theory.
    A. reveal
    B. reverse
    C. revise
    D. revive

16. The symphony orchestra for this piece _____ of 23 musicians.
    A. consoles
    B. consists
    C. consigns
    D. consorts

17. Their unique sound _____ from the rock and roll sound of the sixties.
    A. derides
    B. derives
    C. deviates
    D. derails

18. The singer anxiously waited to hear what the final_____ of the votes was.
    A. output
    B. outline
    C. outcast
    D. outcome

19. The recording studio is _____ from downtown Los Angeles to Hollywood.
    A. transforming
    B. transacting
    C. transcending
    D. transferring

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20. Those who sing opera use various _____ to control their vocal chords.
    A. technocrats
    B. technicians
    C. techniques
    D. technologies

21. South Africans should try their best to _____ local music among their friends.
    A. promote
    B. project
    C. progress
    D. prohibit

22. The old hymn has been _____ to suit the music culture and tastes of today's youth.
    A. mollified
    B. modified
    C. modulated
    D. moderated

23. The funk music of the 80s _____ the electro pop music of modern hits.
    A. preceded
    B. proceeded
    C. predicated
    D. predicted

24. The high cost of instruments _____ many people from taking up music lessons.
    A. projects
    B. prohibits
    C. progresses
    D. propels

25. The pupil was _____ to tune his guitar before playing his music exam.
    A. inhibited
    B. instructed
    C. initiated
    D. insulted

[20]

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Verbal reasoning

Consider each of the following, then answer by selecting the right option:

26. A business (also called a firm or an enterprise) is a legally recognized organization designed to provide goods and/or services to consumers.

The phrase in brackets implies that

A. the word 'business' is not sufficient for this context.
B. another term for 'business' is 'firm' or 'enterprise.'
C. the author is careful to reveal the meaning of a business.
D. there is more than one meaning for the word 'business'.

27. The on-line retailers had an initial boom based on their much lower cost structure and the breadth of virtual inventory that they can provide.

One can infer from this that

A. no retailers are better than on-line retailers.
B. on-line retailers hold the key to the future of retail.
C. on-line retailers' advantages did not endure.
D. on-line retailers could not contribute anything to retailing.

28. The word 'initial' in the previous question indicates that on-line retailers

A. will always be dominant in retail.
B. boomed only for a certain period.
C. experience one of many good periods.
D. battle to compete in modern retailing.

29. A total of 500.5 million albums in the form of CDs, cassettes, LPs and other formats were purchased last year, down 15 percent from the unit total for 2006.

One can conclude from this that:

A. the total in album sales for 2006 was not very high.
B. about 500.5 million albums were purchased in 2006.
C. album sales in 2006 were 15% higher than in 2007.
D. the total in album sales for 2007 was very good.

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30. We define the recorded music supply chain as a system where recorded music is created by performers, paid for by consumers, and there is adequate financial return.

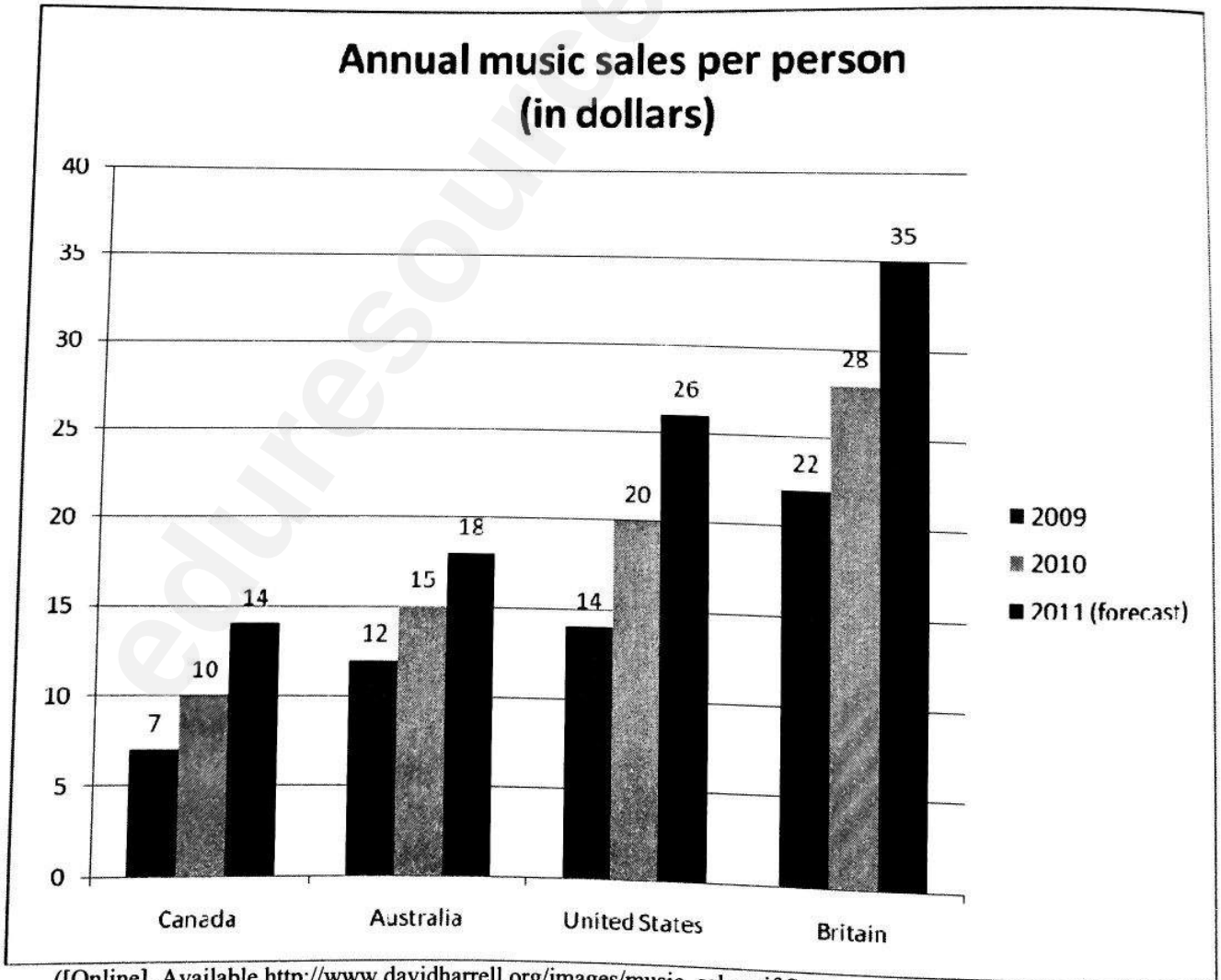
This means that

A. the aim of recorded music is not to produce an income.
B. the chain will cease to exist if you have adequate financial return.
C. performers are dependent on consumers for the chain to survive.
D. a supply chain is not a way for performers to earn an income.

[5]

Interpreting graphs and visual information

Study the following graph, which summarises the music sales per person for 2009 (first column) and 2010 (second column) in various countries, before answering the questions below. The figures for 2011 (third column) are a forecast.



([Online]. Available http://www.davidharrell.org/images/music_sales.gif Sources: Adapted from [FP]; UNFPA; *The Economist*. Some data altered/fictitious. Accessed 23 August 2010.)

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31. Which country has the highest music sales per person?
    A. Canada
    B. Australia
    C. United States
    D. Britain

32. Which country has the smallest expenditure per person on music sales?
    A. Canada
    B. Australia
    C. United States
    D. Britain

33. When one examines music sales in 2010, it appears that people had a clear tendency to
    A. spend less money on music than in 2009.
    B. spend more money on music than in 2009.
    C. spend the same amount of money on music as in 2011.
    D. spend more money on music than in 2011.

34. Which country/countries showed the smallest absolute growth from 2009 to 2010?
    A. Canada
    B. Australia & Canada
    C. United States
    D. Britain

35. It is forecast that Canada will have the same music sales in 2011 as
    A. Australia in 2009.
    B. United States in 2009.
    C. Australia in 2010.
    D. United States in 2010.

36. The average sales per person for Australia over the three years in the graph is _____.
    A. $11
    B. $12
    C. $15
    D. $20

37. The total amount by which, for the three years shown in the graph, the country with the highest sales beat the runner-up, is _____.
    A. $9
    B. $25
    C. $60
    D. $85

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38. During 2010 the music sales per person in Canada was exactly 50% than that of
    A. Britain.
    B. Australia and United States.
    C. United States.
    D. Australia.

39. Which two countries show the same percentage increase in sales between 2009 and 2010?
    A. Canada and United States
    B. Britain and Australia
    C. Britain and United States
    D. United States and Australia

40. It is forecast that a person in Australia will spend just more than _____ of the amount that a person in Britain would spend on music sales in 2011.
    A. a third
    B. two thirds
    C. half
    D. a quarter

41. In 2009 a person in Canada spent less than ____ of the amount that a person in Britain spent on music sales in the same year.
    A. a third
    B. two thirds
    C. half
    D. a quarter

42. If the current trend continues, what would a possible forecast for music sales per person in the United States be for 2012?
    A. $40
    B. $32
    C. $26
    D. $38

43. The forecast was that music sales per person in Canada would increase by _____ in from 2009 to 2011.
    A. 30%
    B. 40%
    C. 50%
    D. 100%

44. If the current trend continues, how long would it take music sales per person in Canada to reach the same amount that Britain had in 2010?
    A. 1 year
    B. 2 years
    C. 3 years
    D. 4years

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45. The music sales per person in Canada in 2009 was lower by _____ % than sales in 2010.
    A. 20
    B. 25
    C. 30
    D. 40

46. The music sales per person in Australia rose by ____% in 2010.
    A. 20
    B. 25
    C. 30
    D. 40

47. It is forecast that the music sales per person in Australia will grow in 2011 by exactly
    A. 20%.
    B. 25%.
    C. 30%.
    D. 40%.

48. The amount for music sales in Canada for 2009 was exactly _____% of the amount that Britain had in 2010.
    A. 50
    B. 30
    C. 25
    D. 20

49. In 2010 the music sales per person in the United States was more than that of Australia by exactly one
    A. fifth.
    B. quarter.
    C. third.
    D. half.

50. The proportion by which British music sales are likely to have improved in 2011 in comparison with the previous year is a
    A. fifth.
    B. quarter.
    C. third.
    D. half.

[20]

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Register and text type

The sentences below are examples of different text types, such as advertisements, interviews, academic textbooks and the like. You must match an item from the first set (51-35) with an item from the second set (A-E). For example, if you think that the language of 32 comes from the same text type as A, then mark 52 A as your answer.

51. The Beatles were an English rock band, and one of the most commercially successful acts in the history of popular music.

52. MTV Games and all related titles and logos are trademarks of MTV Networks, a division of Viacom International Inc.

53. Unlike most hollow-bodied Rickenbackers, it appears to be a solid-body until one picks it up and feels the unusually light weight.

54. You can play The Beatles: Rock Band with nearly any music-game instrument you already have.

55. So we chose those, based around the fact that it's all four of them playing. I mean let's face it, they recorded so may there's a lot of material to go from.

A. And we also added and crossed out songs with just thinking of different scenarios for the game itself.

B. The game is fully compatible with most existing music-game hardware and is very user friendly.

C. ©2009 Harmonix Music Systems, Inc. All rights reserved. The Beatles: Rock Band developed by Harmonix Music Systems, Inc.

D. He took out the original whammy bar and replaced it with the Bigsby vibrato pedal, and, in 1962, he gave it a black finish.

E. According to RIAA certifications, they have sold more albums in the United States than any other artist.

[5]

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Text comprehension

Read the text below thoroughly, then answer the questions that follow.

The birth of blues

Deep roots

A new book about the origins of music in the delta

"THE BLUES HAD A BABY AND THEY NAMED the baby rock and roll." So sang Muddy Waters, one of the greatest bluesmen. While true, that is only part of the absorbing story Ted Gioia tells as he traces the blues, a seminal influence on all 20th-century popular music, back to its roots. The delta of his title, *Delta blues*, is a vast tract of land between the Mississippi and Yazoo rivers. This land is a source of agricultural riches, particularly cotton, and home to a poor black population whose very privation inspired an impassioned musical culture.

2 Mr Gioia's authoritative chronicle interweaves the steamy character of the delta with the hard lot of its population. The delta's sharecroppers generally toiled in conditions not far removed from slavery, and were at the mercy of plantation and prison farm. They expressed themselves through the blues, a vocal form derived from Africa, as well as from work songs and spirituals. Although the blues appeared in other places in the American South, the delta was astonishingly prolific in quality, abundance and sheer intensity. As the author puts it, afficionados reckoned there were blues, then deep blues, but delta blues had "the deepest roots of all".

3 Mr Gioia's book is made up of a chronological series of biographies of the region's musical heroes. These musicians became famous for a style in which singing and guitar playing merged into a single mesmerising sound. Charley Patton, Bukka White and Son House all won local renown, made recordings and then faded away into delta life, in which passion and violence often went hand in hand. Robert Johnson was supposed to have sold his soul to the devil in return for his prodigious skills; he was poisoned after an ill-advised dalliance with another man's woman.

4 Johnson's recordings brought the delta's spell to a wider audience, as did the migration of a new generation of musicians northward, particularly to Chicago. From the 1940s, the Windy City became a hub for giants such as Waters and Howlin' Wolf. They added a new dimension to the blues with supercharged amplification. The plangent attack of electric guitar and harmonica gave the delta style greater intensity. Hard-driving bands superseded soloists, but the redoubtable Mississippi-born John Lee Hooker could still galvanise a room all by himself with his stomping "Boogie Chillen".

5 With such emotional energy afoot, cocking a snook at well-scrubbed post-war pop, it wasn't long before the blues burst on to the mass market. Its carefree offspring, rock and roll, went on to become a huge commercial enterprise in which every singer affected a bluesy cry as a testament of personal emotion.

6 But Mr Gioia is in no doubt that delta blues retains its appeal. He describes the revival movement in which enthusiasts tracked down some of the region's first stars, who brought the old sound alive. Records still convey the power of their music and of the delta tradition; a fire, Mr Gioia says, that is just waiting to be rekindled.

[Adapted from *The Economist,* October 16, 2008.]

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56. Who is the author of the new book about the origins of delta music?
    A. Muddy Waters
    B. Robert Johnson
    C. Son House
    D. Ted Gioia

57. The title of the passage "Deep roots" refers to the
    A. beginnings of blues music.
    B. roots of modern rock and roll.
    C. roots of modern jazz music.
    D. growth of modern rock and roll.

58. The first part of the first paragraph points out that
    A. modern rock and roll music was not influenced by the blues.
    B. the blues of old and modern rock and roll music had a baby.
    C. all popular modern music was influenced by blues jazz music.
    D. most of today's rock hits influenced the delta-blues of the time.

59. Evidence for the answer to the previous question can be found in the phrase
    A. a new book about the origins of music in the delta.
    B. "the blues had a baby … they named rock and roll."
    C. he traces the blues, a seminal influence ... back to its roots.
    D. whose very privation inspired an impassioned … culture.

60. The word 'This' in the last sentence of paragraph one refers to
    A. title.
    B. tract.
    C. Mississippi.
    D. rivers.

61. A synonym for the word 'privation' in the last sentence of paragraph one is
    A. isolation
    B. hardship
    C. separation
    D. drudgery

62. Read the second paragraph and then say which of the following is the odd one out:
    A. conditions not far removed from slavery
    B. mercy of plantations and prison farm.
    C. the steamy character of the delta.
    D. population toiled as sharecroppers.

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63. The word 'they' in the third sentence of the second paragraph refers to the
    A. delta's sharecroppers.
    B. greatest bluesmen.
    C. steamy characters.
    D. the blues musicians

64. In the following, which is the odd one out?
    A. the absorbing story (paragraph one)
    B. authoritative chronicle (paragraph two)
    C. series of biographies (paragraph three)
    D. new generation of musicians (paragraph four)

65. With reference to paragraph three, which of the following names stands out as perhaps more famous in the blues industry?
    A. Bukka White
    B. Charley Patton
    C. Son House
    D. Robert Johnson

66. Which word in paragraph four provides further evidence for the answer to the previous question?
    A. spell
    B. wider
    C. migration
    D. hub

67. A description for the unique sound of the delta-blue music style is given in paragraphs
    A. 1 and 2
    B. 2 and 3
    C. 3 and 4
    D. 4 and 5

68. How did the blues of the 1940s add a new dimension to the blues?
    A. Through giants such as Waters an Howlin' Wolf.
    B. By bringing the delta's spell to a wider audience.
    C. By adding supercharged amplification to the blues.
    D. Through musicians migrating to the city of Chicago.

69. What made the redoubtable John Lee Hooker a special performer? His
    A. hard-driving band.
    B. Mississippi background.
    C. number "Boogie Chillen".
    D. electric guitar and harmonica.

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70. The effect of the emotional energy of blues, according to paragraph five, is that it
    A. became like post-war pop.
    B. burst on to the pop market
    C. burst on to the mass market
    D. became like rock and roll.

71. The word 'Its' in the second sentence of paragraph five refers to:
    A. such emotional energy
    B. the blues
    C. "Boogie Chillen"
    D. supercharged amplification

72. Every rock singer gave out a bluesy cry as evidence of the _____ in rock and roll music.
    A. delta blue music
    B. personal emotion
    C. "Boogie Chillen"
    D. emotional energy

73. The _____ occurred when enthusiasts rediscovered the sound of some of the region's first stars.
    A. delta blues
    B. revival movement
    C. commercial enterprise
    D. modern blues

74. Which phrase has the same meaning as the word 'rekindled' in the last paragraph?
    A. brought alive
    B. burst on to
    C. affected
    D. created

75. Which paragraphs best describe the beginning of blues?
    A. 1 and 2
    B. 2 and 3
    C. 3 and 4
    D. 4 and 5

76. Which phrase in the text indicates that the author sees a future for delta blues music?
    A. "huge commercial enterprise"
    B. "the power of their music"
    C. "retains its appeal"
    D. "supercharged amplification"

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Grammar and text relations

In the text below some words have been deleted. First read through the whole text, then answer the questions that follow.

THE BEACH BOYS ARE AN American rock band, formed in 1961, who gained popularity for their close vocal harmonies and lyrics reflecting a Southern California youth culture of cars, surfing, and romance. Brian Wilson's creative ambitions later transformed them into a more artistically innovative group that critical praise and influenced many later musicians.

The group was initially of singer-musician-composer Brian Wilson, his brothers, Carl and Dennis, their cousin Mike Love, and friend Al Jardine. This quintet was inducted into the Rock and Roll Hall of Fame Class of 1988.

The Beach Boys have been called "America's Band", and All music has stated that "the band's unerring ability... made them America's first, best rock band." The group had thirty-six U.S. Top 40 hits (the most of any U.S. rock band) and fifty-six Hot 100 hits, including four number-one singles. Rolling Stone magazine listed The Beach Boys number 12 in the 100 Greatest Artists of All Time. According *Billboard*, in terms of singles and album sales, The Beach Boys are the No.-1-selling American band of all time.

Many changes in both musical styles personnel have occurred during their career, because of Brian Wilson's mental illness and drug use (leading to his eventual withdrawal from the group) and the deaths of Dennis and Carl Wilson in 1983 and 1998, respectively. Extensive battles between members of the group have also played their part. After the death of Carl Wilson, member Al Jardine left to pursue a solo career. Currently, the members of The Beach Boys continue to tour in three separate bands: "The Beach Boys Band" with Love, Bruce Johnston, and a rotation of backing musicians; Al Jardine's "Endless Summer Band" with Jardine, his sons, and several former Beach Boys backup musicians; and Brian Wilson with 10-piece band including members of The Wondermints and Jeff Foskett, who toured with the Beach Boys in the 1980s and 1990s as a backing guitarist/singer.

[Adapted from http://en.wikipedia.org.BeachBoys. Accessed 23 August 2010]

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In the following texts, you have to indicate the possible place where a word may have been deleted, and which word belongs there. Here are two examples:

The Beach Boys are an American rock band, formed in 1961, who gained popularity for their close vocal harmonies and lyrics reflecting a Southern California youth culture of cars, surfing, and romance. Brian Wilson's [i] creative [ii] ambitions later transformed [iii] them into [iv] a more artistically [i] innovative [ii] group that [iii] critical praise and influenced many later [iv] musicians.

Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

Which word has been left out here?

A. Wonderful
B. growing
B. being
C. changing

Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

Which word has been left out here?

A. aspiring
B. earned
C. sounding
D. pop

Now answer the following questions in the same way:

77&78 The [i] group was [ii] initially [iii] of [iv] singer-musician-composer Brian Wilson, his brothers, Carl and Dennis, their cousin Mike Love, and friend Al Jardine. 79&80 This [i] quintet was [ii] inducted [iii] into the [iv] Rock and Roll Hall of Fame Class of 1988.

77. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

78. Which word has been left out here?

A. composed
B. formed
C. by
D. first

79. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

80. Which word has been left out here?

A. then
B. far
C. core
D. first

81&82 The Beach Boys [i] have [ii] been called "America's Band", and All music has stated that "the band's unerring ability...[iii] made them America's first, [iv] best rock band."

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81. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

82. Which word has been left out here?

A. then
B. often
C. modern
D. have

83&84 The [i] group [ii] had [iii] thirty-six U.S. Top 40 hits (the most of any U.S. rock band) and [iv] fifty-six Hot 100 hits, including four number-one singles.

83. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

84. Which word has been left out here?

A. over
B. about
C. has
D. one

85&86 Rolling Stone magazine listed The Beach Boys [i] number 12 [ii] in [iii] the [iv] 100 Greatest Artists of All Time. 87&88 According [i] Billboard, in [ii] terms of singles and album sales, The Beach Boys are [iii] the No.-1-selling American band of all [iv] time.

85. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

86. Which word has been left out here?

A. to
B. from
C. as
D. before

87. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

88. Which word has been left out here?

A. at
B. to
C. the
D. in

89&90 Many [i] changes in both [ii] musical styles [iii] personnel [iv] have occurred during 91&92 their [i] career, [ii] because [iii] of [iv] Brian Wilson's mental illness and drug use (leading to his eventual withdrawal from the group) and the deaths of Dennis and Carl Wilson in 1983 and 1998, respectively.

89. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

90. Which word has been left out here?

A. great
B. creative
C. of
D. and

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91. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

92. Which word has been left out here?

A. notably
B. long
C. to
D. knowing

93&94 Extensive [i] battles [ii] between [iii] members of [iv] the group have also played their part.

93. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

94. Which word has been left out here?

A. within
B. certain
C. raged
D. legal

95&96 After the [i] death of Carl Wilson, [ii] member Al Jardine left [iii] to [iv] pursue a solo career.

95. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

96. Which word has been left out here?

A. again
B. go
C. founding
D. tragic

97&98 Currently, the [i] members [ii] of The Beach Boys [iii] continue to tour in three separate [iv] bands: "The Beach Boys Band" with Love, Bruce Johnston, and a rotation of backing musicians; Al Jardine's "Endless Summer Band" with Jardine, his sons, and several former Beach Boys backup musicians; 99&100 and Brian Wilson [i] with [ii] 10-piece [iii] band including [iv] members of The Wondermints and Jeff Foskett, who toured with the Beach Boys in the 1980s and 1990s as a backing guitarist/singer

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97. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

98. Which word has been left out here?

A. will
B. surviving
C. living
D. live

99. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

100. Which word has been left out here?

A. plays
B. live
C. the
D. a

[24]

Total marks: [100]

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An everyday, ordinary thing: Rubber

Scrambled text

The sequence of the sentences in the following has been altered. Say what the correct order is by answering questions 1-5.

Using biomass and bugs to create synthetic rubber

A. One of these petroleum by-products is isoprene, which is used to make the synthetic rubber in car tyres.
B. This means that oil (as much as 26 litres) will no longer be required to manufacture the synthetic rubber in them.
C. Oil does not just provide the fuel that powers the internal-combustion engines in cars.
D. Now a way has been found to make greener tyres by using genetically modified bugs to produce isoprene biologically.
E. The by-products of oil are also the basis of many of the materials from which cars are made.

[adapted from *The Economist*, 24 April 2010, p. 75]

1. Which sentence did you put **first**?	**A**	**B**	**C**	**D**	**E**
2. Which sentence did you put **second**?	**A**	**B**	**C**	**D**	**E**
3. Which sentence did you put **third**?	**A**	**B**	**C**	**D**	**E**
4. Which sentence did you put **fourth**?	**A**	**B**	**C**	**D**	**E**
5. Which sentence did you put **fifth**?	**A**	**B**	**C**	**D**	**E**

[5]

Vocabulary knowledge

Choose the best possible answer from the list of options:

6. The _____ made by these researchers suggests that we still have a long way to go before we can speak of a truly green way to make this synthetic substance.
   A. annulment
   B. annotation
   C. anaphora

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7. Though they have investigating this issue for many years, engineers have calculated that there is no direct _____ to be derived from widening the gauge of our rails.
   A. beneficiary
   B. benefit
   C. benefactor
   D. benediction

8. Like so many other skills, this one has to be _____ with effort, and does not come naturally; it is certainly not the preserve of only those who are supposed to have what is vaguely called 'talent'.
   A. inquired
   B. required
   C. acquired
   D. acquainted

9. It seems that they have _____ the impossible; a decade ago no-one would have though it probable that a country so devastated by civil war could be turned around and prosper to the extent that Angola has done.
   A. acquired
   B. achieved
   C. accommodated
   D. acceded

10. During peace negotiations, one strategy that mediators often use is to indicate subtly to each of the parties that there is no viable _____ to ending hostilities.
   A. alternant
   B. allure
   C. alternative
   D. ally

11. What they define as 'context' is in many instances just a function of _____, not in reality the encompassing set of rules that we normally would associate with that, but a mere fraction of it.
   A. circumstance
   B. circumspection
   C. circumference
   D. circumscription

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12. One of the main goals of any government in the developed and developing world must be to ensure that all citizens have _____ to primary health care and sanitation.
    A. account
    B. acceptance
    C. accordance
    D. access

13. In Messick's language, such assessments must not only be appropriate, but the interpretations that one makes of their results must have _____ backing from a wide range of empirical data.
    A. admirable
    B. admissible
    C. advantageous
    D. adequate

14. Their study focussed on the many unanticipated demands _____ work might make on new entrants to what is to them at times a wholly strange world and experience.
    A. acceptable
    B. academic
    C. accidental
    D. accomplished

15. The same study found that it sometimes takes more than 18 months for new entrants to _____ sufficiently to these demands and the environment.
    A. adhere
    B. address
    C. adjust
    D. administer

[10]

Verbal reasoning

Consider each of the following, then answer by selecting the right option:

16. Oosterhoff refused to be drawn further on this topic, claiming that he would "produce the evidence" once the time was ripe.

    The phrase in quotation marks implies that

    A. the author is probably sceptical of Oosterhoff's claim.
    B. the time was not right for Oosterhoff to provide evidence.
    C. the author is careful to quote Oosterhoff's direct words.
    D. Oosterhoff would definitely produce the evidence eventually.

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17. Wind power is widely seen as the source of renewable energy with the best chance of competing with fossil fuels power stations in the near term.

One can conclude from this that

A. no fuel is better than wind power currently.
B. fossil fuel is unlikely to have a renewable rival.
C. wind is the best current replacement for fossil fuels.
D. global warming is unlikely to be affected by wind power.

18. An implication of the statement in the previous question ("Wind power … near term") is that

A. there may at some later stage be other challengers for wind power.
B. no current challenge for fossil fuels is actually wholly viable.
C. no general agreement exists about alternatives for fossil fuels.
D. both wind power and fossil fuels can be viewed as renewable.

19. There is a saying that wind power may be free, but it is far from cheap.

This means that

A. there is disagreement on whether one has to pay for wind power.
B. there is agreement that wind power is still much too expensive.
C. though wind costs nothing, generating power from it is expensive.
D. one had better read the small print before investing in wind power.

20. Uncertainty lurks in just about every corner of the civil service.

This means that

A. uncertainty hides effectively in every component of the civil service.
B. every component of the civil service is infected by this disease.
C. there is no certainty in the civil service, and it is widespread.
D. eliminating uncertainty will be the biggest challenge of all.

[5]

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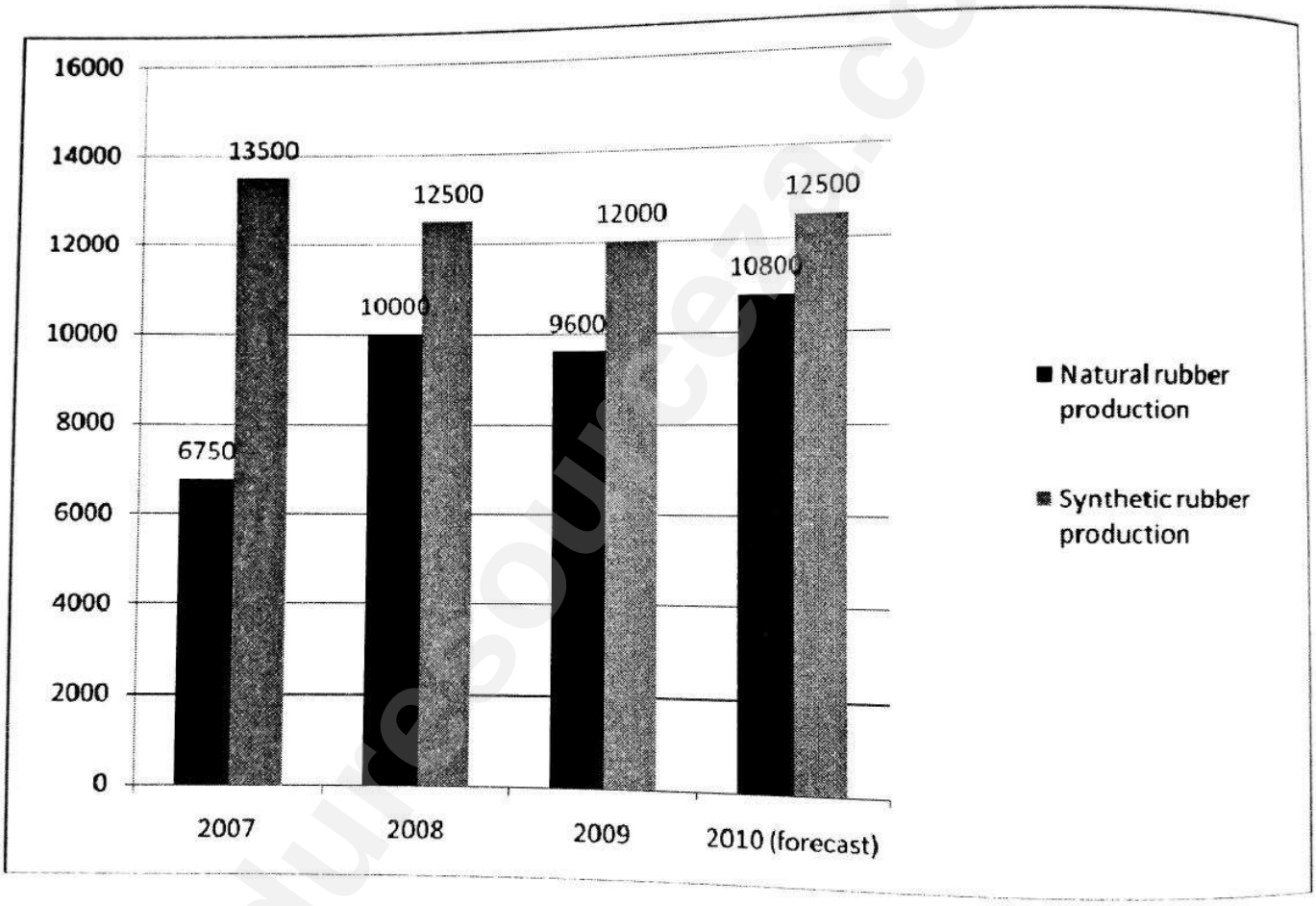
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Interpreting graphs and visual information

World production of rubber

Study the following graph, that summarises the global production of both natural (first column) and synthetic rubber (second) in the years 2007 to 2009, before answering the questions below. The figures for 2010 are a forecast:

World rubber production (2007-2010) in 000s of tonnes



([Online]. Available http://www.rubberstudy.com/documents/WebSiteData.pdf. Accessed 26 July 2010. Some data altered/fictitious).

21. In the case both of natural rubber production and synthetic rubber production there is a fairly clear trend:
    A. the production rises steadily over the years.
    B. the production declines steadily over the years.
    C. production first rises, then declines, and in tandem.
    D. a convergence in production between the two types.

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22. In which year was the production of natural rubber 50% of that of synthetic rubber?
    A. 2007
    B. 2008
    C. 2009
    D. 2010

23. The production of natural rubber in 2008 was
    A. 10000 tonnes
    B. 100000 tonnes
    C. 1 million tonnes
    D. 10 million tonnes

24. The production of synthetic rubber in 2008 was higher than that of natural rubber by exactly
    A. 12,5%
    B. 20%
    C. 22,5%
    D. 25%

25. Between 2009 and 2010, it is estimated that the production of natural rubber will grow by one
    A. third.
    B. quarter.
    C. eighth.
    D. twelfth.

26. It is clear from the graph that the production of natural rubber comes closest to that of synthetic rubber, proportionately, in the year
    A. 2007.
    B. 2008.
    C. 2009.
    D. 2010.

27. The sharpest decline in the production of synthetic rubber happened between the years
    A. 2007 and 2008.
    B. 2008 and 2009.
    C. 2009 and 2010.
    D. 2008 and 2010.

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28. In which period was there a decline in the production of synthetic rubber of 4%?
    A. 2007 and 2008
    B. 2008 and 2009
    C. 2009 and 2010
    D. 2008 and 2010

29. In which years was there a similar decline (of 4%) in the production of natural rubber? Between
    A. 2007 and 2008.
    B. 2008 and 2009.
    C. 2009 and 2010.
    D. 2008 and 2010.

30. The sharpest rise in the production of natural rubber occurred between
    A. 2007 and 2008.
    B. 2008 and 2009.
    C. 2009 and 2010.
    D. 2008 and 2010.

[10]

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Register and text type

The sentences below are examples of different text types, such as advertisements, instruction manuals, academic textbooks and the like. You must match an item from the first set (31-35) with an item from the second set (A-E). For example, if you think that the language of 32 comes from the same text type as A, then mark 32 A as your answer.

31. Although new battery technologies are emerging, their weight and size remain a drag on new car development.
32. In the area of statistics, our International RSG Secretariat enjoys a rich tradition and has unrivalled expertise.
33. Non-fiction trade books generally focus on a single topic, covering it in great detail, and providing for depth of understanding.
34. Keep leading, keep learning. In today's challenging business environment, leaders like you must find the time to step back.
35. Marked, persistent elevations in serum transaminases (to more than 3 times the upper limit of normal) have occurred.

A. Textbooks must cover much of an entire subject, and in doing so often omit or trivialise important aspects of individual topics.
B. Like traditional composites, the material consists of woven sheets of carbon fibres made rigid by resin.
C. Tough times mean hard decisions, and responsible managers must be ready to take them. Trust us to help you gain the skills you need.
D. Increased creatine kinase (CK) levels (from skeletal muscles) as well as muscle tenderness have been frequently reported.
E. Data on production and consumption– both natural and synthetic rubber – are published quarterly in our Bulletin.

[5]

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Text comprehension

Read the text below, then answer the questions that follow.

New sources of rubber

Blow out

The tyres of the future may be made from dandelions

OTHER THAN BEING AN INGREDIENT OF the more recherché sorts of salad, herbal tea or wine, dandelions are pretty useless plants. Or, at least, they were: one species, a Russian variety called *Taraxacum kok-saghyz* (*TKS*), may yet make the big time. It produces molecules of rubber in its sap and if two research programmes, one going on in Germany and one in America, come to fruition, it could supplement - or even replace - the traditional rubber tree, *Hevea brasiliensis*.

2 Despite the invention of synthetic rubbers, there is often no good substitute for the real thing, for nothing artificial yet matches natural rubber's resilience and strength. This is because natural-rubber molecules, the product of a stepwise synthesis by enzymes, have a more regular structure than the artificial ones made by chemical engineering. Around a fifth of an average car tyre is therefore made of natural rubber. In an aeroplane tyre that figure can be more than four-fifths. Moreover, the price of synthetic rubber is tied to that of the oil from which it is made, rendering it vulnerable to changes in the oil price. Because oil is likely to become more costly in the future, natural rubber looks an attractive alternative from an economic point of view as well as an engineering one.

3 Natural rubber has problems, though. Growing *Hevea* in the Americas is hard. A disease called leaf blight means the trees have to be spaced widely. Even in Asia, currently blight-free, planting new rubber trees often means cutting down rainforest, to general disapproval. And trees, being large, take time to grow to the point where they can yield a crop. A smaller plant that could be harvested for its rubber therefore has obvious appeal.

4 One proposal is to use guayule, a shrub that grows in arid regions and produces rubber that is free from allergenic proteins, which makes it useful for items such as surgical gloves. Desert plants, however, tend to be slow growing - guayule takes two years to mature. Yulex, a firm that has commercialised guayule, gets an annual crop of 400 kilograms per hectare. *Hevea* can yield four or five times that figure. Which is where *TKS* could come in. Dandelions are regarded as weeds for a reason - they are robust, fast-growing plants that can be pulled up for processing and resown easily, possibly yielding two harvests a year. If they could be turned into usable crops, they could outstrip even *Hevea*.

5 To this end, the German research project has identified the genes that allow *TKS* to produce usable rubber. In particular, they have discovered an enzyme called polyphenoloxidase that is responsible for making its rubbery sap coagulate.

6 From the plant's point of view this coagulation is a good thing. The evolutionary purpose of rubber, and the reason why it has appeared independently in plants as diverse as trees, guayule and dandelions, is that it gums up the mouthparts of herbivorous insects.

7 Meanwhile, a team at Ohio State University is working on increasing the yield of rubber from *TKS*. They are growing different strains of *TKS*, grinding up the roots (where most of the sap is found) to see which have the highest rubber content, and crossbreeding the winners.

8 Combining the two approaches - high-tech bioengineering and low-tech plant breeding - would mark a return to the use of plant-based products that have, briefly, been overshadowed by the transient availability of cheap oil.

[Adapted from *The Economist*, 2 January 2010, p. 60]

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36. The first paragraph declares that dandelions are
    A. pretty useless plants.
    B. potentially useful.
    C. an Eastern variety.
    D. a supplementary plant.

37. Evidence for the answer to the previous question can be found in the phrase
    A. recherché sorts.
    B. pretty useless.
    C. Russian variety.
    D. the big time.

38. The play on words in the title and sub-titles is most evident in the pair
    A. blow out – tyres.
    B. new – future.
    C. rubber – dandelions.
    D. sources - made

39. With reference to the first paragraph, which one of the following sets is the odd one out?
    A. rubber, wine, tea, salad
    B. ingredient, plant, dandelions, rubber
    C. research, *TKS*, Germany, America
    D. Russia, Germany, America, Brazil

40. What Russian *TKS* and *Hevea brasiliensis* have in common is that both have/are
    A. a salad ingredient.
    B. used to make rubber.
    C. learned Latin names.
    D. big earners as products.

41. The word 'they' in the second sentence of the first paragraph refers to
    A. sorts.
    B. dandelions.
    C. useless.
    D. species.

42. 'It' in the third sentence of the first paragraph refers to
    A. one.
    B. species.
    C. Russian.
    D. *TKS*.

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43. The further explanation of just what the author means by using the term 'fruition' in the first paragraph we find most clearly in paragraphs
    A. 2 & 3.
    B. 3 & 4.
    C. 5 & 7.
    C. 6 & 8.

44. The word 'supplement' in the last sentence of paragraph one means
    A. limit.
    B. add to.
    C. prohibit.
    D. bereave.

45. The word 'replace' in the last sentence of the first paragraph is most closely linked to the following word in the first two sentences of paragraph two:
    A. invention
    B. substitute
    C. natural
    D. product

46. 'Traditional' in the last sentence of the first paragraph contrasts most evidently with the following word in the title and sub-title:
    A. sources
    B. rubber
    C. tyres
    D. future

47. Paragraph two mentions two reasons why rubber cannot quite be replaced by its synthetic alternative. The first is that natural rubber
    A. is stronger and more flexible than it.
    B. is cheaper and more productive than it.
    C. has its enzymes already synthesized.
    D. is natural and therefore sustainable.

48. Which of the following is the cause, rather than the effect, of the superior qualities of natural rubber?
    A. It matches artificial substitutes.
    B. It has a more regular structure.
    C. It is resilient and tough.
    D. It is suitable for heavy duty.

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49. A synonym for the word 'matches' in the first sentence of paragraph two is
    A. enters competitions.
    B. uses firelighters.
    C. joins together.
    D. corresponds with.

50. A second set of advantages that natural rubber enjoys is that it is
    A. independent of fluctuations in the cost of oil.
    B. subject to less volatility in supply from the East.
    C. a more attractive alternative to the aviation industry.
    D. less dependent on advances chemical engineering.

51. The amount of natural rubber in aeroplane tyres is more than
    A. two times that used for those used on motor vehicles.
    B. three times that used for those used on motor vehicles.
    C. four times that used for those used on motor vehicles.
    D. five times that used for those used on motor vehicles.

52. If we assume that the rest of the tyre is made of synthetic rubber, it is evident that in tyres for aircraft the synthetic component makes up
    A. 10% of the tyre.
    B. 20% of the tyre.
    C. 40% of the tyre.
    D. 80% of the tyre.

53. The assumption for which no evidence is given in the last sentence of paragraph two is that
    A. natural rubber is an attractive alternative.
    B. chemical engineering is a costly alternative.
    C. the oil price is most likely to increase.
    D. the future is unknown to manufacturers.

54. The word 'though' at the end of the first sentence of paragraph three signals that the author
    A. thinks that there are hard and tough issues with natural rubber.
    B. wishes to signal that there is another side to the argument.
    C. intends to contradict what he has been stating beforehand.
    D. is uncertain of whether advantages outweigh disadvantages.

55. '*Hevea*' referred to in the second sentence of paragraph three is nothing but
    A. problems.
    B. natural rubber.
    C. dandelions.
    D. leaf blight.

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56. The clearest implication of the third sentence of paragraph three is that
    A. even in Asia one cannot rely on *hevea* trees to remain disease-free.
    B. increasing the area of rubber trees depends on treatment of leaf blight.
    C. there may not be enough space left in Asia to plant trees far enough apart.
    D. rainforest removal is frowned upon, which inhibits the planting of *hevea*.

57. Three disadvantages of growing rubber trees on several continents is mentioned in paragraph three. The odd one out among those mentioned below is
    A. infestations of diseases.
    B. deforestation unpopular.
    C. area needed is too large.
    D. late harvest potential.

58. The relationship between the first five sentences of paragraph three and the final one is that of
    A. introduction – body – conclusion.
    B. problem – argument –conclusion.
    C. definition – comparison – ending.
    D. explanation – narrative – ending.

59. The conclusion that the author reaches in paragraph three is that
    A. larger plants are more efficient producers.
    B. rainforests cannot be removed with impunity.
    C. smaller plants may yield earlier harvests.
    D. crop yield will always be unpredictable.

60. The main purpose of paragraph four is to compare
    A. a desert plant, rubber trees and Russian dandelions.
    B. shrubs, slow maturation, and commercial concerns.
    C. Yulex, *TKS*, *Hevea* and dandelions.
    D. allergenic proteins, surgical gloves, and guayule.

61. The implication of the figures mentioned in paragraph four is that *Hevea* can produce
    A. exactly 1600 kg per hectare.
    B. just less than 1600 kg per hectare.
    C. exactly 1200 kg per hectare.
    D. up to 2000 kg per hectare.

62. The word 'weeds' in paragraph four contrasts with
    A. "synthetic rubbers" in paragraph two.
    B. "rubber molecules" in paragraph two.
    C. "rubber trees" in paragraph three.
    D. "polyphenoloxidase" in paragraph five.

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63. The word 'they' in the last sentence of paragraph four refers specifically to
    A. harvests.
    B. plants.
    C. weeds.
    D. dandelions.

64. The conclusion reached in paragraph four is that
    A. guayule may be superior to both *Hevea* and *TKS*.
    B. *Hevea* may be superior to both guayule and *TKS*.
    C. *Hevea* may be inferior to both *TKS* and guayule.
    D. *TKS* may be superior to both *Hevea* and guayule.

65. The purpose of paragraph five is to point out that polyphenoloxidase is
    A. an enzyme which is part of the genetic make-up of dandelions.
    B. found only in certain German experimental specimens of *TKS*.
    C. able to retard the coagulation of the natural sap of rubber.
    B. a low-tech alternative to chemically engineered products.

66. The word 'it' that occurs twice in the second sentence of paragraph six refers to
    A. reason.
    B. rubber.
    C. purpose.
    D. coagulation.

67. We can infer from the phrase "gums… herbivorous insects" in paragraph six that
    A. the insects eating plants producing rubber have gums but no teeth.
    B. insects usually take longer to adapt to their circumstances than plants.
    C. a good number of plants that have rubber use it to protect themselves.
    D. to appreciate the congealment of rubber depends on one's point of view.

68. A synonym for the word 'strains' in the penultimate paragraph is
    A. stresses.
    B. weeds.
    C. varieties.
    D. tensions.

69. The term 'winners' in the last sentence of paragraph seven refers to those varieties of Russian dandelions with
    A. transient availability.
    B. different strains.
    C. highest yields.
    D. ground roots.

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70. The phrase 'high-tech' in the final paragraph refers to the process described in paragraph
    A. three.
    B. four.
    C. five.
    D. six.

71. The phrase 'low-tech' in paragraph eight refers to the procedures set out in paragraph
    A. four.
    B. five.
    C. six.
    D. seven.

72. The process of crossbreeding referred to in paragraph seven is linked to
    A. identifying the productive genes in TKS.
    B. the elimination of coagulation in the sap.
    C. increasing the amount of rubber harvested.
    D. the roots of TKS having to be ground up.

73. The implication of paragraph eight is that
    A. cheap oil will always be widely and readily available.
    B. synthetic rubber has not always been the preferred product.
    C. plant-based products are inevitably superior to synthetic ones.
    D. a combination of natural and synthetic is generally desirable.

74. The term 'transient' in the final sentence of the text suggests that
    A. oil may not always be as cheap as it is currently.
    B. combined approaches eventually turn out to be superior.
    C. oil has often cast a shadow over global manufacturing.
    D. the source of synthetic rubber is passing and short-lived.

75. A synonym for the word 'mark' in paragraph eight is
    A. cross.
    B. signal.
    C. draw.
    D. etch.

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Consider the following statements about the history of manufacturing tyres from rubber, and place them in chronological sequence by referring to the information given in the text:

A. Synthetic rubber dominates, especially in manufacturing motor tyres.
B. Researchers learn how to make synthetic rubber from oil.
C. Natural substances again become viable for manufacturing rubber.
D. Rubber tyres are manufactured from natural substances.
E. Combinations of synthetic and natural rubber begin to be used.

76. Which sentence did you put **first**?	**A**	**B**	**C**	**D**	**E**
77. Which sentence did you put **second**?	**A**	**B**	**C**	**D**	**E**
78. Which sentence did you put **third**?	**A**	**B**	**C**	**D**	**E**
79. Which sentence did you put **fourth**?	**A**	**B**	**C**	**D**	**E**
80. Which sentence did you put **fifth**?	**A**	**B**	**C**	**D**	**E**

[45]

Grammar and text relations

In the text below some words have been deleted. First read through the whole text, then answer the questions that follow.

A significant development in the manufacture of rubber

Charles Goodyear (1800–1860) invented the vulcanization of rubber when he was experimenting by heating a mixture of rubber and sulphur. The Goodyear story is one of either pure luck or careful research, but both are debatable. Goodyear insisted that it was the, though many contemporaneous accounts indicate the. Goodyear claimed that he discovered vulcanization 1839 but did not patent the until June 15, 1844, and did write the story of the discovery 1853 in his autobiographical book *Gum-Elastica*. Thomas Hancock (1786-1865), a scientist and engineer, patented the process in the UK November 21, 1843, eight weeks before Goodyear for his own UK patent.

Goodyear not profit from his invention.

Whatever true history, the discovery of the rubber-sulphur revolutionized the use and applications of rubber, and changed the face of the industrial world. ([Online]. Available http://en.wikipedia.org/wiki/Vulcanization#Goodyear.27s_contribution. Accessed 26 July 2010.)

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In the following, you have to indicate the possible *place* where a word may have been deleted, and which *word* belongs there. Here are two examples:

Charles Goodyear (1800–1860) invented the vulcanization of rubber when he was experimenting by heating a mixture of rubber and sulphur. The Goodyear story is one of either pure luck or careful research, but both are debatable. Goodyear insisted that it was [i] the [ii], though [iii] many [iv] contemporaneous [i] accounts [ii] indicate [iii] the [iv].

Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

Which word has been left out here?

A. indeed
B. very
C. former
D. historically

Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

Which word has been left out here?

A. historical
B. latter
C. now
D. incontrovertibly

Now answer the following questions in the same way:

Goodyear claimed that he 81&82 [i] discovered [ii] vulcanization [iii] 1839 [iv] but did 83&84 [i] not [ii] patent [iii] the [iv] until June 15, 1844, and 85&86 [i] did [ii] write [iii] the [iv] story of the discovery 87&88 [i] 1853 [ii] in his [iii] autobiographical book [iv] *Gum-Elastica*.

81. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

82. Which word has been left out here?

A. first
B. rubber
C. year
D. in

83. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

84. Which word has been left out here?

A. then
B. apparently
C. invention
D. fully

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85. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

86. Which word has been left out here?

A. not
B. then
C. up
D. full

87. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

88. Which word has been left out here?

A. before
B. until
C. for
D. semi-

89&90 [i], Thomas [ii] Hancock (1786-1865), a [iii] scientist and [iv] engineer, patented the 91&92 [i] process [ii] in the UK [iii] November 21 [iv], 1843, 93&94 [i] eight [ii] weeks before Goodyear [iii] for his own [iv] UK patent.

89. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

90. Which word has been left out here?

A. industrial
B. chemical
C. Lord
D. meanwhile

91. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

92. Which word has been left out here?

A. whole
B. himself
C. on
D. of

93. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

94. Which word has been left out here?

A. fully
B. full
C. applied
D. individual

95&96 [i] Goodyear [ii] not [iii] profit [iv] from his invention.

95. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

96. Which word has been left out here?

A. while
B. little
C. did
D. does

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Whatever 97&98 [i] true [ii] history [iii], [iv] the discovery of the rubber-sulphur 99&100 [i] revolutionized the [ii] use and [iii] applications of [iv] rubber, and changed the face of the industrial world.

97. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

98. Which word has been left out here?

A. it's
B. the
C. factual
D. here

99. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

100. Which word has been left out here?

A. vulcanised
B. various
C. industrial
D. reaction

[20]

[**Total**: 100 marks]

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Population

Scrambled text

The sequence of the sentences in the following has been altered. Say what the correct order is by answering questions 1-5.

A rapidly greying population

A. Today, the median age of its 127 million people has doubled to 44 as a result of fewer babies being born.
B. The only remedy, if this is not to happen, is either to encourage people to have more babies, or immigration.
C. Japan has one of the most rapidly ageing populations not only in the developing world, but in global terms.
D. If this trend continues, the forecast population total for 2050 is that it will have dropped to below 100 million.
E. The decline in its population began just after the Second World War, when its average age was 22.

[adapted from *The Economist*, 24 April 2010, p. 75]

1. Which sentence did you put **first**? **A** **B** **C** **D** **E**
2. Which sentence did you put **second**? **A** **B** **C** **D** **E**
3. Which sentence did you put **third**? **A** **B** **C** **D** **E**
4. Which sentence did you put **fourth**? **A** **B** **C** **D** **E**
5. Which sentence did you put **fifth**? **A** **B** **C** **D** **E**

[5]

Vocabulary knowledge

Choose the best possible answer from the list of options:

6. The best way to deal with this trend is to _____ as many immigrants as possible, since birth rates are much harder to raise.
   A. reciprocate
   B. accommodate
   C. negotiate
   D. prevaricate

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7. Many demographic experts in fact promote immigration as a solution to the problems of a greying population; it is therefore an effective, _____ unpopular measure.
   A. alternative
   B. alienating
   C. altogether
   D. albeit

8. What has _____ birth rates especially in developed and rapidly developing countries is a combination of government policies, such as China's one child family, and rising standards of living.
   A. compressed
   B. compromised
   C. depressed
   D. expressed

9. Many middle class parents of course think that it will _____ the chances their children have to improve their lot if they are not able to devote considerable resources to the education of these children, which immediately puts a damper on having larger families.
   A. diminish
   B. extinguish
   C. relinquish
   D. distinguish

10. The _____ offered by these new analyses is not new, but they do indicate that governments now have several further alternative options that might have escaped attention before.
   A. foresight
   B. delight
   C. highlight
   D. insight

11. If these trends _____, rich countries in the developed world will have more trouble balancing their budgets than in this, the first and fiscally very difficult decade of the 21st century.
   A. persist
   B. resist
   C. consist
   D. exist

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12. Policy makers and practicing politicians are always _____ to ignore – at their peril – the glaring inadequacies of these older arrangements, which were not successful during the 20th century, and are unlikely to become so in this century.
    A. declined
    B. sidelined
    C. inclined
    D. outlined

13. The strategies _____ these new policies can be brought about have been known for quite some time, but, in light of the political risk attached to them, the political will to execute them has been lacking.
    A. whereas
    B. wherefrom
    C. whereabouts
    D. whereby

14. The more _____ a population is, the greater the risk that is posed by pay-as-you-go retirement schemes.
    A. demure
    B. mature
    C. secure
    D. unsure

15. What all of this comes down to in the end is that change will not happen without the _____ consent of everyone involved.
    A. factual
    B. contextual
    C. residual
    D. mutual

[10]

Verbal reasoning

Consider each of the following, then answer by selecting the right option:

16. He will not be affected by the "pronouncements of this dandy" was the singer's response when he was asked about his former accompanist's criticisms of his behaviour on stage.

    The phrase in quotation marks implies that the

    A. singer is disdainful about his former colleague's opinions.
    B. reporter does not wish to use the term "dandy" himself.
    C. author is careful to quote the artist's direct words.
    D. writer wishes to distance himself from the artist's response.

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17. All countries with ageing populations will do well to consider immigration as a first strategy, and providing incentives for more children as a second, but much more distant one.

One can conclude from this that

A. no strategy is better than immigration for boosting populations.
B. it is still a viable option to encourage people to have more babies.
C. countries should not try other strategies for increasing populations.
D. doing something to increase numbers is better than doing nothing.

18. One implication of the statement in the previous question ("All countries ... distant one") is that

A. there may be better strategies for some countries with older populations.
B. not all countries have populations that are getting older all the time.
C. all countries are likely to have problems with older populations in future.
D. both strategies for dealing with ageing populations are unlikely to work.

19. The saying that one man's meat is another man's poison means that

A. there is disagreement about what is good for all people.
B. no one can say in advance what will appeal to everyone.
C. everything is eventually likely to turn out for the better.
D. there are differences in what people like and do not like.

20. No! Risks too great.
No risks too great!

The first sentence means that

A. there aren't any risks, the second that the speaker is prepared to risk everything.
B. it can't be done because of risk, the second that the speaker does not intend to risk it.
C. it can't be done because the risks are too high, the second that everything can be risked.
D. one should take heed of the risks, but proceed, the second that no risks should be taken.

[5]

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Interpreting graphs and visual information

Read the following passage closely, before completing the mindmap below.

P is for perfect

A guide for pension designers

THE architecture of pension systems matters. Reformers need to consider all the following components:

- **Provider**. In principle this could be the state or the private sector, but generally both provide pensions, forming what are sometimes called the first and second pillars. The extent of private provision varies markedly. In continental Europe the public pillar bears most of the weight, whereas in America and Britain the private pillar takes a lot of the load. In Latin America, private provision has become widespread.
- **Choice**. Membership of a pension plan can be mandatory or voluntary. State systems are generally mandatory, but can have a voluntary component, as has been proposed for America's Social-Security (public-pension) system. Governments can also oblige their citizens to hold private accounts, as they do in Australia and Sweden. And many countries encourage private voluntary plans for retirement saving, often described as the pension system's third pillar.
- **Function**. A pension system has two main objectives: relief of poverty in old age, which is a form of income redistribution; and ensuring that most pensioners can provide for themselves in retirement. The state has an interest in both. It will want to deliver the first itself, and will want to be certain that the second is being met. Where the private sector is responsible for the second task, the government will want to make sure that the coverage is adequate.
- **Structure**. There are two main kinds of pension. "Defined benefit" (DB) plans promise members a set portion of their working income in retirement. "Defined contribution" (DC) plans pay out in pensions what members have contributed, plus investment returns.
- **Financing**. Most countries rely mainly on public pay-as-you-go pensions. With PAYG, today's pensions are paid from contributions made by today's workers, who in turn hope that their pensions will be paid for by tomorrow's workers. The main alternative is for workers to save to build up their own pot of assets. The part that state pensions play in relieving poverty in old age is best financed through general taxation.
- **Internal and external funding**. The assets built up to back funded pensions can be held either internally or in a fund that invests externally. For public pensions that are partially funded, what matters is the overall effect on net public debt. For private pensions, the main contrast is between company plans that are internally financed through "book reserves", i.e., off the company's own balance sheet; or in a separate pension fund that invests in financial assets.
- **History**. This is often the most important influence of all. In developed economies, policymakers do not have the luxury of starting from scratch. They are constrained by existing designs, notably PAYG schemes that have paid out much more to previous and current generations of pensioners than they paid into them. This creates an overhang of debt that reduces future returns to today's workers.

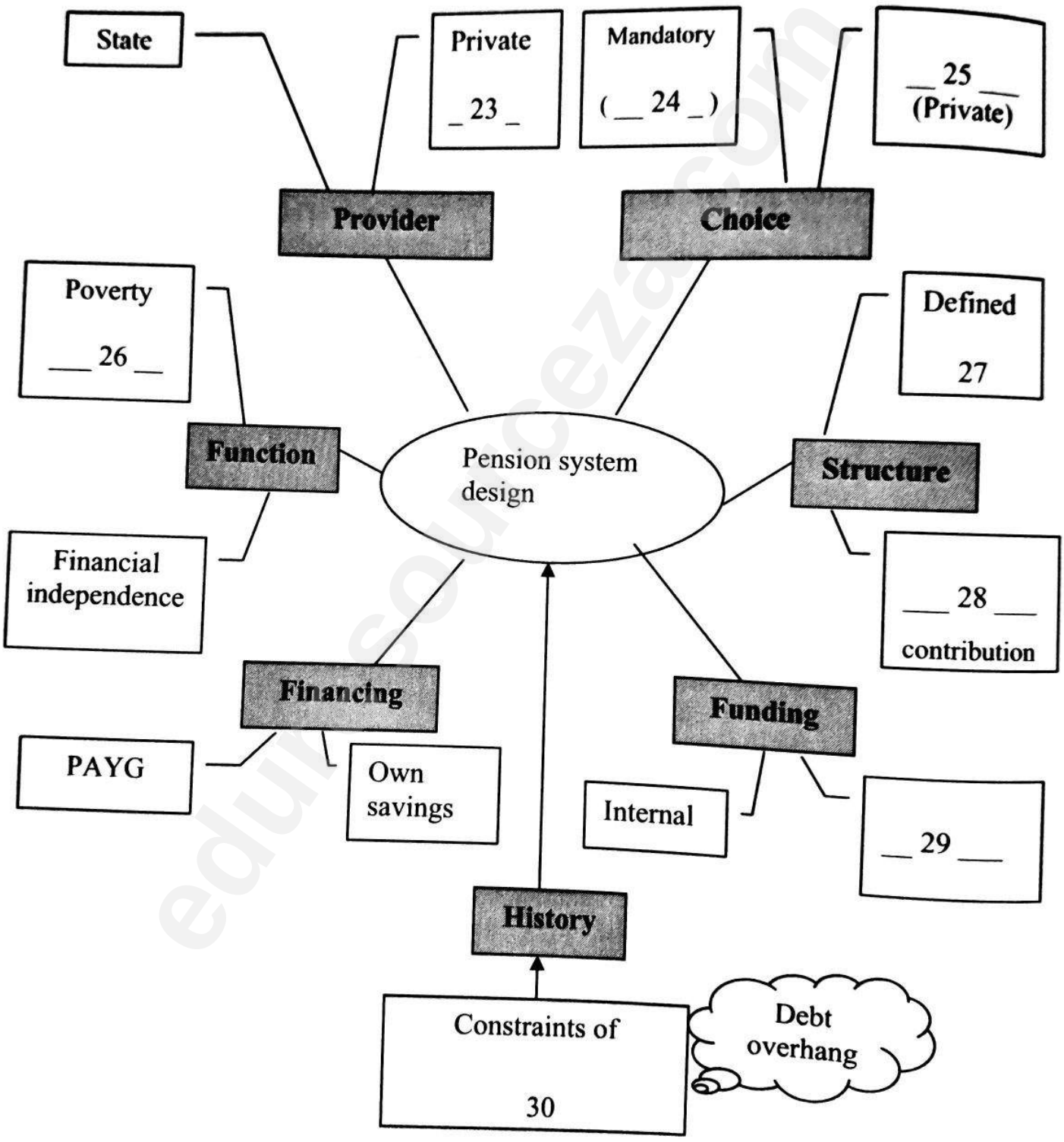
[From "Pensions: time to grow up. A survey of pensions" in *The Economist*, February 16, 2002, p. 4.]

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Now do a summary of this text by completing the following map-like representation:

Scale: CONTINENTAL EUROPE … _____ 21 _____ … BRITAIN … _____ 22 _____



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The best words or phrases to complete the representation above are:

21. A. America
    B. Britain
    C. Latin America
    D. Europe

22. A. America
    B. Britain
    C. Latin America
    D. Europe

23. A. pensions
    B. sector
    C. pillar
    D. provision

24. A. voluntary
    B. component
    C. state
    D. governments

25. A. voluntary
    B. component
    C. state
    D. governments

26. A. redistribution
    B. alleviation
    C. coverage
    D. provision

27. A. contribution
    B. benefit
    C. kind
    D. plans

28. A. voluntarys
    B. income
    C. defined
    D. return

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29. A. public
    B. investment
    C. reserves
    D. external

30. A. PAYG schemes
    B. existing designs
    C. future returns
    D. current generations

[10]

Register and text type

The sentences below are examples of different text types, such as advertisements, instruction manuals, academic textbooks and the like. You must match an item from the first set (31-35) with an item from the second set (A-E). For example, if you think that the language of 32 comes from the same text type as A, then mark 32 A as your answer.

31. Stockmarkets around the world had a bumpy year, none more so than the Dow Jones industrial average.
32. Exempted Micro-Enterprise (EME): Any organisation with a turnover of R5 million or less qualifies as an EME.
33. Genre literacy studies provide a theory about the role of genre in the social construction of experience.
34. Have you felt the winds of change? Have you experienced the wonder of the world's new centre?
35. Dizziness, irritation of the gastric mucosa and resultant dyspepsia, and haematermesis may occur in some cases.

A. The study of these mass media and technologies is important because of their pervasiveness and ability to mirror the world.
B. An explosion at a BP well in the Gulf of Mexico in April killed 11 men and caused a huge oil spill.
C. Adverse events such as muscoskeletal and respiratory system disorders have been frequently reported.
D. There is no place else like it. Experience Downtown Dubai. Experience the locality of now.
E. 50% Black owned: means an organisation in which black people (as defined in the act) hold 50% or more of voting rights.

[5]

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Text comprehension

Read the text below, then answer the questions that follow.

The burden of youth

Europe's pension commitments are going through the roof. And young people will be stuck with the tab

BY **JENNIE JAMES** LONDON

TAKE AN EXCEPTIONAL GUY LIKE Matthew Barrow—a savvy, well-educated 30-something Briton. He has a Master of Philosophy degree from Oxford University. In an era of widespread voter indifference to politics, he is politically passionate. But when it comes to pensions, Barrow is unexceptional and uninvolved. What's his analysis of the U.K. government's strategy to put the onus on individuals to fund their own retirement? "All I know is there was some hoo-ha a couple of years ago about the state pension being cancelled," he shrugs. Er, what are his finances like? 'I'm 31," Barrow laughs, "and I've got nothing but debt."

2 Barrow belongs to a big club. This year, more Britons are putting something aside for a holiday than are saving for a pension. The Association of British Insurers estimates a $39 billion gap between what people are actually saving and what they need to be saving to enjoy a comfortable retirement — and this in a nation whose private pension culture is considered to be the most developed in Europe. But in spite of the best governmental efforts, the message is not getting through. Does Barrow consider a pension to be an important part of, say, an employment package? "I haven't even thought about it."

3 The Matthew Barrow story is playing itself out across the European Union. Many European state pension systems are facing a nasty crunch: as the baby-boom generation ages, the number of retirees is increasing, but because of declining birth rates, there are not enough workers coming through the system to support them. With time running out and deficits mounting, governments have been searching for ways to alleviate their pension burden — from raising the retirement age to reducing benefits to placing more emphasis on corporate and individual pension plans.

4 Needless to say, this is not a popular activity. Unions and soon-to-be pensioners have mounted vociferous campaigns to preserve the status quo. As for the younger, often cash-strapped generation of workers, like Barrow they tend to have more important savings priorities — even though when they retire in a few decades' time, it is they who will bear the brunt of the pension time bomb. Indeed, the abundance of information on the issue seems to have had a demoralizing effect instead of a motivating one. "The system is broke, and by the time I retire, it will be more so," says Volker Leprich, 34, a musician from Cologne. Lisbon graphic designer Maria Cale, 32, has an equally pessimistic view of her retirement benefits. "What I get will be so small," she says, "it won't even pay the phone bill."

5 What would Otto von Bismarck — the Iron Chancellor who unified the German Empire — make of this state of affairs? It was Bismarck who came up with the concept of a state pension system in the 1880s, to protect old people from intractable poverty. His approach was hardly based on entitlements or handouts — he set the retirement age at 70, well above the life expectancy of the time. But when Europe's governments redesigned their pension systems after the devastation of World War II, they decided not simply to shield their elderly from poverty, but also to ensure that their standards of living did not drop when they retired. Such largesse was to be funded by the tax contributions of the younger, working members of the population — who not

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incidentally were in plentiful supply. The pay-as-you-go system was born.

6 But sweeping changes in European demographics are placing pay-as-you-go systems under unbearable pressure, as the ratio of workers to those-who-have-worked declines. In Italy in 2000, there were 270 pensioners per 1,000 working-age people: by 2050, that ratio is expected to rise to 667 per 1,000. What happens in the demographics gets reflected in the economics. In 2000, Germany's expenditure on state pensions — roughly $220 billion — stood at about 11.8% of GDP, according to the O.E.C.D., while in Greece, the figure was 12.6%. By 2050, the German state pension spend will rise to about 16.9% of GDP. And Greece? An eye-watering 24.8%.

7 For governments trying to resolve the issue, it's double jeopardy. First problem: people live longer. In 1960-65, Europeans had an average life expectancy of 70. It was therefore quite reasonable to assume that a person living in a nation with a retirement age of 65 would spend an average of about five years collecting a state pension. By 2045-50, life expectancy in Europe is projected to reach 82. If governments don't raise the retirement age, they will have the average retiree on their books for 17 years.

8 Second problem: people retire earlier. In addition to the obvious attractions for individuals, some countries have early-retirement programs in order to combat unemployment. In Italy, where the official retirement age is 65 for men and 60 for women, the average age when people retire is 59. And other countries permit civil servants to get full pensions despite an interrupted work history — meaning they receive the full benefit of the system without having made an equivalent contribution to it.

9 The country that has been most successful in shifting the pension burden from the state to corporations and individuals is the U.K. Among other initiatives, between 2010 and 2020 that government plans to raise the retirement age for women from the current 60 to 65 — the same age as for men.

10 A more ambitious recent move has been the introduction of "stakeholder pensions." From last October, the government has required all businesses with more than five workers to choose a pension plan for their employees who want to opt out of the standard state occupational pension system. Stakeholder plans are financed entirely by contributions from the individual. Individuals like them because, unlike the state scheme, stakeholder pensions offer them more control over where their money is invested — in mutual funds, for example. But the plan has had negative consequences. In order to cut costs, some corporations are downgrading the pension coverage they provide new employees, by placing them in self-financed stakeholder schemes rather than company plans.

11 Because planning for retirement is a task easily put off for another day, there is neither real urgency nor natural support for reform among workers. Life insurance products already serve as de facto pension plans for most Europeans. And at least some governments can take heart from the good savings habits of their citizens: French households, for example, put away 16.8% of their disposable (i.e., after-tax) income; in Belgium the number is 14%. In the U.K., though, the average household saves a comparatively low 5.6% of disposable income. But then 68% of the British own their own homes, a form of savings.

12 So where is the real momentum to reform pensions to come from? Wherever the impetus comes from, things need to start changing. And soon. — ***With reporting by Anthee Carassava /Athens, Blaine Greteman/London, Jeff Israely/Rome, Delphine Schrank/Paris and Steve Zwick/Cologne***

From *Time* magazine, May 20, 2002, pp. 77-79

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36. The term 'GDP' stands for:
    A. the governing authority for pensions
    B. gross domestic product
    C. Government Department of Pensions
    D. good deployment practice

37. The word 'this', in the fourth paragraph ("Needless to say, this is not a popular …) refers to
    A. making individuals and businesses responsible for pensions.
    B. opposition from unions and soon-to-be pensioners.
    C. the increasing number of baby-boom retirees.
    D. government efforts to communicate the impending crisis.

38. According to paragraph six, the impending pension fund crunch is caused, amongst other things, by:
    A. governments allocating too small a percentage of GDP to pensions.
    B. young people neither caring, nor being aware of the problem.
    C. pensioners living much longer than expected and planned for.
    D. Bismarck's inability to foresee the consequences of instituting pensions.

39. Which possible answer (A, B, C, or D) to the previous question refers to the phrase "… sweeping changes in demographics …"?
    A. ?
    B. ?
    C. ?
    D. ?

40. The phrase "Such largesse" (in paragraph five, that deals with the introduction of pensions by Otto von Bismarck in the 19th century) refers to
    A. Bismarck's decision to institute a state pension scheme.
    B. the rising life expectations of European populations.
    C. the destruction of Europe in the Second World War.
    D. providing for the retention of living standards after retirement.

41. You have already identified the first cause of the impending pension crisis in your answers to prior questions. What is another cause, referred to in paragraph eight?
    A. Unemployment is too high and needs to be combated.
    B. Civil servants receive full pensions despite a break in service.
    C. Governments spend too small a percentage of GDP on pensions.
    D. People now retire earlier, and are actively encouraged to do so.

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42. One relatively easy way of solving the problem is to
    A. increase the retirement age.
    B. be prepared to sacrifice employment.
    C. lower the retirement age.
    D. increase government spending on pensions.

43. According to paragraph eight, the fact that unemployment needs to be combated by governments is one of the indirect
    A. effects of increased life expectancy.
    B. causes of the impending pension crisis.
    C. results of World War II.
    D. consequences of government largesse.

44. Which word in the following list does not, in the context of the text, belong in the list?
    A. crunch
    B. burden
    C. devastation
    D. ambitious

45. The increase in life expectancy in Europe in the eighty or so years between 1965 and 2045 is, over that period, a good
    A. 12% higher.
    B. 14% higher.
    C. 15% higher.
    D. 17% higher.

46. Show how the authors of the article reach the conclusion that by 2050 "governments … will have the average retiree on their books for 17 years," by assigning values to x and y in the sum

$$x - 17 = y$$

    A. x = 82, y = 65?
    B. x = 2045, y = 2028?
    C. x = 1965, y = 1982?
    D. x = 69, y = 52?

47. What, respectively, do x and y stand for in the previous sum?
    A. the retirement year and retirement age
    B. life expectancy and retirement age
    C. double jeopardy and life expectancy
    D. retirement age and life expectancy

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Complete the following:

Steps to unburden government of responsibility for pensions

Make the __ 48 __ at which workers retire higher.

Make businesses responsible for putting their own pension __ 49 _ in place.

Make the __ 50 __ that government will have to pay less.

Place a greater responsibility on __ 51 __ pensioners-to-be.

48. The word that fits best into the first step above is
    A. plans.
    B. future.
    C. age.
    D. proportion.

49. The word that fits best into the second step above is
    A. plans.
    B. future.
    C. age.
    D. proportion.

50. The word that fits best into the third sentence above is
    A. plans.
    B. future.
    C. age.
    D. proportion.

51. The word that fits best into the first step above is
    A. plans.
    B. future.
    C. age.
    D. proportion.

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52. Identify or scrap the statement that is NOT applicable:

'Stakeholder' pensions are retirement plans that

A. are not part of the normal state occupational system.
B. are financed entirely by the individual employee.
C. allow individuals control over where to invest their funds.
D. provide wider coverage than before to new employees.

53. If the countries referred to in the article had to be ranked in terms of savings rates, the ranking would be, from lowest to highest:

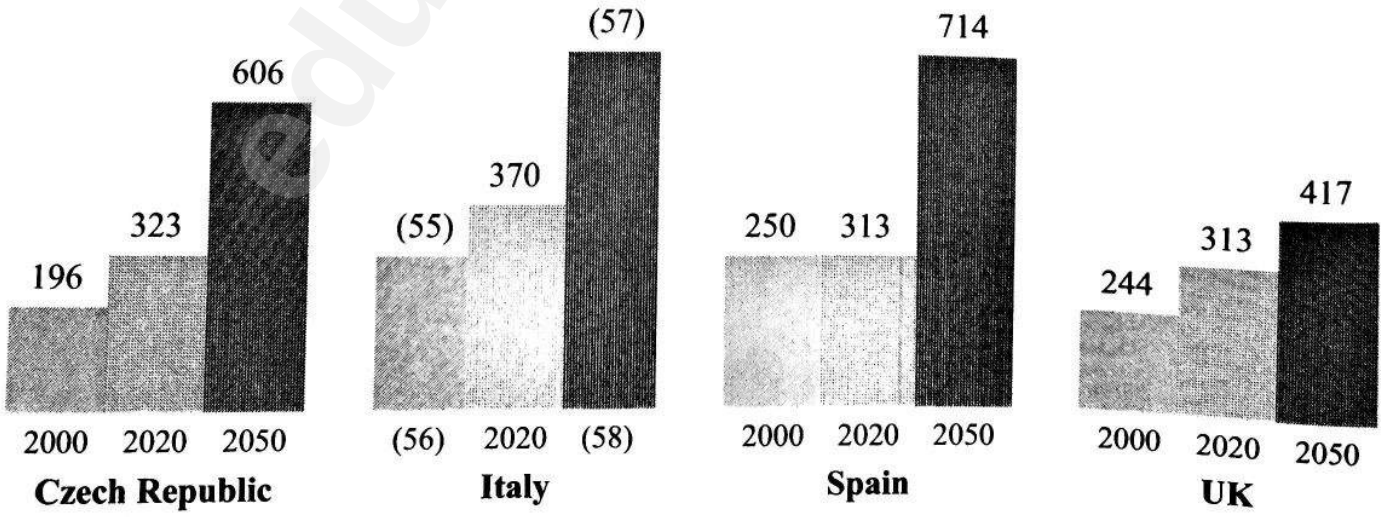
A. Britain, France, Belgium
B. Belgium, Britain, France
C. France, Belgium, Britain
D. Britain, Belgium, France

54. If Germany had a domestic savings rate of 11.8% of after-tax income, where would it fit in on the ranking above?

A. before Britain and Belgium
B. between Britain and Belgium
C. between Belgium and France
D. after Belgium and France

Complete the graph that follows with information from the text, showing the details for each country:

Number of pensioners per 1000 people of working age



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55. What number belongs here (55)?
    A. 2000
    B. 270
    C. 300
    D. 667

56. What number belongs here (56)?
    A. 2000
    B. 270
    C. 300
    D. 667

57. What number belongs here (57)?
    A. 2000
    B. 270
    C. 300
    D. 667

58. What number belongs here (58)?
    A. 2000
    B. 2020
    C. 2030
    D. 2050

59. Given the arguments presented in the text, in which of the four countries in the table above would one rather retire in the year 2050?
    A. Czech Republic
    B. Italy
    C. Spain
    D. United Kingdom

60. Which sentence from the text contains evidence that your choice of answer the name of the country you have chosen as an answer to the previous question (in which country would you rather retire in 2050?) demonstrates that your selection is indeed the best? The first sentence of paragraph
    A. three.
    B. six.
    C. seven.
    D. nine.

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61. Which two countries have exactly the same proportion of pensioners and people of working age in the year 2020?
    A. Czech Republic and Italy
    B. Czech Republic and Spain
    C. Italy and Spain
    D. Spain and the UK

62. The proportion of people who have already retired to those still working in the Czech Republic will between 2000 and 2050 have increased more than
    A. twofold.
    B. threefold.
    C. fourfold.
    D. fivefold.

63. Of the four European countries for which we have information in the graph, the worst off in 2020 will be
    A. Czech Republic
    B. Italy
    C. Spain
    D. UK

64. Of the four countries compared in the graph, the country worst off by 2050 is probably
    A. Czech Republic
    B. Italy
    C. Spain
    D. UK

65. Both Italy and Spain will be more than
    A. twice worse off in 2050 than Britain was in 2020.
    B. three times worse off in 2050 than Britain was in 2020.
    C. four times worse off in 2050 than Britain was in 2020.
    D. five times worse off in 2050 than Britain was in 2020.

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66. One of the problems that the text refers to in passing in paragraph nine is that there is still
    A. discrimination between men and women in terms of retirement age in Britain.
    B. too heavy a burden on the state in the UK, and that that will become worse.
    C. not enough recognition in the UK that the strategies proposed will be unpopular.
    D. no acknowledgement in Britain that increasing the retirement age is a solution.

67. The word 'them' in the fourth sentence of paragraph ten refers to
    A. individual contributions.
    B. pension systems.
    C. stakeholder plans.
    D. state schemes.

68. The implication in paragraph ten is that
    A. the notion of stakeholder plans is an ambitious strategy of the government that needs support.
    B. individuals like the scheme so much that they are likely to continue to support it in future.
    C. businesses with fewer than five employees stand to lose more than they will gain if they choose this.
    D. there is a disadvantage to the plans in that pension coverage is being reduced by some companies.

69. If one disregards home ownership, the country with the best rate of private savings is
    A. the UK.
    B. Europe.
    C. Belgium.
    D. France.

70. A synonym for the word 'impetus' in the second sentence of the last paragraph is
    A. real.
    B. momentum.
    C. reform.
    D. changing.

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71. Complete the following comparison, with reference to paragraph three:

baby boomers : ageing = X : increasing

In this comparison, "X" stands for

A. crunch.
B. retirees.
C. births.
D. workers

72. With reference to the same paragraph, complete this comparison:

birth rates : declining = X : getting fewer

In this comparison, "X" stands for

A. generation.
B. retirees.
C. workers.
D. Pensions.

73. Find, in that same paragraph, an antonym for the word 'exceptional' in the first paragraph:

A. savvy
B. widespread
C. passionate
D. uninvolved.

74. Find an antonym for the word 'indifferent' in the first paragraph, in that same paragraph:

A. well-educated
B. widespread
C. passionate
D. uninvolved

75. An antonym for 'raising' in paragraph three, that can be found in that same paragraph, is

A. increasing.
B. declining.
C. coming.
D. mounting.

76. Find an antonym for 'demoralizing' in paragraph four, in that same paragraph:

A. cash-strapped
B. abundance
C. motivating
D. pessimistic

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77. The word 'abundance' in paragraph four means
    A. wealth.
    B. scarcity.
    C. lack.
    D. overwhelming.

78. Find a synonym for the word 'protect' in paragraph five, in that same paragraph:
    A. set
    B. redesign
    C. shield
    D. ensure

79. The phrase "de facto" in paragraph eleven means
    A. actual.
    B. factual.
    C. definite.
    D. stop-gap.

80. The word 'disposable' in paragraph eleven is derived from a Latin word which means to
    A. place where you cannot find it again.
    B. put in (a number of) different places.
    C. use on buying sanitary cloth for babies.
    D. provide the freedom to be unconcerned.

[45]

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Grammar and text relations

In the text below some words have been deleted. First read through the whole text, then answer the questions that follow.

Into the unknown

The world has never seen population ageing before. Can it cope?

UNTIL the early 1990s nobody much thought about whole populations getting older. The UN had the foresight to convene a "world assembly on ageing" back in 1982, but that came and went. By 1994 the World Bank had that something big was happening. In a report entitled "Averting the Old Age Crisis", it argued pension arrangements in most countries were unsustainable.

For the next ten years a of books, mainly by Americans, sounded alarm. They had titles like "Young v Old", "Gray Dawn" "The Coming Generational Storm", and their was stark: health-care systems were heading the rocks, pensioners were taking young to the cleaners, and soon there be intergenerational warfare.

Since then the has become less emotional, not least a lot more is known about subject. Books, conferences and research papers have proliferated. International organisations such as the OECD and the EU issue regular reports. Population ageing is on every agenda, from G8 economic conferences to NATO summits.

([Online]. Available and adapted from https://members.weforum.org/pdf/GLF/ASlowBurningFuse.pdf. Accessed 9 January 2011.)

In the following, you have to indicate the possible *place* where a word may have been deleted, and which *word* belongs there. Here are two examples:

Until the early 1990s nobody much thought about whole populations getting older. The UN had the foresight to convene a "world assembly on ageing" back in 1982, but that came and went. By 1994 the World Bank [i] had [ii] that something [iii] big was [iv] happening. In a report [i] entitled "Averting the Old Age [ii] Crisis", it [iii] argued [iv] pension arrangements in most countries were unsustainable.

Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

Which word has been left out here?

A. team
B. eventually
C. noticed
D. really

Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

Which word has been left out here?

A. provisionally
B. that
C. population
D. convincingly

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For the 81&82 [i] next ten [ii] years a [iii] of [iv] books, 83&84 [i] mainly [ii] by [iii] Americans, sounded [iv] alarm. They 85&86 [i] had [ii] titles like "Young v Old [iii]", "Gray Dawn" [iv] "The Coming Generational Storm", and 87&88 [i] their [ii] was [iii] stark [iv]: 89&90 [i] health-care [ii] systems were [iii] heading [iv] the rocks, 91&92 [i] pensioners were [ii] taking young [iii] to the [iv] cleaners, and 93&94 [i] soon there [ii] be [iii] intergenerational warfare [iv].

81. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

82. Which word has been left out here?

A. whole
B. full
C. scholarly
D. succession

83. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

84. Which word has been left out here?

A. the
B. older
C. authored
D. but

85. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

86. Which word has been left out here?

A. always
B. catchy
C. age
D. and

87. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

88. Which word has been left out here?

A. invariably
B. really
C. reality
D. message

89. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

90. Which word has been left out here?

A. for
B. now
C. operational
D. that

91. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

92. Which word has been left out here?

A. that
B. people
C. now
D. dry

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93. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

94. Which word has been left out here?

A. globally
B. violent
C. would
D. pretty

Since 95&96 [i] then the [ii] has [iii] become [iv] less emotional, not 97&98 [i] least [ii] a [iii] lot more [iv] is 99&100 [i] known [ii] about [iii] subject [iv]. Books, conferences and research papers have proliferated. International organisations such as the OECD and the EU issue regular reports. Population ageing is on every agenda, from G8 economic conferences to NATO summits.

95. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

96. Which word has been left out here?

A. little
B. actually
C. debate
D. this

97. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

98. Which word has been left out here?

A. the
B. whole
C. information
D. because

99. Where has the word been deleted?

A. At position (i).
B. At position (ii).
C. At position (iii).
D. At position (iv).

100. Which word has been left out here?

A. now
B. information
C. the
D. topic

[20]

[Total: 100 marks]

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Memoranda

Test 1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
B	D	E	A	C	B	C	A	B	C	D	A	A	C	C	B	A	C	B	D

21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
B	C	D	A	A	A	D	C	B	D	C	C	C	B	B	B	A	C	A	A

41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
C	A	E	B	D	C	B	A	C	D	C	D	C	D	B	A	D	B	C	D

61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
B	D	D	B	C	A	C	B	D	C	A	C	D	B	D	A	C	A	B	B

81	82	83	84	85	86	87	88	89
D	D	C	D	C	A	B	D	A

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Test 2

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
E	B	A	D	C	C	C	C	B	B	B	D	A	A	B	B	A	B	C	C

21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
B	C	C	B	D	B	B	C	D	C	D	B	D	B	C	A	A	D	C	C

41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
D	E	A	C	B	A	C	B	A	B	B	A	C	D	A	D	D	B	B	B

61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
C	B	C	B	C	C	B	C	C	A	A	D	A	A	C	A	D	A	C	B

81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
C	B	B	D	A	B	C	D	D	C	D	B	A	C	B	B	A	C	D	B

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Test 3

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
B	C	E	A	D	B	A	B	A	C	D	C	B	B	A	D	B	C	C	B

21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
D	D	A	B	C	C	A	A	A	C	D	A	A	C	C	B	C	A	B	D

41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
C	E	A	D	B	D	C	B	D	C	C	C	B	D	A	A	D	C	B	A

61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
B	D	B	C	B	D	C	C	A	C	B	D	C	B	C	D	B	B	A	D

81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
D	B	B	C	C	A	A	C	B	B	B	C	B	D	C	B	B	A	C	C

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Test 4

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
D	A	E	C	B	B	B	A	D	C	C	D	D	B	C	B	B	D	D	C

21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
A	B	A	B	B	B	C	B	C	C	D	A	B	B	B	C	B	C	A	C

41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
A	B	D	C	C	B	A	C	C	B	E	C	D	B	A	D	A	C	C	B

61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
B	C	A	D	D	B	C	C	C	C	B	B	B	A	B	C	C	A	B	D

81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
B	B	B	C	A	C	A	B	C	D	B	A	A	D	B	C	A	B	B	D

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Test 5

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
C	E	A	D	B	D	B	C	B	C	A	D	D	B	C	A	C	A	C	C

21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
D	A	D	D	D	D	A	B	B	A	B	E	A	C	D	B	D	A	D	B

41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
B	D	C	B	B	D	A	B	D	A	C	B	C	B	B	D	C	B	C	A

61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
D	C	D	D	A	B	C	C	C	C	D	C	B	D	B	D	B	E	A	C

81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
C	D	D	C	B	A	A	B	A	D	C	C	C	C	B	C	A	B	A	D

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Test 6

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
C	E	A	D	B	B	D	C	A	D	A	C	D	B	D	A	A	B	D	C

21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
A	C	B	C	A	B	B	C	D	A	B	E	A	D	C	B	A	C	C	A

41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
D	A	B	D	D	A	B	C	A	D	B	B	D	B	B	A	D	D	D	D

61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
D	B	B	C	A	A	C	D	D	B	B	C	B	C	B	C	A	C	A	B

81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
C	D	D	A	D	D	B	D	D	A	C	B	B	C	B	C	B	D	C	C

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