

## Test 4 READING

### READING PASSAGE 1

|    |                                              |                                                                                                                                                                     |
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| 1  | T                                            | PARAGRAPH 2<br>'His father ... ran the Brash retail music business that had been founded in 1862 ... specialising in pianos.'                                       |
| 2  | F                                            | PARAGRAPH 3<br>Brash's first job was with Myer department stores before he joined the family business.                                                              |
| 3  | T                                            | PARAGRAPH 3<br>'After initially complaining of his extravagance, his father grew to accept the change, and gave Geoff increasing responsibility ...'                |
| 4  | T                                            | PARAGRAPH 4 tells us that after World War II Brash's had focussed on 'white goods' before Geoff Brash took over in 1957.                                            |
| 5  | NG                                           | Although the passage describes relationships with businesses in Japan and China, it does not tell the reader if Brash considered opening stores in other countries. |
| 6  | (a) share scheme                             | PARAGRAPH 5<br>'Alfred Brash had also been a pioneer in introducing a share scheme for his staff ...'                                                               |
| 7  | Roland/<br>Roland group/<br>the Roland group | PARAGRAPH 6<br>'He developed a relationship with ..., the founder of Japan's <u>Roland group</u> ...'                                                               |
| 8  | (a) trade fair                               | PARAGRAPH 7<br>'In 1965, Brash ... attended a <u>trade fair</u> ...'                                                                                                |
| 9  | jazz                                         | PARAGRAPH 7<br>'... a trip that reintroduced <u>jazz</u> to many Chinese musicians.'                                                                                |
| 10 | 1998                                         | PARAGRAPH 8<br>'The company was sold to Singaporean interests and continued to trade until 1998 ...'                                                                |
| 11 | education                                    | PARAGRAPH 9<br>'... promoting multi-media music making and education for teachers and students.'                                                                    |
| 12 | technology                                   | PARAGRAPH 9<br>'... offer teachers and young people the opportunity to get exposure to the latest music technology ...'                                             |

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| 13 | branches | PARAGRAPH 9<br>'The organisation has now also established branches in New Zealand, South Africa and Ireland, as well as ... Australia.' |
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### READING PASSAGE 2

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| 14        | iii          | PARAGRAPH A identifies the variety of occupations undertaken around the Thames river in medieval times and outlines what each involved.                                                                                                                                                                             |
| 15        | vi           | PARAGRAPH B describes the physical difficulties of transporting goods and the ways men worked to overcome those.                                                                                                                                                                                                    |
| 16        | ix           | PARAGRAPH C outlines the change in status of river work over the centuries, from well-regarded in the fourteenth – eighteenth centuries to disreputable in the late eighteenth and early nineteenth centuries.                                                                                                      |
| 17        | iv           | PARAGRAPH D describes the composition of 'a workforce of many thousands congregated in a relatively small area.'                                                                                                                                                                                                    |
| 18        | ii           | PARAGRAPH E shows the river community as being '... a world apart with its own language and laws.'                                                                                                                                                                                                                  |
| 19        | vii          | PARAGRAPH F outlines the great numbers of people employed on a casual basis compared to a relatively small number of permanent workers.                                                                                                                                                                             |
| 20 and 21 | C and E      | Paragraph A identifies nine different occupations of workers making their living by the river.(C)<br>Paragraph B details the heavy lifting and carrying required of the men when quays and streets were unsuitable for wagons or large carts.(E)                                                                    |
| 22 and 23 | A and C      | Paragraph D notes the many thousands of people employed in a small area and describes the East End as 'the most intensively inhabited region of London.'(A)<br>Paragraph F notes '... crowds of casuals waiting for work at the dock gates ...' and '... some 2,500 casual workers who were hired by the shift.'(C) |
| 24        | regular wage | PARAGRAPH F<br>'... 400–500 permanent workers who earned a <u>regular wage</u> ... But there were some 2,500 casual workers who were hired by the shift.'                                                                                                                                                           |

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| 25 | steam power | PARAGRAPH F<br>'Steam power could not be used for the cranes ... because of the danger of fire.'                            |
| 26 | picturesque | PARAGRAPH F<br>'This was part of the life of the river unknown to those who were intent upon its more picturesque aspects.' |

### READING PASSAGE 3

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| 27 | NG | Although the passage tells us in PARAGRAPH 1 how many preschool children in the US had played video games, there is no comparison with usage in other countries.                                                                                                               |
| 28 | Y  | PARAGRAPH 1 says:<br>'... we predict that preschoolers will both continue and increasingly begin to adopt video games for personal enjoyment.'                                                                                                                                 |
| 29 | NG | Although we are told in PARAGRAPH 1 that 'once a game system enters the household it is potentially available for all family members, including the youngest' this does not necessarily mean that parents are explicitly giving their permission for children to use the game. |
| 30 | N  | PARAGRAPH 2 notes that research in this field tends to focus on marketing and fault finding rather than original design for targeted users.                                                                                                                                    |
| 31 | Y  | PARAGRAPH 2 says that<br>'... research has to be undertaken in order to truly understand those audiences, [preschoolers or senior citizens] their abilities, their perspective, and their needs.'                                                                              |
| 32 | C  | PARAGRAPH 4<br>'In addition to their still developing motor skills ... many of the major stumbling blocks are cognitive.'                                                                                                                                                      |
| 33 | E  | PARAGRAPH 5<br>'they are less exact with their stylus movements ... [but] their fingers are so small that they mimic the stylus very effectively, and therefore by using their fingers they can often be more accurate in their game interactions.'                            |
| 34 | F  | PARAGRAPH 4<br>'Though preschoolers ... understand that pictures can stand for real-life objects ...'                                                                                                                                                                          |

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| 35 | A | PARAGRAPH 4<br>'... preschoolers may be unable to understand that there is a direct link between how the controller is used and the activities that appear before them on screen.'       |
| 36 | I | PARAGRAPH 4<br>'... the vast majority are still unable to read and write. Thus, using text-based menu selections is not viable.'                                                         |
| 37 | B | PARAGRAPH 3 tells us that in 2007 staff at Nickelodeon had an idea that their new Nintendo DS might be suitable for preschoolers.                                                        |
| 38 | C | PARAGRAPH 3 shows that the aim of the study was to find out what preschoolers might be able to do with a hand-held game and what the literature could tell them about child development. |
| 39 | A | PARAGRAPH 5 suggests that one of the limitations of game cartridges is the limited memory capacity and that spoken instructions use a lot of memory.                                     |
| 40 | B | B is the best title as the passage deals with a piece of research which helped to design video games for preschool children. The passage does not deal with the issues.                  |

### Test 4 WRITING

#### Task 1 Model answer

The two pie charts show that low and high income groups spend their disposable income (earnings excluding house rent or purchase) on similar items but in different proportions.

Regarding the low income group, the highest proportion of their money is spent on food and drink – 29 percent, compared to just 15 percent for the high income group. This is closely followed by 24 percent paid out on fuel bills, which contrasts with a much lower figure for this item for the high income group (only 7 percent). The most popular item for the high earners is recreation and cultural activities – 21 percent compared with 11 percent by the low earning group. The higher group also spend a much higher proportion than the lower income group on restaurants and hotels (12 percent and 4 percent respectively) and on transportation (16 percent and 9 percent respectively). The proportion of expenditure on clothing for the two groups is very similar, with only one percent difference between the two (six percent for high income group and five percent for the low).