Reading

**PART 1**

Answer questions 1–12 by referring to the newspaper article about university students and the jobs they have chosen.

Indicate your answers on the separate answer sheet.

For questions 1–12, answer by matching the opinions expressed with the people listed (A–E) on the right below.

Some of the choices may be required more than once.

Note: When more than one answer is required, these may be given in any order.

<table>
<thead>
<tr>
<th>Which person</th>
<th>1 ....</th>
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<tbody>
<tr>
<td>stopped work after a short time?</td>
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<td>has a full-time temporary job?</td>
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<td>had to do something unwillingly</td>
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<td>because of a poor financial situation?</td>
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<td>misses friends on the course?</td>
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<td>has not left university yet?</td>
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<td>finds an alternative to a job with a</td>
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<td>feels confident about finding a job?</td>
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<td>found it difficult to get on with</td>
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<td>colleagues?</td>
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<td>is not very ambitious with regard to</td>
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<td>future jobs?</td>
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<td>found a job easily?</td>
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<td>learnt a lot from a job?</td>
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A: Matthew Bashford
B: Mike Hale
C: Pete Fulford
D: Kelly Moore
E: Rebecca Jones
Rites of passage

Welcome to the world of work! How do students make the transition from campus to career?

There are aspects of student life that most graduates will happily leave behind; not many will miss writing essays at two in the morning, or cramming for exams. But for some students the only thing more daunting than doing a degree is finishing one. “Students have it easy” – it’s one of those irritating things that people say. It’s even more irritating when they turn out to be right.

Giving up student status means renouncing the laid-back lifestyle and three-month summer holidays. Instead, there is a soul-destroying search for work to look forward to. So are this year’s graduates ready for the transition?

Matthew Bashford graduated a year ago from the University of Humberside with a degree in Business Studies. “It’s awful,” he says. “It makes you want to go back and be a student again. You find it difficult to get work in the first place, and when you do, it’s menial stuff and the office politics are a nightmare – it’s not easy to make friends.”

On top of that, full-time employment has not brought the deluge of cash Matthew expected. “After the increase in rent, bills, and income tax, I was better off as a student than I am now in terms of disposable income,” he says. He is still seeking a permanent position.

For others, it is not only finding the job that is a problem, but also accepting the responsibility that goes with it. Mike Hale left Hertfordshire University with a law and economics degree. Lack of money meant he was forced back home which felt “like a regression”, and he found it hard to adjust to the nine-to-five routine. “The thing is,” he says, “college is so free and easy that even the thought of doing 40 hours a week is a bit intimidating. But you can’t fight it, you’ve got to earn money. You have to become part of the system.”

After working for nine months as a guitar technician, Mike had saved enough money to go travelling, an increasingly common choice for college leavers. But those who take the backpacking route have to start at the bottom of the career ladder when they return. Mike solved this problem by starting his own business.

Another common problem is that leaving university means losing the structure that a degree course provides. Pete Fulford, who left Coventry University with a BSc in industrial project design two years ago, says, “I got a bit depressed because there was a lot of camaraderie on my course, we were a very close-knit group. There was this institution that I was a part of, and then it was gone. It left a kind of void.”

A year after leaving Brighton with a degree in design history, Kelly Moore was going through similar emotions. She said, “Going to lectures, being part of the system, it gives you a sense of security, and you lose that when you leave.”

Not all students are daunted by the rite of passage from university to the jobs market. Rebecca Jones, a student of French and German from Liverpool University, is looking forward to leaving college and earning some money. She will take “any job going” to pay off her debts, although long-term career plans are vague. She mentions returning to France, where she spent part of her degree, and that she would be disappointed if she didn’t use her language skills. “You don’t know what it’s going to be like until you get there, do you?”

Maybe not, but it is possible to plan. Those who have coped best are those who have thought about the difficulties they might face and are open to the diverse range of opportunities that may arise.

“I knew it was going to be hard,” says Kelly, “but I had a game plan. I wanted to get a job that would help me pay off my debts, and I started applying as soon as I finished my course. I was offered a job as a personnel manager on the day I graduated. It certainly wasn’t my ideal position, but it was an absolutely brilliant experience. It taught me self-discipline, how to organise myself and a great deal about the workplace. My advice is, don’t just hope that something will come along, start planning what you’re going to do as early as possible. It makes it so much easier.”
For questions 13–18, you must choose which of paragraphs A–G fit into the numbered gaps in the following newspaper article. There is one extra paragraph which does not fit in any of the gaps.

Indicate your answers on the separate answer sheet.

A CONSUMING ADDICTION

Shopping used to be nothing more than a way of obtaining food, clothing and other necessities of life. Today, however, shopping symbolises the materialistic culture of western society and its popularity as a leisure activity reflects the rise of consumerism.

13

Having more money has meant spending patterns have changed. While traditional models of economic behaviour assume that consumers are rational and weigh up the costs and benefits before making a purchase, anyone who has ever walked into a shop and left five minutes later with a new jacket and £80 less in their wallet knows that this theory does not always hold true.

16

In other words, shoppers were more willing to wait for “low impulse” goods such as kitchenware, than they were for clothes or other “high impulse” items. However, it was found that some of the 60 consumers asked to maintain a shopping diary for the study often regretted their impulsive purchases. Dr Dittmar said, “When people had explicitly bought for self-image reasons, regret was more likely to occur.”

14

Her research on consumer behaviour identified impulsive buying as an attempt by shoppers to bolster their self-image, particularly for those who suffered from so-called compulsive buying or shopping addiction, a condition that affects 2 to 5 per cent of adults in the West.

17

The conclusions drawn by Dr Dittmar about the treatment of compulsive shoppers are that prescribing anti-depressant drugs might solve the problem but only as long as sufferers continue to take them. Instead, they needed therapeutic help to address the underlying causes such as poor self-image.

15

Her research also reveals that certain types of goods are more likely to be bought on impulse than others. Those most frequently reported — clothes, jewellery, ornaments — are closely related to self-image and appearance. This finding is contrary to usual theories about impulse shopping, which explain it as a short-term gratification winning out over longer-term concerns such as debt.

18

“In no sense do these people directly force anyone to buy anything. But they are very sophisticated, making advertisements and shopping environments very seductive and playing on the idea that if you buy product X you will be much more attractive.”
A Dr Dittmar said that the idea that consumers' impulsiveness differed, depending on the type of goods, was also supported by the finding that shoppers were less willing to delay gratification for items bought on impulse.

B But there are pitfalls, such as debt and addiction to buying. Addicts shop for shopping's sake rather than to buy what they need.

C Helga Dittmar, senior lecturer in psychology at Sussex University, has found that consumer goods are the material symbols of who a person is and who they would like to be.

D Her research also raises questions over the methods used to attract shoppers and encourage them to buy. Although advertisers and retailers increasingly appeal to consumers' self-image, Dr Dittmar said it was very difficult to argue that these factors were responsible for compulsive shopping.

E Although there were other ways of dealing with poor self-image, such as over-exercising or alcoholism, she said that shopping had become one of the most important strategies. This was especially true for women, who were three times more likely to be compulsive shoppers than men, as shopping was a socially approved activity, and allowed those who do not go out to work to get out of the house, Dr Dittmar said.

F But this finding was ambiguous because shopping addicts were more motivated by self-image than ordinary shoppers and were more likely to regret their actions. "It's not quite clear which way round this relationship goes, but there is a link between being very concerned with self-image goods and regretting impulse buying."

G This has been made possible by the 75 per cent increase in disposable income in the past 20 years. The number of credit cards in use has more than quadrupled, and the amount of outstanding consumer debt has almost tripled in the same period.
Read the following newspaper article and answer questions 19–24. On your answer sheet, indicate the letter A, B, C or D against the number of each question 19–24. Give only one answer to each question.

Indicate your answers on the separate answer sheet.

Heroes and Villains

William Carlos Williams

By David Widgery

The first thing any practising doctor who also writes gets asked is, 'How do you find the time?' A combined career ought, in theory, to be perfectly possible: writers and doctors are both only trained observers. And there is a distinguished list of literary medics. But almost all end up doing one or the other. And if they are any good as writers, the stethoscope takes second place. There never seems to be time to do both properly.

But William Carlos Williams, the great Modernist poet, succeeded. Williams, who was born in 1883 and died in 1963 after a series of strokes, was not only a prolific poet, critic, novelist and dramatist, but also a life-long, full-time general practitioner in Rutherford, New Jersey. Although he could have easily set up a private practice in Manhattan, he chose instead to work in a working class industrial township with many recent immigrants from Italy and Eastern Europe, who spoke little English.

His 'Doctor Stories' deal with crises understood by any contemporary inner-city GP: still birth, autopsy, patients who refuse examination or cannot understand reassurance, never-ending family consultations in broken English, the particular test of night-visiting. My visits are made to the concrete tower-blocks of Tower Hamlets in London's East End, and the new immigrants are from Vietnam and Bangladesh.

There is no other writer who deals with how to listen, how to care, how to be there at the moment of physical need. He must have jotted these feelings down on prescription pad or notebook, then transcribed them on his laboratory typewriter, when hammering often awoke his children. 'By the time we assembled for breakfast, he had probably already done an hour's stint,' recalls his physician son William.

As much as his industry, I like his laconic tone. His tenderness is hard-edged, his humanism slightly cynical; best of all, he is never sentimental about the oppressed. And there is the sheer quality of his literary work.

Williams, whose mother was Puerto Rican, was only a second-generation English speaker, so he struggled to develop a truly American voice. His innovations were a simple way of writing with no similes and metaphors, using a syntax and rhythm based on lung breaths. It produced a wonderful, still woefully underrated body of work, ranging from the long love-poem 'Asphodel', to the haiku-like lits in 'Pictures from Breugel'.

Williams is heroic because he was a prophet in his own land, because he reclaimed poetry from European-imitation academics and because he stayed a working doctor - and enjoyed it. 'I never felt', he wrote, 'that medicine interfered with me but rather that it was my food and drink, the very thing that made it possible to write.' So whenever I become disgruntled about the workload, I mutter a phrase of Williams's about one of his patients, which sums up my own mixed feelings about practising in the East End: 'her smile, with a shrug, always won me.'
19 How is William Carlos Williams unlike other literary doctors, according to David Widgery?
   A He enjoyed working as a doctor.
   B His work as a doctor was a source of ideas for his writing.
   C He managed to continue both careers for all his life.
   D His powers of observation developed with his writing.

20 The problems that Williams encountered among his patients
   A were typical of the time.
   B exist in similar settings today.
   C have disappeared with advances in medicine.
   D were specific to the region where he worked.

21 In which area is there a similarity between William Carlos Williams and David Widgery?
   A literary tastes
   B temperament
   C family origins
   D working environment

22 When did William Carlos Williams do his literary work?
   A at night
   B after evening surgery
   C during the afternoon
   D in the early morning

23 According to David Widgery, the reputation of William Carlos Williams
   A is now higher than it has ever been.
   B is not as high as it deserves to be.
   C has declined since his death.
   D has been overshadowed by that of his contemporaries.

24 Regarding his own medical work, David Widgery
   A fails to find it challenging.
   B sometimes wishes he had less to do.
   C continues practising for the sake of his patients.
   D finds it interferes with his aims as a writer.
PART 4

Answer questions 25–42 by referring to the information members of the Brett family give about their education.

Indicate your answers on the separate answer sheet.

For questions 25–42 choose your answers from the list of family members (A–D). Some choices may be required more than once.

<table>
<thead>
<tr>
<th>Which family member</th>
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</thead>
<tbody>
<tr>
<td>says fellow-pupils expected to find jobs near where they lived?</td>
<td>25</td>
</tr>
<tr>
<td>had potential that was not realised early?</td>
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<tr>
<td>regrets the lack of career choice?</td>
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<tr>
<td>suffered from hostility from people of the same age?</td>
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<td>had an education that did not continue to secondary level?</td>
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<tr>
<td>did mental arithmetic?</td>
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<td>passed an examination to go on to secondary education?</td>
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<td>had parents who suffered financially to support his / her education?</td>
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<td>was prevented by the school from doing the desired choice of subjects?</td>
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<tr>
<td>changed schools during secondary education?</td>
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<td>had teachers who treated boys and girls in the same way?</td>
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<td>recognised the benefits of a different learning approach?</td>
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<td>had to study with the constant fear of expulsion?</td>
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<td>exceeded the school’s expectations?</td>
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<td>used technology to communicate with pupils in another country?</td>
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<tr>
<td>failed an important exam?</td>
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<td>had decided on a profession before leaving school?</td>
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<tr>
<td>was forced to study a favourite subject outside school?</td>
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A Freda
B Brian
C Mike
D Elizabeth
An English Family, 80 Years of Schooling

Freda Brett, 85

I started school when I was four. I didn’t learn anything at my first school, we just played. Then we moved and I went to a school a mile from home – I used to walk with my brother, the roads were safe then. The headmaster really was a cruel man, he used to beat the boys. I was about eight when we moved again and I went to another school where I was very happy. I don’t think we learnt all that much – we did reading, writing, arithmetic, history and geography. The boys did gardening and the girls did needlework and housewifery. The whole school was in one room, divided into classes. We sat in rows of wooden desks facing the teacher who would write on the board and ask questions. We learnt to add up in our heads – they can’t do that now. We never got any homework. We had singing lessons but no piano. There were nature lessons but no art lessons. Only two people went on to secondary education in my time. We had no ambition, but our parents never put us forward either. I suppose it was as much as they could do to support us. I wish we had the opportunity to have done more – there were not the chances there are now. We never had any special training for anything specific at school.

Mike Brett, 42

I went to four different primary schools. I quite liked school, although I didn’t know what was going on. My last year was spent in a middle-class urban school that was much more formal. There was a lot of rote-learning, and I was introduced to some subjects for the first time, such as classics. It was obvious that the 11-plus examination figured prominently in the school’s thoughts. I think it was a shock to my parents, because it was also obvious that I wasn’t going to pass it. They got me a private tutor, but I failed anyway. My father was very disappointed. All my friends bar one passed the 11-plus; that still hurts today. It was totally iniquitous. I felt a failure for years after that. Education for me was a dawning process: I was a late developer. My mother told me recently that when one teacher wrote: ‘He will never achieve anything in life’ in my report, I was determined to prove him wrong.

So I went to the secondary modern. Discipline was rigorously enforced. Some of the teachers were absolutely brutal. It was part of the culture of the institution. It was expected that everyone in my class would do O level examinations. I scraped five. My father was amazed. I was surprised, to be honest. I remember my parents visiting the school. There had been some discussion at home about my progress. I had another private tutor for a few years, so they were obviously interested and concerned. They thought of

Brian Brett, 65

Discipline was enforced by fear at my first school. The headmaster was very brutal. The teachers tended to be elderly spinsters. Most learning was by rote. There wasn’t a great deal of individual attention, and no homework. School was very much divorced from your home and parents.

We were a very poor family. It was a grind just to stay alive. You had no expectations really. Everyone worked locally. Each year the top class was entered for the county scholarship exam for grammar school in Stowmarket. Only one place each year went to someone from my school, and I got it. My parents had to make a great financial sacrifice to send me there. My fees were paid for, but I needed things like a uniform which cost two or three weeks’ worth of my father’s wages. I got a free bus pass and was entitled to free school meals too, but that was looked upon by my parents as charity, so I took sandwiches. If I hadn’t got the scholarship, I would have gone to the area school and left at about 14. Instead, my parents signed a piece of paper saying I would stay until I was 16. They were aware it might lead to something better. It tended to mean you went from blue collar to white collar. I was an outcast among my own kind: virtually ostracised. It was very difficult, not being part of the troop that roamed the village.

We did English grammar and literature, chemistry, botany and religious education. French was compulsory. The girls did cookery and prepared school meals, the boys did woodwork. There were no visual aids. There was much greater discipline because there was always the threat of being expelled. It was a very narrow education.
education as a positive force in life, a passport. My mother in particular wanted me to have the opportunities she hadn’t had. And by then I knew I wanted to teach.

We moved, and I applied for a place at Felixstowe Grammar School. The head wasn’t too keen to take me, but I got in to do history, geography and economics A levels. One of my economics teachers was quite different from other teachers I’d had. He asked us to read things and discuss them. I found it much easier to learn that way. I even remember having a lesson on a fishing boat. But the other subjects were still taught formally from the teacher’s notes, a very prescriptive approach.

The school wouldn’t support my going to university. I was pointed towards teacher training. But then the A level examination results came out, the school changed its mind and gave me a reference, so I went to Lancaster University to read history and economics.

Elizabeth Brett, 14

Mum taught me to read before I went to school. I remember waiting for Dad to come home so that I could read to him; I used to love it. At school you had reading cards to take home. You had to read three more pages of your book to your parents, then they had to sign a card to say you’d done it. I loved primary school. The thing I enjoyed the most was the music. I played the recorder in school concerts and started to learn the violin. We had penpals in Tasmania who we communicated with by computer. There was lots of painting. Most of my teachers made particular emphasis that boys and girls are equal: if one of the children made a sexist comment, the teacher always made sure they were stopped.

My present school is very big. You don’t feel like an individual really. I had to decide on my GCSE examination options last month – it was really hard. I couldn’t do what I wanted to do – music and two languages. They wouldn’t let me, they insisted I took a course like home economics, child development or business. I could see the point but felt it was putting me behind in what I wanted to do. I’m having to do an extra evening class in music which means more work.

I don’t know what I’d like to do afterwards – something to do with music. I want to go to university definitely. I’m proud of what my parents have done and I don’t think they’d have got this far if they hadn’t gone to university. I don’t just want to leave school and get a job. I don’t think I’d be ready to face the world.