

## PAPER 3 USE OF ENGLISH (1 hour)

### Part 1

For questions 1–12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A instruction    B information    C opinion    D advice

|   |                          |                          |                          |                                     |
|---|--------------------------|--------------------------|--------------------------|-------------------------------------|
| 0 | A                        | B                        | C                        | D                                   |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

### Girls and technology

If you want your daughter to succeed, buy her a toy construction set. That is the (0) ..... from Britain's (1) ..... female engineers and scientists. Marie-Noelle Barton, who heads an Engineering Council campaign to encourage girls into science and engineering, maintains that some of Britain's most successful women have had their careers (2) ..... by the toys they played with as children. Even girls who end (3) ..... nowhere near a microchip or microscope could benefit from a better (4) ..... of science and technology.

'It's a (5) ..... of giving them experience and confidence with technology so that when they are (6) ..... with a situation requiring some technical know-how, they feel they can handle it and don't just (7) ..... defeat immediately,' says Mrs Barton. 'I believe that lots of girls feel unsure of themselves when it comes (8) ..... technology and therefore they might be losing out on jobs because they are reluctant even to apply for them.'

Research recently carried (9) ..... suggests that scientific and constructional toys should be (10) ..... to girls from an early age, otherwise the result is 'socialisation' into stereotypically female (11) ..... , which may explain why relatively few girls study science and engineering at university in Britain. Only 14% of those who have gone for engineering (12) ..... at university this year are women, although this figure does represent an improvement on the 7% recorded some years ago.

- |    |                     |                       |                      |                      |
|----|---------------------|-----------------------|----------------------|----------------------|
| 1  | <b>A</b> foremost   | <b>B</b> uppermost    | <b>C</b> predominant | <b>D</b> surpassing  |
| 2  | <b>A</b> styled     | <b>B</b> shaped       | <b>C</b> built       | <b>D</b> modelled    |
| 3  | <b>A</b> in         | <b>B</b> by           | <b>C</b> on          | <b>D</b> up          |
| 4  | <b>A</b> hold       | <b>B</b> grasp        | <b>C</b> insight     | <b>D</b> realisation |
| 5  | <b>A</b> matter     | <b>B</b> situation    | <b>C</b> state       | <b>D</b> cause       |
| 6  | <b>A</b> approached | <b>B</b> encountered  | <b>C</b> presented   | <b>D</b> offered     |
| 7  | <b>A</b> admit      | <b>B</b> allow        | <b>C</b> receive     | <b>D</b> permit      |
| 8  | <b>A</b> for        | <b>B</b> to           | <b>C</b> from        | <b>D</b> with        |
| 9  | <b>A</b> off        | <b>B</b> through      | <b>C</b> forward     | <b>D</b> out         |
| 10 | <b>A</b> accessible | <b>B</b> feasible     | <b>C</b> reachable   | <b>D</b> obtainable  |
| 11 | <b>A</b> characters | <b>B</b> parts        | <b>C</b> states      | <b>D</b> roles       |
| 12 | <b>A</b> options    | <b>B</b> alternatives | <b>C</b> selections  | <b>D</b> preferences |

## Part 2

For questions **13–27**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning **(0)**.

Write your answers **IN CAPITAL LETTERS** on the **separate answer sheet**.

Example: 

|   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 0 | W | I | T | H |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

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### Weather in Antarctica

The most extreme weather conditions experienced in Antarctica are associated **(0)** ..... blizzards. These are simply strong winds with falling snow **(13)** ..... , more commonly, snow that is picked up and pushed along the ground by the wind. Blizzards may last for days at **(14)** ..... time, and in some cases it can be almost impossible for people to see. It is not unusual **(15)** ..... objects only about a metre or **(16)** ..... away to become unrecognisable. Scientists doing research in the area **(17)** ..... then confined to their tents or caravans. We think of blizzards **(18)** ..... extremely cold, while in fact temperatures in the Antarctic are usually higher than normal **(19)** ..... a blizzard. Major blizzards of several days in length occur more frequently in some locations than in others. **(20)** ..... may be eight or ten such blizzards in any particular place **(21)** ..... an annual basis. They often cause considerable damage, so that any scientific buildings or equipment constructed in this region must be specially made to give as **(22)** ..... protection as possible.

If the weather is fine, visibility in Antarctica is usually excellent because of the clear air and the absence of dust and smoke. **(23)** ..... this means is that people often greatly underestimate the distance of objects and features of the landscape. Also, very large features **(24)** ..... as mountains may appear to be above the horizon, or even upside **(25)** ..... . These 'mirages', **(26)** ..... are just tricks played by the eyes in certain conditions, have led to explorers in the Antarctic making many errors **(27)** ..... judgement.

## PAPER 3 USE OF ENGLISH (1 hour)

### Part 1

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Mark your answers on the separate answer sheet.

Example:

0 A inhabited B lived C dwelled D resided

|   |                                     |                          |                          |                          |
|---|-------------------------------------|--------------------------|--------------------------|--------------------------|
| 0 | A                                   | B                        | C                        | D                        |
|   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### The changing earth

Although the earth was formed about 4,500 million years ago, human beings have (0) ..... it for less than half a million years. Within this time, population has increased hugely and people have had a vast (1) ..... upon the earth. They have long been able to (2) ..... the forces of nature to use. Now, with modern technology, they have the power to alter the balance of life on earth.

Reports back from the first astronauts helped dispel the dangerous (3) ..... that the world had no boundaries and had limitless resources. (4) ..... , ecologists have shown that all forms of life on earth are interconnected, so it (5) ..... that all human activity has an effect on the natural environment.

In recent years, people have been putting the environment under stress. As a result, certain (6) ..... materials such as timber, water and minerals are beginning to (7) ..... short. Pollution and the (8) ..... of waste are already critical issues, and the (9) ..... of the environment is fast becoming the most pressing problem (10) ..... us all. The way we respond to the challenge will have a profound effect on the earth and its life support (11) .....

However, despite all these threats there are (12) ..... signs. Over the past few decades, the growth in population has been more than matched by food production, indicating that we should be able to feed ourselves for some time yet.



- |           |                       |                       |                     |                       |
|-----------|-----------------------|-----------------------|---------------------|-----------------------|
| <b>1</b>  | <b>A</b> imprint      | <b>B</b> indication   | <b>C</b> impression | <b>D</b> impact       |
| <b>2</b>  | <b>A</b> put          | <b>B</b> make         | <b>C</b> place      | <b>D</b> stand        |
| <b>3</b>  | <b>A</b> judgement    | <b>B</b> notion       | <b>C</b> reflection | <b>D</b> concept      |
| <b>4</b>  | <b>A</b> However      | <b>B</b> Likewise     | <b>C</b> Moreover   | <b>D</b> Otherwise    |
| <b>5</b>  | <b>A</b> results      | <b>B</b> follows      | <b>C</b> complies   | <b>D</b> develops     |
| <b>6</b>  | <b>A</b> raw          | <b>B</b> coarse       | <b>C</b> crude      | <b>D</b> rough        |
| <b>7</b>  | <b>A</b> turn         | <b>B</b> come         | <b>C</b> go         | <b>D</b> run          |
| <b>8</b>  | <b>A</b> disposal     | <b>B</b> displacement | <b>C</b> dismissal  | <b>D</b> disposition  |
| <b>9</b>  | <b>A</b> state        | <b>B</b> situation    | <b>C</b> case       | <b>D</b> circumstance |
| <b>10</b> | <b>A</b> encountering | <b>B</b> opposing     | <b>C</b> meeting    | <b>D</b> confronting  |
| <b>11</b> | <b>A</b> projects     | <b>B</b> systems      | <b>C</b> methods    | <b>D</b> routines     |
| <b>12</b> | <b>A</b> stimulating  | <b>B</b> welcoming    | <b>C</b> satisfying | <b>D</b> reassuring   |

## Part 2

For questions **13–27**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning **(0)**.

Write your answers **IN CAPITAL LETTERS** on the **separate answer sheet**.

Example: 

|   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 0 | O | R |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

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### Early photography

In the early days of photography, a stand **(0)** ..... some other firm support for the camera was essential. This was because photographic materials were **(13)** ..... insensitive to light that a typical exposure lasted several seconds. The camera **(14)** ..... have to be held still for this time in order to obtain a sharp picture. The subjects also had to be still if their images **(15)** ..... to register properly on the film. Some early street scenes include blurred, transparent, ghostlike images of people **(16)** ..... wandered past while the scene was in the process of **(17)** ..... photographed.

Studio portraits from the late 1800s show people posed rigidly, often leaning against furniture, **(18)** ..... helped them to remain motionless. **(19)** ..... it was important to keep the head still, a support was often provided **(20)** ..... the neck. Bright studio lights, sometimes produced by **(21)** ..... fire to a strip of magnesium or a small pile of magnesium powder, helped **(22)** ..... reducing the required exposure time. These burned with an intensely blue flame that gave the necessary amount of light, **(23)** ..... the smoke was unpleasant and **(24)** ..... was also a risk of fire.

The problems associated **(25)** ..... long exposure were overcome by the introduction of faster, more sensitive photographic plates, and later, roll films. The development of smaller cameras led **(26)** ..... photography becoming a popular hobby. Nowadays, digital cameras have further revolutionised photography, enabling even the **(27)** ..... inexperienced of photographers to produce professional-looking pictures.

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### Part 1

For questions 1–12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

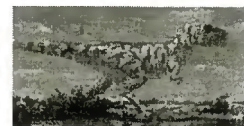
Mark your answers on the **separate answer sheet**.

**Example:**

0 A primary    B dominant    C leading    D principal

|   |                          |                          |                                     |                          |
|---|--------------------------|--------------------------|-------------------------------------|--------------------------|
| 0 | A                        | B                        | C                                   | D                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

### Dinosaur discoveries



In the late 1930s, a group of (0) ..... American scientists seeking dinosaur fossils made some noteworthy finds. Although one of their expeditions discovered no fossils, it nonetheless (1) ..... to be important in terms of the information about dinosaurs it provided. During that historic expedition, which took place along the (2) ..... of the Paluxy river in Texas, something extraordinary was revealed: a dinosaur track, clearly (3) ..... in the rock. These dinosaur footprints (4) ..... their preservation to the salts and mud that covered them and then hardened into rock, before (5) ..... to light 100 million years later. Tracks like these are (6) ..... to experts. There have been great gaps in scientists' understanding of dinosaur (7) ..... , and so such footprints are useful since they provide direct (8) ..... of how dinosaurs actually moved. Scientists have used these and other footprints to determine how quickly different species walked, concluding that many kinds of dinosaur must have travelled in (9) ..... .

(10) ..... , the tracks of four-legged dinosaurs seem to (11) ..... that, in spite of being reptiles, these creatures must have moved in a very similar way to living mammals, such as elephants – a pattern of movement (12) ..... from that of most contemporary reptiles, such as crocodiles. This leads to an interesting question. Might existing mammals have more to teach us about the extinct reptiles that once walked the earth?

*Paper 3 Use of English*

- |           |                        |                             |                          |                        |
|-----------|------------------------|-----------------------------|--------------------------|------------------------|
| <b>1</b>  | <b>A</b> turned        | <b>B</b> arose              | <b>C</b> proved          | <b>D</b> occurred      |
| <b>2</b>  | <b>A</b> verges        | <b>B</b> borders            | <b>C</b> coasts          | <b>D</b> banks         |
| <b>3</b>  | <b>A</b> blatant       | <b>B</b> substantial        | <b>C</b> distinguishable | <b>D</b> ostensible    |
| <b>4</b>  | <b>A</b> owe           | <b>B</b> derive             | <b>C</b> result          | <b>D</b> thank         |
| <b>5</b>  | <b>A</b> coming        | <b>B</b> bringing           | <b>C</b> appearing       | <b>D</b> surfacing     |
| <b>6</b>  | <b>A</b> unique        | <b>B</b> invaluable         | <b>C</b> costly          | <b>D</b> rare          |
| <b>7</b>  | <b>A</b> action        | <b>B</b> manners            | <b>C</b> behaviour       | <b>D</b> customs       |
| <b>8</b>  | <b>A</b> basis         | <b>B</b> support            | <b>C</b> source          | <b>D</b> evidence      |
| <b>9</b>  | <b>A</b> sets          | <b>B</b> herds              | <b>C</b> masses          | <b>D</b> bunches       |
| <b>10</b> | <b>A</b> Appropriately | <b>B</b> Characteristically | <b>C</b> Interestingly   | <b>D</b> Alternatively |
| <b>11</b> | <b>A</b> point         | <b>B</b> specify            | <b>C</b> express         | <b>D</b> indicate      |
| <b>12</b> | <b>A</b> separate      | <b>B</b> unconnected        | <b>C</b> detached        | <b>D</b> distinct      |

## Part 2

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Example: 

|   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 0 | O | U | R |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

### The Best Books

Are there 1,000 books that all of us should read sometime in (0) ..... lives? Throughout this year, we will be recommending a collection of books that, when taken (13) ..... a whole, will form a library of 1,000 titles that will inspire and satisfy (14) ..... kind of reader imaginable. Book lists appear from time to time, often arousing controversy (15) ..... being too elitist or too populist. But our list is the result of consultations with bookbuyers and booksellers, people (16) ..... know and love books.

Currently, there are well (17) ..... a million books in print. Add (18) ..... these another 100,000 books published each year and the choice for readers becomes bewildering, (19) ..... certain books, both classics and contemporary works, stand out. While our list doesn't identify classics (20) ..... the traditional sense, many of the works included (21) ..... considered to be classic books. The list aims to make the reader aware of (22) ..... is available that is stimulating, rewarding and inspiring. (23) ..... else does one learn about a good read other (24) ..... by enthusiastic recommendation?

This month we are highlighting fifty books from the area of business and reference. These fifty titles represent the perfect business and reference library for your needs, (25) ..... personal or professional. Our selection will help you to expand and enhance (26) ..... understanding of today's fast-changing world of business.

Look out for next month's fifty choices, (27) ..... will take you a step nearer completion of your 1,000-book library.



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Mark your answers on the separate answer sheet.

Example:

0 A scenery      B panorama      C spectacle      D outlook

Example:

|                                     |                          |                          |                          |                          |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 0                                   | A                        | B                        | C                        | D                        |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### A guidebook writer

He is five thousand metres up in the Peruvian Andes, with a view of magnificent (0) ..... all around. Looking down at the snow-capped mountains (1) ..... out below, Peter Hutchison can be (2) ..... for thinking that he has the best job in the world. But the (3) ..... required to keep it sometimes (4) ..... him out. Some days his head (5) ....., not from lack of oxygen but from the (6) ..... of checking rooms in fifty different hotels.

Peter is in charge of a team of writers working on a series of travel guidebooks. 'Each guidebook contains hundreds of thousands of facts,' he says. 'When I am on a research trip, I sometimes note down eighty points of (7) ..... in one day. (8) ..... to popular belief, being a travel writer is no holiday! So that others can get the most out of their trips, I have to (9) ..... long hours.'

After driving himself hard for a week, Peter (10) ..... himself by taking a few days off to (11) ..... his own favourite leisure activities, which include scuba-diving and jungle treks. He has an amazingly comprehensive knowledge of South America. 'I'd love to live here permanently,' he says, 'but I have to return to London to chase up the other contributors and make sure the latest book doesn't fall behind (12) ..... . It's due out in October and mustn't be late.'



- |           |                     |                     |                      |                     |
|-----------|---------------------|---------------------|----------------------|---------------------|
| <b>1</b>  | <b>A</b> expanding  | <b>B</b> spreading  | <b>C</b> broadening  | <b>D</b> lying      |
| <b>2</b>  | <b>A</b> mistaken   | <b>B</b> tolerated  | <b>C</b> spared      | <b>D</b> forgiven   |
| <b>3</b>  | <b>A</b> force      | <b>B</b> power      | <b>C</b> effort      | <b>D</b> attempt    |
| <b>4</b>  | <b>A</b> wears      | <b>B</b> brings     | <b>C</b> works       | <b>D</b> bears      |
| <b>5</b>  | <b>A</b> turns      | <b>B</b> spins      | <b>C</b> winds       | <b>D</b> twists     |
| <b>6</b>  | <b>A</b> strain     | <b>B</b> affliction | <b>C</b> suffering   | <b>D</b> distress   |
| <b>7</b>  | <b>A</b> interest   | <b>B</b> attention  | <b>C</b> value       | <b>D</b> attraction |
| <b>8</b>  | <b>A</b> Opposite   | <b>B</b> Contrary   | <b>C</b> Alternative | <b>D</b> Distinct   |
| <b>9</b>  | <b>A</b> put in     | <b>B</b> take up    | <b>C</b> make over   | <b>D</b> get into   |
| <b>10</b> | <b>A</b> celebrates | <b>B</b> delights   | <b>C</b> rewards     | <b>D</b> praises    |
| <b>11</b> | <b>A</b> perform    | <b>B</b> pursue     | <b>C</b> maintain    | <b>D</b> attend     |
| <b>12</b> | <b>A</b> timetable  | <b>B</b> programme  | <b>C</b> schedule    | <b>D</b> agenda     |

## Part 2

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Write your answers **IN CAPITAL LETTERS** on the **separate answer sheet**.

Example: 

|   |   |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|--|--|--|--|--|--|--|--|--|--|
| 0 | W | I | T | H | O | U | T |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|--|--|--|--|--|--|--|--|--|--|

### The history of the cinema

In Britain, the cinema was, (0) ..... doubt, the most important form of public commercial entertainment of the twentieth century. Until its popularity was eclipsed in the 1950s by television, cinema enjoyed a period of some fifty years during (13) ..... its appeal far exceeded (14) ..... of sport or indeed any other commercial leisure activity.

The popularity of the cinema at that time is (15) ..... difficult to explain: it was accessible, glamorous and cheap. At (16) ..... height, between 1920 and 1950, a very small sum of money (17) ..... guarantee a good seat in the cinema. In the 1920s, the usual venue was a small, neighbourhood hall. The audience was drawn from the local area, and could (18) ..... some occasions be rather noisy. By the end of the 1930s, (19) ..... , the venue was more likely to be in (20) ..... of the larger cinemas known as 'picture palaces', which were springing up everywhere in city centres (21) ..... accommodate audiences of over two thousand people. (22) ..... these establishments, the audiences were expected to be well behaved; the performances were organised just (23) ..... military operations, (24) ..... uniformed staff on hand to control the queues and usherettes to direct seating arrangements.

These large cinemas attracted (25) ..... very mixed audience, although older people were less likely to be cinema-goers than adolescents. As might be expected, people in rural areas were (26) ..... immersed in the cinema than were people in towns, simply (27) ..... of the greater provision of cinemas in urban areas.