

PAPER 3 USE OF ENGLISH (45 minutes)

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 basis B foundation C source D reason

0	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input checked="" type="checkbox"/>	D <input type="checkbox"/>
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Proof that silence is golden for studying

The combination of music and study has long been a (0) of disagreement between adults and children. Parents and teachers alike maintain that silence is important when learning, (1) youngsters insist that their favourite sounds help them concentrate.

Now a study shows that the grown-ups have been (2) all along. Psychologists in Florida tested how fast students wrote essays with and without music in the (3) They found that the sounds (4) progress down by about sixty words per hour. ‘This demonstrates clearly that it is difficult to (5) with listening and writing at the same time,’ said Dr Sarah Randall. She also (6) to the conclusion that it is a myth that instrumental music is less distracting than vocals. ‘All types of music (7) the same effect,’ she said in her report. ‘One’s ability to pay attention and write fluently is likely to be (8) by both vocal and instrumental music,’ she added.

Dr Randall claimed the research (9) that the idea that music could improve performance was wrong. ‘Writing an essay is a complex (10) You are recalling information and putting it in (11) An additional stimulus in the form of music is bound to distract. But music is not the only distractor. What is (12) worrying is that more and more teenagers are studying in front of the television.’

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|----|---|-----------|---|-------------|---|--------------|---|---------------|
| 1 | A | whereas | B | unlike | C | besides | D | despite |
| 2 | A | precise | B | right | C | valid | D | true |
| 3 | A | setting | B | background | C | surrounding | D | circumstances |
| 4 | A | slowed | B | reduced | C | lowered | D | decreased |
| 5 | A | manage | B | support | C | cope | D | stand |
| 6 | A | reached | B | drew | C | arrived | D | came |
| 7 | A | made | B | had | C | brought | D | kept |
| 8 | A | disturbed | B | interfered | C | bothered | D | shocked |
| 9 | A | pointed | B | displayed | C | demonstrated | D | presented |
| 10 | A | project | B | concern | C | scheme | D | task |
| 11 | A | order | B | arrangement | C | line | D | pattern |
| 12 | A | partly | B | largely | C | particularly | D | mainly |

Part 3

For questions **25–34**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning **(0)**.

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

Example:

0	C	E	N	T	R	A	L										
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City centre traffic problems

The amount of traffic in the crowded **(0)** districts of some of our largest cities is a major problem these days. Over the years, **(25)** schemes of traffic management have been tried, none of which can be said to have been entirely **(26)** In order to **(27)** people to leave their cars at home, especially on shorter trips, it is becoming increasingly common for cities to impose a fee on those drivers who choose to come into the city centre.

- CENTRE**
- VARY**
- SUCCESS**
- COURAGE**

Some schemes take advantage of the latest technology – for example, in one city **(28)** is made by a card on the car’s windscreen which is scanned **(29)** This is meant to speed up the flow of traffic, but the scheme has a major **(30)** as the amount that drivers have to pay changes during the day and, as a result, it is not **(31)** for long queues to build up just before a cheaper charging period comes into **(32)** However, the system is gradually gaining in **(33)** with motorists, although it has to be admitted it may not provide a total **(34)** to the problem of traffic congestion.

- PAY**
- AUTOMATIC**
- ADVANTAGE**
- USUAL**
- OPERATE**
- POPULAR**
- SOLVE**

Part 4

For questions **35–42**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (0).

Example:

0 You must do exactly what the manager tells you.

CARRY

You must instructions exactly.

The gap can be filled by the words 'carry out the manager's', so you write:

Example:

0	CARRY OUT THE MANAGER'S
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Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

35 'I can't understand German as well as I used to,' said Lucy.

BETTER

'I used to understand do now,' said Lucy.

36 Sometimes tiredness causes the machine operators to make mistakes.

BECAUSE

Sometimes mistakes the tiredness of the machine operators.

37 No one has ever stolen my car.

HAD

I have stolen.

38 My parents met for the first time thirty years ago.

THAT

It my parents first met.

39 There are fewer people in the gym class than there were last week.

AS

There people in the gym class as there were last week.

40 Kevin started playing golf when he was twelve.

TOOK

Kevin the age of twelve.

41 'It was Pierre who left the door unlocked!' said Mary.

ACCUSED

Mary the door unlocked.

42 We walked through the jungle until we could go no further.

FAR

We walked go through the jungle.