

## READING AND USE OF ENGLISH (1 hour 15 minutes)

### Part 1

For questions 1–8, 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 inviting B attracting C involving D appealing

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

### New words for a dictionary

The editors of a new online dictionary are (0) ..... the public to submit words that they would like to see in the dictionary. People are already sending in words, some of which they have (1) ..... themselves – these will almost certainly not (2) ..... in the dictionary!

When a new word is submitted, editors check newspapers, radio, television and social networks to see how (3) ..... the word is used. They also (4) ..... whether the word is likely to remain in use for more than one or two years. The evidence they collect will help them decide whether or not to put it in the dictionary.

Editors will (5) ..... feedback on any words submitted by the public. Even words not accepted will (6) ..... to be monitored over the following year. Editors need to be (7) ..... of new words which emerge from areas such as popular culture and technology, so that their dictionary is a genuine (8) ..... of the current language.

- |   |            |           |               |              |
|---|------------|-----------|---------------|--------------|
| 1 | A set out  | B made up | C brought out | D come up    |
| 2 | A include  | B show    | C consist     | D appear     |
| 3 | A totally  | B widely  | C fully       | D vastly     |
| 4 | A consider | B regard  | C prove       | D rate       |
| 5 | A state    | B tell    | C provide     | D inform     |
| 6 | A keep     | B rest    | C last        | D continue   |
| 7 | A familiar | B aware   | C alert       | D experience |
| 8 | A mark     | B copy    | C reflection  | D imitation  |

## Part 2

For questions 9–16, 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 | I | S |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

### Animal communication

It (0) ..... sometimes said that animals use language. Certainly some animal species have developed amazingly sophisticated ways of communicating with (9) ..... another.

But there are huge differences between the ways animals communicate and the ways human beings do. When animals make a sound, such (10) ..... a bark or a call, it is in reaction to (11) ..... is happening around them. An alarm call means they are frightened. A hunger call means they want food. Animals, though, cannot make a call meaning 'I was scared yesterday' or 'I'll be hungry tomorrow'. Only human beings are capable (12) ..... doing this.

Zoologists have had some success in teaching human language to animals. (13) ..... some famous experiments, chimpanzees have (14) ..... taught to use their hands to give information on a range of things. Some animals have even managed to put signs together in (15) ..... to make simple sentences. However, getting them to do this takes a huge (16) ..... of training.

## Part 3

For questions 17–24, 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 Y C L I S T

## Cycling

I have been a keen (0) ..... for about nine years. When I began cycling, I found the flat roads easy but the hills almost (17) ..... Surprisingly, now it's the opposite. A long flat ride can be both dull and (18) ..... as you never experience that fantastic feeling of freedom when speeding downhill. Years ago, going uphill left me (19) ..... Now I have learned to take hills slowly and steadily.

CYCLE

POSSIBLE

EXHAUST

BREATH

When I set off, I'm full of energy and the first hundred metres are (20) ....., the next couple of kilometres a bit tiring, but on the whole the experience is very (21) .....

MARVEL

ENJOY

Cycling is (22) ..... any other forms of exercise I have tried; it is never a chore but always a (23) ..... The physical benefits are obvious but the mental benefits are (24) ..... important; when you are travelling calmly at a sensible speed, you breathe fresh air, have time to think and can relax.

LIKE

PLEASE

EQUAL

Part 4

For questions 25–30, 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 A very friendly taxi driver drove us into town.

**DRIVEN**

We ..... a very friendly taxi driver.

The gap can be filled by the words 'were driven into town by', so you write:

**Example:**

|   |                          |
|---|--------------------------|
| 0 | WERE DRIVEN INTO TOWN BY |
|---|--------------------------|

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

- 25 My brother doesn't play tennis now as well as he used to.

**BETTER**

My brother used to ..... does now.

- 26 Clothing companies are selling an increasing number of goods on the internet.

**BOUGHT**

An increasing number of goods ..... clothing companies on the internet.

- 27 'Well done for scoring twice, Mark,' said the coach.

**PRAISED**

Mark ..... for scoring twice.

- 28 You are welcome to contact me if you need more information.

**TOUCH**

Please feel free ..... me if you need more information.

- 29 Tickets for the concert cannot be bought before 12th May.

**SALE**

Tickets for the concert will not ..... 12th May.

- 30 I didn't buy the camera because it was so expensive.

**BEEN**

I would have bought the camera ..... so expensive.

## Part 5

You are going to read part of an autobiography in which a gardener talks about his childhood and his love of plants and the countryside. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

## Green fingers

It never occurred to me when I was little that gardens were anything less than glamorous places. Grandad's garden was on the bank of a river and sloped gently down towards the water. You couldn't reach the river but you could hear the sound of the water and the birds that sang in the trees above. I imagined that all gardens were like this – a place of escape, peace and solitude. Grandad's plot was nothing out of the ordinary when it came to features. He had nothing as grand as a greenhouse, unlike some of his neighbours. Not that they had proper 'bought' greenhouses. Theirs were made from old window frames. Patches of plastic would be tacked in place where a carelessly wielded spade had smashed a pane of glass.

At home, his son, my father, could be quiet and withdrawn. I wouldn't want to make him sound humourless. He wasn't. Silly things would amuse him. He had phrases that he liked to use, 'It's immaterial to me' being one of them. 'I don't mind' would have done just as well but he liked the word 'immaterial'. I realise that, deep down, he was probably disappointed that he hadn't made more of his life. He left school without qualifications and became apprenticed to a plumber. Plumbing was not something he was passionate about. It was just what he did. He was never particularly ambitious, though there was a moment when he and Mum thought of emigrating to Canada, but it came to nothing. Where he came into his own was around the house. He had an 'eye for the job'. Be it bookshelves or a cupboard – what he could achieve was astonishing.

My parents moved house only once in their entire married life. But my mother made up for this lack of daring when it came to furniture. You would just get used to the shape of one chair when another appeared, but the most dramatic change of all was the arrival of a piano. I always wanted to like it but it did its best to intimidate me. The only thing I did like about it were the two brass candlesticks that jutted out from the front. 'They're too posh', my mother said and they disappeared one day while I was at school. There was never any mention of my being allowed to play it. Instead lessons were booked for my sister. When I asked my mother in later life why I wasn't given the opportunity, her reply was brief: 'You'd never have practised'.

Of the three options, moors, woods or river – the river was the one that usually got my vote. On a stretch of the river I was allowed to disappear with my imagination into another world. With a fishing net over my shoulder I could set off in sandals that were last year's model, with the fronts cut out to accommodate toes that were now right to the end. I'd walk along the river bank looking for a suitable spot where I could take off the painful sandals and leave them with my picnic while I ventured out, tentatively, peering through the water for any fish that I could scoop up with the net and take home. After the first disastrous attempts to keep them alive in the back yard, they were tipped back into the water.

I wanted to leave school as soon as possible but that seemed an unlikely prospect until one day my father announced, 'They've got a vacancy for an apprentice gardener in the Parks Department. I thought you might be interested.' In one brief moment Dad had gone against his better judgement. He might still have preferred it if I became a carpenter. But I like to feel that somewhere inside him was a feeling that things might just turn out for the best. If I stuck at it. Maybe I'm deceiving myself, but I prefer to believe that in his heart, although he hated gardening himself, he'd watched me doing it for long enough and noticed my unflinching passion for all things that grew and flowered and fruited.

- 31 When the writer describes his grandad's garden, he is
- A proud that his granddad was such a good gardener.
  - B embarrassed that the garden was not as good as others nearby.
  - C indignant that items in the garden were often damaged.
  - D positive about the time he spent in the garden.
- 32 What is the writer's attitude to his father in the second paragraph?
- A regretful that his father had not achieved more
  - B irritated that his father used words he didn't understand
  - C sympathetic to the reasons why his father behaved as he did
  - D grateful that his father had not taken the family to Canada
- 33 What does the writer mean by the phrase 'came into his own' in line 14?
- A was able to do something by himself
  - B was able to show how talented he was
  - C was able to continue his day job
  - D was able to forget his failures
- 34 What was the writer's first reaction to the piano?
- A surprise when it suddenly appeared
  - B pleasure at seeing it in the living room
  - C anger that only his sister would have piano lessons
  - D pride that his mother had listened to his advice
- 35 The writer's description of his fishing trips illustrate
- A how much free time he was given.
  - B how beautiful the river was.
  - C how good a fisherman he was.
  - D how carefree his childhood was.
- 36 What is the main idea of the last paragraph?
- A His father did not want his son to be a gardener.
  - B His father was tired of disagreeing with his son.
  - C His father had been impressed by his son's love of gardening.
  - D His father had been trying to find a job his son would enjoy.

## Part 6

You are going to read an article about the experience of running while listening to music. Six sentences have been removed from the article. Choose from the sentences A–G the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

## Does music make you run faster?

*Runner Adharanand Finn took part in an unusual race in order to test the theory that music can make you run faster.*

An expert on the effects of music on exercise, Dr Costas Karageorghis, claims that listening to music while running can boost performance by up to 15%. To put this theory to the test, I took part in a special Rock 'n' Roll half marathon, which had groups of musicians playing at various points along the route.

As I lined up at the start with almost 4,000 other runners, a singer sang an inspiring song for us. It may explain why I got off to a good start. I only came eighth in the end, though, even though I'd just spent six months training hard. **37**  However, it turns out that all the training may have affected my response to the music; according to the research, the benefits of listening to music decrease with the level of intensity of the running.

'Elite athletes,' says Karageorghis, 'tend to focus inwardly when they are running.' According to him, most other runners look for stimulus and distraction from what is going on around them. 'Judging by your time,' he says, 'you are one of the former.' It is true. Apart from the song at the start, when I was standing still, I can barely remember the music played along the course. The first act I passed, a folk group, made me smile, and at one point I found myself running in time to the beat of some hard rock. **38**  I can't say they helped my performance very much. But what did other runners make of the music?

Adam Bull usually runs marathons with no music and little crowd support. '**39**  With the upbeat bands, you find yourself running to the beat, which helps. It also brings out people to cheer you on.' Rosie Bradford was also a convert. 'As we ran past one band and they started playing *These Boots Were Made for Walking*, everybody suddenly went faster.'

The only person I found who was less than happy with the music was Lois Lloyd. 'There wasn't enough of it, and I found it wasn't loud enough, so I ran with an MP3 player,' she said. '**40**  Karageorghis is not surprised when I tell him. 'There are many advantages to using your own player, rather than relying on the music on the course,' he says. 'It gives you a constant stimulus, rather than just an occasional one, and you can tailor the playlist to your taste.'

One runner told me there was a direct correlation between the quality of the music on the course and how much it helped. But quality, of course, is subjective. I remember feeling annoyed as I ran past one band playing *Keep On Running*. **41**

Of course, the music was not only there to help runners break their personal bests (although sadly it was unable to help me beat mine), but to provide a sense of occasion, draw out the crowds and create a carnival atmosphere. **42**  As I left, people were beginning to relax after the run, listening to an excellent rock band. It was a fitting way to end the day.