

Use of English **PART 3**

TASK INFORMATION

- In Part 3, you read a text which has eight gaps (plus one example).
- You have to complete each gap correctly, using one word only. This word must be formed from a root word, which you will see in capital letters at the end of the line with the gap (e.g. **ENJOY** → enjoyment).
- Part 3 tests your ability to form words using prefixes (e.g. **LIKE** → dislike), suffixes (e.g. **FRIEND** → friendship), and combinations of words to make compound words (e.g. **FEED** → feedback).
- When you read the text, you need to decide What type of word is needed in each gap. It could be a verb, noun, adjective or adverb (e.g. enjoy, enjoyment, enjoyable, enjoyably).
- You might also need to decide if the word is positive or negative (e.g. active or inactive; agreement or disagreement).
- If the missing word is a noun, you need to decide if it should be singular or plural (e.g. scientist or scientists).
- You should also decide on the form of a verb (e.g. replacing or replaced).
- The spelling must be correct. Both UK and US spellings are allowed.

USEFUL LANGUAGE: IDENTIFYING TYPES OF WORDS

1. Read the following text and decide What type of word is needed in each gap - a verb, noun, adjective or adverb. How do you know?

My uncle was a (1) _____ footballer when he was younger. (2) _____, he had to retire from the game when he was only 28 years old because of a serious knee injury. He says he can see many (3) _____ between his life as a player nearly 30 years ago and the lives of players today. For one thing, the players' (4) _____ levels today are much higher than they were When he was playing. That, together with a good diet and expert medical care, (5) _____ modern footballers to have longer careers. My uncle says he's quite (6) _____ of modern players in this respect, as he is of the money they earn. However, he is glad he never had to deal with social media, which he thinks is one of the (7) _____ of being a well-known player today.

TIP

Try to learn 'word families' - e.g. fortune, misfortune, fortunately, unfortunately.

Look at the words before and after the gap to help you decide what type of word you need. For example, a gap between a verb and a noun needs an adjective - it was an **enjoyable** day. A word at the very beginning of a sentence followed by a comma is usually an adverb - **Suddenly**, there was a loud noise.

2. Use the words from the box below and form new words to fill the gaps in Exercise 1. Remember that you can add prefixes, suffixes or compound words.

able – fit – envy – fortunate – profession - draw – different

USEFUL LANGUAGE: USING PREFIXES AND SUFFIXES

Complete this table. The first row has been completed as an example. Sometimes more than one word is possible, and sometimes a particular form of the word does not exist.

Verb	Noun	Adjective	Adverb
create	creation creator creativity	creative uncreative	creatively
intend	_____	_____	_____
_____	origin	_____	_____
_____	_____	popular	_____
increase	_____	_____	_____
please	_____	_____	_____
_____	_____	kind	_____

USEFUL LANGUAGE: UNDERSTANDING SUFFIXES

1. Here are a few suffixes in English. Complete the table.

Suffix	Function	Meaning	Examples
-er, -or	to make a noun from a verb	<ul style="list-style-type: none"> person who does something object that does something 	thinker, boxer, operator ruler, projector,
-ist	to make a noun, often from another noun	<ul style="list-style-type: none"> people in certain professions people with certain beliefs some musicians 	anarchist, theorist
-tion, -sion	to make a noun from a verb	for many different things	_____
_____	to make a noun from an adjective	often for feelings, qualities and states of mind	sadness, kindness, readiness
-ise / -ize	to make a verb from an adjective	cause to have a quality	modernise
-ment	to make a noun from a verb	process or result of doing something	enjoyment

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_____	to make a noun from an adjective	quality or state of something	modernity, sensitivity
-ship	to make a noun, often from another noun	status	friendship _____
-ify	to make a verb from an adjective or noun	cause to have a quality	notify _____
-ive	to make an adjective from a verb or noun	for many different things	active _____

2. Complete the sentences by using the suffixes from the table in Exercise 1 to change the words in capital letters.

- Craig briefly _____ the discussion that had taken place.
- Helen says she learnt Turkish through total _____ in the language.
- I was surprised at how reasonable the _____ fees at the sports club were.
- The team's success last year was all down to their _____.
- Yolanda was trained as a classical _____.
- One thing that attracts Rosie to physics is the _____ of the subject.
- The economy is good and _____ prospects for young adults are improving.
- The police are still trying to _____ the suspect.

SUMMARY
IMMERSE
MEMBER
DETERMINE
VIOLIN
COMPLEX
EMPLOY
IDENTITY

USEFUL LANGUAGE: ADJECTIVES AND ADVERBS

1. Look at the two examples and then complete the table.

Noun	Adjective	Adverb
tradition	traditional	traditionally
energy	energetic	energetically
function		
drama		
politician		
essence		
sarcasm		
emotion		
controversy		
irony		
nutrition		
enthusiasm		
anecdote		

2. Use the word in capital letters to form either an adjective or an adverb to complete the sentence. Look at the table in Exercise 1 to help you.

- | | |
|---|--------------------|
| 1. I always get _____ when I think about my grandmother. | EMOTION |
| 2. Grace spoke _____ about her experience of travelling in Asia. | ENTHUSIASM |
| 3. In _____ terms, this isn't the best thing to eat, but it's very tasty. | NUTRITION |
| 4. The information in the study was mostly _____ . | ANECDOTE |
| 5. _____, Jenkins was not selected for the national team. | CONTROVERSY |
| 6. Sven has a tendency to sound rather _____ when he speaks. | SARCASM |

ACTION PLAN

- | | |
|--|---|
| 1. Look at the title and read the whole text quickly to get a general idea of the subject. | 5. You will sometimes need to make more than one change. |
| 2. Look carefully at the words before and after each gap and decide what type of word each one needs. | 6. For nouns, check whether they should be singular or plural. |
| 3. Sometimes you will need to read a sentence or a longer section to know what type of word is needed. | 7. For an adjective or adverb, check whether it should have a positive or negative meaning. |
| 4. Look at the word in capital letters to the right of the gap and decide whether to add a prefix or suffix or make some other kind of change. | 8. Make sure you spell the words correctly. |

Follow the exam instructions, using the advice to help you.

<p>ADVICE</p> <p>17. What type of word is often needed before a noun?</p> <p>18. Think about the passive construction in the sentence and what is the appropriate form needed for the word.</p> <p>19. This word is an adjective and will need a prefix and a suffix.</p> <p>20. What type of word will follow 'their'?</p> <p>21. Is a singular or plural word needed here?</p> <p>22. Do you need a verb or a noun here?</p> <p>23. The word after the gap is an adjective, so what type of word is needed here? How many changes will you need to make?</p> <p>24. Here you need a noun that means the process of examining something'.</p>	<p>A. 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). In the exam you write your answers IN CAPITAL LETTERS on a separate answer sheet.</p> <p>EXAMPLE:</p> <table border="1" style="margin-left: auto; margin-right: auto; text-align: center; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">0</td> <td style="padding: 2px 10px;">H</td> <td style="padding: 2px 10px;">I</td> <td style="padding: 2px 10px;">S</td> <td style="padding: 2px 10px;">T</td> <td style="padding: 2px 10px;">O</td> <td style="padding: 2px 10px;">R</td> <td style="padding: 2px 10px;">I</td> <td style="padding: 2px 10px;">C</td> <td style="padding: 2px 10px;">A</td> <td style="padding: 2px 10px;">L</td> <td style="padding: 2px 10px;">L</td> <td style="padding: 2px 10px;">Y</td> </tr> </table> <p>Araucaria trees in South America</p> <p>Large areas of Chile, Argentina and Brazil have (0) been covered by forests of Araucaria, or monkey puzzle trees as they are often called. A valuable source of timber, fuel, resin and nuts for eating, the Araucaria has played a key role in the cultural and (17) development of local communities. However, many of the forests are now (18) by logging and modern farming, and 5 out of the 19 species of Araucaria are (19) The fact is that some forests owe their (20) to humans. A recent study in the region found there had been two major forest (21) The first, 4,500 to 3,200 years ago, was due to climatic changes and higher levels of (22) The second, between 1,400 and 900 years ago, coincided with the development of (23) complex societies in the region. Through excavations and soil (24) , the researchers found that local populations had modified the land, protected seedlings and even planted trees to help the forests grow. The researchers hope their findings will help efforts to conserve the ancient, partly man-made Araucaria forests.</p> <table border="0" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 70%;"></td> <td style="width: 30%;">HISTORY</td> </tr> <tr> <td></td> <td>ECONOMY</td> </tr> <tr> <td></td> <td>THREAT</td> </tr> <tr> <td></td> <td>DANGER</td> </tr> <tr> <td></td> <td>EXIST</td> </tr> <tr> <td></td> <td>EXPAND</td> </tr> <tr> <td></td> <td>MOIST</td> </tr> <tr> <td></td> <td>INCREASE</td> </tr> <tr> <td></td> <td>ANALYSE</td> </tr> </table>	0	H	I	S	T	O	R	I	C	A	L	L	Y		HISTORY		ECONOMY		THREAT		DANGER		EXIST		EXPAND		MOIST		INCREASE		ANALYSE
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REVIEW

Change the following statements about Reading and Use of English Part 3 so that they are true. If you need help, read the Task information on page 65.

1. Part 3 is mainly a test of grammar.
2. You can write either one or two words in each gap.
3. Sometimes the word given in capital letters can be put in the gap without any changes.
4. You need to add a prefix or a suffix, but not both.
5. Only UK spellings are accepted.

USEFUL LANGUAGE: CHOOSING THE CORRECT WORD FOR THE CONTEXT

Choose the correct options to complete the sentences.

1. The **investigation / investigators** into the causes of the economic crisis has been slowed down by personnel changes. (**INVESTIGATE**)
2. Nancy lives in a rather **fashionable / unfashionable** part of town, which isn't very well known and where nothing much happens. (**FASHION**)
3. My grandfather grew up in a remote village which had no gas or **electricians / electricity** - they had oil lamps and cooked on open fires, (**ELECTRIC**)
4. My mother doesn't like it when I spend lots of time playing video games and my father also expresses his **approval / disapproval**. (**APPROVE**)
5. John Maynard Keynes was one of the most influential **economists / economics** of the 20th century. (**ECONOMY**)
6. The **explanation / explanations** didn't really convince me, and I spent a good deal of time trying to find out whether there was any truth in it. (**EXPLAIN**)
7. The students sat quietly writing their history essays and there was very little **action / interaction** between them. (**ACT**)
8. The film-makers are employing experts to make sure that the film provides an **accurate / inaccurate** picture of what ordinary life was like in the 1890s. (**ACCURACY**)

<p>TIP Sometimes more than one noun can be formed from the same root word - e.g. CREATE → CREATOR or CREATIVITY → CREATION. Make sure the word you choose fits the meaning of the sentence. Also, check whether the noun you form should be singular or plural.</p>
<p>TIP Many words have positive and negative forms - e.g. fortunately / unfortunately. The text before and after the gap will help you choose the right one.</p>

USEFUL LANGUAGE: SPELLING CORRECTLY

Find the spelling errors in these sentences and correct them.

<ol style="list-style-type: none"> 1. My sister has a very sucessful marketing business. _____ 2. The French government gave its backing to the initiative. _____ 3. The most expensive restaurants aren't neccesarly the best ones. _____ 4. The negociacions between the two companies have been long and detailed. _____ 5. The enviromental impact of building a new airport is rather worrying. _____ 6. The town has plenty of excellent student acomodation. _____ 7. To say that the event was a disaster is an exageration. _____ 8. Jake says that lots of people responded to the job advertisment. _____ 	<p>TIP There are certain words that students often misspell – make sure you know how to spell those words correctly. Both UK and US spellings are accepted.</p>
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<p>ADVICE</p> <p>17. The word 'this' before the gap indicates that you need a noun here.</p> <p>18. 'public' here is an adjective. What kind of word normally follows an adjective?</p> <p>19. 'most' is used as part of a superlative form, describing animals. What kind of word should follow it?</p> <p>20. What kind of word often goes at the start of a sentence and is followed by a comma?</p> <p>21. What kind of word is likely to be between 'their' and 'prospects'?</p> <p>22. The word before the gap should help you decide what kind of word is needed here.</p> <p>23. You need a noun here which refers to an attitude.</p> <p>24. You need a word that means 'not on purpose'. Your word will need more than one change, including a prefix.</p>	<p>B. 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).</p> <p>In the exam you write your answers IN CAPITAL LETTERS on a separate answer sheet.</p> <p>EXAMPLE:</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="width: 20px; text-align: center;">O</td> <td style="width: 20px; text-align: center;">R</td> <td style="width: 20px; text-align: center;">E</td> <td style="width: 20px; text-align: center;">P</td> <td style="width: 20px; text-align: center;">R</td> <td style="width: 20px; text-align: center;">E</td> <td style="width: 20px; text-align: center;">S</td> <td style="width: 20px; text-align: center;">E</td> <td style="width: 20px; text-align: center;">N</td> <td style="width: 20px; text-align: center;">T</td> <td style="width: 20px; text-align: center;">A</td> <td style="width: 20px; text-align: center;">T</td> <td style="width: 20px; text-align: center;">I</td> <td style="width: 20px; text-align: center;">O</td> <td style="width: 20px; text-align: center;">N</td> <td style="width: 20px; text-align: center;">S</td> </tr> </table> <p>The wild animals we love most</p> <p>(0)of wild animals, such as elephants, tigers and pandas, are everywhere in movies, books and toy stores. But research suggests that this (17) may have a problematic effect on public (18) of how much at risk these animals are in nature. In a survey carried out by French ecologists, people were asked which animals they considered most (19) The top ten were: lions, elephants, giraffes, leopards, pandas, cheetahs, polar bears, wolves and gorillas. (20) , the biggest fans of these animals knew very little about their (21) prospects - the sad truth being that many of them face possible (22) in the coming decades.</p> <p>The researchers suggest that the widespread presence of these animals in popular culture makes people think their populations in the wild are strong, and this may lead to (23) One of the researchers has said that 'companies using giraffes, cheetahs or polar bears for marketing may be contributing (24) to the false idea that animal populations in the wild are secure and not in need of conservation.'</p>	O	R	E	P	R	E	S	E	N	T	A	T	I	O	N	S	<p>REPRESENT</p> <p>POPULAR</p> <p>PERCEIVE</p> <p>CHARISMA</p> <p>IRONY</p> <p>SURVIVE</p> <p>EXTINCT</p> <p>COMPLACENT</p> <p>INTENTION</p>
O	R	E	P	R	E	S	E	N	T	A	T	I	O	N	S			

<p>C. 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).</p> <p>In the exam you write your answers IN CAPITAL LETTERS on a separate answer sheet.</p> <p>EXAMPLE:</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="width: 20px; text-align: center;">O</td> <td style="width: 20px; text-align: center;">E</td> <td style="width: 20px; text-align: center;">V</td> <td style="width: 20px; text-align: center;">I</td> <td style="width: 20px; text-align: center;">D</td> <td style="width: 20px; text-align: center;">E</td> <td style="width: 20px; text-align: center;">N</td> <td style="width: 20px; text-align: center;">C</td> <td style="width: 20px; text-align: center;">E</td> <td style="width: 20px;"></td> </tr> </table>			O	E	V	I	D	E	N	C	E								<p>The world's oldest known bread</p> <p>Archaeologists working at a site in Jordan recently found the oldest reported (0) of bread. Identified by means of new (17) developments involving the magnification of tiny fragments of food, the bread is about 14,400 years old and (18) the advent of agriculture by at least 4,000 years.</p> <p>The (19) was made in a location used, over thousands of years, by early hunter-gatherers. At that time, humans gathered and consumed food for purposes that were (20) nutritional, but archaeologists think the huge effort required to produce bread meant it was probably reserved for special occasions.</p> <p>'The (21) of the ancient remains of burned food in the fire places at this site gives us some (22) useful insights,' said one researcher. 'Bread represents a major Change in eating practices, away from food as merely a source of energy to the (23) of food for social and cultural reasons. We used to think agriculture led to the development of bread, but now we think bread-making, with wild grain, may have influenced the (24) of the practice of growing crops - in other words, the beginning of agriculture.'</p>			<p>EVIDENT</p> <p>METHODOLOGY</p> <p>DATE</p> <p>DISCOVER</p> <p>PRIMARY</p> <p>PRESENT</p> <p>EXCEPTION</p> <p>CONSUME</p> <p>EMERGE</p>		
O	E	V	I	D	E	N	C	E																

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D. 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). In the exam you write your answers IN CAPITAL LETTERS on a separate answer sheet.

EXAMPLE:

0	L	E	N	G	T	H													
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<p>The songs of the bowhead whales Bowhead whales are the second largest whale species after blue whales, and can grow up to 20 metres in (0) About 10,000 bowheads are estimated to live in the Arctic region, but because they spend most of their time under the polar ice, their lives remain an (17) quantity. Recently, however, oceanographers managed to record a group of bowheads producing 184 different musical (18) during a three-year study off the coast of Greenland. Such was the (19) of the songs that the researchers felt inspired to (20) the whales to jazz musicians.</p> <p>Whale songs are not simple mating calls; they are complex musical phrases that are not (21) hard-wired, but have to be learned over a period of time. Only a (22) of mammals — including some bats and apes - are able to vocalise in ways that are (23) to birdsong. Bowheads are particularly impressive in that their songs are never repeated from one year to the next and they appear able to improvise (24) Researchers are now keen to explore why bowheads change their songs so frequently.</p>	<p>LONG KNOW</p> <p>COMPOSE DIVERSE LIKE</p> <p>GENE HAND</p> <p>COMPARE</p> <p>CONTINUE</p>
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E. 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). In the exam you write your answers IN CAPITAL LETTERS on a separate answer sheet.

EXAMPLE:

0	L	I	K	I	N	G													
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<p>Does taste in music reflect personality? If you have a strong (0) for uncomplicated, relaxing and acoustic music, the chances are you will be an extrovert. At least, this is what the (17) of research into the links between musical taste and personality suggest.</p> <p>Psychologists conducted worldwide online surveys with over 20,000 voluntary (18) of different ages and backgrounds. Each volunteer completed a standard test that rates the five main components of personality - openness, extroversion, agreeableness, neuroticism and conscientiousness - and was asked to state their (19) from a selection of 25 pre-categorised musical excerpts.</p> <p>The surveys showed that open personalities liked dynamic music, but were relatively (20) by slow, mellow music. They also revealed that extroverts, who are very (21) and energetic, tended to like unpretentious music. Perhaps (22), agreeable people usually rated most music they listened to highly, (23) of genre, while neurotics did the reverse. Conscientiousness was the only trait which revealed no (24) with musical type. So the researchers concluded that if you know someone's musical taste, you can have a good guess at their personality - and vice-versa.</p>	<p>LIKE FIND</p> <p>PARTICIPATE</p> <p>PREFER</p> <p>IMPRESS TALK PREDICT REGARD</p> <p>CORRELATE</p>
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F. 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). In the exam you write your answers IN CAPITAL LETTERS on a separate answer sheet.

EXAMPLE:

0	E	X	C	E	S	S	I	V	E						
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<p>Too much exercise? How do you stop yourself from doing an (0) amount of exercise? (17), this is a question that doesn't worry too many of us. Health experts are often mocked for changing their advice (18) from one day to the next, but on one thing the message has been constant: the more exercise you do, the better.</p> <p>A major recent study, however, found that while those who exercised regularly felt better than those for whom the norm was (19), people who regularly exercised for more than 90 minutes at a time reported a (20) of their mental health.</p> <p>Personal trainer Liam Shelby believes that exercise is just as important for our mental (21) as for our physical fitness. But he acknowledges there are people who 'don't know their limits and (22) it. Some people I've met, for example, confuse (23) with lacking strength or motivation - and it's not the same thing.'</p> <p>Liam agrees that people can have an unhealthy (24) to exercise. 'Still, for the majority of people, the compelling issue is how to do more exercise, not less.'</p>	<p>EXCEED ADMIT DRAMA</p> <p>ACTIVE WORSE</p> <p>BEING DO TIRED</p> <p>ADDICT</p>
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