

# Reading and Use of English

## 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 believe      B imagine      C dream      D suppose

0	A <input type="checkbox"/>	B <input checked="" type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>
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### The shopping cart

It is difficult to (0) ..... going round a supermarket without a cart, or trolley. Since the 1930s, big stores have (1) ..... customers with some kind of basket on wheels. The shopping cart was in fact (2) ..... by American grocery-store owner Sylvan Goldman in 1936. This first type of cart (3) ..... of a metal frame on wheels which could carry two wire baskets. Customers would place their hand-held baskets on the cart, put their (4) ..... inside them while shopping, and put the baskets on the counter at the check-out.

The shopping cart quickly began to (5) ..... in stores across the USA. Before (6) ..... , supermarket design changed because of them, with goods arranged in rows and narrow checkouts. The cart itself changed, becoming a single unit that could (7) ..... easily inside another cart for storage, and it also became larger. The reason for this was simple: the bigger the cart, it was thought, the (8) ..... things people would buy.

- |   |               |               |               |                |
|---|---------------|---------------|---------------|----------------|
| 1 | A stocked     | B distributed | C contributed | D provided     |
| 2 | A invented    | B composed    | C established | D discovered   |
| 3 | A formed      | B consisted   | C constructed | D manufactured |
| 4 | A preferences | B purchases   | C stocks      | D belongings   |
| 5 | A appear      | B emerge      | C enter       | D invade       |
| 6 | A soon        | B long        | C late        | D far          |
| 7 | A suit        | B match       | C join        | D fit          |
| 8 | A more        | B higher      | C greater     | D further      |

## 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:**

<b>0</b>	W	A	S																
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### Joseph Conrad

The author Józef Teodor Conrad Korzeniowski (**0**) ..... born in 1857. The young Józef read works by Shakespeare, Hugo and Dickens, among (**9**) ....., in his own language: Polish.

Sadly, though, both his parents (**10**) ..... died by the time he was twelve. From then on he was brought up by his uncle, who (**11**) ..... sure he continued to receive a good education.

But Józef's dream was to go to sea. At sixteen he travelled to France in (**12**) ..... to join a ship there. He then sailed the world, meeting many people (**13**) ..... would later appear as characters in his novels. He began working (**14**) ..... British ships, eventually becoming a British citizen and changing his name to Joseph Conrad.

His experiences, particularly in Africa, inspired him to start writing, and remarkably he chose to do so in English, (**15**) ..... the fact that this was his third language. Conrad is now regarded (**16**) ..... one of the greatest novelists of the twentieth century.

### 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	U	N	L	I	K	E	L	Y										
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### Extreme living

Life exists in the most **(0)** ..... places. From freezing mountain tops to deserts where it hardly ever rains, living creatures have made their homes. Perhaps the most **(17)** ..... place on Earth to find life is at the bottom of the ocean. Most **(18)** ..... used to believe the lack of light and extremely high water pressure meant that life was impossible down there, but **(19)** ..... have recently been made of plants and fish near hot water springs at a **(20)** ..... of over 2,500 metres.

Minerals from the springs **(21)** ..... tiny life forms to exist there, and these in turn provide food for larger creatures such as crabs and shrimps, as well as for giant worms that grow to over a metre in **(22)** ..... Other ocean-floor creatures with a different **(23)** ..... include fish which have no eyes – for the very simple reason that in total **(24)** ..... they have no need for them.

- LIKELY**
  
- SURPRISE**
- BIOLOGY**
  
- DISCOVER**
  
- DEEP**
  
- ABLE**
  
- LONG**
- APPEAR**
- DARK**

## 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** Perhaps that man didn't tell us the truth.

### **MIGHT**

That man ..... the truth.

The gap can be filled by the words 'might not have told us', so you write:

Example: 

<b>0</b>	MIGHT NOT HAVE TOLD US
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Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

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**25** After searching for 12 hours, the rescue team managed to find the missing climbers.

### **SUCCEEDED**

After searching for 12 hours, the rescue team ..... the missing climbers.

**26** I've always had a good relationship with my cousins.

### **ON**

My cousins and I have ..... each other.

**27** If your knee's still sore, ask the doctor to examine it.

### **HAVE**

Ask the doctor to ..... your knee if it's still sore.

**28** Carlos wasn't quick enough to win the 100-metres final against the champion.

### **SLOW**

In the 100-metres final, Carlos ..... the champion.

**29** I didn't know we had to pay to get into the club, so I didn't bring any money.

### **SOME**

If I had known we had to pay to get into the club, I ..... money.

**30** Changing class probably did not affect Clara's examination results.

### **EFFECT**

Changing class probably ..... Clara's examination results.

## Part 5

You are going to read an article in which a trade-union learning representative talks about her work. 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**.

### The award-winning learning representative

by Liz Lightfoot

It is now almost 20 years since Nicola Njie was told to go and see the head teacher in the hope that he could persuade her to stay on for the final two years of her secondary education. At a school not known for its academic excellence, her exam grades stood out and her form tutor thought she had considerable academic potential. They told her that she would stand a better chance of a good, well-paid job with further qualifications, but Nicola was unmoved. She wanted to earn money straightaway and to be more independent.

Three years later, she had plenty of time to think of what might have been while she was making pairs of tights at a local factory. But now she has a job she enjoys, a passion for her role as a learning representative for the trade union Unison and an award for the learning rep of the year. In fact, there is not much that Nicola, 35, is not passionate about – her two children, her supportive family, the union and the work she does as a learning representative to encourage people back into education and training. Though the role of a union learning rep is a fairly new position, it has quickly become important as people seek to develop their capacity to do new things and boost their job prospects. The reps seek to raise awareness of the opportunities for learning inside and beyond the workplace, assess the demand for different courses and liaise with employers.

line 36 'Learning has an important role to play in improving people's lives, but many can be put off by bad experiences at school, or because they are not confident of their abilities,' she says. Looking back over her life to date, she regrets, in certain respects, leaving school at 16, but in others she is happy with the way her career is now going. 'I did actually enjoy it – I didn't have a bad experience. The job I really wanted to do was to be a crime-scene officer, so when I left school I contacted the police and said that was what I wanted to do. The person in charge at that time said: "Well, you are a girl and you are 16, so I'm not sure that working in that environment would be appropriate for you".'

His sexist remark, which would nowadays almost certainly lead to a formal complaint, made her even keener to get in. 'I worked on a youth training scheme for two months, then rang them again and told them

what I had done. After that I managed to get on a council training course and worked in the crime-scene department, learning how to dust and match fingerprints. I really loved it, but it wasn't well paid so I decided to go and work in a factory to earn better money, and that was when my education ended,' she says.

Years later, she started work at a power and gas company, and six months after joining a union for the first time she became a learning rep. There was no stopping her. When the regional learning co-ordinator left, Nicola immediately offered her services and was appointed in her place. Last year she was 'amazed' to be voted learning rep of the year.

Her important position within the union has opened doors and given her the confidence to speak to senior managers and address public meetings. 'But for the help from Unison,' she says, 'I would never have stood up in front of the company's chief executive and done a presentation, or spoken in front of 3,000 people at my union conference.'

So far she has been too busy training as a trade unionist to think about herself, but she now has a new challenge in mind. 'What I'd really love to do is a degree,' she says. And the subject? Trade-union studies!

- 31** What do we learn about Nicola's schooldays in the first paragraph?
- A** She eventually agreed to take the advice of the teaching staff.
  - B** She was at a school where most students obtained good qualifications.
  - C** She was once sent out of class because her work was so poor.
  - D** She achieved better results than many other pupils at her school.
- 32** In her role as a learning representative, who does Nicola help?
- A** young people who are thinking of leaving school at 16
  - B** adult employees who wish to improve their skills
  - C** workers who want a position within the trade union
  - D** unemployed people who are looking for a job
- 33** How does Nicola feel about leaving school when she was 16?
- A** Nowadays she realises it was a mistake to leave when she was so young.
  - B** She is glad it enabled her to go straight into the job she had always wanted.
  - C** In some ways she wishes she had continued her education there.
  - D** She thinks she should not have left until she had decided on a career.
- 34** What does 'it' refer to in line line 36?
- A** her career
  - B** being a 16-year-old
  - C** her life so far
  - D** being at school
- 35** What was Nicola's immediate reaction to her rejection by the police?
- A** She became more determined than ever to be accepted.
  - B** She told the police she was going on a youth training scheme.
  - C** She made a complaint to the authorities about discrimination.
  - D** She made up her mind to get a job in a factory instead.
- 36** What has changed for Nicola as a result of becoming a learning rep?
- A** It has prevented her from addressing the union conference.
  - B** It has created a number of opportunities for her.
  - C** It has enabled her to become part of the firm's management.
  - D** It has reduced her need for help from the union.

## Part 6

You are going to read an article about using energy from the sun. 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**.

### Solar energy – the sun’s gift to humanity

*by Andy Groves*

The sun is a huge ball of atomic activity, which emits solar energy in the form of light and heat. This energy travels through space to the planets, providing us with daylight and warmth. It is an incredible free gift. Many thousands of years ago, humans were already using solar energy in a variety of ways. Early civilisations learned, for instance, how to use the sun’s heat for drying meat, fruit or fish to keep them for later eating; the sun baked clay into bricks for building; animal skins were dried for clothing.

Later, when people started living in purpose-built houses, the value of solar energy for heat was understood and eventually became incorporated into the design. In many medieval castles there was at least one room called the ‘solar’ which faced south and had as big a window as could practically be made in those days. **37**

In more recent times, the term ‘solar energy’ has taken on a somewhat different significance. Modern man uses energy in many forms and ever-increasing quantities. Generally, this energy has been obtained from fossil fuels, such as coal, oil or gas, extracted from under the ground or beneath the sea. **38**  Burning them is also having a terrible effect on the environment of our planet.

Because we in industrialised societies have become used to such a high level of energy usage in our everyday lives, the thought of doing without is no longer considered a realistic option. **39**  Fortunately, the good old sun can provide one, and solar energy is becoming crucial to our future requirements.

Solar energy is renewable, non-polluting, available everywhere, is not (yet) owned by anyone or any country and is free. It can be used directly to heat air and so provide heat for buildings in a way that is similar to how greenhouses work. Alternatively, the heat can be collected by solar panels and passed on to heat water for washing or central heating. Light-sensitive devices can convert the light from the sun into electricity. **40**  Initially, it was mainly used for pocket calculators, but now it powers radios, pumps, lights, and even cars.

Electricity generated from solar energy can bring power to remote areas and, together with some form of storage, such as a battery, can provide lighting for individual houses or run machinery on farms. **41**  To cover more extensive areas, some companies and local authorities are now using large numbers of cells to collect and convert solar energy. Some installations are large enough to provide power for a whole town.

The sun sends its solar energy to Earth at a huge rate, every day of the year. Much of this is absorbed by our dense atmosphere, the oceans and the land, or reflected back into space by the polar ice caps. **42**  So much, in fact, that it is estimated the sun provides as much energy in one hour as the world’s population uses in a year. This is one great gift and we should make sure we use it well.

- A** It is very much cheaper to install than laying the miles of electric cables that would be needed to ensure a mains supply.
- B** These natural resources, we now realise, are not going to last forever.
- C** Lots of it, however, still gets through to us.
- D** Clearly, alternative sources of energy are needed.
- E** The water was then heated by solar power and used as a form of central heating.
- F** It was one place where our ancestors could be warm, thanks to the sun.
- G** This process enables solar power to drive an increasingly wide range of appliances.

## Part 7

You are going to read a magazine article in which four people talk about long-distance bus journeys in different parts of the world. For questions **43–52**, choose from the sections (**A–D**). The people may be chosen more than once.

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

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### Which person

had to begin their journey outside the city centre?

43	
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was uncomfortable because of a lack of space?

44	
----	--

was given a free drink?

45	
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briefly felt unwell during the journey?

46	
----	--

had nobody sitting next to them during the whole journey?

47	
----	--

found the temperature on the bus slightly uncomfortable?

48	
----	--

paid a cheap student fare?

49	
----	--

did not have to buy a new ticket every time they travelled?

50	
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was surprised that the view from the bus was interesting?

51	
----	--

paid less for their ticket because of when they travelled?

52	
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## Travelling by bus

### A Amir Omesh

I'd bought my ticket from downtown Mexico City to Oaxaca several days in advance, with my return scheduled 48 hours later on a domestic flight as I only had a few days of my holidays left. As I boarded the bus they gave me a complimentary sandwich, which I thought was a nice touch, and we set off right on time. And although it seemed to take ages to get through the rush-hour traffic, once we were clear of the city we really got moving. It was quite a luxurious vehicle, though the air-conditioning was, if anything, a little too efficient and I had to put a cardigan on. But I enjoyed the fast, smooth ride along the highways that took us through some unexpectedly fascinating countryside in the scorching summer heat, and I was able to practise my Spanish with some friendly fellow passengers.

### B Susana Montero

I caught the bus to Istanbul from the outskirts of one of Turkey's larger provincial cities, as inter-city services are not allowed downtown for environmental reasons. Once I had shown my ticket, my backpack was scanned airport-style and then stowed away to be collected at my destination. My seat was comfortable, and although I had booked too late to get a cheap student fare, I had a woman's ticket, which meant the seat alongside mine would either have to be taken by another woman or left unoccupied. In the event, it remained empty. During the journey, the attendant served everyone a delicious Turkish tea, and there was no charge for that. It was pleasantly warm on board, but whenever I stepped off for one of the four-hourly breaks I was reminded just how freezing cold it can get in Anatolia in winter.

### C Luke Morgan

Before I flew to Australia, I was able to get bus tickets at a reduced rate because I'm in full-time education, and the first one was for the journey right across the country from Darwin to Adelaide and back. I could stop off where and when I liked and pick up a later bus along the same route, which was just as well as it was a 6,000-kilometre round trip. The buses were very smart, with nice soft reclining seats, although I've got long legs and there wasn't enough room for me to stretch out in front. So I was glad to walk around a bit each time we stopped. On one of those breaks, I was having a good chat with some guys who worked on a nearby farm, when suddenly I saw the bus was about to leave and I had to run for it. That was a pity, because they'd just offered to buy me a coffee!

### D Hao Yeung

Although it was more expensive than a student ticket, there was a reduction as I was going midweek, so I paid just \$15 at the terminal in Denver. Within 15 minutes I was boarding. It was a modern vehicle, with huge windows that enabled travellers to take in the scenery. And this was a particularly spectacular route: climbing up through the Rocky Mountain National Park to a height of 3,700 metres, with deep snow on either side of the road. Some passengers complained of dizziness when we reached that altitude, and I must admit that at one point it affected me, too. But that soon passed, and I was quite pleased when another passenger came and sat next to me to chat for a while. Later on I had a good sleep, although the rows of seats were rather close together and somebody taller than me might have found there was not enough legroom.