

# Test 3

## PAPER 1 READING (1 hour 30 minutes)

### Part 1

For questions 1–18, read the three texts below and decide which answer (A, B, C or D) best fits each gap.

Mark your answers on the separate answer sheet.

#### Metals

It may have been a wish for self-adornment that (1) .... the interest of Stone Age people in metals. Sitting by the side of a river, waiting for a fish to come within a spear's throw, or just (2) .... away a moment, one of our early ancestors might have happened upon a shiny yellow pebble and plucked it off the river (3) .... It did not have the feel of stone, but it was attractive. In such a way, one could (4) .... that gold entered the lives of primitive people.

(5) .... the malleability of the metal, it very soon became a much sought-after material. Copper may also have been discovered by accident, and once the value of copper tools was realised, the search for its ores and for ways of getting the copper out of them was (6) .... with vigour. Thus, metalworking was added to our ancestors' battery of life-enhancing accomplishments.

- |                |             |              |             |
|----------------|-------------|--------------|-------------|
| 1 A aroused    | B enlivened | C cultivated | D incited   |
| 2 A passing    | B idling    | C occupying  | D employing |
| 3 A track      | B bed       | C floor      | D path      |
| 4 A conjecture | B disclose  | C fabricate  | D prophesy  |
| 5 A Providing  | B Thanks    | C Given      | D Resulting |
| 6 A raced      | B chased    | C tracked    | D pursued   |

#### St Ives

There was silence as we (7) .... our bags down the winding, cobbled lane that led to the heart of town, (8) .... double against the force eight gale and trying in vain to avoid the icy waves that (9) .... over the promenade. There was no one on the streets and the shutters in every cottage on

the waterfront were bolted tight against the battering. We had watched the weather worsen as we chugged into St Ives on the tiny single-track railway. As the ominous grey skies (10) .... in, visiting Cornwall in the off-season – without a car – no longer seemed such a good idea. I had (11) .... my friend into joining me with the (12) .... of walks along the beautiful Cornish coast, and snug evenings, toasting ourselves before open fires.

- |                |             |              |            |
|----------------|-------------|--------------|------------|
| 7 A lugged     | B clambered | C grabbed    | D lumbered |
| 8 A leant      | B bent      | C sloped     | D borne    |
| 9 A smashed    | B engulfed  | C splattered | D erupted  |
| 10 A folded    | B came      | C closed     | D blew     |
| 11 A drawn     | B lured     | C trapped    | D led      |
| 12 A provision | B project   | C proposal   | D promise  |

#### Computer Modelling

The problem with studying the past is that it is past. The people who (13) .... in times of peace and plenty and struggled through conflict and drought are long dead. The forces that (14) .... them to settle here or move there, that brought them together as families and clans, villages and cities, have (15) .... from memory. Archaeology provides (16) .... and clues, but we cannot test our hypotheses with experiments on cultures living or dead. We cannot rewind the tape and watch a replay of the past. Then again, perhaps we can.

Computer modelling allows us to recreate prehistoric landscapes and environments and (17) .... them with virtual communities – digital creations with some of the needs, independence and capabilities of real-world humans. We can establish (18) .... of conduct and replicate social units. Then we can turn down the rainfall – or turn up the population – and watch how this cyber-culture and its artificial people react.

- |                |            |             |             |
|----------------|------------|-------------|-------------|
| 13 A endured   | B enriched | C prevailed | D prospered |
| 14 A sought    | B made     | C drove     | D chose     |
| 15 A dissolved | B faded    | C lapsed    | D slipped   |
| 16 A hints     | B tips     | C prompts   | D cribs     |
| 17 A fulfil    | B inhabit  | C populate  | D settle    |
| 18 A etiquette | B ways     | C manners   | D rules     |

PAPER 3 USE OF ENGLISH (1 hour 30 minutes)

Part 1

For questions 1–15, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0).

Write your answers in CAPITAL LETTERS on the separate answer sheet.

Example: 0 A

Water on the moon

As (0) ..... result of the recent discovery of lunar water, the moon has suddenly become a far more interesting place for investors, (1) ..... must now view the long-term prospects with optimism. The last manned mission to the moon drew (2) ..... a close in 1973, (3) ..... two astronauts from *Apollo 17* climbed back into their lunar module, (4) ..... collected a lot of moonrock, but bereft (5) ..... any future plans. Now the moon shines brighter for astronauts and scientists alike, (6) ..... to the existence of (7) ..... might be billions of tonnes of water at (8) ..... poles.

There is (9) ..... high-tech substitute for water in space exploration. To support the international space station, (10) ..... has cost at least \$100,000 a day to send water (11) ..... orbit. Not (12) ..... would lunar water cut these costs, but it would additionally be used for rocket fuel, (13) ..... two components, liquid hydrogen and liquid oxygen, are the elements found in water.

Scientists are particularly excited (14) ..... , given the absence of an atmosphere, lunar water has never been recycled and they believe, therefore, that it (15) ..... very well hold clues to the formation of the solar system itself.

Part 2

For questions 16–25, 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 space 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 CHALLENGING

ANTHROPOLOGY

One of the most (0) *challenging*... aspects of the science of anthropology comes from its fieldwork. Certainly, in its (16) ..... as a profession, anthropology was distinguished by its concentration on so-called 'primitive societies' in which social (17) ..... appeared to be fairly limited and social interaction to be conducted almost (18) ..... face-to-face. Such societies, it was felt, provided anthropologists with a valuable (19) ..... into the workings of society that contrasted with the many complexities of more highly developed societies. There was also a sense that the ways of life represented by these smaller societies were rapidly (20) ..... and that preserving a record of them was a matter of some urgency.

The (21) ..... of anthropologists to the first-hand collection of data led them to some of the most (22) ..... places on earth. Most often they worked alone. Such lack of contact with other people created feelings of intense (23) ..... in some anthropologists, especially in the early stages of fieldwork. Nevertheless, this process of (24) ..... in a totally alien culture continues to attract men and women to anthropology, and is (25) ..... the most effective way of understanding in depth how other people see the world.

CHALLENGE  
INFANT

INSTITUTE  
EXCLUDE  
SEE

APPEAR

COMMIT  
ACCESS

LONELY  
IMMERSE

DENY

Part 4

For questions 32–39, 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 **three** and **eight** words, including the word given.

Here is an example (0).

Example:

0 Do you mind if I watch while you paint?

**objection**

Do you ..... you while you paint?

0 have any objection to my watching

Write **only** the missing words **on the separate answer sheet.**

32 The news of the merger came as a complete surprise to the workers.

**aback**

The workers ..... the news of the merger.

33 Everybody in the audience stood to applaud the actor's performance.

**standing**

The actor was ..... for his performance.

34 Do phone us when you arrive at the airport, even if it is late.

**how**

No ..... is when you arrive at the airport, do phone us.

35 It was obvious that Andrew was completely unaware of what was happening.

**idea**

Andrew obviously had ..... on.

36 I seem to have been in this queue for hours.

**joined**

It seems like ..... this queue.

37 Would it be possible to speak to you in private for a moment?

**having**

Is there ..... word with you?

38 There is a remarkable similarity in how the two sisters dress.

**alike**

The two sisters ..... way they dress.

39 What explanation can we offer for this sudden drop in temperature?

**account**

How ..... temperature has suddenly dropped?

# Test 3 Key

## Paper 1 Reading (1 hour 30 minutes)

Part 1 (one mark for each correct answer)

1 A 2 B 3 B 4 A 5 C 6 D 7 A 8 B 9 A  
10 C 11 B 12 D 13 D 14 C 15 B 16 A  
17 C 18 D

Part 2 (two marks for each correct answer)

19 C 20 A 21 B 22 A 23 B 24 D 25 B 26 D

Part 3 (two marks for each correct answer)

27 G 28 E 29 B 30 H 31 D 32 A 33 C

Part 4 (two marks for each correct answer)

34 A 35 C 36 C 37 D 38 B 39 C 40 B

## Paper 2 Writing (2 hours)

### Task-specific mark schemes

### Question 1: Employment in the future

#### Content

#### Major points:

- Discussion of:
- whether or not unemployment will continue to rise as a result of the increasing use of machines/computers and the need for profits
  - whether or not new developments will create new job opportunities
  - the writer's own viewpoint on the matter

#### Range

Language for expressing and supporting opinions, and for reaching conclusions.

#### Appropriacy of register and format

Formal essay-type register.

Register appropriate to the writer's role as a student.

#### Organisation and cohesion

Clear organisation of points. Adequate use of linking and paragraphing

Logical development of argument and clear conclusion(s).

#### Target reader

The tutor would understand the writer's viewpoint.

### Question 2: 'Healthy Lifestyles for the Young' magazine

#### Content

Should discuss possible coverage of health and lifestyle issues, and ideas for interesting content for young people.

Organisation of different types of articles, presentation, style.

#### Range

Language for describing.

Language for analysing.

Language for hypothesising and recommending.

#### Appropriacy of register and format

Proposal format – may make use of clear section headings.

Register appropriate to semi-formal relationship.

#### Organisation and cohesion

Well-structured sections.

Clear presentation of ideas.

Clear linking and paragraphing.

#### Target reader

Would understand what the writer is proposing.

### Question 3: Protecting endangered animals, birds and plants

#### Content

Description of why forms of nature and wild life are endangered, and concrete suggestions for helping to protect them.

#### Range

Language of description, analysis and suggestion.

#### Appropriacy of register and format

Register and format appropriate for a letter to a magazine. Register must be consistent.

#### Organisation and cohesion

Early reference to reason for writing. Clear organisation of points. Adequate use of linking and paragraphing.

#### Target reader

Readers would have a clear idea of the writer's suggestions for saving endangered species.

### Question 4: 'Good Neighbours'

#### Content

Description of a difficult situation.

How the neighbour helped out.

Conclusions about what makes a good neighbour.

#### Range

Language of description and narration.

*Appropriacy of register and format*

Register appropriate for a popular magazine.  
Article format could lend itself to headings.

*Organisation and cohesion*

Clear development of description and narration.  
Adequate use of linking and paragraphing.

*Target reader*

Would be interested in reading the story of the event, understand why the neighbour was so appreciated by the writer and what, in the opinion of the writer, makes a good neighbour.

**Question 5(a): The Accidental Tourist**

*Content*

Clear reference to the book chosen.  
Description and analysis of reasons for the failure of the marriage of Sarah and Macon. Evaluation of whether Macon's comment is true or not.

*Range*

Language of description, narration and evaluation.

*Appropriacy of register and format*

Neutral article.

*Organisation and cohesion*

Clear presentation and development of ideas. Appropriate linking and paragraphing. Clear conclusion.

*Target reader*

Would understand the viewpoint of the writer and have a clear idea of the reasons for the failure of the marriage of Sarah and Macon.

**Question 5(b): The Day of the Triffids**

*Content*

Clear reference to the book chosen.  
Evaluation of whether the statement is true or not.  
Description of what the triffids are and what they do, and reference to other characters and how they respond to the situation.

*Range*

Language of description, narration, comparison and evaluation.

*Appropriacy of register and format*

Formal letter appropriate for a literary magazine. Register must be consistent throughout.

*Organisation and cohesion*

Clear presentation and development of ideas with appropriate linking of paragraphs from the introduction to the main body of the letter. Clear conclusion.

*Target reader*

Would be clear about the writer's viewpoint on the matter.

**Question 5(c): Our Man in Havana**

*Content*

Close reference to the book chosen.  
Description of the portrayal of Wormold as a secret agent, and an analysis of how far the novel is a typical spy story.

*Range*

Language of description, narration, analysis and evaluation.

*Appropriacy of register and format*

Review with register and format appropriate to the Arts Section of a newspaper.  
Register must be consistent throughout.

*Organisation and cohesion*

Clear presentation and development of ideas. Appropriate paragraphing and linking. Clear conclusion.

*Target reader*

Would be informed about the book and the portrayal of Wormold as a secret agent, and how far the novel is a typical spy story.

**Paper 3 Use of English** (1 hour 30 minutes)

**Part 1** (one mark for each correct answer)

1 who 2 to 3 when 4 having 5 of 6 due / thanks / owing  
7 what 8 its / the 9 no 10 it 11 into 12 only  
13 whose 14 because / as / since 15 could / may / might

**Part 2** (one mark for each correct answer)

16 infancy 17 institutions 18 exclusively 19 insight  
20 disappearing 21 commitment 22 inaccessible 23 loneliness  
24 immersion 25 undeniably

**Part 3** (two marks for each correct answer)

26 reflection 27 bear 28 stage 29 line 30 volume 31 moved

**Part 4** (one mark for each correct section)

32 were (completely) taken (1) + aback (completely) at / by (1)  
33 given (1) + a standing ovation (1)  
34 matter (1) + how late it (1)  
35 no idea (of) what (1) + was going (1)  
36 (many) hours (have passed) since OR (many) hours ago that (1) + I (first) joined (1)  
37 any / a likelihood / possibility / chance (1) + of (my / me) having a (private / quiet) (1)  
38 look / are (remarkably / very / incredibly) alike (1) + in the (1)  
39 do / can we account for (1) + the fact that the / the way (that) the / why the (1)