

## Reading and Use of English

### Part 1 Multiple-choice cloze

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).

**Example:**

- o A let      B find      C have      D get

#### Playgrounds for the elderly

Grandparents often (0) ..... themselves taking their grandchildren to the local playground, and usually they sit on benches while the kids race around on the swings and roundabouts. But before long, it could be the other (1) ..... round, and children will be taking the old folk to their own playground. Then it will be their (2) ..... to sit while their grandparents amuse themselves on machines (3) ..... designed to exercise older limbs and muscles.

Outdoor senior playgrounds are now (4) ..... up all over the world with the (5) ..... of encouraging older people to exercise in a fun, safe and effective way. The machines are designed to be non-scary and used with (6) ..... clothes and shoes rather than gym outfits. Most over-60s have not grown up with modern-style gyms, and they can feel (7) ..... by the atmosphere of serious training and super-fit bodies. As a result, they mostly stay (8) ..... from them. The senior machines are different, as everybody using them will be over 60s themselves.

- |               |            |             |             |
|---------------|------------|-------------|-------------|
| 1 A side      | B end      | C part      | D way       |
| 2 A turn      | B case     | C spell     | D post      |
| 3 A exactly   | B utterly  | C specially | D precisely |
| 4 A springing | B rushing  | C bursting  | D emerging  |
| 5 A point     | B view     | C aim       | D plan      |
| 6 A usual     | B standard | C routine   | D ordinary  |
| 7 A denied    | B excluded | C dismissed | D removed   |
| 8 A apart     | B out      | C away      | D off       |

## Reading and Use of English

### Part 2 Open cloze

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.

*Example: (0) TO*

#### **A different kind of CV**

Recently, Jeff Scardino took a very novel approach **(0)** ..... job hunting. He produced a totally honest CV that highlighted **(9)** ..... his successes, but rather all the failures in his career. He didn't actually want a new job but decided to write **(10)** ..... he called the 'Relevant Resume' as an experiment. Using two different names, he sent both a regular CV **(11)** ..... the Relevant Resume to ten companies. The results were astounding. He got one response and zero meeting requests from the regular CV. **(12)** ....., he received eight responses and five meeting requests from the other CV. 'People seem to like a fresh approach,' he explains.

**(13)** ..... that mean that a good CV is now a negative CV? 'Perhaps,' says Janet Moran, founder of the resume service, The CV House. 'Ultimately, you want to write something **(14)** ..... sets you apart.' It is, she admits, a risky approach, 'but **(15)** ..... the right person reads it, it could **(16)** ..... you seem confident, humorous and interesting.'

# Reading and Use of English

## Part 3 Word formation

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**.

*Example: (0) ACCORDING*

### Watching TV seriously harms exam results

Watching television for long periods has a negative effect on exam results, (0) ..... to a recent study.

**ACCORD**

The scientists stress that what they found was an association, not (17) ..... of a causal link. However,

**PROVE**

they have ruled out any influence of (18) .....

**POOR**

or wealth, as the students (19) ..... came

**CONCERN**

from a diverse range of social backgrounds. Lead researcher

Dr Kirsten Corder, from Cambridge University, explained:

‘Television, computer games and internet use were all found

to be (20) ..... to academic performance,

**HARM**

but TV viewing was the most detrimental.’

The research was part of a wider study looking at different factors

affecting the (21) ..... health, well-being and

**MIND**

academic achievement of teenagers as they make the journey

to (22) ..... The scientists measured activity

**ADULT**

levels of the (23) ..... using heart rate and

**PARTICIPATE**

movement sensors attached to their bodies. They also questioned

the students about how much time they spent in front of the TV or

computer screens, and how long they spent doing homework, or

reading for (24) .....

**PLEASE**

# Reading and Use of English

## Part 4 Key word transformation

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). Write only the missing words IN CAPITAL LETTERS.

**Example:**

0 He watched videos on his computer all afternoon.

**WHOLE**

He spent THE WHOLE AFTERNOON WATCHING videos on his computer.

25 I had never visited a city that was so big before.

**VISIT**

It was my ..... big city.

26 We've used up all the paper for the printer.

**LEFT**

There isn't ..... for the printer.

27 Can you tell me your decision as soon as possible, please?

**KNOW**

Can you ..... your decision is as soon as possible, please?

28 Carl's boss told him that the delay was his fault.

**RESPONSIBLE**

Carl's boss accused ..... the delay.

29 Because of the weather, I didn't walk, I drove.

**INSTEAD**

Because of the weather, I drove ..... foot.

30 Who suggested organising this fantastic event?

**IDEA**

Who came ..... organising this fantastic event?

## Reading and Use of English

### Part 5 Multiple choice

You are going to read a newspaper article about a series of children's stories. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

#### **The continuing success of Thomas the Tank Engine**

On December 25, 1942, a two-year-old boy named Christopher received a model steam locomotive. Handmade by his father, the Rev Wilbert Awdry, the blue-painted train incorporated a sawn-off broomstick for the boiler, a tube of metal for the chimney and flattened-out carpet pins for wheels. On its side, Awdry had inscribed a gold number 1 and the letters NW, a little joke to himself (the engine was not part of any railway company and the letters stood for 'nowhere'). 'I played with it for a while,' recalls Christopher Awdry, now in his 70s, 'and at some point, apparently, I said, "Can you tell me a story about my engine?"' His father, who had been inventing stories about steam engines to keep Christopher amused during a recent bout of measles, said, 'Yes, I can make up a story, but before I do, it has to have a name. Why don't we call it Thomas the Tank Engine?'

Two and a half years after that, the opening instalment in a collection of children's books called *The Railway Series* made its first appearance on British high streets. And over 70 years later, versions of that same train, now manufactured in China on behalf of Mattel, the world's second-largest toy company, sell in their millions everywhere from Tokyo to Mexico City. In the UK alone, where Awdry wrote 26 *Railway Series* books before retiring in 1972, there are now about 1,600 Thomas & Friends products – from lunchboxes and yoghurts to puzzles, duvet covers, walkie-talkies, potties and iPad apps. A toy engine of some description – whether it's Thomas or one of his many 'friends', puffed-up Gordon, say, or the 'dockside diesel' Salty – is sold every two seconds somewhere in the world, and the television series is currently broadcast to more than a billion households in 300 territories each week, including Britain.

Yet if you ask parents what the appeal of the stories is, many will shake their heads in bewilderment. Compared with other, more recent children's creations, the *Thomas & Friends* books and television programmes seem hopelessly anachronistic. The central characters are steam trains, after all, a form of transport that had its heyday in the mid-19th century. The fictitious Island of Sodor, where the stories are set, feels like a world untouched by modern life, and the dialogue itself is repetitious, insufferably earnest and filled with outdated language. There are certainly none of the subtle jokes and winking references for adults which abound in other programmes.

What's more, Thomas doesn't seem to relate to modern concepts of parenting. The Island of Sodor is a hierarchical society, in which the Fat Controller (the father figure) rules unopposed and the engines (his 'children') are punished whenever they step out of line. To many liberal parents, it seems to hark back to an age when children were seen but not heard. But far from being an unfortunate hangover from the 1940s world in which Thomas was born, it is this very unfashionableness that may be the key to its success.

'There is something traditional about Thomas the Tank Engine,' says Dr Aric Sigman, a psychologist who has researched the impact of television on children and who has published several books including the parenting manual *The Spoilt Generation*. 'But whether that's a bad thing or not is open to debate. I see a lot of young children and they like rules. Not to be treated in an authoritarian way, not at all, but children feel comfortable when there are boundaries. It makes them feel relaxed and it's very important for child development.'

And what about the criticisms that it is moralistic and stuck in the past? Sigman points out that Sodor has many of the elements children like to see within their own homes and communities. 'It's a relatively safe world where there is camaraderie, natural justice, routine and structure. The trains go from A to B along a track. It's a linear progression, and although there are hindrances, they are always resolved. These are easy concepts for children to understand.'

- 31 What do we learn about the engine Christopher received in 1942?
- A Christopher was not very interested in it at first.
  - B His father had not given it a name before Christopher received it.
  - C His father had had great difficulty in constructing it.
  - D Christopher had been expecting to receive it as a present.
- 32 What does the writer emphasise about the success of Awdry's creation in the second paragraph?
- A how big it is
  - B how unexpected it was
  - C how quickly it happened
  - D how lucky it is
- 33 In the third paragraph, the writer says that one reason why the continuing success of the stories is surprising is that
- A they are more complex than most modern stories for children.
  - B they do not contain elements that are intended to amuse parents.
  - C the characters in them are machines, not people.
  - D there is often more dialogue than action in them.
- 34 The writer says that some parents may regard the stories as
- A having a bad influence on children.
  - B giving children a confusing view of adult behaviour.
  - C reflecting accurately their own behaviour as parents.
  - D presenting an unacceptable way of treating children.
- 35 Dr Aric Sigman says that the traditional nature of the stories
- A causes some children to have difficulty following them.
  - B makes them particularly suitable for children's television.
  - C provides children with something they need.
  - D might cause some children to become upset.
- 36 In response to criticism of the stories, Sigman says that
- A their emphasis on morality is their most important characteristic.
  - B they describe the sort of problems children have in their everyday lives.
  - C the fact that they are set in a past world is not relevant.
  - D it indicates a misunderstanding of what the stories actually contain.

**Reading and Use of English**

**Part 6 Gapped text**

You are going to read a newspaper article about a successful disabled climber. 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.

**The rock climber with one leg and a determination to reach the top**

Born with one leg, the 21-year-old Phil Mitchell is the star of the British Paraclimbing Team and practises a sport that demands tenacity, strength and the capacity to ‘get battered quite a lot’. Mitchell first visited a climbing wall three years ago and instantly fell in love with the sport. But despite his success in the competitive arena, the climber’s true passion is exploring the great outdoors. ‘The variety of outdoor climbing appeals to me much more than the sport climbs,’ says Phil. **37**  I really like that variety, and I don’t limit myself because otherwise you can’t climb using different styles and techniques.’

Mitchell has a tight friendship circle, all of whom spend their free time traversing the UK in search of the perfect climb. Friendship is clearly very important to the young climber, and the camaraderie of his fellow climbers is what helps him continuously work on ways to conquer the limitations of his disability. ‘I think that’s what happens with all friendship groups – you push each other. And yes, it’s sometimes frustrating because I’m missing a leg, but then there’s the challenge to get around it, to work past it and push harder. I just think that when I complain, I’m being childish. **38**  But I’ve never got really annoyed, I’m just stubborn. I’ll only give up when I am utterly beaten – when I’ve tried every single way and it’s still not working.’

Paraclimbing gives disabled individuals the chance to experience their sport in a competitive environment. ‘There are three competitions on the GB Paraclimbing Circuit,’ Mitchell explains. ‘One in London, one in Newcastle and one in Manchester. You have to complete three sport climbs and three boulder problems, and the way they score it is pretty simple. Each hold has a value up to 100. **39**

However, like many events in the Paralympics, slight differences in disabilities create problems when the competitors have to be placed into categories, says Mitchell. ‘Although I’m a full leg amputee, my best friend – who has brain damage – competes in the same category as me, despite the fact that he has four contact points and I only have three. **40**  So presumably as more people discover paraclimbing, the categories will be refined.’

The young man clearly doesn’t view his disability as such, instead approaching his climbing with the same attitude as any other sportsman. ‘Everybody is physically different, for instance, some people are too short to make certain moves. And that’s all that I am really, just not physically suited to some moves. **41**  Everyone’s different, and you just have to learn to work with what you’ve got.’

Mitchell’s injury rate certainly reflects his talent for climbing. ‘I haven’t hurt myself much, though I really quite badly injured my ankle last year when I fell and landed between the two crash mats rather than on them. **42**  But you’ve just got to be brave and pick yourself up, because you get battered quite a lot, and that’s really just part of the sport.’

- A All climbers are like that though, so I don't think it's specific to me having just one leg.
- B I was out for a while after that.
- C That's a common misunderstanding about what paraclimbing involves.
- D That you can be climbing around on really small ledges one week and then scaling stone rock the next week, that's great.
- E On the other hand, I'm better suited to certain actions than people with no disabilities.
- F They argue that the system is set up this way because there aren't enough people competing.
- G The further up you get, the more holds you use and the more points you get.



## Reading and Use of English

### Part 7 Multiple matching

You are going to read a newspaper article about various national parks in the United States. For questions 43–52, choose from the parks (A–D). The parks may be chosen more than once.

**Of which national park does the writer mention**

- |  |                                |
|--|--------------------------------|
| a reason why a certain rule in the park is logical?                          | <b>43</b> <input type="text"/> |
| a reason why the place changed from one official category to another?        | <b>44</b> <input type="text"/> |
| the large variety of different types of environment to be found there?       | <b>45</b> <input type="text"/> |
| creatures that cannot be found anywhere else?                                | <b>46</b> <input type="text"/> |
| a belief that visitors may initially feel that it is not a remarkable place? | <b>47</b> <input type="text"/> |
| particular places within the park where certain creatures might be spotted?  | <b>48</b> <input type="text"/> |
| surprise at the low number of visitors the place attracts?                   | <b>49</b> <input type="text"/> |
| a historical difference between this park and other national parks?          | <b>50</b> <input type="text"/> |
| something that can always be seen by visitors when they are there?           | <b>51</b> <input type="text"/> |
| advice to bring a certain piece of equipment?                                | <b>52</b> <input type="text"/> |

**A**

**Channel Islands, California**

Though Channel Islands National Park lies just 11 miles off the southern California coast, less than an hour away by boat, few people actually venture to this undeveloped, eight-island chain (five comprise the national park). What they're missing: a sublime throwback to California of old, where craggy arches, spindly spires and grassy hills jut up from the Pacific, without a car or mobile phone in sight. What makes Channel Islands even more special are its plants and animals – more than 150 endemic or unique species have earned it the nickname 'North American Galapagos'. This is the only place in the world you'll see, for example, island fox, island deer mouse and yellow-blooming coreopsis. Just as amazing is the life in the surrounding waters: more than 30 species of sea animals – sea lions, elephant seals, whales – cavort about. Of special note: the largest aggregation of blue whales in the world convenes here every summer.

**B**

**Pinnacles, California**

One second you're driving along a two-lane road just two hours south of San Francisco, enjoying pretty, chaparral-carpeted hills. The next, out of nowhere, looms the sky-high castle of jagged, red-rock spikes and monoliths belonging to America's newest national park. Upgraded from national monument to national park in 2013 due in part to its important condor recovery program, Pinnacles is little trekked and little known – one of the best reasons to visit. Its postage-stamp size, just 26,606 acres, makes it manageable in a day. Strike out on more than 30 miles of trails ranging from easy to arduous and venture into pitch-black, bat-inhabited caves (take a headlamp). And always keep an eye out for condors, those prehistoric-looking raptors with wingspans reaching up to 10 ft; their favourite haunts include High Peaks in the early morning or early evening or along the ridge just southeast of the campground.

**C**

**Denali, Alaska**

Only one road accesses six-million-acre Denali, a single, mostly unpaved, 92-mile strip that opens up dramatic views of the subarctic wilderness – and perhaps offers the best chance to experience wildlife of any national park. No cars are allowed beyond Mile 15; everyone must jump aboard a shuttle bus. This is a good thing, given the road's precipitous, winding nature (and the temptation to keep peering at the ever-more-dramatic landscape). A constant companion on the horizon are the massive, snow-capped peaks of the Alaska Range, topped by the surreal, 20,320-ft Denali (also known as Mount McKinley), North America's tallest mountain. Along the way, keep an eye out for sightings of the park's 'big five', Alaska style: moose, caribou, sheep, wolf and cinnamon-coloured Toklat grizzlies. At the end of the road awaits Wonder Lake, with stunning reflections of Denali on clear-sky days.

**D**

**Everglades, Florida**

At first glance, Florida's Everglades does not impress. Its centrepiece is a miles-wide river at most just a few inches deep that creeps through expansive green-brown sawgrass from Lake Okeechobee to Florida Bay. That's not the grandeur one might expect from a national park. But take a closer look and you'll discover that this seemingly nondescript, low-lying, subtropical land, actually comprising several different ecosystems (sawgrass prairie, jungle-like hammock and mangrove swamp), is not quite so dull. Indeed, these million-plus acres of wetlands harbour 200 types of fish, 350 species of birds, 120 different kinds of trees and more than 1,000 kinds of plants – and that's just for starters. Everglades was founded in 1947 to preserve this unique jumble of ecosystems, the first national park established for the sake of flora and fauna rather than geologic scenery.