

PAPER 1 Reading and Use of English

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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 quantity B piece C unit D part

0	A	B	C	D
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Essential tips

Question 2: Which of the four verbs collocates with *weight*?

Question 5: Look at the context. Is it a good thing that diets don't work for most people? Does the missing word have a positive or negative meaning?

Question 6: Which of the four nouns can be followed by the preposition *to* and a gerund?

Going on a diet

A calorie is a (0)..... for measuring the amount of energy food will produce. The average person needs about 1,800 calories per day to stay healthy. Without energy, the heart cannot (1)..... blood through blood vessels and the organs cannot function.

You (2)..... weight because you consume more calories a day than your body requires. The only way to lose weight is to (3)..... the number of calories you consume. This is the basic (4)..... behind most diets.

(5)....., diets don't work for most people. It's not that they don't lose weight: they do, but when they go off the diet, the kilos creep back. The (6)..... to losing weight and maintaining weight loss is a sensible diet and exercise plan. You need to work out how to eat fewer calories than you (7)..... consume. You should also exercise daily so you can use up calories. Burning 250 or 500 calories per day can (8)..... a big difference.

- | | | | |
|----------------|-------------|-----------------|--------------|
| 1 A pump | B pull | C drag | D force |
| 2 A make | B increase | C gain | D put |
| 3 A shrink | B take | C remove | D reduce |
| 4 A way | B principle | C method | D kind |
| 5 A Similarly | B Though | C Unfortunately | D Although |
| 6 A key | B secret | C way | D idea |
| 7 A preferably | B actually | C consistently | D eventually |
| 8 A have | B do | C make | D give |

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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 M A N Y

I'm not superstitious, honestly!

How (0) people could truly say they are not superstitious? A recent survey shows that almost 90% of people believe in one sort of superstition (9) another and say that it influences their lives.

One of the questions people (10) asked is whether they saw themselves as lucky or unlucky. Their answers turned out to be the most interesting aspect of this survey. Nearly two-thirds (11) those taking part said they believed that people were naturally lucky or unlucky.

Professor Morgan Howard, (12) analysed the results of the survey, was fascinated by this finding, so he went a step further and asked these people (13) kind of superstitions they believed in. (14) his surprise, he discovered that almost all the people who regarded themselves (15) lucky believed in positive superstitions. They did things to promote their good luck, such as crossing their fingers. (16) would appear that people make their own luck by their attitude to life.

Essential tips

- Question 10:** Is the verb *ask* being used in the active or the passive form here?
- Question 13:** The gap is part of an indirect question about the kind of superstitions people believe in.
- Question 15:** The gap follows a verb, *regard*, and a reflexive pronoun, *themselves*. What preposition comes after *regard* + object?

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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 R E C E N T L Y

Essential tips

Question 17: The missing word is a verb. What verb form do you need?

Question 19: The gap is between the auxiliary (*have*) and the main verb (*discovered*), so it must be an adverb.

Question 24: Read the sentence carefully. It says *a large number of*. Do you need the singular or plural form of a noun?

Wild animals

Wild animals have (0) made an appearance in the back gardens of American suburbs. They have caused havoc and have (17) domestic pets.

RECENT

THREAT

Mountain lions that wander into suburbs are now quite (18) to attack humans, which is worrying, while bears and wolves have (19) discovered rubbish bins. If you find the (20) of your bin scattered all over the garden one morning, there is a distinct (21) that a bear has been feasting there during the night.

WILL

APPARENT

CONTAIN

POSSIBLE

Nobody should be particularly surprised by this development, which was predicted by experts years ago, and it's not (22) under the circumstances. One cause is the massive expansion of (23) into areas that were wild and uninhabited not long ago. In addition, over the past few decades a large number of (24) have been placed on hunting certain animals, allowing their populations to grow. It looks as if humans will simply have to get used to their new neighbours.

EXPECT

HOUSE

RESTRICT

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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 I'll be very happy when I go on holiday.

FORWARD

I'm on holiday.

The gap can be filled by the words 'looking forward to going' so you write:

Example: 0 LOOKING FORWARD TO GOING

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

25 The phone was cheaper than I expected.

AS

The phone was I expected.

26 Why didn't you tell me I was wrong?

TOLD

You I was wrong.

27 She found the photographs when she was cleaning her room.

CAME

She when she was cleaning her room.

28 How many portraits did Picasso paint?

BY

How many portraits Picasso?

29 'Please don't stay out late,' his mother said.

ASKED

His mother out late.

30 I'd rather not go out this afternoon.

FEEL

I out this afternoon.

Essential tips

Question 25: What is the opposite of *cheap*? How can 'as' be used with an adjective?

Question 26: If someone didn't do something and you think this was wrong, what modal verb can you use?

Question 29: What structure do we use after *asked* to report a request? How do we report a negative request?

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You are going to read an article about life in 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.

How I came to envy the country mice

I have been living in London for more than 60 years, but still, when I'm driving and take some clever back-street short cut, I catch myself thinking: how extraordinary that it is me doing this! For a moment the town mouse I have become is being seen by the country mouse I used to be. And although, given a new start, I would again become a town mouse, when I visit relations in the country, I envy them.

Recently, I stood beside a freshwater lake in Norfolk, made by diverting a small river, near where my brother lives. As he was identifying some of the birds we could see, in came seven swans. They circled, then the haunting sound of their wing beats gave way to silence as they glided down for splashdown.

It is not a 'picturesque' part of the coast, but it has a definite character of line and light and colour. 'You do live in a lovely place,' I said to my brother, and he answered, 'Yes, I do.' There are probably few days when he does not pause to recognise its loveliness as he works with his boats – he teaches sailing – or goes about his many other occupations.

The lake's creator is a local landowner, continuing a tradition whereby the nature of our countryside has been determined by those who own the land. Formerly, landowners would almost certainly have made such changes for their own benefit, but this time it was done to help preserve the wildlife here, which is available for any visitor to see, providing they do nothing to disturb the birds. It is evidence of change: country life is changing fast.

One of the biggest changes I have witnessed is that second-homers, together with commuters, have come to be accepted as a vital part of the country scene. And the men and women who service their cars, dig their gardens, lay their carpets and do all the other things they need are vital to modern country life. It is quite likely that the children of today's workers may be moving into the same kind of jobs as the second-homers and the retired. Both the children of a country woman I know are at university, and she herself, now that they have left home, is working towards a university degree.

Much depends, of course, on the part of the countryside you are living in and on personality – your own and that of your neighbours. In my brother's Norfolk village, social life seems dizzying to a Londoner. In addition to dropping in on neighbours, people throw and attend parties far more often than we do. My brother's wife Mary and her friends are always going into Norwich for a concert or to King's Lynn for an exhibition. The boring country life that people from cities talk about is a thing of the past – or perhaps it was always mainly in their minds.

This is very unlike living in a London street for 50 years and only knowing the names of four other residents. In these 50 years I have made only one real friend among them. I do enjoy my life, and Mary says that she sometimes envies it (the grass on the other side of the fence ...); but whenever I go to Norfolk, I end up feeling that the lives of country mice are more admirable than my own.

Essential tips

- ▶ After reading the text for general understanding, read each question and see if you can locate the answer in the text. When you locate the answer in the text, underline it. Some questions refer to specific lines in the text (Question 33), while others refer to specific paragraphs (Question 36).
- ▶ Look carefully at the key words in the four options. For example, in question 31, option A, the key words are *driving through back streets* and *source of surprise*. This option can only be correct if the writer does drive through back streets and is surprised to find herself doing this.

Question 32: The text refers to the *sound* of the swans landing. Does it say that the sound was very loud, in which case *deafening* would be the correct answer? How is 'haunting' used here?

Question 34: The question asks you what is *suggested* about outsiders. This means the answer is not clearly stated in the text. You need to 'read between the lines' and see what is implied in the text.

Question 36: The answer to this question can be found in the whole of the last paragraph.

31 It is sometimes a source of surprise to the writer

- A to find herself driving through back streets.
- B that she has been in the city for so long.
- C to realise how much she has got used to living in London.
- D that she lives in the city when she prefers the country.

32 The atmosphere created by the writer when she describes the swans is

- A moving.
- B frightening.
- C deafening.
- D disturbing.

33 What does 'It' in line 15 refer to?

- A the lake
- B the fact that the lake belongs to a landowner here
- C the reason for the landowner's action
- D the fact that wildlife now needs to be preserved

34 What is suggested about outsiders who now live in the country?

- A that country people no longer reject them
- B that they often do work like servicing cars and digging gardens
- C that the men and women who work for them are from the city
- D that many of them have been in the countryside for a long time

35 Social life in the country

- A depends completely on where you live.
- B is not as boring as people in cities think it is.
- C is not affected by your neighbours.
- D is always less exciting than life in the city.

36 What do we learn about the writer's attitude to London in the final paragraph?

- A She can't adjust to living in London.
- B She has regretted moving to London.
- C The people in her street are unusually unfriendly.
- D Life there is very different to country life.

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You are going to read an article about the evolution of hands. 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.

Our amazing hands

The hand is where the mind meets the world. We use our hands to build fires, to steer airplanes, to write. The human brain, with its open-ended creativity, may be the thing that makes our species unique. But without hands, all the grand ideas we think up would come to nothing.

The reason we can use our hands for so many things is their extraordinary anatomy. **37** Some are connected to bones within the hand, while others snake their way to the arm. The wrist is a floating group of bones and ligaments threaded with blood vessels and nerves. The nerves send branches into each fingertip. The hand can generate fine forces or huge ones. A watchmaker can use his hands to set springs in place under a microscope. A sportsman can use the same anatomy to throw a ball at over 100 kilometres an hour.

Other species have hands too. **38** In other cases we have to look closer. A bat's wings may look like sheets of skin. But underneath, a bat has the same five fingers as a human, as well as a wrist connected to the same cluster of wrist bones connected to the same long bones of the arm.

In exploring how hands have evolved, researchers over the past 150 years have dug up fossils on every continent. They've compared the anatomy of hands in living animals. They've studied the genes that build hands. It appears that our hands began to evolve at least 380 million years ago from fins – not the flat,

ridged fins of a goldfish but the muscular, stout fins of extinct relatives of today's lungfish. Inside these were a few chunky bones corresponding to the bones in our arms. **39** The digits later emerged and became separate, allowing the animals to grip underwater vegetation as they clambered through it.

40 Some species had seven fingers. Others had eight. But by the time vertebrates were walking around on dry land 340 million years ago, the hand had been scaled back to only five fingers. It has retained that number of fingers ever since – for reasons scientists don't yet know.

Nevertheless, there are still many different types of hands in living species, from dolphin flippers to eagle wings to the hanging hooks of sloths. **41** They can also see that despite the outward differences, all hands start out in much the same way. There is a network of many genes that builds a hand, and all hands are built by variations on that same network. It takes only subtle changes in these genes to make fingers longer or to turn nails into claws.

The discovery of the molecular toolbox for hand building has given scientists a deeper understanding of evolution. **42** It may just be a little more of one protein here, a little less of another there. In the past, scientists could recognise only the outward signs that hands had evolved from a common ancestor. Today scientists are uncovering the inward signs as well.

A Over time, smaller ones developed that would eventually become wrists and fingers.

B Although a vulture's wing and a lion's paw may appear to have nothing in common, the difference between them may come down to tiny variations.

C They also use them for a number of different purposes.

D No one would doubt that the five fingers at the end of an orangutan's arm are part of anything else.

E By studying these, scientists are beginning to understand the molecular changes that led to such dramatic variations.

F The thumb alone is controlled by nine separate muscles.

G Early hands were more exotic than any hand today.

Essential tips

- ▶ Read the main text from which paragraphs have been gapped to get the general idea.
- ▶ Look carefully at the sentences before and after the gap. Are there any words that show you what the missing sentence is about?
- ▶ There are many ways you can link parts of a text. It could be a contrast, a comparison, an example, etc. Look for linking expressions that connect ideas in a text.
- ▶ Pay special attention to nouns, pronouns, words like *this* and *that* and any other words or phrases that refer to what has gone before or what comes after them.

Question 37: The sentence before the gap says the hand is amazingly constructed (*their extraordinary anatomy*). The sentence option that fits this gap is an example of this and links with the sentence after the gap.

Question 38: The sentence before the gap mentions other species. Two sentence options refer to other species, but only one links with the sentence after the gap.

Question 41: The sentence before the gap describes different types of *hands*. The sentence option that fits this gap refers to these different types of hands. In the sentence after the gap, who does 'they' refer to?

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You are going to read an article about the activities organised by four schools for Environmental Awareness Day. For questions 43–52 choose from the schools (A–D). The schools may be chosen more than once.

Mark your answers on the separate answer sheet.

Which school

- became better known after Environmental Awareness Day? 43
- provided online information about the environment? 44
- asked a specialist to give a talk? 45
- raised money to help an organisation? 46
- organised a trip to study animals by the sea? 47
- is following changes in general weather conditions? 48
- carried out a project about endangered animals and plants? 49
- arranged a talk on pollution and local architecture? 50
- decided to protect a local historical site? 51
- is located in the centre of the city? 52

Essential tips

- ▶ Read the questions first, and underline key words. Make sure you understand what the question asks.
- ▶ Locate the answers in the text and underline them.
- ▶ When you read the text, look for words/phrases which express similar ideas. Do not look for identical words.

Question 44: How can we provide online information?

Question 46: How can a school raise money? When you try to locate the answer, do not look for the verb *raise*. Look for the idea of *raising money*.

Question 48: Can you find another way of saying *general weather conditions*?

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Environmental Awareness Day

A Plumpton High School

This school decided to arrange a variety of activities, some aimed at achieving a better understanding of environmental problems, and others designed to be of practical help. For instance, the school magazine brought out a special edition on the subject, full of articles and stories where pupils expressed their feelings about the threats facing our environment. In another attempt to find out for themselves how serious these threats really are, the pupils decided to study the problem of pollution by making a survey, run by the science department, into air pollution in the local shopping centre. The school also held a sponsored walk and handed over nearly £1000 to the World Wide Fund for Nature. Pupils prepared a campaign to ban cars from the city centre and reduce traffic congestion. They gained a lot of publicity for the school by cycling through the city and handing out brochures about the benefits of cycling and walking.

B Cresswell College

The staff and students at Cresswell College held a meeting and discussed a number of suggestions. The most popular suggestion turned out to be the most practical one; it was decided that the local environment should be brightened up. Teams were sent out to plant flowers and young trees on areas of land in the neighbourhood. Senior students monitored the progress of species threatened with extinction and prepared a report on their findings. It was hoped that this would help publicise the problem. A leading expert on wild birds was invited to come and give a talk about the dangers faced by these creatures. He explained the importance of the food chain and asked people to support local wildlife reserves.

C Grayner Institute

This school had already been involved in some projects connected with the environment, though naturally efforts were increased for Environmental Awareness Day. For the last two years the school had been studying the effects of variations in climatic patterns around the world and how these can affect wildlife. A film about those magnificent marine mammals, whales, which was shown to the whole school as part of Environmental Awareness Day, was received with great enthusiasm by pupils. Meredith Summers was invited to talk about how pollution can destroy buildings in the region. Following that, pupils decided to launch a campaign for the restoration of the medieval square in the city centre and asked local authorities to support them financially.

D Halliwell Academy

The pupils at this inner-city secondary school felt that the best way to mark Environmental Awareness Day would be to help people in the area understand how important the environment is to them. One suggestion that was greeted with enthusiasm was to measure the levels of noise in Stanley Road, a busy local shopping street. The information was then placed on a website that the school had started. In order to give them a chance to see for themselves the problems facing some local species, the school took pupils to the coastal marshes of Easton. Many pupils reported afterwards that they had never realised how terrible the effects of pollution could be on coastal wildlife.

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You **must** answer this question. Write your answer in **140–190** words in an appropriate style.

- 1 In your English class you have been talking about where people shop. Now, your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.

<p>Is it better to shop in small local shops or big supermarkets?</p>
<p>Notes Write about:</p> <ol style="list-style-type: none"> 1. goods available 2. prices 3. (your own idea)

Essential tips

- ▶ Decide if you prefer small local shops or big supermarkets and state your opinion clearly in the introduction.
- ▶ In the body of your essay you need to give reasons for your choice. Remember to use all the topics in the notes. If you prefer local shops even though they do not have the range of goods available in a supermarket, you could say why it isn't necessary for them to have several varieties of each type of item. You could also give examples of things that local shops sell that can't be found in supermarkets.
- ▶ Make sure you include **another topic** (your own idea) and use it to support your opinion. For example, you could say that local shops are **more convenient** because they are close to people's homes (or if you prefer supermarkets, you could say it's **more convenient** to get everything you need in one place). You could talk about how friendly and helpful **staff** tend to be in the two different types of shops.
- ▶ Summarise your overall opinion in the final paragraph.

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Write an answer to **one** of the questions 2–5 in this part. Write your answer in **140–190** words in an appropriate style.

2 This is part of a letter you receive from Fran, your Australian friend.

I'm doing a college project on famous people in different countries. Could you tell me about someone famous in your country. Why is this person famous? What do people in your country think about this person?

Thanks!

Fran

Write your **letter**.

3 You see this notice on an English-language website:

Reviews wanted Comedy TV Series

Write us a review of a TV series that makes people laugh. Your review should include information about the storyline and the characters. Why do people think this TV series is funny? What do you think about the series?

Write your **review**.

4 (for *FIRST* candidates only)

Your college English-language magazine has asked you to write a report on the spare-time activities that are typical of families in your area. Include information on what people do, where they go, and whether local facilities used by families could be improved.

Write your **report**.

Essential tips

Question 2

Think of famous people from your country. It could be a historical figure or someone alive today. Do you know enough relevant vocabulary about one of them to write a good letter?

Think about why this person is famous. Give as many reasons as you can.

Is this person popular or unpopular? Say why people have this opinion of the person.

Question 4 (for *FIRST* candidates only)

Think of different sorts of things that families can do in their spare time: hobbies, sports, going out with friends, etc.

Try to organise this information in a clear way for the reader. How many paragraphs will you need? Think of appropriate headings for each of the paragraphs.

Summarise your findings in the final paragraph and make recommendations for improvements to local facilities.

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Essential tips

Question 4 (for FIRST FOR SCHOOLS candidates only)

Think of a way to link the content of your story with the title. What kind of noise did Tim hear? What happened when he went outside? Decide on the characters and the setting.

Is your story going to be told in the first person (*I*) or third person (*he*)?

The events in your story should appear in a logical sequence. Use narrative tenses and time expressions to tell your story effectively.

Question 5 (for FIRST FOR SCHOOLS candidates only)

If the book is performed as a play, it will have to be much shorter. Could it work with just a few main scenes?

A play can't have too many characters. Think of the characters in the book. Are they intriguing characters? How many of them are there in the book?

A play has to be short and exciting. Are there interesting scenes in the book that could be effective on stage?

4 (for FIRST FOR SCHOOLS candidates only)

You see this announcement in an English-language magazine for teenagers.

Stories wanted

Write a story for our short-story competition! Your story must begin with this sentence:

As soon as he heard the noise, Tim ran outside to see what was happening.

Your story must include:

- TV cameras
- a surprise

Write your **story**.

5 (for FIRST FOR SCHOOLS candidates only)

Answer the following question based on your reading of **one** of the set books.

Your English class is thinking of performing the book or short story you have read as a play. Your English teacher has emailed everyone in your class asking whether you think this is a good idea. Write an **email** to your teacher giving the reasons for your opinion.