

- PAPER 1 Reading **Part 1**
- PAPER 2 Writing Part 2
- PAPER 3 Use of English Part 3
- PAPER 4 Listening
- PAPER 5 Speaking

You are going to read an article about a wrestler who became an author. For questions 1–8, 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 wrestler who became an author

Pete Watson looks like the biggest, sweetest teddy bear you ever saw. It is only when he opens his mouth that you notice the missing front teeth. Watson is a three-time world champion wrestler turned author. He was adored by fans because he was different: while other wrestlers were supreme athletes, he was just a hulk who knew how to take a hit. You could throw as many chairs as you liked at Pete Watson, you could smack him repeatedly, but he wouldn't go down.

After two autobiographies and a series of children's stories, he has just written a brilliant first novel: a work of immense power and subtlety, likely to gain a wide readership. At its simplest, it is about a boy and his dad getting together after a lifetime apart, though there is far more to it than that. Was he inspired by anyone he knew? The father, he says, is based on guys he met on the road, wrestlers, friends of his, who appeared to be leading exciting lives, but deep down were pretty miserable.

20 Watson does not come from traditional wrestling stock. He grew up in Long Island, New York. His father was an athletics director with a PhD, his mother a physical education teacher with two master's degrees – one in literature, the other in Russian history. He was a big boy, bullied for his size. One day his neighbour had a go at him, and for the first time Watson realised he could use his weight and size instead of feeling awkward about it. It was a turning point.

At college, he did a degree in communication studies. Meanwhile, he was learning the ropes of professional

wrestling. Did his parents try to dissuade him? 'No. They were just really insistent that I finished college. I am pretty sure they thought I'd get hurt and quit wrestling.' But he didn't.

He looks in remarkably good condition for someone who spent 20 years in the ring. His skin is smooth and firm; there are few visible scars. 'It's amazing what retirement can do for you. I looked really rough five years ago, and now I think I look a good deal younger,' he says. People are surprised by the softness of his handshake. 'Yeah, that's the wrestler's handshake,' he says.

Do you have to be a good actor to be a good wrestler? 'I used to really resent the acting label, but it is acting. When it's really good, when you're feeling it and letting that real emotion fly, it comes closer to being real.' What did his children think when they saw him getting hurt? 'Well, they used to think I never got hurt because that's what I told them. When they got old enough to realise I did, they stopped enjoying it. That was, in part, what led 50 to my decision to get out.'

Nowadays, his time is dedicated to family and books – his next novel is about boy wrestlers living on the same block, and he is also writing more children's stories. He does not think this life is so different from wrestling. 'Wrestling is all about characters,' he says. 'So when my fans hear I've written a novel, I don't get the sense that they feel I've abandoned them.'

### Essential tips

- ▶ Read the text first to get the general meaning. Don't worry about individual words that you don't know.
- ▶ The questions follow the same order as the relevant information in the text.
- ▶ Underline the key words in each question and in the four options.
- ▶ Look in the text for information that supports one of these options, but don't expect to find exactly the same words.

**Question 1:** Look at option A. It consists of two parts: he frequently lost and he was not aggressive. If an option consists of two parts, it is correct only if both parts are correct. If, for example, Pete frequently lost, but he wasn't aggressive, option A is not the correct answer.

**Question 3:** This is a question about vocabulary. If you don't know the meaning of the words (in this case 'stock'), you can answer the question by looking at the context. The sentences after 'traditional wrestling stock' are about his parents' professions. What is the correct option?

**Question 4:** An option is correct only if you can find clear support for it in the text. For instance, option C claims that Pete's parents wanted him to stop wrestling. Can you find support for that in the text? For which of the four options can you find support in the text?

- 1 What impression do we get of Pete Watson's skills as a wrestler?
  - A He frequently lost because he was not very aggressive.
  - B He was too gentle and friendly to be a good wrestler.
  - C He was injured a lot because he didn't fight back.
  - D His speciality was letting his opponent hit him.
- 2 It is suggested that Watson's first novel
  - A is based on his own autobiography.
  - B will be popular with those who liked his autobiographies.
  - C will not only appeal to his fans.
  - D is not much more than a simple story.
- 3 What does 'traditional wrestling stock' in line 20 refer to?
  - A Watson's childhood
  - B Watson's family background
  - C Watson's educational background
  - D Watson's background in athletics
- 4 What did Watson's parents feel about his interest in wrestling?
  - A They were afraid he would get hurt.
  - B They insisted that he should have proper training at college.
  - C They wanted him to give up wrestling.
  - D They thought he would abandon the sport quite soon.
- 5 Watson seems to be in good condition now
  - A although he has retired.
  - B in spite of being a wrestler for so long.
  - C because he stopped wrestling five years ago.
  - D and he finds this fact amazing.
- 6 How does Watson regard the idea that wrestling is like acting?
  - A He resents the suggestion.
  - B He thinks wrestlers aren't good actors.
  - C He has come to accept it.
  - D He doesn't think wrestling can compare to acting.
- 7 What does 'That' in line 50 refer to?
  - A the fact that Watson's children got older
  - B the fact that Watson often got hurt
  - C the fact that Watson's children no longer enjoyed watching him perform
  - D the fact that Watson could not tell his children the truth
- 8 Watson's present life is not so different from his past profession because
  - A his work is still connected with characters.
  - B he is writing about wrestling, his previous profession.
  - C his family are still more important than anything else.
  - D his fans still follow his career with interest.

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You are going to read an article about videogames. Seven sentences have been removed from the article. Choose from the sentences **A–H** the one which fits each gap (9–15). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

## Films and videogames

In just a few decades the videogame industry has become a lot bigger than the film business. In terms of turnover, what is rather grandly called 'interactive entertainment' makes twice as much money as Hollywood cinema. Which of course leaves people in the film business wondering if they can harvest any of this new income. Is there any way of making films more appealing to people who play videogames?

Making a film out of a best-selling videogame can certainly guarantee a large audience. **9** New videogames have stunning action sequences that rely on fantasy effects, and now films are being released with similar scenes. Gravity is discarded as heroes leap across huge gaps, while slow-motion techniques show bullets moving through the rippling air.

A major segment of the videogame market comprises science-fiction games, and film-makers have started to realise that they could set films in similar sci-fi future worlds. **10** Any attempt to borrow more than the setting from a videogame is probably doomed.

There are many examples of successful film-videogame combinations. Rather than making a film using characters and stories from a videogame, the trick seems to be to make a film that has a fast-moving action sequence and then bring out a videogame based on that sequence. People who enjoyed the film will probably want to buy the videogame.

**11**

- Why do game players feel disappointed by films based on their favourite games? **12** Videogames can show the action from a number of perspectives easily, because everything is computer generated. But filming a sequence from twenty different cameras would cost a fortune, so it simply isn't done in the film version – leaving the game players feeling that the film didn't look as real as the videogame.
- Cameras matter in another sense, too. In a film the director shows you the action from certain perspectives but makes sure he doesn't show you some things to keep you in suspense. Think of your favourite thriller. **13** In films you are not supposed to have access to all the information. Suspense and mystery are essential elements of film-making.
- **14** When you play a game, you have to do certain tasks to proceed to the next level. Therefore, you must be able to see everything in order to make your choices, to decide what to do next: which door to open, and so on. You must have access to all the information. You, as the player, are always in control. In the cinema you never control the action. You just sit and watch.
- There can be some interaction between films and videogames on a number of different levels, but in the end they fulfil different needs. **15** For all the similarities between technologies and special effects, we shouldn't forget that a story and a game are fundamentally different.

- A This clearly creates a new market opportunity for the videogame industry.
- B We go to the cinema to let someone else tell us a story, knowing we can't influence what happens at all.
- C You wouldn't be interested in watching the film if you knew the identity of the murderer, for instance.
- D This is not true for videogames.
- E Its success lies in the use of special effects.
- F This usually means that the film has a good chance of being as commercially successful as the videogame on which it is based.
- G One reason is technical.
- H However, the difficulty for the producers of Hollywood appears to be knowing where and when to stop.

### Essential tips

- ▶ Look at the text to see what it is about. Even without the missing sentences, you can understand the general meaning.
- ▶ Read the text before and after each gap. Try to guess what the missing information is.
- ▶ Go through the gapped sentences. Try to find a link between the text and the gapped sentences.
- ▶ The text and the gapped sentence will be on the same topic.
- ▶ Re-read the whole text to make sure it makes sense.

**Question 9:** The sentence before the gap talks about guaranteeing 'a large audience'. If a film has a large audience, what is it? Find an option that defines what it is.

**Question 13:** What kind of film is a thriller? Which sentence option refers to one?

**Question 14:** The last sentence of the paragraph before the gap talks about 'essential elements of film-making'. The next paragraph talks about videogames. Which sentence option makes a suitable topic sentence for this paragraph?

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You are going to read a magazine article in which four young people talk about how their parents' careers have influenced them. For questions 16–30 choose from the people (A–D). The people may be chosen more than once.

Mark your answers on the separate answer sheet.

### Essential tips

- ▶ Skim through the whole text to get a general idea.
- ▶ Read the questions and underline the key words. Make sure you understand the exact meaning of each question.
- ▶ Look quickly through the text for information about the key words in each question. Remember that the key words might not be in the text at all, but there will be other words or expressions with that meaning.
- ▶ If you find a text where the key words are mentioned, look through the other texts as well to make sure you have got the correct answer.

**Question 21:** This person didn't follow his/her parent's profession for 'financial reasons'. What is a financial reason?

**Question 23:** If someone comes from 'a long line' of people in a certain profession, who else was in that profession?

**Questions 25, 26:** There are different ways to say that someone encouraged you to do something. In which two texts can you find reference to encouragement?

#### Which of the people

- |   |    |                         |
|---|----|-------------------------|
| thinks his or her parent's job is boring?                           | 16 | <input type="text"/>    |
| was discouraged from following the same profession?                 | 17 | <input type="text"/>    |
| changed his or her mind about a future career?                      | 18 | <input type="text"/>    |
| experienced pressure to follow the same profession?                 | 19 | <input type="text"/>    |
| dislikes other people in his or her parent's profession?            | 20 | <input type="text"/>    |
| would not follow the same profession for financial reasons?         | 21 | <input type="text"/>    |
| feels he or she has not been influenced in choosing a career?       | 22 | <input type="text"/>    |
| comes from a long line of people in this profession?                | 23 | <input type="text"/>    |
| thinks the profession in question offers few opportunities?         | 24 | <input type="text"/>    |
| was encouraged to follow the same profession?                       | 25 | 26 <input type="text"/> |
| thinks the profession in question is too stressful?                 | 27 | <input type="text"/>    |
| is concerned his or her choice will cause an argument?              | 28 | <input type="text"/>    |
| thinks that success in his or her parent's profession is difficult? | 29 | <input type="text"/>    |
| thinks his or her parent's profession is rewarding?                 | 30 | <input type="text"/>    |

## A Chip off the Old Block

How much are children influenced in their choice of profession by their parents' jobs?  
We asked four young people about their experience.

### A Graham Button

I suppose most people are influenced in one way or another by the jobs their parents do. My dad is a freelance builder, like his father and his grandfather, and that means he was often out working in the evenings or at weekends when I was a child. I grew up thinking hard physical work was what fathers usually did. I think he was proud of doing a 'real' job, something with his hands, which is perhaps why he always tried to push me into taking up the same profession. And of course he had his own business, which he wanted to continue after he retired. When I was in high school, I decided that I really didn't want to go into the family business, so at the moment I'm studying History at university. My father probably thinks I'm going to become a partner in his firm after I graduate, so I do worry that we might have a big fight about this some time in the future.

### B Sue Smith

My mother's a nuclear physicist, which sounds very exciting. The truth is it's a pretty tough profession. For years my mother wasn't getting paid very well at the institute where she worked. That's one of the things that discouraged me from going into the same sort of work. And I just don't think it's a very interesting job. Of course it sounds very important, but as far as I can see, you spend most of the day at a desk doing hundreds of calculations, and then checking and rechecking them. My mother did try to motivate me to take an interest in science subjects when I was about 14 or 15, and I think she'd be secretly pleased if I wanted to be a scientist, but she's never put any sort of pressure on me. But I know she also thinks – as I do – that there aren't so many jobs available in pure research, which is what she does.

### C Barry Porter

When people find out my mother's an actress, they always ask what Hollywood films she's been in, and I have to explain that she's only ever worked in provincial theatres. She's hardly ever been on television, which is why not many people know her. That's one of the problems with the theatre: very few people get to the top of the profession, and you have to be extremely lucky just to make a living from it. Actors are nervous, highly-strung people, worrying about where the next job's coming from. Even if I had any talent for acting, I'd be put off by that side of it. Most of the other actors I've met, people working with my mother, strike me as very arrogant people; I don't really think I'd get on with them. As you can gather, I really don't think my future is in the theatre, and in any case my mother has always tried to steer me away from taking up the profession.

### D Ruth Lawrence

My father teaches Maths at high school, which definitely used to come in handy when we had a Maths test the next day! I suppose there were disadvantages, too. I think in the back of his mind he expected me to be good at Maths because he was always there to explain it. The truth is I've always been terrible at the subject. He also used to tell me about the satisfaction you can get from teaching, and I do think he's right about that. He'd talk about the long holidays and the short working day, trying to get me interested in taking a teaching qualification. I used to think I wanted to be a teacher, but then I began to think of the disadvantages. The profession's changed and these days teachers have to work a lot in the holidays and prepare a lot at home. In the end I decided to go into accounting, and I don't really think my dad's job affected my decision at all.

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Part 1  
Part 2

You **must** answer this question.

1 You have seen the following advertisement and would like more information about the summer school. Read the advertisement carefully, together with the notes you have made. Then write a letter to Mrs Brown, the director of the school, using all your notes.

**ENGLISH SUMMER SCHOOL**  
Spend the summer in London improving your English at the Capital Language School!

<ul style="list-style-type: none"> <li>✓ English lessons in central London location</li> <li>✓ Small classes and modern teaching facilities</li> </ul>	<ul style="list-style-type: none"> <li>✓ Classes throughout summer</li> <li>✓ Wide range of leisure activities</li> <li>✓ Accommodation on premises</li> </ul>
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£200 per week

Further information from Mrs Susan Brown, Director

*Where? nearest underground station?*

*how many students?*

*what facilities?*

*dates?*

*what sort of activities?*

*what sort?*

*including accommodation?*

Write a **letter** of between **120** and **150** words in an appropriate style. Do not write any addresses.

### Essential tips

- ▶ Read the instructions and underline key words and phrases that show what you must say or ask in your letter.
- ▶ Read the advertisement and the notes carefully. Decide who you are writing to. Should your letter be formal or informal?
- ▶ Plan the three sections of your letter: introduction, body and conclusion.  
**Introduction:** Say you **have seen** the advertisement, you **are interested** in the summer school and you **would like** more information.  
**Body:** Form questions using the notes. Remember that you must use **all** your notes. Use a mixture of direct

questions (*What is the address of the school?*) and indirect questions (*I would like to know if the school is open during the first week of June.*). Be careful with word order in indirect questions. Indirect questions do not have question marks. The body of your letter could consist of more than one paragraph. You may ask some questions in one paragraph and the rest of the questions in another paragraph.  
**Conclusion:** Say by when you would like a reply and that you are looking forward to hearing from Mrs Brown. Should you use *Yours faithfully* or *Yours sincerely* to end your letter?

- ▶ Check the length of your letter, your grammar, spelling and punctuation.

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Part 1  
Part 2

Write an answer to **one** of the questions **2-5** in this part. Write your answer in **120-180** words in an appropriate style.

2 You have decided to enter a short story competition. The competition rules say that the story must **begin** with the following words:  
*Mark could never imagine that this telephone call would change his life forever.*  
Write your **story**.

3 You see this notice on your school noticeboard:

- What is your favourite possession?
  - Why is it special to you?
- Write an article for the school magazine answering these questions.

Write your **article**.

4 You recently saw this notice in a popular English-language magazine called *Cinema News*:

Have you seen any good films lately? If you have, write a review for our magazine! Include information on the plot, characters and special effects and say why you think the film is worth seeing.  
We will publish the best reviews in next month's issue.

Write your **review**.

5 Answer **one** of the following two questions based on your reading of **one** of the set books.

- Either** (a) If the book you have read were made into a film, which character would be the most interesting? Write a letter to an English pen friend who has read the same book, saying which character you imagine would be most interesting in a film and explaining why. Write your **letter**. Do not write any postal addresses.
- Or** (b) 'A story must have conflicts to make it interesting.' Do you agree or disagree with this statement? Write an **essay**, giving your opinions with reference to the book you have read.

**Question 4:** You are writing for a popular magazine, so the style of your review could be semi-formal. Organise your ideas in paragraphs and make sure you answer all parts of the question. In the introduction, you could describe the film in general terms. (What is the film called? What kind of film is it? Who directed it? Who acts in it?) The main body could consist of two or more paragraphs in which you should describe and comment on the plot, characters and special effects. In the conclusion say why you think the film is worth seeing.

**Question 5(a):** The question asks you to think of an interesting character. You don't have to write about the main character. Your letter should be informal.

**Question 5(b):** Do you think that conflicts make a book interesting? Make a list of the things that make a book or story interesting. Express your opinion and support it with examples. Refer to two examples from the book where something (a conflict or something else) made you want to carry on reading.

### Essential tips

Part 2

- ▶ Decide which question you can answer best. Do you have ideas and vocabulary for any of the questions?
- ▶ Underline the key words in the instructions.
- ▶ Plan the three sections of your answer and decide on the main point of each paragraph.
- ▶ Spend some time making notes about each paragraph.
- ▶ Make sure your ideas are clearly organised. Every paragraph should be on one topic.
- ▶ Check the length of your answer, your grammar, spelling and punctuation.

**Question 2:** Think of a way to link the content of your story with the title. What kind of phone call can change your life? Decide on the characters (and their relationship) and the setting using vocabulary and expressions you know.

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. Check the use of narrative tenses.

**Question 3:** Use a neutral style. In your introduction you should say briefly what you are going to write about. Make sure you answer both questions. Describe your possession in detail. Give some background information to explain what makes it special to you.

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For questions 1–12, 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 idea                  B view                  C thought                  D decision

0      A      B      C      D

### Essential tips

- ▶ Read the title and the whole text to get the general meaning.
- ▶ Some of the questions will ask you to choose a word from a set of words with similar meanings.
- ▶ The word you need may be part of a collocation, an idiom, an expression or fixed phrase. You may need a preposition, which is part of a phrasal verb or a linker.
- ▶ If you are not sure which of the options fits best, say the sentence to yourself and use the one that sounds best.
- ▶ When you have finished, read the text again to make sure it makes sense.

**Question 4:** The gapped word is part of a fixed phrase. Which verb best completes the phrase 'when it ... to'?

**Question 9:** Sisters, brothers, grandparents are all ... of your family.

**Question 11:** The gapped word is part of a fixed expression. Which verb best completes the phrase '... the best for somebody'?

## WORKING *mothers*

Reliable studies have shown that the children of working mothers have no more problems than children whose mothers stay at home. My personal (0) ..... is that mothers should work if they wish.

Some women have invested so much in a career that they cannot (1) ..... to give it up. Others have to work because of economic (2) ..... , and there are also those who are simply not (3) ..... out to be full-time parents.

There appear to be several options when it (4) ..... to choosing childcare. These range from child minders through to granny or the kind lady (5) ..... the street. (6) ..... , however, many parents don't have any choice; they have to accept anything they can get.

No (7) ..... how good the available childcare may be, some children protest if their parents are not around. This is a(n) (8) ..... normal stage in a child's development. Babies over the age of six months become dependent on mum and close family (9) ..... , so make sure that you allow (10) ..... time to help your child settle in.

And don't forget: if you want to (11) ..... the best for your children, it's not the quantity of time you spend with them, it's the (12) ..... that matters.

- |                 |               |             |               |
|-----------------|---------------|-------------|---------------|
| 1 A bear        | B decide      | C hope      | D expect      |
| 2 A reason      | B duty        | C necessity | D task        |
| 3 A made        | B cut         | C brought   | D born        |
| 4 A refers      | B concerns    | C turns     | D comes       |
| 5 A of          | B opposite    | C across    | D next to     |
| 6 A In addition | B In practice | C In order  | D In contrast |
| 7 A way         | B matter      | C surprise  | D exception   |
| 8 A perfectly   | B extremely   | C probably  | D certainly   |
| 9 A people      | B adults      | C members   | D grown-ups   |
| 10 A little     | B no          | C lots      | D plenty of   |
| 11 A make       | B give        | C have      | D do          |
| 12 A quality    | B attitude    | C behaviour | D manner      |

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For questions 13–24, 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      WITH

## SKATEBOARD DAD

Some activities are associated (0) ..... young people, even though (13) ..... isn't always clear why. Skateboarders, for instance, are expected to (14) ..... teenagers, but come to think of it, there's (15) ..... reason why people over the age of 21 shouldn't take (16) ..... the sport.

Skateboarding involves a certain amount of falling off the board, (17) ..... can be painful, but this also applies to skiing or surfing, and these sports are not restricted (18) ..... teenagers. Surely there is (19) ..... wrong with a grown-up gliding down the road on his or her board!

(20) ..... the same time, I confess I felt a certain sympathy for my niece Emily when her father, my older brother Tom, announced that he was going skateboarding with her. When you are 14, you are very conscious of (21) ..... other people think of you. Emily knew her friends would laugh (22) ..... her if she was seen skateboarding in the park with her dad. She felt that (23) ..... embarrassment would be more than she could bear, so she begged Tom to go skateboarding elsewhere. Fortunately, Tom realised how embarrassed Emily must (24) ..... felt and simply laughed.

### Essential tips

- ▶ Read the whole text to get the general meaning.
- ▶ Decide what kind of word is needed (verb, pronoun, article, determiner, quantifier, etc.).
- ▶ Remember you can only use one word in each gap.
- ▶ You cannot use contracted forms (*I've, he's, they're, mustn't*, etc.) to fill in the gaps.
- ▶ Say the phrase or sentence to yourself and see which word sounds right in each gap.
- ▶ Read the text when you have finished and check that it makes sense.

**Question 16:** This gap is part of a phrasal verb that means 'to start, to begin doing' a sport.

**Question 19:** Look at the context. Does the writer think that skateboarding is not for grown-ups?

**Question 23:** The missing word is an article. Here we are talking about a feeling that has been described in the previous sentence. Do you need a definite article (*the*) or indefinite article (*a/an*)?

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For questions 25–34, 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 OBSERVATION

## London Eye

The London Eye, the giant (0) ..... wheel, is a relatively new landmark for London. It is one of the most popular (25) ..... in the world. The wheel is the largest of its kind, at a (26) ..... of 135 metres. 1,700 tons of steel were used for its (27) ..... . People make special journeys to see the (28) ..... giant wheel. 15,000 visitors can ride on the Eye every day.

The architects, Julia Barfield and her husband David Marks, were the winners of the (29) ..... to design a Millennium landmark. Their design was the most (30) ..... of all the projects. The first (31) ..... of the wheel were made on their kitchen table in 1993. David developed the idea for a giant wheel and Julia found the (32) ..... site by drawing a circle round London and finding its centre.

Not (33) ....., it took about three years to do all the groundwork to get the wheel built. In (34) ..... of their work, the couple were awarded the MBE, a special honour that is given in the UK to someone who has achieved something special.

- OBSERVE
- ATTRACT
- HIGH
- CONSTRUCT
- EXCITE
- COMPETE
- IMAGINE
- DRAW
- IDEA
- SURPRISE
- RECOGNISE

### Essential tips

- ▶ Read the whole text to get the general meaning.
- ▶ Decide what type of word (noun, adjective, verb, etc.) you need for each gap.
- ▶ Look at the context carefully. The word may be negative or positive.
- ▶ You may need to add a prefix or suffix to the prompt word.
- ▶ If the word is a noun, check if you need the singular or plural form.
- ▶ You may need to make two changes to the word (add a prefix and a suffix, add two suffixes, etc.)
- ▶ Check the spelling of each word carefully.

**Question 31:** In this gap you are looking for a noun. Read the rest of the sentence. Should the noun be singular or plural?

**Question 32:** This word describes the noun ('site'), so it must be an adjective. How can you form an adjective from 'idea'?

**Question 33:** In this gap you are looking for an adverb. How many changes do you need to make in order to form an adverb from 'surprise'?

- PAPER 1 Reading
- PAPER 2 Writing
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- PAPER 4 Listening
- PAPER 5 Speaking

- Part 1
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For questions 35–42, 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 am ..... on holiday.

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

0 LOOKING FORWARD TO GOING

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

### Essential tips

- ▶ You must use between two and five words in the gap. Contractions (*didn't, we're, it's, etc.*) count as two words.
- ▶ Check that you have used all the information from the first sentence, and that you haven't added any more information.
- ▶ Make sure you don't change the word given in any way.
- ▶ Decide on what structure you need to use (passive voice, indirect speech, etc.) by looking at what comes before and after the gap.
- ▶ Remember to check your spelling carefully.

**Question 38:** What verb is used with 'better' to mean 'should'? After it do we use the infinitive with or without 'to'? Must this be positive or negative?

**Question 40:** Here you need to use the passive. Your prompt word is 'been'. What tense do you need?

**Question 42:** 'Unless' means 'if not', so what change do you need to make to one of the verbs in this conditional sentence?

- 35 Richard asked me how much I had paid for the theatre tickets.  
**COST**  
Richard wanted to ..... the theatre tickets.
- 36 It wasn't a good idea for you to delete that file.  
**SHOULD**  
You ..... that file.
- 37 The ferry couldn't sail because the weather was bad.  
**DUE**  
The ferry couldn't sail ..... weather.
- 38 The teacher told us not to be late on Friday.  
**BETTER**  
'You ..... late on Friday,' the teacher said.
- 39 You mustn't miss this opportunity to visit Sydney.  
**ADVANTAGE**  
You must ..... this opportunity to visit Sydney.
- 40 There are Spanish and French translations of the book.  
**BEEN**  
The book ..... into Spanish and French.
- 41 That coat is too expensive for me to buy.  
**AFFORD**  
I ..... that coat.
- 42 She will only phone if she gets lost.  
**UNLESS**  
She will ..... lost.

- PAPER 1 Reading
- PAPER 2 Writing
- PAPER 3 Use of English

- PAPER 4 Listening** ▶ Part 1
- Part 2
- Part 3
- Part 4

### Essential tips

- ▶ Look carefully at the question for each listening text and underline the key words.
- ▶ Read the three options and think of words that are associated with them.
- ▶ The listening texts are dialogues and monologues. The answer may come at the beginning, in the middle or at the end of the listening text.
- ▶ Don't worry about understanding every word you hear. Listen for the general meaning.
- ▶ If you hear a word or phrase from an answer, do not assume that this is the correct answer.
- ▶ Decide on an option after the first listening. Use the second listening to check your answers.

**Question 2:** The assistant offers the man two different colours. The man doesn't say which one he prefers, but which one he *doesn't* want.

**Question 5:** What things do you find in each of these places? You might not hear the name of the place, but you may hear things that can be found in that place.

**Question 8:** The listening text refers to all three options, but only one of them is the correct answer.

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- 1 You hear a mother talking about her baby.  
What has the baby just learnt to do?  
A count  
B walk  
C talk 1
  
- 2 You hear a man buying some flowers.  
What colour does he buy?  
A red  
B yellow  
C white 2
  
- 3 You hear a girl talking to her friend on the phone.  
What has happened?  
A She didn't remember to do her homework.  
B She left her homework at home.  
C She got bad marks for her homework. 3
  
- 4 You hear a man talking to a vet.  
What is the problem with his dog?  
A She has become very aggressive.  
B She keeps biting her paw.  
C She doesn't walk properly. 4
  
- 5 You hear a woman talking to a plumber.  
Where is the problem in her house?  
A the veranda  
B the kitchen  
C the bathroom 5
  
- 6 You hear a man talking about a train journey.  
When did he travel?  
A Tuesday  
B Wednesday  
C Thursday 6
  
- 7 You hear a boy telling his mother about a football match.  
How many goals did his team score?  
A two  
B three  
C one 7
  
- 8 You hear a woman talking about going shopping.  
What did she buy?  
A a pair of shoes  
B a pair of jeans  
C a pair of glasses 8

- PAPER 1 Reading
- PAPER 2 Writing
- PAPER 3 Use of English

- PAPER 4 Listening** ▶ Part 1
- Part 2**
- Part 3
- Part 4

You will hear part of a radio interview with a woman who is the director of the Museum Association. For questions 9–18, complete the sentences.

The Museum Association was started                      **9** ago.

Their task is to change the way people think about museums in the next                      **10**

Ms Edwards worked for a big                      **11** before coming to work for the Association.

Museums must be more                      **12** in the way they attract visitors.

Museums were mainly for people with a high level of                      **13**

Ms Edwards would like museums to have                      **14** with schools in the area.

She wants museums to be friendly, like                      **15**

A trip to the museum can be                      **16** for most people.

Investing in museums is a way of investing in                      **17** of the country.

The Museum Festival next year will be held in                      **18**

### Essential tips

- ▶ Read the instructions and think about the topic before you listen.
- ▶ Go through the questions carefully and think about the sort of information that is missing.
- ▶ Remember that the questions follow the order of the text.
- ▶ You will hear the word or words you need for each question, but the rest of the sentence will be slightly different.

**Question 9:** What kind of information is missing? The reason why the Museum Association was started, the time that it was started or the people who started it?

**Question 12:** Are you listening for a noun or adjective for this gap?

**Question 18:** Look at the context. The missing information must be place or time.

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- PAPER 4 Listening**
- PAPER 5 Speaking

- Part 1
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- Part 4

You will hear five different people talking about school trips they went on when they were younger. For questions 19–23, choose from the list (A–F) what each speaker says about their trip. Use the letters only once. There is one extra letter which you do not need to use.

- |  |           |    |  |
|--|-----------|----|--|
| A I made some new friends.                         | Speaker 1 | 19 |  |
| B I was involved in an accident.                   | Speaker 2 | 20 |  |
| C I thought the trip was good value for money.     | Speaker 3 | 21 |  |
| D I went on similar trips over the next few years. | Speaker 4 | 22 |  |
| E I wasn't properly prepared for the trip.         | Speaker 5 | 23 |  |
| F I would have liked more independence.            |           |    |  |

### Essential tips

- ▶ Read the instructions carefully to identify what the speakers will be talking about.
- ▶ Before you listen, look at each option and think of how these ideas can be expressed.
- ▶ If a speaker mentions a word from the options, think carefully before you choose that option; it may be that the word is used in a different meaning.
- ▶ All the speakers will be talking about the same topic. You need to focus on the differences between the speakers.

**B:** Think of different ways one can describe an accident. 'Accident' can be used in a number of contexts. For example, if one of the speakers says that he or she did something 'by accident', it doesn't mean that he or she was involved in an accident.

**D:** If one of the speakers says that he or she 'wanted' to go on more trips, or 'intended' to do this, does it mean that he or she really did go on more trips?

**E:** The key word here is 'prepared'. You can get prepared for a journey in a number of ways: you can start by making plans, getting information or doing some shopping. What else could it mean?

- PAPER 1 Reading
- PAPER 2 Writing
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- Part 1
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You will hear a radio interview with Julia Emerson, a young writer. For questions 24–30, choose the best answer (A, B or C).

- 24 According to Julia, nowadays Hollywood producers
- A usually think of ideas for films themselves.
  - B write screenplays and contact stars.
  - C contact agents to find writers for them.
- 24
- 25 Julia
- A has written a number of successful screenplays for studios.
  - B was lucky enough to have her first screenplay accepted.
  - C was not discouraged by the lack of response from studios.
- 25
- 26 She began writing in her spare time when she
- A published some articles in a magazine.
  - B had an idea for a TV series.
  - C won a short story competition.
- 26
- 27 She says
- A she would like to write a version of a classic film.
  - B there is a danger she might imitate other films.
  - C creative people should think a lot about films.
- 27
- 28 Her screenplay is about two sisters who
- A are forced to live in the jungle.
  - B find themselves in a difficult situation.
  - C end up hating each other.
- 28
- 29 The theme of the story is
- A how our emotions about our family can change.
  - B Julia's relationship with her brothers and sisters.
  - C about the importance of having a family.
- 29
- 30 It appears that the film based on Julia's screenplay
- A must be made within the next two years.
  - B will be made when the studio has paid Julia.
  - C might never be made.
- 30

### Essential tips

- ▶ Read the questions or question stems carefully.
- ▶ Read the options carefully and underline the key words.
- ▶ Be careful: an option may include words or phrases from the recording, but this does not necessarily mean that the option is correct.
- ▶ The questions follow the order of the text.

**Question 24:** Who do you expect writes the screenplay for a film? Is this the same person who thinks of the idea for a film? The correct answer may be different from what you think, so listen carefully.

**Question 26:** All the options are correct as statements, but only one completes the stem correctly.

**Question 28:** The correct answer summarises the story of the film. Which option does that?