PAPER 1 Reading and Use of English ▸ Part 1 Part 2 Part 3 Part 4 Part 5 Part 6 Part 7
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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** whole **B** complete **C** full **D** entire

0	A	B	C	D

Essential tips

- Read the title and quickly skim through the text to find out what it is about, ignoring the gaps.
- For each question, you need to decide which of the four options fits best in the gap.
- The options are often four words that are similar in meaning, but only one is correct in that particular sentence.
- The answer may be part of an expression, a fixed phrase, a phrasal verb or a collocation (two or more words that are frequently used together by native speakers, so they sound natural together).
- Look carefully at the words before and after each gap. There may be a preposition, verb form or article which means that only one option can be correct.
- Try saying the sentence to yourself in your head, and see if the option you have chosen sounds right.

Question 1: All these words can have a similar meaning, but only one collocates with 'sound'.

Question 4: All these verbs could be used to show that the volunteers said something about themselves, but only one can be followed by 'as'.

Question 6: Water can do all these things, but only one of these words collocates with 'tap'.

Question 8: Which word, followed by the preposition 'to', means 'cause to exist' or 'have as a result'?

How well do you sleep?

Do you need (**0**) ..... silence to sleep well at night? While some people can sleep through a great deal of noise, others are woken up by the (**1**) ..... sound. It appears that as we sleep, our brains produce rapid pulses, or waves, called 'sleep spindles'. Research has (**2**) ..... that our ability to sleep soundly may (**3**) ..... on the number of sleep spindles we produce.

Scientists conducted a three-day study on 12 volunteers, all of whom (**4**) ..... themselves as good sleepers. On the first night, the scientists (**5**) ..... the volunteers sleep in silence. On the following nights, however, they were subjected to various noises, ranging from the sound of a (**6**) ..... tap to jet engine roars.

Measurements of brain activity showed that the participants who reacted least to the noise were the ones who produced more sleep spindles, (**7**) ..... on the quiet night. It is hoped that this discovery will (**8**) ..... to new ways to help people who have difficulty sleeping.

1	**A** lightest	**B** finest	**C** slightest	**D** weakest
2	**A** exposed	**B** revealed	**C** displayed	**D** uncovered
3	**A** depend	**B** involve	**C** rest	**D** base
4	**A** assured	**B** declared	**C** claimed	**D** described
5	**A** permitted	**B** agreed	**C** let	**D** allowed
6	**A** pouring	**B** running	**C** streaming	**D** flowing
7	**A** even	**B** precisely	**C** still	**D** exactly
8	**A** head	**B** take	**C** guide	**D** lead

LIVEWORKSHEETS

You are going to read an article about a zoologist called Lucy Cooke. 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.**

Animal defender

Zoologist Lucy Cooke draws attention to some of the world's least attractive animals.

Which species pulls at your heartstrings – a panda or a toad? A lion or a dung beetle? When it comes to emotional attachment, research funding, global popularity and conservation support, the fluffier your fur and the bigger your eyes, the better your chances – unless zoologist Lucy Cooke has a vote. She's on a one-woman mission to show the world why some of the most unlovable animals are actually the most interesting and deserving of our attention, study and protection.

Cooke's popular blogs, online videos, films and TV programmes bring her characteristic sense of humour and unusual storytelling style to a serious message: If we only care for the best known and best loved species, other enormously important parts of the web of life could vanish forever. With her unconventional attitude, she's taking advantage of the power of the internet to reach a new audience that more traditional wildlife programmes have yet to tap.

'My goal is to persuade the unconvinced,' says Cooke. 'A lot of conservation messages are difficult to hear; they make people feel guilty. I think humour is the sugar coating that helps people swallow the pill. If you manage to make someone laugh while you tell them something important, they'll stick around and listen to more.'

Cooke worries about what she calls 'the tyranny of the cute'. 'There are so many television shows about koala bears and kittens,' she observes. 'All the attention seems focused on a handful of charismatic "celebrity" animals. Even scientists get less funding for animals that aren't sweet and cuddly. In fact, large mammal species appear in 500 times as many articles in scientific journals as threatened amphibians.' She adds: 'Weird, freaky creatures fascinate me because they tell an amazing evolutionary story. I'm interested in all of nature, not just the shiny, fluffy bits.'

Amphibians – animals like frogs that live both on land and in water – top Cooke's list. 'Over a third of amphibians are going extinct; it's the worst extinction crisis since the dinosaurs were wiped off the planet. Yet I couldn't convince anyone to commission a film about it. That motivated me to start my Amphibian Avenger blog.' The widely read blog showcases creatures that rarely attract the spotlight. 'Frogs are such a fascinating miracle of evolution that I could study them forever.'

line 27 Amphibians also occupy a crucial spot in the middle of the food chain. 'If you remove them, everything else goes haywire,' she notes. 'When amphibians go extinct, birds and snakes that eat them also disappear. Since amphibians breathe through their delicate skin, they are very vulnerable to pollution, climate change, and disease. That makes them fantastic barometers of the health of ecosystems. If amphibians aren't doing well, chances are their overall environment is sick.'

One of Cooke's most popular online videos is about sloths – extremely slow-moving mammals that live in trees. Cooke would like to help elevate the status of sloths, animals that she insists are unfairly laughed at and misunderstood. 'They've always had a reputation for being lazy and stupid.' In fact, 'slothfulness' is the key to the animal's success. A slow metabolism allows the sloth's liver to process poisonous substances found in the leaves it eats. Moving slowly also keeps it hidden from predators. 'My video showed the world how interesting they are,' Cooke says.

The wobbly-nosed proboscis monkey, dung beetles, bats and more get their moment in the sun thanks to Cooke. 'It's about telling their stories in a way that engages a wider audience. I want people to share my sense of wonder, amazement and love for these creatures. Once you understand why they're ugly or odd, I hope you'll appreciate and want to save them as much as I do.'

LIVEWORKSHEETS

ssential tips

Read the instructions, the title and the byline (in italics under the title) to see what the text is about.

Read through the text quickly to get a general idea of the content. Don't worry if you don't understand every single word – you should still be able to answer the questions.

The questions always come in the same order as the relevant information in the text. The first part of the question (the stem) usually tells you where and what to look for in the text.

Read the stem carefully and look at the text to see if you can find the answer. Underline the relevant part or parts of the text.

Now look at the options and decide which one corresponds to the parts of the text that you have underlined.

Sometimes you have to look at the options first and then look for information that supports one of them in the text. Underline that information and check that it means the same as the option you have chosen.

uestion 31: The stem tells you hat the information you need is the second paragraph. Read hat paragraph carefully to see what you can find out about ucy Cooke. Look at the options. Which option is supported y information in the text? nderline this information.

uestion 33: This question asks ou to identify the *main* point of he paragraph. Bear in mind that nore than one of the options ay be a true statement, but is it he *main* point of the paragraph?

uestion 34: Look at the tem. You need to answer the llowing question: 'Why did ooke start her Amphibian venger blog?' Find the answer the text and underline it. Now ok at the options. Does one of em correspond to what you ve underlined?

31 What are we told about Cooke in the second paragraph?

- **A** She hopes to make more conventional nature documentaries in the future.
- **B** She is communicating her ideas to people who have not heard them before
- **C** Her approach is more suited to the internet than to other media.
- **D** Her manner shows a lack of concern about the problems she mentions.

32 According to Cooke, what is many people's attitude to nature conservation?

- **A** They are embarrassed at their lack of knowledge of the subject.
- **B** They are reluctant to think about the subject.
- **C** They find it hard to take the subject seriously.
- **D** They are tired of hearing so much about it.

33 What is Cooke's main point in the fourth paragraph?

- **A** It is a mistake to limit the types of species that are studied carefully.
- **B** Too much research is being done into animals that are endangered.
- **C** Scientists are wasting public money on unnecessary animal studies.
- **D** Television programmes rarely concentrate on larger species.

34 Cooke says she started her Amphibian Avenger blog because

- **A** she wanted to raise funds to make a film.
- **B** she felt inspired to start a search for a new species.
- **C** she realised she would have to inform people herself.
- **D** she knew she would always have something interesting to write about.

35 What does 'goes haywire' in line 27 mean?

- **A** tends to do better
- **B** carries on as it always has
- **C** finds ways of coping
- **D** stops working as it should

36 Cooke's video about sloths is an example of

- **A** why she believes it is more important to save some animals rather than others.
- **B** how other scientists have been unwilling to tell people about their work.
- **C** how she is trying to change people's minds.
- **D** why some animals deserve their reputation.

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You are going to read an article about someone whose home was used in the making of a film. 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.**

My home, their film set

What's it like to have a film production crew take over your house?

Graphic designer Jessica Fleischmann lives and works in an arty, clapboard house in a hilly neighbourhood of Los Angeles, in the US. Two years ago, there was a knock on Fleischmann's door. It was a man from a Hollywood film studio. He told Fleischmann he was a location scout – someone who looks for suitable places for films to be made in. Her house looked perfect for a film he was working on – would she be interested in renting it out for a few weeks?

The money he offered was decent, but there was one more thing. They'd dig up her garden, which she'd nurtured for years, and replace it with weeds. 37 ☐ 'I was a little hesitant and asked people I knew in the film industry what they thought,' says Fleischmann. 'People said: "If you need the money, do it – but be prepared to have things broken."'

The location scout, Charles Fagin, had been driving around Fleischmann's neighbourhood for days looking at houses. 'I knew as soon as I saw her backyard that this was the house,' he says. 38 ☐

Fagin gave her a copy of the script and explained the terms. They'd paint some rooms, but they'd repaint them after the shoot, and anything they drilled into, they'd fix. 39 ☐ Preparation on the house began a month before the film shoot. The crew painted the living room a blue-toned shade of grey. They brought in a larger sofa and drilled holes in the ceiling to rig up the lights. This actually worked to Fleischmann's advantage. 'It meant they had to repaint it, and it needed to be painted anyway,' she says.

For the film shoot, which took place over four days, Fleischmann agreed to be out of her house, opting to stay with relatives. 40 ☐ 'It's important to be there,' she says, 'otherwise, they might destroy your house. It's not that they're bad people, but their main interest is in getting the right shot.'

Fortunately for Fleischmann, the shoot went well. Yes, a few items were lost, and a grubby handprint or two was left on a wall. And the scenic painters' attempt at repainting her living room before they left were so poor she ended up painting it again herself. 41 ☐ The blue-grey walls helped her decide on a more neutral shade of grey, and after seeing her place so minimally accessorised, she realised she didn't need so many trinkets.

What was it like seeing her home on the big screen? 'When I saw the film for the first time, I was mostly watching the house. They used a lot of my artwork, and even left some personal cards and drawings up,' Fleischmann says. 42 ☐ 'I don't think I'd do it again. If you're attached to your home, like me, it's a big disruption. But if they make it worth your while financially, I'd say go ahead.'

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A And very importantly, her garden would also be replanted and returned to its previous state as far as possible.

B That was a bit annoying, as she hadn't expected to have to do it, but overall, she says, it was a good experience.

C This was to reflect the character in the movie, and would be temporary, of course.

D She had hoped to be able to find out more about those beforehand.

E But she visited every day, not only to access her studio but also on the recommendation of friends in the industry.

F She felt like a proud parent, particularly as one review said something about the locations bein characters that contributed to the movie.

G Of the 50 being considered, Fleischmann's was selected.

Essential tips

- Read the main text from which the sentences have been removed to see what the text is about.
- Read the text carefully before and after each gap. Can you guess what the missing information might be?
- Look at the gapped sentences. Are there any linking words that connect ideas in the text and ideas in the gaps?
- Look for words or phrases that refer to what has gone before or what comes after them.

Question 38: The sentences before the gap are about the location scout finding the right house after looking at a lot of houses. Is there a sentence option about something being chosen from a number of others?

Question 39: The sentence before the gap is about what the film company promised to do to make sure the house was returned to a good state after the shoot. Are there any sentence options about another thing that they would put right?

Question 41: Before the gap, we are told about things that were problems for Fleischmann. After the gap, we are told about some things which were improvements. Which sentence option refers to the problem mentioned just before the gap, but also leads to the positive ideas after the gap?

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You are going to read an article in which four people talk about their first day at work. For questions **43–52**, choose from the people (**A–D**). The people may be chosen more than once.

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

Which person

achieved more than she had hoped to? 43 ☐

tried to appear busier than she really was? 44 ☐

imagined how she would personalise her workspace? 45 ☐

found it difficult to remember all her colleagues' names? 46 ☐

was surprised at how unprepared her colleagues were for her arrival? 47 ☐

discovered her working hours could be longer than she had expected? 48 ☐

felt too embarrassed to ask for assistance? 49 ☐

was relieved to see a familiar face? 50 ☐

realised how much she still had to learn? 51 ☐

regretted ignoring some advice she had been given? 52 ☐

Essential tips

- Read the instructions, the title and the byline to see what the texts are about.
- Read the texts quickly to get a general idea of what they say.
- Look at the questions carefully. Underline the key words in each question.
- Read the first text carefully and underline information that corresponds to each question. Sometimes you will find a paraphrase of the information (different words meaning the same thing) rather than the key words themselves.
- Now follow the same procedure with each of the remaining three texts.

Question 43: This person did more on their first day than she thought she would. Who describes how she hadn't expected to do much, but was actually proud of what she had achieved by the end of the day?

Question 49: This person wanted some assistance from other people, but felt too embarrassed to ask them. What is another word for 'assistance'? Which text refers to someone needing it, but being worried about other people's reaction if she said so?

Question 51: This person says she realised she still had a lot to learn. Can you find a paraphrase of this in one of the texts?

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My first day at work

Four young people remember their first day in a new job.

A

Sheila

My first day at work was alright, really. When I walked into the office the first person I saw was the person who'd interviewed me. She didn't make much of an effort to put me at my ease. I just sat down where she told me to and got on with it. They gave me a load of data to input, so I had plenty to do straight away, which was a relief. I wasn't familiar with the computer system, but I thought if I told anyone I needed help with it, they might just laugh at me. Now I know how kind everyone actually is, I know it would have been fine if I had. I decided I'd bring in some pictures and a plant for my desk, just to make it feel more mine. I could see that's what the others had done. I've been there for two years now, and I've made some good friends and learnt an awful lot.

B

Judy

On my first day, everyone in my new team seemed to know all about me, which I hadn't expected. They all introduced themselves and were very friendly, but I immediately got everyone muddled up, because I felt pretty nervous. I thought my course had prepared me for the work, but in fact it was soon clear to me that there were huge gaps in my knowledge. I was asked to write a press release and then left on my own for ages. I didn't do it particularly well, mainly because I did it quite quickly. I didn't want to look as if I had nothing to do, though, so I typed it out three times. It was a bit disappointing, because I'd thought I'd get so much more done. Now I often wish I had a bit more time like I did on that first day – I never seem to stop!

C Marion

The first thing I did was learn what everybody was called – not too hard as I'm good at that sort of thing. It was a nice surprise to be greeted by someone I was at school with – it turned out we'd be working together. That was great as I'd been a little worried about not knowing anyone there at all. She showed me where everything was and it was a thrill to have my very own desk and even a locker with my name on! I was a little taken aback when she told me most people went home fairly late and I'd have to do the same if I wanted to be considered for promotion in the future. I should have realised that, I suppose, because my friends had warned me that might be the case. I didn't mind, though – I knew I was very lucky to be there.

D Valerie

I remember being quite nervous, and when I got there, nobody seemed to know who I was or what I should be doing. That was a little odd, I thought, but my boss turned out to be very friendly and soon made me feel at ease. I was very smartly dressed and everyone else was fairly casual – I wished I'd listened to a friend who'd worked there the previous summer and had told me not to wear a suit. I'd imagined I might not actually do much, but I was asked to look for some photographs of animals to go with an article my boss was writing. I found several suitable ones, and went home at the end of a long day feeling pretty pleased with myself! I've learnt a lot since then but I'll always remember that first day!

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