PAPER 1 Reading and Use of English

PART 5

devoted (adj) giving someone a lot of love and attention

fierce (adj) powerful, intense

sibling (n) a brother or sister

stride (v) to walk strongly with long steps

foul (adj) foul weather is stormy and windy, with rain or snow

clap eyes on someone/something (phr) to see someone/something, especially when you did not expect to

flutter (v) to wave very quickly and lightly

breeze (n) a gentle wind

neutral (adj) neutral language deliberately avoids expressing strong feelings

landscape gardener (n) a skilled worker who designs and works on landscaped areas

rambler (n) someone who goes for long walks for enjoyment

eager (adj) keen and excited

far from (phr) used to say that something different is true

campaign (v) to try to achieve something by persuading people or the government to do something

erode (v) to wear away, to wash away

exposed (adj) not covered

clump (n) a group, mass, or cluster

sway (v) to move back and forth, to rock

transform (v) to change from one shape or appearance to another

revelation (n) an uncovering of something that was hidden, a disclosure

PART 6

turn to (v) to start doing something new or different

hang out (v) to spend time somewhere

formative (adj) relating to a period of early development

visibility (n) the capability of being easily observed

platform (n) hardware or software that can be accessed online

well-being (n) when someone is happy, healthy and comfortable

boost (v) to improve or increase something

energise (v) to give energy to

mental sharpness (n) the ability to notice and understand things

hand-eye coordination (n) the coordinated control of hand movement with eye movement

stimulus (n) something that makes something else happen, grow or develop more

flood (v) to enter or fill a place in large numbers or amounts

mimic (v) to copy or imitate closely

incorporate (v) to include something as part of another thing

opponent (n) a person who takes the opposite side in a fight, game, contest, etc.

hit (v) to go to

PART 7

solitude (n) being alone

attic (n) a space in a house, just under the roof

frame of mind (n) the way someone feels at a particular time

flow (v) to move in a smooth, continuous way

extend (v) to continue

switch off (v) relax

interfere (v) to intrude

congregate (v) to gather together

spacious (adj) large, with plenty of room

catering (n) providing food and drink for people

imperative (adj) essential

chill out (v) to relax

vital (adj) essential

designate (v) to set aside for a purpose

renovation (n) the act of repairing and redecorating

serenity (n) a feeling of calmness and happiness

get your head down (v) to direct all your efforts to a particular task

undertake (v) to do something, to carry something out

ergonomic (adj) designed to create maximum comfort

outlay (n) cost

output (n) an amount of something produced by a person

sedentary (adj) spending a lot of time sitting down

LIVEWORKSHEETS

PAPER 1 Reading and Use of English ▸ Part 1 Part 2 Part 3 Part 4 Part 5 Part 6 Part 7
PAPER 2 Writing
PAPER 3 Listening
PAPER 4 Speaking

For questions **1–8**, read the text below and decide which word (**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** informed **B** told **C** shown **D** said

0	A	B	C	D

School lunch

Research has (**0**) ..... that over half the children in Britain who take their own lunches to school do not eat properly in the middle of the day. In Britain schools have to provide meals at lunchtime. Children can (**1**) ..... to bring their own food or have lunch in the school canteen.

One surprising (**2**) ..... of this research is that school meals are much healthier than lunches brought in from home. There are strict standards for the preparation of school meals, which have to include fruit, vegetables, meat and a dairy item. Lunchboxes (**3**) ..... by researchers contained sweet drinks, crisps and chocolate bars, so the children (**4**) ..... an unhealthy amount of sugar at lunchtime.

The research will provide a better (**5**) ..... of why the percentage of overweight students in Britain has (**6**) ..... in the last decade. Children can easily develop bad eating (**7**) ..... at this age, and it's important to try and do something to (**8**) ..... it.

1	**A** prefer	**B** manage	**C** want	**D** choose
2	**A** finding	**B** number	**C** figure	**D** factor
3	**A** examined	**B** found	**C** taken	**D** looked
4	**A** take	**B** contain	**C** consume	**D** consist
5	**A** view	**B** knowledge	**C** understanding	**D** opinion
6	**A** expanded	**B** increased	**C** extended	**D** added
7	**A** customs	**B** styles	**C** attitudes	**D** habits
8	**A** prevent	**B** define	**C** decide	**D** delay

LIVEWORKSHEETS

PAPER 1 Reading and Use of English
PAPER 2 Writing
PAPER 3 Listening
PAPER 4 Speaking
Part 1
Part 2
Part 3
Part 4
Part 5
Part 6
Part 7

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 THERE

History and storytelling

Over the last few years (**0**) ..... has been more interest in the subject of history, perhaps because historical documentaries on television have (**9**) ..... attracting large audiences. According to a recent survey, more people are applying (**10**) ..... places at university, and the number of those wanting to study history (**11**) ..... increased. However, professors of history are (**12**) ..... particularly happy about this and have expressed concern about the quality of their students. They claim that most of their first-year students have never read a history book and don't have the skills (**13**) ..... study the subject in depth. TV programmes make students think that studying history is as simple as storytelling. Documentaries oversimplify the subject and concentrate (**14**) ..... personalities in an attempt to attract audiences.

On the other hand, traditional historians could learn (**15**) ..... to tell a story from the makers of such documentaries. Many historians don't have good narrative skills, which is (**16**) ..... so many history books are not popular with readers.

LIVEWORKSHEETS

PAPER 1 Reading and Use of English
PAPER 2 Writing
PAPER 3 Listening
PAPER 4 Speaking
Part 1
Part 2
Part 3
Part 4
Part 5
Part 6
Part 7

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 D A N G E R O U S

Diving deeper

Free-diving is an extremely (**0**) ..... sport, which is perhaps why its (**17**) ..... has grown so fast. Free-divers are attached to a line, and then they have to take a deep breath, dive as deep as they can and come up (**18**) ..... . **DANGER** **POPULAR** **IMMEDIATE**

The British free-diver, Tanya Streeter, trains very (**19**) ..... before each dive to build up her physical (**20**) ..... She never dives until she's completely confident that she's ready. **CARE** **FIT**

'The danger is caused by the great (**21**) ..... at those depths. I think that safety procedures have to be very strict if we want to avoid accidents,' Tanya says. Tanya feels that mental strength is also very important. She has an emotional response to water and feels very calm when she's underwater. Perhaps Tanya's greatest asset is her (**22**) ..... to focus. 'In free-diving there are no (**23**) ..... around you and there are no cheering spectators to (**24**) ..... you. It's a lonely sport,' says Tanya. **PRESS** **ABLE** **COMPETE** **COURAGE**

LIVEWORKSHEETS

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 basketball coach will make me train very hard.

MADE

I ..... very hard by the basketball coach.

26 'You can watch if you keep quiet,' said the actor.

PROVIDED

The actor said that I could watch ..... quiet.

27 I regret not telling you the whole truth.

TOLD

I wish ..... the whole truth.

28 After hours of negotiation, they managed to get the new contract.

SUCCEEDED

After hours of negotiation, they ..... the new contract.

29 She tried to stay cheerful although she felt sick.

SPITE

She tried to stay cheerful ..... sick.

30 Mike probably won't come to the party.

UNLIKELY

Mike ..... to the party.

LIVEWORKSHEETS

You are going to read an article about noise. 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.**

Noise: traveller's enemy or traveller's friend?

'Passport, boarding pass, phone...' As my taxi zips towards the airport, suddenly a cord of panic pulls tight around my chest. I thrust my hand into one compartment of my handbag, then another. It's not anywhere. My mouth opens, and the words, 'Driver, turn around! Now!' almost spring out. But I swallow them. We're halfway to the airport, and I'm already running late. Surely I can survive one trip without my supply of foam earplugs?

I'm a generally good traveller except for one thing that undoes me every time: noise. Ask me about my absolute worst travel experiences, and I'll tell you the story about that night I spent in a cheap hotel that also happens to be the venue for the most popular Saturday night disco in the area. Elsewhere, there were the chickens that always began crowing at 2 a.m. at a rural retreat (no one, I guess, informed them that they shouldn't get going until dawn). And there was also the deeply discounted hotel room with 'swimming pool view' that I was so pleased with myself for finding. The swimming pool, it turned out, was under renovation. Actively. With power drills. Directly below my window.

In my ideal traveller's world I'd control the volume of everything, like a music producer at a giant mixing board. There would be no blasting television sets hanging above public squares or embedded in taxi seats, no cheesy songs playing in the shops. Loud noise would be completely absent. Everywhere. But no traveller can remain in a perfectly controlled sonic bubble. Not when we're moving through a world in which what constitutes noise has so many different interpretations, including whether noise is ever a bad thing. For sound is relative: one person's noise is another person's music, or expression of happiness.

On one of the first extended trips I ever took, I travelled to an island for Carnival, which is basically like deciding to pitch your tent inside a dance hall for three weeks. At any hour, different kinds of music would float through the air and, without warning, straight into my ear. Neighbours shouted to each other over the din, then turned up the volume on their radios. It was a non-stop celebration, during which I *line 24* got very little sleep. It was fabulous. The thing is, the noise that wraps a city in Carnival happiness is more than just noise: it's the sound of a human community. To block it out is to risk missing something really fundamental about a place – and the reassuring feeling of being part of something larger than yourself. Noise brings people together. I've learnt this over and over in my travels, but it hasn't been an easy lesson to accept.

I struggle against my instinct to isolate myself in a cocoon of silence. I really don't want to cut myself off from the thrill of human noise. But I don't want to go crazy, either. Nowadays, unwanted – and largely non-human – sounds push and shove travellers from all directions. Cars, subways, construction, jet engines: their clamour seems omnipresent. Yet instead of lowering the volume of everyday living, we seem to layer noise upon noise. The hotel bar jacks up its techno music to counteract the babble in the lobby. The traveller walking along traffic-choked streets retreats into her iPod.

On the plane, I press my foam earplug deep into my ear. As it slowly expands to fill my ear canal, I savour the journey into the bliss of noiselessness. Thank goodness the convenience store at the airport stocks one of travel's most essential items. The headache-inducing whine of the jet engines magically fades away, and I'm once again the master of my private sonic world. To appreciate the comfort of noise, you also need the comfort of silence. I'll unplug when I get to where I'm going.

LIVEWORKSHEETS

31 What is the writer doing in the first paragraph?

A demonstrating how well organised she is
B explaining why she is in a particular situation
C describing something that often happens to her
D showing how important something is to her

32 What do the writer's worst travel experiences tell us about her?

A She is annoyed when the facilities advertised are not available.
B She is willing to stay in places that are not particularly luxurious.
C She tries to plan ahead in order to avoid certain situations.
D She finds unusual locations especially attractive.

33 What does the writer say about her 'ideal traveller's world'?

A She realises it isn't actually the best way to travel.
B She wishes she didn't have to share it with others.
C She travels in the hope of finding it one day.
D She knows other people wouldn't like it.

34 What does 'It' refer to in line 24?

A getting very little sleep
B the volume on people's radios
C the non-stop celebration
D the neighbours shouting

35 What does the writer say about noise in the fifth paragraph?

A People are born with a need to hear it.
B People deal with it by creating more of it.
C It affects people in a number of different ways.
D Modern life offers effective protection from it.

36 How does the writer feel in the final paragraph?

A relieved she will not have to hear any noise at her destination
B grateful to know she can find earplugs wherever she goes
C pleased she can decide for herself whether to hear things or not
D glad to be able to choose what music she'll listen to on the flight

LIVEWORKSHEETS

You are going to read an article about an expedition to look at a mountain under the sea. 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.**

Mountains in the sea

An ocean scientist visits a mountain, or 'seamount', deep under the ocean.

Sealed in our special deep-sea sphere, we wait until we are untied, drifting, a tiny dot on the immense Pacific Ocean. Then we sink into the water, surrounded by bubbles. A diver pokes through the bubbles to make a final adjustment to the camera mounted on the outside of the submersible sphere (known as a 'sub'). Out there with the camera are hydraulics, thrusters, and hundreds of other essential parts that will keep us safe.

Three of us are crammed inside a sphere 1.5 metres in diameter, surrounded by communication equipment, controls, snacks, cameras. **37** Its peaks, rarely seen up close before, rise from the bottom of the Pacific near Cocos Island. The highest peak here is more than 2,200 metres tall.

Seamounts generally form when volcanic mountains rise up from the sea floor but fail to reach the surface (those that break the surface become islands). Scientists estimate that there are some 100,000 seamounts at least one kilometre high. But if you include others that range from small hills to rolling mountains, there may be as many as a million of them. We've seen little of these oases of life in the deep. Of all earth's seamounts, marine biologists have studied only a few hundred. **38**

Scientists don't often explore their slopes first hand – or even their shallower summits: living mazes of hard coral, sponges and sea fans circled by schools of fish. **39** Among this abundance of sea creatures, might there be new species that could produce new chemical compounds that can cure diseases?

Unfortunately, more and more frequently deep-sea fishing trawlers drag nets weighted with heavy chains across seamounts to catch schools of fish that congregate around them. **40** Once these underwater communities are disrupted, it can take hundreds, even thousands, of years for them to re-establish themselves.

We turn a ghostly greenish blue in the light, kept dim so we can see outside. Clear, pulsing jellies glide gently in the dark, bouncing off the sub in every direction. A black-and-white manta ray flexes its wings and soars past for a look. We are still in what is called the photic zone, where sunlight penetrates and provides energy for countless microscopic, photosynthetic ocean plants that create much of the earth's oxygen. **41**

At about 200 metres the sub's dazzling lights bring the bottom into view. **42** We joke that maybe we've found a new wreck, but instead it is the remains of a volcano, perhaps millions of years old. Within minutes the sub is hovering a few centimetres from the bottom, inside an ancient, circular vent of the now extinct volcano that forms Las Gemelas. Its sculptured walls look like the facade of a deep-sea cathedral.

Our sub surfaces after five hours – all too soon. We begin the long journey back to our land-based lives, where we will analyse our data and add one more piece to the puzzle of our global ocean.

LIVEWORKSHEETS

A This process also destroys long-lived and slow-growing corals, sponges, and other invertebrates.

B These under-sea mountains have therefore been well known for a number of years.

C Then we descend further, and the ocean around us is completely black.

D More finely detailed maps of the surface of Mars may exist than of the remotest parts of the ocean floor.

E Suddenly something just beyond them rises from the otherwise featureless sea floor.

F We have everything we need for our journey to reach a seamount named Las Gemelas.

G Some of these animals have even lived to be more than a hundred years old.

LIVEWORKSHEETS

PAPER 1 Reading and Use of English
PAPER 2 Writing
PAPER 3 Listening
PAPER 4 Speaking
Part 1
Part 2
Part 3
Part 4
Part 5
Part 6
Part 7

You are going to read an article in which four young people talk about the experience of taking their driving test. 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

failed the driving test three times? 43 ☐

thought learning to drive would be easier than it was? 44 ☐

was discouraged from driving by a relative? 45 ☐

was very nervous at first? 46 ☐

is going to drive a vehicle at work? 47 ☐

practised driving on private land? 48 ☐

nearly missed the test? 49 ☐

hasn't driven since taking the test? 50 ☐

will soon own a car? 51 ☐

could previously use another type of vehicle? 52 ☐

LIVEWORKSHEETS

First steps at driving

How do young people feel about learning to drive?
We asked four youngsters who have recently passed the test.

A Joe Smedley

I used to make models of cars, and I knew a lot about different makes long before I was old enough to drive one. I'd been riding a motorbike for six months before I started taking lessons for my driving test, and I'm sure that experience helped me. On the other hand, learning to drive proved to be quite hard. I thought because I knew how a car works it would make a difference. That was a big mistake! I remember how embarrassed I was when I couldn't even get the car into second gear. By the time I took my test, I felt fairly confident, so I wasn't surprised when I passed first time. The funny thing about it is that I haven't had the chance to drive a car ever since I got my licence because my parents don't have one!

B Hanna Watson

I'm really glad that I have a driving licence because it's so useful, but I wasn't really sure I wanted to take the test at first. I was shaking and my knees were trembling before the first lesson, though I felt better because the instructor was so friendly. Although he assured me I was ready to take the test after 25 lessons, I decided to wait until I had had a few more. I felt very tense about driving, and the test was a disaster. First, I forgot my glasses when I went for the written test, and then, on the practical test, I got there five minutes' late because the bus I was on broke down! It wasn't my fault, and luckily they let me go ahead with it anyway, but I was quite upset. Anyway, for the last few months I've been practising in my father's car, although he only lets me go on quiet country roads.

C Clarissa Holmes

I wanted to get my driving licence as soon as I could. My childhood ambition was to be the first woman Formula One world champion! Actually, the reality of taking my test was completely different from what I'd expected. I didn't pass the test until my fourth attempt, but that was because of the practical test. I kept on making silly mistakes, you see. In fact, the other part of the test wasn't nearly as hard; all you had to do was learn the regulations about driving.

I was getting pretty upset after failing three times, so my aunt, who owns a farm, let me go into a field and drive around, just to get used to the feeling. I think that helped a lot. I've been saving up like mad, and in a couple of weeks I'm confident I'll have enough to buy a decent second-hand car.

D Eddy Fredricks

I didn't really think about taking my driving test right up until I was 18. I had the idea that driving was basically dangerous, and I think that came from my grandmother. She had never got used to driving in busy traffic, and she used to tell me how awful it was, which put me off a lot. But when a couple of my friends passed their tests, I suddenly realised I really wanted to get my driving licence.

Being optimistic, I just booked ten lessons at first, but in the end I needed over three times that many! Having a driving licence is going to be very useful. When the school term finishes in August, I've got a part-time job delivering books for a big bookshop, and I have to use their delivery van, so I couldn't do it if I hadn't passed my test.

LIVEWORKSHEETS

PAPER 1 Reading and Use of English
PAPER 2 Writing ▸ Part 1 | Part 2
PAPER 3 Listening
PAPER 4 Speaking

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 sport. Now, your English teacher has asked you to write an essay for homework.

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

Is playing a team sport the best way to get fit?

Notes
Write about:

1. exercising with other people
2. how convenient it is
3. ..... (your own idea)

LIVEWORKSHEETS

PAPER 1 Reading and Use of English
PAPER 2 Writing ▸ Part 1 Part 2
PAPER 3 Listening
PAPER 4 Speaking

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 You see this announcement on an English-language website.

> **Articles wanted!**
> **Music**
>
> How important is music in your life?
>
> What sort of music do you enjoy? Why?
>
> Who do you listen to it with?
>
> Write us an article answering these questions. The best articles will be posted on the website.

Write your **article.**

3 You recently saw a film about a famous historical event in your country. Write a review of the film for your college magazine. Include information about the story, the characters and costumes, and say whether the film was historically accurate.

Write your **review**.

4 (*for FIRST candidates only*)

Your teacher has asked you to write a report about the eating habits of young people in your area. Describe what most young people eat and suggest how they could be encouraged to eat healthier food.

Write your **report**.

(*for FIRST FOR SCHOOLS candidates only*)

You see this announcement in an international magazine for young people.

> **Stories wanted**
>
> We are looking for stories for our magazine. Your story must begin with this sentence:
>
> *Helen and Steve looked at each other and burst out laughing.*
>
> Your story must include:
> - a photograph
> - a computer

Write your **story**.

5 (*for FIRST FOR SCHOOLS candidates only*)

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

Write an **essay** describing an event in the book or short story you have read which plays a main role in the development of the plot and affects the characters.

LIVEWORKSHEETS

PAPER 1 Reading and Use of English
PAPER 2 Writing
PAPER 3 Listening
Part 1
Part 2
Part 3
Part 4
PAPER 4 Speaking

Track 13

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 woman bringing an MP3 player back to the shop where she bought it.
What is the problem with it?
A It plays tracks at the wrong speed.
B It jumps from one track to the next.
C It doesn't switch off properly.

2 You hear a woman talking to a waiter.
What does she want him to bring her?
A mineral water
B coffee
C orange juice

3 You hear a man describing a journey.
Where did he want to go?
A Leeds
B Manchester
C Crewe

4 You hear an advertisement for a sale in a furniture store.
Which items have the biggest reductions?
A sofas
B beds
C armchairs

5 You hear a woman talking to a car mechanic.
What is the problem with her car?
A It won't start in wet weather.
B The brakes don't work properly.
C The engine keeps on stopping.

6 You hear a graphic designer talking about his work.
How does he feel about the recent change in his job?
A He thinks his new work is boring.
B He regrets giving up his previous job.
C He thinks he's made the right decision.

7 You hear a radio announcement about traffic on a motorway.
Where are the longest delays expected?
A between junctions 10 and 11
B between junctions 13 and 14
C between junctions 17 and 18

8 You hear a man phoning his local newsagent's shop.
Which newspaper did he receive by mistake this morning?
A *the Telegraph*
B *the Sun*
C *the Daily Mirror*

LIVEWORKSHEETS

PAPER 1 Reading and Use of English
PAPER 2 Writing
PAPER 3 Listening
PAPER 4 Speaking
Part 1
Part 2
Part 3
Part 4

Track 14

You will hear a golfer called John Freeman giving a talk about his career. For questions **9–18**, complete the sentences with a word or short phrase.

Golf

John Freeman has been playing golf for (**9**) ..... years.

John's father never progressed as a golfer because he couldn't afford very good (**10**) ..... .

When he was younger, John wanted to be a professional (**11**) ..... player.

John's father took up golf again after being (**12**) ..... .

John wishes he had received some (**13**) ..... from his teachers at school.

John says that golf is often seen as a sport for people with a lot of (**14**) ..... .

Young golfers should be able to get help from (**15**) ..... .

The (**16**) ..... of British players is likely to raise the profile of golf.

John's income from golf is (**17**) ..... .

John used to dye his hair (**18**) ..... .

LIVEWORKSHEETS