

PAPER 1 Reading and
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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 fell B resulted C grew D became

0	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
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The dodo, a bird that couldn't fly

The dodo is a bird that (0) extinct in the 17th century. It lived on the island of Mauritius in the Indian Ocean, and had evolved and (1) to its unique island habitat. There were no predators to hunt it on the island, and plenty of fruit lying on the ground, so (2) millions of years, the dodo eventually (3) its ability to fly. It also became bigger to (4) it to store enough fat to survive when food was scarce.

In the 16th and 17th centuries, European sailors started arriving on the island. Accounts written at the (5) describe the birds as trusting and friendly, and having no reason to (6) human beings because they had no experience of people, the giant birds were easy to catch and kill for food. (7) , it was the animals the sailors brought with them – especially rats and monkeys – that posed the greatest (8) to the dodo, eating their eggs and chicks.

- | | | | |
|--------------|-----------|-----------|---------------|
| 1 A adapted | B changed | C suited | D transformed |
| 2 A with | B across | C over | D around |
| 3 A rejected | B lost | C dropped | D threw |
| 4 A ensure | B make | C enable | D let |
| 5 A time | B moment | C point | D occasion |
| 6 A frighten | B scare | C panic | D fear |
| 7 A Even | B However | C Despite | D Although |
| 8 A concern | B threat | C problem | D trouble |

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For questions 9–16, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 T O

Learn to play the piano online

Do you want (0) play the piano, but can't afford or find a teacher? There is another option available to you, as (9) as you can use a computer somewhere with internet access, that is. You can learn online. There are even a number of websites (10) allow you to do this for free. Some provide expert and detailed lessons, and as you work (11) way through them – taking as long as you wish, which is rarely (12) option in a conventional lesson, it feels just (13) being guided by an experienced teacher who knows exactly what they are doing. Believe (14) or not, some of the websites are very good fun to use, and even quite addictive. (15) fast and effectively you progress will of course depend (16) the time you are prepared to put into your online piano lessons, and whether or not you put in the practice – but after all, this applies to most things in life.

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For questions **17–24**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits 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 W O O D E N

Making your house a home

Whether it's a concrete apartment in a city or a (0) house on the water, what matters most isn't your home's outward (17) , but how it makes you feel when you step inside.

WOOD

APPEAR

Home is where we can (18) be ourselves, and it provides us with a private space away from the world. A house is (19) – it's where we rest, eat and entertain; but a home is where we feel safe and create memories with those we share it with.

TRUE

FUNCTION

As we change and grow, our home should reflect our (20) It's easy to stay stuck in our ways: the furniture sits in the same place, and so do we. But there's nothing wrong with (21) things from time to time. Change reminds us we're (22) creatures. Giving your home a new look doesn't (23) mean spending money; it simply means putting a bit of (24) into who you are and what you need right now.

DEVELOP

ARRANGE

LIVE

NECESSARY

THINK

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For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (0).

Example:

0 I've never seen a film as boring as this one.

SUCH

I've never seen as this one.

The gap can be filled by the words 'such a boring film', so you write:

Example: 0 SUCH A BORING FILM

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

25 'I'll drive Tim to the airport,' Martin insisted.

INSISTED

Martin to the airport.

26 I'm not sure whether David took the house keys with him or not.

MIGHT

David the house keys with him, but I'm not sure.

27 I wasn't allowed to enter the building without showing some identification to the security guard.

LET

The security guard enter the building without showing him some identification.

28 Let me know when you've decided what you want to do.

MIND

Tell me when you have about what you want to do.

29 Jodie thinks it's a good idea to make copies of the files.

FAVOUR

Jodie is copies of the files.

30 I don't understand why Bob's going to study science.

SENSE

It doesn't why Bob's going to study science.

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You are going to read an article about a photographer called Mary McCartney. 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.

Mary McCartney, photographer

Journalist Tim Lewis met photographer Mary McCartney to talk about her work.

This is what Mary McCartney, portrait photographer, says about her approach to taking pictures: 'I'm always trying to make a connection with the person I'm photographing. I don't want to just come away with a shot that I think is interesting – I also want the subject to like that shot of themselves. I won't go: "That's great, it doesn't matter what you think, it's going in." I want it to have a real sense of them.' It is an empathetic, sensitive approach to photography, but it is one that produces some stunning results. Subjects – particularly celebrities – appear to relax when McCartney turns her lens on them. The images often feel intimate and genuinely spontaneous, as if we are peering in on a private, unguarded moment.

line 12

McCartney was inspired to become a photographer in her mid-20s, sifting through contact sheets taken by her mother, who also photographed celebrities. 'My mum was quite a wanderer,' says Mary. 'She had a real sense of adventure and a cheekiness to her, which is something I like and that I try to take into my style of work. I remember once we went out for lunch and I grilled her about her early career in photography and particularly about the people she was hanging out with. I wanted to know all about what she'd done. I was like: "I can't believe you photographed Jimi Hendrix!" I was so jealous.'

When it comes to working with exceptional individuals, Mary does not fare too badly herself. She has taken portraits of famous artists, actors and singers. Is there anyone she is still desperate to photograph? McCartney names a famous singer, almost squealing. 'I love her; I love her voice, her music. I imagine she's quite done – she'd probably arrive camera-ready – but I just find her life so intriguing. I've always been drawn to strong women. When I like what they do, it makes me quite proud to be photographing them, and I feel an extra responsibility to show how cool I think they are or something.'

McCartney has photographed many of her subjects on multiple occasions, but she finds it can often get harder rather than easier after the first time. 'When you know someone, you have to get into a different headspace – it's easy to get distracted if it's too friendly,' she says. One exception, though, is her father. 'Dad's really good fun to take pictures of, because he likes to make it interesting for himself, he doesn't just want to do a straight portrait. So he'll mess around or say, 'Let's do something crazy with my hair.' If I'm doing it, he knows it's a safe environment and he can go further than he would otherwise, so you may get that one unexpected shot.'

If Mary McCartney's professional life is dominated by women, then at her home in north London – where she lives with her four sons and her husband, it is strictly men only. 'There's not a lot of pink in my home, definitely,' she says. 'But I like the chaos, luckily.'

McCartney has written a vegetarian cookbook titled *Food*, but she is adamant that her priority remains photography. She is currently working on a stills and video project that focuses on people who dedicate their bodies and lives to their vocations. Two of the sets she has already completed are the dancers of the corps de ballet at the Royal Opera House and some actresses in a musical. 'They're very contrasting groups, I suggest. 'Actually there's not very much difference between the pictures,' says McCartney. 'A lot of the actresses, their background is ballet. It's the same gruelling schedule and time commitments. You couldn't necessarily tell them apart.'

- 31 What point does Mary make about her approach to her work?
- A She cares about the opinions of the people she photographs.
 - B The equipment she uses depends on who she's photographing.
 - C She prefers taking photographs of people who interest her.
 - D The lack of privacy that comes with fame inspires her photography.
- 32 What does 'grilled her' mean in line 12?
- A teased her a great deal
 - B asked her a lot of questions
 - C reminded her repeatedly
 - D told her some stories
- 33 What does Mary suggest in the third paragraph?
- A It would be difficult to take an unusual photograph of the singer.
 - B Actually meeting the singer might make Mary rather nervous.
 - C The singer would have high expectations of Mary's photograph.
 - D Taking the singer's photograph might boost Mary's career.
- 34 Mary says that photographing her father
- A is more successful if she keeps him occupied.
 - B involves preparations to make sure he looks good.
 - C has the potential to produce unpredictable results.
 - D requires her to make a special effort to concentrate.
- 35 What is the writer doing in the fifth paragraph?
- A explaining why Mary likes photographing women so much
 - B describing Mary's attempts to balance work and family life
 - C illustrating the problems Mary faces every day
 - D showing the differences between certain aspects of Mary's life
- 36 What do we learn about the photographs Mary has taken recently?
- A They are less important to her now than writing cookery books.
 - B They are part of a project to explore the differences between people.
 - C They reveal characteristics shared by people doing different jobs.
 - D They have been more complicated to produce than she had expected.

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You are going to read an article about someone who made their own bicycle out of bamboo. 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.

Making my own bicycle – out of bamboo!

In a London warehouse, people are being taught how to build bamboo bicycles.

It was 8 a.m. on a Saturday morning and I was standing in a freezing cold warehouse in London. By the end of the weekend, I was meant to have turned some bamboo into a bicycle frame. I was at the Bamboo Bicycle Club, founded by friends James Marr and Ian McMillan, ready for my bamboo bike building course.

Preparations for the workshop had begun the week before, with a discussion about what style of bike I wanted to build. **37** That's why I'd opted for a frame that contrasted with the stiff geometry of my existing one.

When I arrived at the workshop, the precise list of body measurements requested from me had already been transferred onto a personalised diagram of my frame. **38**

The first step was setting up the jig – the structure used to hold the frame in place – then to select the bamboo. Things I was told to watch out for were cracked pieces and pieces that were too thin. Of course, finding pieces that were the colour I wanted was just as important. **39** James and Ian are strong believers in making your bike look exactly how you want. 'But don't get too attached to your pieces,' James warned, as we raised our saws. The fibres on the outer layer of bamboo have a tendency to flake off, weakening it so much it can't be used.

The rest of the afternoon was spent fixing each piece of the frame into the jig, slotting in the bottom bracket,

seat tube and handlebar tube. The particular qualities of bamboo as a construction material means unexpected adjustments can suddenly become necessary. At one point a problem lining up my two chain stays (the narrow tubes running alongside the back wheel) threatened to make my frame useless. **40** There was just enough space to fit a wheel.

Besides, most things can be fixed by a spot of whittling with a special craft knife. **41** Spare pieces are turned into pen pots, bike racks and stands for MP3 players. It seems bikes are not the only thing you can make out of bamboo.

On Sunday morning we returned to the workshop bright and early to complete the final process; binding. After a shaky start, we began to tightly wrap each joint on the frame with natural fibres soaked in a special glue. After two layers, the binding was wrapped tightly with electrical tape, to keep it firm and ensure a smooth finish. **42** In a few hours I would be an official member of the bamboo bicycle club.

While we waited, I took the opportunity to test ride Ian's bike to find out what it was really like to ride a bamboo bike. It felt just as capable as any bike, but softer, more relaxed. I rode past a group of people who looked surprised, but in a pleasant way. 'Every time I get on my bike I can't help smiling,' said James. 'It reminds me of when I built it.'

- | | |
|--|--|
| A Luckily, however, after some careful checks, Ian confirmed that it was alright. | E Personally, I felt that any bicycle made out of organic matter should be a relaxed one, something to cruise around on rather than race. |
| B This was the plan that I would follow. | F Some people like the frame to be consistent, others like a mix of light, dark or speckled. |
| C If all else fails you simply have to cut off another length. | G All that was left now was for it to dry. |
| D I can proudly say I managed to do it even more effectively. | |

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You are going to read an article in which four students talk about the fashion design courses they are doing. 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

is looking forward to working on a student project in the fashion industry?

43

comments on the friendly atmosphere at their college?

44

has become more interested in fashion since starting their course?

45

enjoys the freedom they are given on how to approach their projects?

46

mentions being able to use as much material as they like?

47

values input from people outside the college working in the fashion industry?

48

says the main emphasis is on the practical aspects of the course?

49

points out that they will be able to use what they have learned in a number of different ways?

50

chose their course because of a job they had?

51

comments on how the variety of activities offered prevents them getting bored?

52

Fashion design courses

Four first-year fashion design students talk about their courses in clothes design.

A Greg

My course involves research, design, and a lot of experimenting with different materials and techniques. We also do cultural studies and academic writing, but the focus is on actually making things. In the first year we don't have any contact with the fashion industry, but do projects that are assessed and monitored by our tutors. They're very helpful and experienced, and when we're working on a project, they give us a topic, and then let us go wherever we like with it. It's an opportunity to experiment within a supportive environment, which is ideal. My classmates come from a wide variety of backgrounds and some of them already have experience of working in the industry. We're all part of a community, and it's a great feeling to walk into the building every morning and see lots of people I know and like.

B Kara

I've always wanted to be a fashion designer, and I think that by the time I graduate, I will have all the skills I need, as well as having had a wonderful time at college. No two weeks are the same, which is what I love about this course. There are so many different things to do that it never feels dull. I'm working on a project at the moment where we are asked to design a range of casual wear and imagine we are doing it for a famous brand. This helps us learn about meeting real-world requirements and understanding the process that designers and their work go through. I've always found the college technicians incredibly helpful, and so are all the tutors, of course. There's no limit to the amount of fabric we can use, which of course will be different when we have jobs later on. I'll enjoy that while it lasts!

C Tom

I've always loved fashion, but had a number of different jobs in the car industry before deciding to follow my dream. My course has been very interesting so far, and I'm sure it will become even more so when we are sent out to get work experience in a company in our second year. We'll report back to our college tutors on how our project is progressing, and they'll be able to advise us and support us while we're doing it. At the moment I'm thinking of specialising in children's leisurewear, but the skills we're acquiring can be adapted to any area of fashion so my options are very open. I've been amazed to find out about the range of textiles and fabrics available to designers these days, and it's been great to be shown and to practise so many different techniques. I feel we're all being well prepared for our future careers in the industry.

D Mary

My hobby is surfing, and I love everything to do with sports and the outdoors. I spent a year working in a sportswear shop, which is where I became interested in the way sports clothes are designed, and all the different materials available. I realised it was an area I wanted to explore further, and since enrolling at my college, I've never looked back. Sports clothes have to work practically, and help improve the wearer's performance. I've also found that the fashion side of things appeals to me, though I'd never thought about that very much before. I've been doing a project with a famous sportswear company this term, and the designers there have been very friendly and helpful. They add a different perspective to that of the college tutors, and I really appreciate that.