

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 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 shape B place C form D part

0	A	B	C	D
---	---	---	---	---

Precious metals

What is known as the 'California Gold Rush' took (0) in the US in the middle of the 19th century. Miners searched for gold, silver and copper in the (1) of becoming rich. As they dug, they (2) piles of unwanted dirt and rocks. The miners who worked there so long ago would have been amazed to know that over 150 years later, these waste products are in (3) demand. Geologists have analysed samples and discovered that some of them contain valuable minerals, called rare earth elements, which are used in the production of (4) electronic devices.

Rare earth elements are not actually very rare, but they are (5) to mine. This is mainly because they (6) naturally in very small quantities and are difficult to (7) from other elements surrounding them. In (8), the precious minerals are relatively easy to extract from the 19th century mines' unwanted waste products.

- | | | | |
|--------------|--------------|--------------|--------------|
| 1 A luck | B hope | C chance | D wish |
| 2 A raised | B built | C created | D developed |
| 3 A great | B large | C grand | D big |
| 4 A frequent | B wanted | C popular | D daily |
| 5 A uneasy | B stubborn | C clumsy | D awkward |
| 6 A occur | B happen | C arise | D reveal |
| 7 A divide | B separate | C undo | D disconnect |
| 8 A conflict | B difference | C opposition | D contrast |

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 **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	H	A	T														
---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Vanilla

Vanilla is the seed pod of an orchid flower **(0)** grows close to the equator. Another name for vanilla is 'black flower', because the pod and beans turn black shortly after **(9)** picked. Vanilla is used **(10)** over the world as a flavouring in food, drinks and medicines, as **(11)** as in many perfumes.

The first people to use vanilla were probably the Totonac Indians in Mexico, and it was taken to Europe in 1520. Only very few people **(12)** afford it, however, until in 1841 a 12-year-old boy called Edmond Albius discovered that **(13)** was possible to transfer pollen from flower to flower by hand. After that, growers **(14)** longer had to rely on bees and other animals to do this, and vanilla was grown **(15)** far larger quantities. A number of different countries now export it, and Mexico, **(16)** the vanilla orchid originated, produces only a small percentage of the harvest these days.

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 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 D A N G E R O U S

The truth about wolves

Wolves are considered one of the world's most (0) animals. However, it is extremely (17) for them to ever attack humans and even then they only do so when they are (18) These highly intelligent creatures are, in fact as afraid of us as we are of them.

DANGER
USUAL
THREAT

The largest of the dog family, wolves share (19) with their – often domesticated – cousins. Frequently misrepresented in stories as evil creatures that howl at the moon, wolves really use this call to communicate their (20) to other members of their pack. Far from the (21) the traditional image suggests, wolves raise their heads to howl simply because this is how the sound is (22) produced.

SIMILAR

LOCATE
MAD

PHYSICAL

Just like dogs, wolves also use warning barks, indicate dominance through a low growl and (23) whimper when they want to make a friendly (24) Wolf handlers have been known to say they feel safer with wolves than people!

SOFT
GREET

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 **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 don't want to go to my piano lesson today.

FEEL

I don't to my piano lesson today.

26 His boss said to Jan that he must do the work quickly.

TOLD

Jan did the work quickly because his boss had so.

27 I only went out because I was sure you had your keys.

HAD

I wouldn't have gone out you didn't have your keys.

28 Xavier can't wait to start university.

FORWARD

Xavier's really university.

29 'Don't leave the computer on,' my boss told me.

ASKED

My boss leave the computer on.

30 I think it's going to rain.

IF

It it's going to rain.

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 by reporter Joanna Ruck about a swimming event in a lake in the north of England. 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.

Open water swimming

Reporter Joanna Ruck recently attempted her first long-distance swim in a large lake.

I had only swum in open water a few times, and always in calm reservoirs or gentle lakes, so I wasn't quite prepared for how imposing and rough Lake Windermere, in the north of England, appeared on a cold grey day. But I, along with 10,000 others, was about to brave the lake to complete the challenge of the Great North Swim.

I'd arrived on a train packed with people descending on Windermere, and the hotel was buzzing with talk about what distances they were doing, and everyone was swapping techniques and advice. I headed to the lake just as the 5 km race was finishing, the longest distance over the weekend. A swimmer who had just completed this race told me the water felt colder than the 15.6°C it had been measured at, and that the water was a bit rough. But if 10,000 other people weren't put off, I wouldn't be either.

My training had involved a few sessions in a local reservoir, but had mainly been in a pool where seeing where you're going is fairly straightforward. It's very different in rough water. My new wetsuit had only arrived two days before the swim so I'd popped to my local open-air swimming pool to give it a quick try out. I'd managed to do the mile (1.61 km) there in 29 ½ minutes – but how would I fare in open water?

Most of the people taking part were doing a one-mile race. 26 races were planned over the whole weekend. There seemed to be a mix of open-water enthusiasts alongside complete novices – which, according to the organisers, is precisely the aim of the swims, to get as many people as possible completing their own challenge. The oldest woman competing was 77, taking part in the two-mile race alongside a man who last year had swum in every one-mile race.

I had opted for the third one-mile race of the day. This gave me time to watch the impressive performance from the elites, who have their own races before everyone else gets going, and the start of the masses. A former Olympic swimmer emerged from his mile event, completing it in 22 minutes 29 seconds, and I asked his advice for my race. He told me: 'You'll be fine, it's all about focusing on where you're going and staying calm.' Easy for him to say.

There were just over 200 people in my race. We were all taken through an acclimatisation area, a children's paddling pool-sized part of the lake where we plunged in to feel how cold the water was. 'Not too bad' was the verdict! We took off with a flurry of splashes and headed out towards the middle of the lake. We'd been warned that the first 100 m would be really rough, but that it would feel much calmer after that. Somewhere near the 750 m mark I was still waiting for the calm; it felt more like swimming in the sea than a lake. I felt battered by the water. I tried to focus on my breathing and technique, and just keep going. Then, as I approached the 400 m-to-go mark my lower right leg cramped painfully. I recalled overhearing people in the hotel the night before talking about how they keep swimming through cramp, so I tried.

It didn't work, so now instead of just my lower calf cramping the entire leg went into spasm. I didn't want to stop, so flexed my foot and just kicked with the left leg: fine until a friendly steward in a kayak pointed out that I'd drifted off course. However, I could now see the finishing post so just concentrated on getting there – still one-legged. My finishing time was 38 minutes 23 seconds but that didn't seem to matter – the atmosphere was fantastic and everyone felt a sense of achievement, whatever their time. I'm hooked, and want to give it another go. I've already signed up for my next open-water swim.

- 31 In the second paragraph, how did the writer feel?
- A disappointed by the difficult weather conditions
 - B concerned by the other swimmers in the event
 - C determined to be as tough as the people around her
 - D relieved to have missed the most challenging event
- 32 What does 'it' refer to in line 12?
- A trying to swim so far
 - B swimming in rough water
 - C her new wetsuit
 - D the open-air pool
- 33 Why does the writer mention the two people in the fourth paragraph?
- A to demonstrate how diverse the participants are
 - B to show that most swimmers are very inexperienced
 - C to explain the problems faced by those running the event
 - D to justify her presence amongst the better swimmers
- 34 What is meant by 'Easy for him to say' in line 23?
- A He could have given her more useful tips.
 - B He did not understand what it was like to be her.
 - C He should have listened to her more carefully.
 - D He was not even out of breath after his efforts.
- 35 What does the writer say about the swim in the sixth paragraph?
- A It would have been easier if she had taken other people's advice.
 - B It was an effective way to prepare for more demanding swims.
 - C It required less concentration after she had relaxed a little.
 - D It turned out to be harder than she had been led to believe.
- 36 What does the writer express in the final paragraph?
- A her surprise at having managed to finish
 - B her eagerness to repeat the experience
 - C her pride at having swum so quickly
 - D her confidence in her own ability

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 about prehistoric cave art in France. 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.

Visiting prehistoric cave art in France

Exploring the mysteries of cave art in the Dordogne region of France.

At some point in remote prehistory, roughly 12,000 years ago, a group of men and women – no more than half a dozen, scientists believe – crawled into the narrow complex of tunnels of Rouffignac cavern in the Vézère valley, in the Dordogne region of France. Once in its deepest recess, they lay on their backs and, in flickering candlelight, started painting on the rock ceiling less than a metre above them. More than 60 images of mammoths, horses and ibex were outlined, each animal depicted in simple, confident lines that reveal startling artistic talent.

This is now known as the Great Ceiling of Rouffignac, one of the world’s oldest and most beautiful art galleries. We have few clues as to who created it, though it was probably the work of the Cro-Magnons, the first members of *Homo sapiens* to settle in Europe 45,000 years ago and survivors of the Ice Age that later gripped the continent. **37** Fortunately, though, it can be reached far more easily today. A tiny electric train runs from Rouffignac’s entrance to the Great Ceiling, the floor of which has been lowered to allow visitors to gaze up at its wonders.

The cavern train carries you past pictures of woolly rhinos, superbly rendered in black, and engravings of mammoths, carved into the soft walls by artists with their fingers. The cavern is also peppered with holes scratched by hibernating bears. **38** It is a stunning experience, one of many to be found in this remarkable area.

In the 25 km of the Vézère valley between the town of Montignac and the village of Les Eyzies there are 15 caves – including Rouffignac, Lascaux and

others – which have been rated Unesco World Heritage sites because of their prehistoric art. The original Lascaux cave, outside Les Eyzies, was discovered in September 1940 and contains more than 600 prehistoric coloured paintings. **39**

Thousands flocked to see them, triggering changes to the cave’s atmosphere that boosted the growth of algae and crystals on the artwork on its walls. In 1963 the cave was closed to the public and 20 years later an exact replica, Lascaux II, was opened. **40** Visitors can also see the hollowed stones they used as candle holders.

To judge from the bones they left there, our ancestors camped at cave entrances and enjoyed diets mainly made up of reindeer meat. **41** The artists concentrated instead on the more majestic animals – mammoths and woolly rhinos – that then populated the Dordogne. These painters fully understood perspective and exploited rock bulges and crevices to create works of art that would have shifted and shimmered in the flickering lamps they carried.

The reason why they were created is obscure, however. Some scientists believe they may have had a spiritual significance for the people who created them and their communities. **42** These works were created by full-time artists who would have required food, clothing and shelter from other community members in order to carry out their work. Visiting the end results, buried in these deep caverns, is an unforgettable experience – and a privilege.

- A** However, the trip's highlight is the Great Ceiling.
- B** This explains not only their artistic skills but their considerable knowledge of animal behaviour and anatomy.
- C** Whatever the case, it is clear that by this stage in our evolution art was now of critical importance to our species.
- D** Nor do we know why these artists picked such an inaccessible spot to display their genius.
- E** In addition to its vivid modern reproductions there are displays of the original artists' tools.
- F** Deep inside these caves, however, their minds moved to different matters.
- G** Many of these are of horses, deer and mammoths.

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 a travel writer explains the way in which he approaches his trips. For questions **43–52**, choose from the paragraphs (A–F). The paragraphs may be chosen more than once.

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

In which paragraph does the writer

explain how some of his colleagues approach a journey? 43

say he now understands what motivated him to make certain choices? 44

mention visits that failed to make a great impact on him? 45

accept that his advice will not always be followed? 46

give examples of how objects people value can be sources of inspiration? 47

say a particular distinction is crucial? 48

advise following up interests rather than trying to do unusual things? 49

emphasise thorough preparations for trips? 50

explain that something is bound to have a lasting effect? 51

say that people sometimes fail to recommend the most interesting places? 52

Traveling like a travel writer

Robert Reid has some good advice for travelers.

- A** I've spent a dozen years doing research for travel guidebooks, articles and videos on trips that have taken me to cities on stilts in Siberia, abandoned kingdoms in Burma, even my own hometown. And while I'm likely to remember the local people I meet more vividly than the history museums I breeze through, I've learned there's a resource that's better than anyone else you'll ever meet on your travels: you.
- B** It takes outsider eyes to really 'see' a place. I would have never found unexcavated ruins in the backwaters of Bulgaria or drunk coffee at classic farm-town diners in the Great Plains area of the US if I had passively relied on advice I got from locals on the ground. If we're being honest – at least in America – doing so often means being steered toward shopping malls, and cafés that are part of global chains. How did I find these places? I was visiting as a travel writer. That means not traveling 'like a local,' but in the company of locals – a subtle, but fundamental, difference.
- C** Travel writers – at least good ones – don't just drop into Bogotá or Brussels to see what happens, as fun as that can be. They do as much research as they can, devouring novels, articles, TV shows and films about where they'll be going to track down an angle, a hook or a mythology that grabs them. Then they use that angle as a lens that sets them on a path. And that path can lead to unexpected, marvelous things.
- D** It's time to play with what makes up 'travel.' The goal isn't being 'different' in what you do, it's being personal. Seriously, what do you like? Find ideas by looking at the 'most played' songs in your MP3 player, documentaries you have seen recently, or those old keepsakes you keep in a box under your bed. That chunk of volcano lava your dad got you when you were six? That old video tape or DVD of a band you still enjoy? Anything can turn into a makeshift guidebook if you approach it the right way.
- E** Looking back at my travel biography, I realize I've subconsciously used trips to do things I dreamt of being able to do as a child. I created a road-trip itinerary around the area of New York where one of my favorite singers grew up, based on lyrics he wrote about his hometown. I drove along roads he sings about in his songs, got coffee at his favorite café, and walked into the music room of his old high school. I even met a guy who used to live across the street from him and remembered hearing him practice the piano. I'll never hear those songs the same way again.
- F** Why do this? It's empowering. It's memorable. It builds on things that are already dear to you and introduces you to things you never knew you were looking for. It's also fun. You might not want to 'travel like a travel writer' on every trip you take, but you should try it at least once – as if the technique itself were a 'once in a lifetime' destination.

PAPER 1 Reading and
Use of English

PAPER 2 Writing

Part 1

PAPER 3 Listening

Part 2

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 the clothes people wear. Now your English teacher has asked you to write an essay.

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



'People should not be judged by the clothes they wear.'

Do you agree?

Notes

Write about:

1. whether people's appearance is important
2. how people choose what to wear
3. (your own idea)

PAPER 1 Reading and Use of English

PAPER 2 Writing

Part 1

PAPER 3 Listening

Part 2

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 – An interesting person

We are looking for articles about interesting people. It could be someone you know, or someone famous. Tell us about the person, and why you think this person is interesting.

The best articles will be posted on the website.

Write your **article**.

3 You see this announcement in an English-language magazine.

Reviews wanted – Shopping centres

Have you visited a shopping centre recently? Tell us about the shops, the places to eat, and any activities you can do there. Would you recommend this shopping centre to other people your age?

The most interesting reviews will be published in the magazine.

Write your **review**.

4 (for *FIRST* candidates only)

Your English teacher has asked you to write a report on a day trip you have been on with your English class to a place in your area. Write about the place you visited, what you did there and how you travelled there. Was there anything about the trip that could have been better? How could future trips be improved?

Write your **report**.

(for *FIRST FOR SCHOOLS* candidates only)

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

Stories wanted

We are looking for stories for our English-language magazine for teenagers. Your story must begin with this sentence:

Maria opened the front door and found a large box outside.

Your story must include:

- a surprise
- some instructions

Write your **story**.

5 (for *FIRST FOR SCHOOLS* candidates only)

Answer the following question based on the set text you have read.

Your English class has had a discussion about what happens in the book. Now your English teacher has given you this essay for homework.

What is the most important event in the book? Describe the event and explain its effect on the rest of the story. Why do you think the event is so important?

Write your **essay**.

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 9

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

- 1 You hear part of a radio programme about people who can't hear musical beats. What does the man say about being 'beat deaf'?
A Many who believe they are beat deaf probably aren't.
B Beat deafness is connected with the speed of the music.
C Beat deaf people don't understand the idea of rhythm.

- 2 You hear two students talking about making a map of their local area. What do they agree about?
A how difficult it might be to use an online tool
B how helpful their geography teacher has been
C how important it is to do careful planning

- 3 You hear two friends talking about a TV programme they have seen. What does the woman say about the new salt product?
A It is not likely to be successful.
B It will not offer value for money.
C It may not taste as good as normal salt.

- 4 You hear a teacher telling her students about a historical novel. What is she doing?
A describing its relevance to her students
B providing detailed information about the plot
C explaining why she bought the book

- 5 You hear a man who is blind talking about experiencing travel through his sense of smell. Why is he talking about this?
A to persuade us to try out his technique
B to describe particular journeys he's made
C to explain how his skill makes him feel

- 6 You hear a sports coach talking to a cyclist. What is the coach doing?
A praising the cyclist for her progress
B explaining why the cyclist feels a certain way
C encouraging the cyclist to eat better foods

- 7 You hear an author talking to a friend about launching her new book. How does the author feel now?
A surprised by her publisher's behaviour
B worried about certain arrangements
C eager to carry out her plans

- 8 You hear a sea captain talking to trainees about finding the way at sea. What does he say sailors must do?
A learn from the mistakes of older sailors
B study relevant charts while sailing
C be aware of their location at all times

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 10**

You will hear a man called James Perry talking about growing olives, a kind of fruit used to make oil for food. For questions 9–18, complete the sentences with a word or short phrase.

Olive farming

As James' olives were growing, some trees were affected by an unexpected
(9)

James says that a kind of (10) was one creature
found on his olive trees.

James decided to pick his olives by (11) when they
were ready.

James collected his olives using a (12) rather than
a traditional container.

James says he found cleaning (13) out of the
olives extremely boring.

After sorting them, James said that the olives had left
(14) over his kitchen.

At the olive press, James hadn't expected to wait in a
(15)

James' wife joked they could use his first oil in (16)
as well as for cooking.

James says that the olives need to be (17) when
you pick them.

James hopes next year's oil will have the flavour of
(18), which he likes.

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 11**

You will hear five short extracts in which people are talking about why they studied astronomy, the scientific study of stars and planets. For questions **19–23**, choose from the list (**A–H**) the reason each speaker gives for choosing to study the subject. Use the letters only once. There are three extra letters which you do not need to use.

A to gain access to the latest equipment

B to follow a family tradition

C to earn a good salary

D to improve career opportunities

E to prove something to other people

F to apply knowledge of another subject

G to increase the opportunity to travel

H to satisfy a childhood ambition

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

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 12**

You will hear an interview with a life coach called Mel Candy, who helps people to achieve a work-life balance. For questions 24–30, choose the best answer (A, B or C).

- 24 Mel says that people who complain to her about being too busy
- A usually work in management positions.
 - B want her to tell them precisely what to do.
 - C enjoy the fact that it makes them seem important.
- 25 Mel thinks that people who live and work alone
- A tend to lose track of time.
 - B worry about being isolated.
 - C can lose their social skills.
- 26 What does Mel think about trying to do more than one task at a time?
- A She believes it's possible to learn to do it well.
 - B She sees why people think it's a good technique.
 - C She thinks it's important to research the idea.
- 27 According to Mel, the expert answer to gaining work-life balance is to
- A change your work routine.
 - B achieve goals more quickly.
 - C look ahead at forthcoming events.
- 28 Mel says it's difficult to achieve a work-life balance when people feel
- A concerned that others may judge them.
 - B worried they'll miss something important.
 - C scared of trying out new activities.
- 29 What does Mel say about the advice a client gave her?
- A It made a difference to her own life.
 - B It confirmed why she likes to help people.
 - C It's something she shares with other clients.
- 30 What does achieving a work-life balance mean for Mel?
- A feeling in control of her workload
 - B having more time for social activities
 - C achieving a state of physical relaxation