

PAPER 1 Reading and Use of English

- Part 1
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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 quantity B piece C unit D part

0	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
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Essential tips

Question 2: Which of the four verbs collocates with *weight*?

Question 5: Look at the context. Is it a good thing that diets don't work for most people? Does the missing word have a positive or negative meaning?

Question 6: Which of the four nouns can be followed by the preposition *to* and a gerund?

Going on a diet

A calorie is a (0)..... for measuring the amount of energy food will produce. The average person needs about 1,800 calories per day to stay healthy. Without energy, the heart cannot (1) blood through blood vessels and the organs cannot function.

You (2)..... weight because you consume more calories a day than your body requires. The only way to lose weight is to (3)..... the number of calories you consume. This is the basic (4) behind most diets.

(5) , diets don't work for most people. It's not that they don't lose weight: they do, but when they go off the diet, the kilos creep back. The (6) to losing weight and maintaining weight loss is a sensible diet and exercise plan. You need to work out how to eat fewer calories than you (7) consume. You should also exercise daily so you can use up calories. Burning 250 or 500 calories per day can (8) a big difference.

- | | | | |
|----------------|-------------|-----------------|--------------|
| 1 A pump | B pull | C drag | D force |
| 2 A make | B increase | C gain | D put |
| 3 A shrink | B take | C remove | D reduce |
| 4 A way | B principle | C method | D kind |
| 5 A Similarly | B Though | C Unfortunately | D Although |
| 6 A key | B secret | C way | D idea |
| 7 A preferably | B actually | C consistently | D eventually |
| 8 A have | B do | C make | D give |

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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	M	A	N	Y															
---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

I'm not superstitious, honestly!

How (**0**) people could truly say they are not superstitious? A recent survey shows that almost 90% of people believe in one sort of superstition (**9**) another and say that it influences their lives.

One of the questions people (**10**) asked is whether they saw themselves as lucky or unlucky. Their answers turned out to be the most interesting aspect of this survey. Nearly two-thirds (**11**) those taking part said they believed that people were naturally lucky or unlucky.

Professor Morgan Howard, (**12**) analysed the results of the survey, was fascinated by this finding, so he went a step further and asked these people (**13**) kind of superstitions they believed in. (**14**) his surprise, he discovered that almost all the people who regarded themselves (**15**) lucky believed in positive superstitions. They did things to promote their good luck, such as crossing their fingers. (**16**) would appear that people make their own luck by their attitude to life.

Essential tips

- Question 10:** Is the verb *ask* being used in the active or the passive form here?
- Question 13:** The gap is part of an indirect question about the kind of superstitions people believe in.
- Question 15:** The gap follows a verb, *regard*, and a reflexive pronoun, *themselves*. What preposition comes after *regard* + object?

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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 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 R E C E N T L Y

Essential tips

Question 17: The missing word is a verb. What verb form do you need?

Question 19: The gap is between the auxiliary (*have*) and the main verb (*discovered*), so it must be an adverb.

Question 24: Read the sentence carefully. It says *a large number of*. Do you need the singular or plural form of a noun?

Wild animals

Wild animals have (0) made an appearance in the back gardens of American suburbs. They have caused havoc and have (17) domestic pets.

RECENT

THREAT

Mountain lions that wander into suburbs are now quite (18) to attack humans, which is worrying, while bears and wolves have (19) discovered rubbish bins. If you find the (20) of your bin scattered all over the garden one morning, there is a distinct (21) that a bear has been feasting there during the night.

WILL

APPARENT

CONTAIN

POSSIBLE

Nobody should be particularly surprised by this development, which was predicted by experts years ago, and it's not (22) under the circumstances. One cause is the massive expansion of (23) into areas that were wild and uninhabited not long ago. In addition, over the past few decades a large number of (24) have been placed on hunting certain animals, allowing their populations to grow. It looks as if humans will simply have to get used to their new neighbours.

EXPECT

HOUSE

RESTRICT

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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'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

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

Essential tips

Question 25: What is the opposite of *cheap*? How can 'as' be used with an adjective?

Question 26: If someone didn't do something and you think this was wrong, what modal verb can you use?

Question 29: What structure do we use after *asked* to report a request? How do we report a negative request?

25 The phone was cheaper than I expected.

AS

The phone was I expected.

26 Why didn't you tell me I was wrong?

TOLD

You I was wrong.

27 She found the photographs when she was cleaning her room.

CAME

She when she was cleaning her room.

28 How many portraits did Picasso paint?

BY

How many portraits Picasso?

29 'Please don't stay out late,' his mother said.

ASKED

His mother out late.

30 I'd rather not go out this afternoon.

FEEL

I out this afternoon.

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PAPER 2 Writing

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You are going to read an article about life in the countryside. 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.

How I came to envy the country mice

I have been living in London for more than 60 years, but still, when I'm driving and take some clever back-street short cut, I catch myself thinking: how extraordinary that it is me doing this! For a moment the town mouse I have become is being seen by the country mouse I used to be. And although, given a new start, I would again become a town mouse, when I visit relations in the country, I envy them.

Recently, I stood beside a freshwater lake in Norfolk, made by diverting a small river, near where my brother lives. As he was identifying some of the birds we could see, in came seven swans. They circled, then the haunting sound of their wing beats gave way to silence as they glided down for splashdown.

It is not a 'picturesque' part of the coast, but it has a definite character of line and light and colour. 'You do live in a lovely place,' I said to my brother, and he answered, 'Yes, I do.' There are probably few days when he does not pause to recognise its loveliness as he works with his boats – he teaches sailing – or goes about his many other occupations.

The lake's creator is a local landowner, continuing a tradition whereby the nature of our countryside has been determined by those who own the land. Formerly, landowners would almost certainly have made such changes for their own benefit, but this time it was done to help preserve the wildlife here, which is available for any visitor to see, providing they do nothing to disturb the birds. It is evidence of change: country life is changing fast.

One of the biggest changes I have witnessed is that second-homers, together with commuters, have come to be accepted as a vital part of the country scene. And the men and women who service their cars, dig their gardens, lay their carpets and do all the other things they need are vital to modern country life. It is quite likely that the children of today's workers may be moving into the same kind of jobs as the second-homers and the retired. Both the children of a country woman I know are at university, and she herself, now that they have left home, is working towards a university degree.

Much depends, of course, on the part of the countryside you are living in and on personality – your own and that of your neighbours. In my brother's Norfolk village, social life seems dizzying to a Londoner. In addition to dropping in on neighbours, people throw and attend parties far more often than we do. My brother's wife Mary and her friends are always going into Norwich for a concert or to King's Lynn for an exhibition. The boring country life that people from cities talk about is a thing of the past – or perhaps it was always mainly in their minds.

This is very unlike living in a London street for 50 years and only knowing the names of four other residents. In these 50 years I have made only one real friend among them. I do enjoy my life, and Mary says that she sometimes envies it (the grass on the other side of the fence ...); but whenever I go to Norfolk, I end up feeling that the lives of country mice are more admirable than my own.

Essential tips

- ▶ After reading the text for general understanding, read each question and see if you can locate the answer in the text. When you locate the answer in the text, underline it. Some questions refer to specific lines in the text (Question 33), while others refer to specific paragraphs (Question 36).
- ▶ Look carefully at the key words in the four options. For example, in question 31, option A, the key words are *driving through back streets* and *source of surprise*. This option can only be correct if the writer does drive through back streets and is surprised to find herself doing this.

Question 32: The text refers to the *sound* of the swans landing. Does it say that the sound was very loud, in which case *deafening* would be the correct answer? How is 'haunting' used here?

Question 34: The question asks you what is *suggested* about outsiders. This means the answer is not clearly stated in the text. You need to 'read between the lines' and see what is implied in the text.

Question 36: The answer to this question can be found in the whole of the last paragraph.

- 31 It is sometimes a source of surprise to the writer
- A to find herself driving through back streets.
 - B that she has been in the city for so long.
 - C to realise how much she has got used to living in London.
 - D that she lives in the city when she prefers the country.
- 32 The atmosphere created by the writer when she describes the swans is
- A moving.
 - B frightening.
 - C deafening.
 - D disturbing.
- 33 What does 'it' in line 15 refer to?
- A the lake
 - B the fact that the lake belongs to a landowner here
 - C the reason for the landowner's action
 - D the fact that wildlife now needs to be preserved
- 34 What is suggested about outsiders who now live in the country?
- A that country people no longer reject them
 - B that they often do work like servicing cars and digging gardens
 - C that the men and women who work for them are from the city
 - D that many of them have been in the countryside for a long time
- 35 Social life in the country
- A depends completely on where you live.
 - B is not as boring as people in cities think it is.
 - C is not affected by your neighbours.
 - D is always less exciting than life in the city.
- 36 What do we learn about the writer's attitude to London in the final paragraph?
- A She can't adjust to living in London.
 - B She has regretted moving to London.
 - C The people in her street are unusually unfriendly.
 - D Life there is very different to country life.

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You are going to read an article about the evolution of hands. 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**.

Our amazing hands

The hand is where the mind meets the world. We use our hands to build fires, to steer airplanes, to write. The human brain, with its open-ended creativity, may be the thing that makes our species unique. But without hands, all the grand ideas we think up would come to nothing.

The reason we can use our hands for so many things is their extraordinary anatomy. **37** Some are connected to bones within the hand, while others snake their way to the arm. The wrist is a floating group of bones and ligaments threaded with blood vessels and nerves. The nerves send branches into each fingertip. The hand can generate fine forces or huge ones. A watchmaker can use his hands to set springs in place under a microscope. A sportsman can use the same anatomy to throw a ball at over 100 kilometres an hour.

Other species have hands too. **38** In other cases we have to look closer. A bat's wings may look like sheets of skin. But underneath, a bat has the same five fingers as a human, as well as a wrist connected to the same cluster of wrist bones connected to the same long bones of the arm.

In exploring how hands have evolved, researchers over the past 150 years have dug up fossils on every continent. They've compared the anatomy of hands in living animals. They've studied the genes that build hands. It appears that our hands began to evolve at least 380 million years ago from fins – not the flat,

ridged fins of a goldfish but the muscular, stout fins of extinct relatives of today's lungfish. Inside these were a few chunky bones corresponding to the bones in our arms. **39** The digits later emerged and became separate, allowing the animals to grip underwater vegetation as they clambered through it.

40 Some species had seven fingers. Others had eight. But by the time vertebrates were walking around on dry land 340 million years ago, the hand had been scaled back to only five fingers. It has retained that number of fingers ever since – for reasons scientists don't yet know.

Nevertheless, there are still many different types of hands in living species, from dolphin flippers to eagle wings to the hanging hooks of sloths. **41** They can also see that despite the outward differences, all hands start out in much the same way. There is a network of many genes that builds a hand, and all hands are built by variations on that same network. It takes only subtle changes in these genes to make fingers longer or to turn nails into claws.

The discovery of the molecular toolbox for hand building has given scientists a deeper understanding of evolution. **42** It may just be a little more of one protein here, a little less of another there. In the past, scientists could recognise only the outward signs that hands had evolved from a common ancestor. Today scientists are uncovering the inward signs as well.

A Over time, smaller ones developed that would eventually become wrists and fingers.

B Although a vulture's wing and a lion's paw may appear to have nothing in common, the difference between them may come down to tiny variations.

C They also use them for a number of different purposes.

D No one would doubt that the five fingers at the end of an orangutan's arm are part of anything else.

E By studying these, scientists are beginning to understand the molecular changes that led to such dramatic variations.

F The thumb alone is controlled by nine separate muscles.

G Early hands were more exotic than any hand today.

Essential tips

- ▶ Read the main text from which paragraphs have been gapped to get the general idea.
- ▶ Look carefully at the sentences before and after the gap. Are there any words that show you what the missing sentence is about?
- ▶ There are many ways you can link parts of a text. It could be a contrast, a comparison, an example, etc. Look for linking expressions that connect ideas in a text.
- ▶ Pay special attention to nouns, pronouns, words like *this* and *that* and any other words or phrases that refer to what has gone before or what comes after them.

Question 37: The sentence before the gap says the hand is amazingly constructed (*their extraordinary anatomy*). The sentence option that fits this gap is an example of this and links with the sentence after the gap.

Question 38: The sentence before the gap mentions other species. Two sentence options refer to other species, but only one links with the sentence after the gap.

Question 41: The sentence before the gap describes different types of *hands*. The sentence option that fits this gap refers to these different types of hands. In the sentence after the gap, who does 'they' refer to?

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You are going to read an article about the activities organised by four schools for Environmental Awareness Day. For questions **43–52** choose from the schools (**A–D**). The schools may be chosen more than once.

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

Which school

became better known after Environmental Awareness Day?	43 <input type="text"/>
provided online information about the environment?	44 <input type="text"/>
asked a specialist to give a talk?	45 <input type="text"/>
raised money to help an organisation?	46 <input type="text"/>
organised a trip to study animals by the sea?	47 <input type="text"/>
is following changes in general weather conditions?	48 <input type="text"/>
carried out a project about endangered animals and plants?	49 <input type="text"/>
arranged a talk on pollution and local architecture?	50 <input type="text"/>
decided to protect a local historical site?	51 <input type="text"/>
is located in the centre of the city?	52 <input type="text"/>

Essential tips

- ▶ Read the questions first, and underline key words. Make sure you understand what the question asks.
- ▶ Locate the answers in the text and underline them.
- ▶ When you read the text, look for words/phrases which express similar ideas. Do not look for identical words.

Question 44: How can we provide online information?

Question 46: How can a school raise money? When you try to locate the answer, do not look for the verb *raise*. Look for the idea of *raising money*.

Question 48: Can you find another way of saying *general weather conditions*?

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Environmental Awareness Day

A Plumpton High School

This school decided to arrange a variety of activities, some aimed at achieving a better understanding of environmental problems, and others designed to be of practical help. For instance, the school magazine brought out a special edition on the subject, full of articles and stories where pupils expressed their feelings about the threats facing our environment. In another attempt to find out for themselves how serious these threats really are, the pupils decided to study the problem of pollution by making a survey, run by the science department, into air pollution in the local shopping centre. The school also held a sponsored walk and handed over nearly £1000 to the World Wide Fund for Nature. Pupils prepared a campaign to ban cars from the city centre and reduce traffic congestion. They gained a lot of publicity for the school by cycling through the city and handing out brochures about the benefits of cycling and walking.

B Cresswell College

The staff and students at Cresswell College held a meeting and discussed a number of suggestions. The most popular suggestion turned out to be the most practical one; it was decided that the local environment should be brightened up. Teams were sent out to plant flowers and young trees on areas of land in the neighbourhood. Senior students monitored the progress of species threatened with extinction and prepared a report on their findings. It was hoped that this would help publicise the problem. A leading expert on wild birds was invited to come and give a talk about the dangers faced by these creatures. He explained the importance of the food chain and asked people to support local wildlife reserves.

C Grayner Institute

This school had already been involved in some projects connected with the environment, though naturally efforts were increased for Environmental Awareness Day. For the last two years the school had been studying the effects of variations in climatic patterns around the world and how these can affect wildlife. A film about those magnificent marine mammals, whales, which was shown to the whole school as part of Environmental Awareness Day, was received with great enthusiasm by pupils. Meredith Summers was invited to talk about how pollution can destroy buildings in the region. Following that, pupils decided to launch a campaign for the restoration of the medieval square in the city centre and asked local authorities to support them financially.

D Halliwell Academy

The pupils at this inner-city secondary school felt that the best way to mark Environmental Awareness Day would be to help people in the area understand how important the environment is to them. One suggestion that was greeted with enthusiasm was to measure the levels of noise in Stanley Road, a busy local shopping street. The information was then placed on a website that the school had started. In order to give them a chance to see for themselves the problems facing some local species, the school took pupils to the coastal marshes of Easton. Many pupils reported afterwards that they had never realised how terrible the effects of pollution could be on coastal wildlife.

FIRST TEST 2

PAPER 1 Reading and

Use of English

▶▶ PART 1

1 A 2 C 3 D 4 B 5 C 6 A 7 B 8 C

▶▶ PART 2

9 or 10 were 11 of 12 who 13 what 14 To 15 as
16 It

▶▶ PART 3

17 threatened (noun to verb, past participle)

18 willing (noun to adjective)

19 apparently (adjective to adverb)

20 contents (verb to noun, plural form)

21 possibility (adjective to noun)

22 unexpected (verb to negative adjective)

23 housing (verb to abstract noun)

24 restrictions (verb to noun, plural form)

▶▶ PART 4

25 not as expensive as

26 should have / should've told me

27 came across the photographs

28 were painted by

29 asked him not to stay

30 do not / don't feel like going

▶▶ PART 5

- 31 A: Incorrect: She isn't surprised by the fact that she's driving.
- 31 B: Incorrect: It doesn't surprise her that she has been living in London for so long.
- 31 C: Correct: 'For a moment the town mouse I have become is being seen by the country mouse I used to be'.
- 31 D: Incorrect: She would choose to live in the city again 'given a new start'.
- 32 A: Correct: 'the haunting sound of their wing beats gave way to silence'.
- 32 B: Incorrect: 'Haunting' here doesn't suggest frightening.
- 32 C: Incorrect: The sound of the wings beating is not loud.
- 32 D: Incorrect: The swans don't disturb or worry him.
- 33 A: Incorrect: The lake itself is not evidence of change.
- 33 B: Incorrect: Landowners have created lakes in the past as well.
- 33 C: Correct: 'Formerly, landowners would almost certainly have made such changes for their own benefit, but this time it was done to ...'.
- 33 D: Incorrect: The need for preservation is not evidence of change.
- 34 A: Correct: 'second-homers, together with commuters, have come to be accepted as a vital part of the country scene'.
- 34 B: Incorrect: It doesn't answer the question.
- 34 C: Incorrect: The text doesn't say where they are from.
- 34 D: Incorrect: There's no support for this in the text.
- 35 A: Incorrect: It also depends on your personality and the personality of your neighbours.
- 35 B: Correct: 'perhaps it was always mainly in their minds'.
- 35 C: Incorrect: Much depends on the personality of your neighbours.
- 35 D: Incorrect: There are examples in the text where social life in the country is more exciting than social life in the city ('social life seems dizzying to a Londoner').
- 36 A: Incorrect: There's no evidence in the text that she had problems adjusting to life in London.
- 36 B: Incorrect: She says 'I do enjoy my life'.
- 36 C: Incorrect: There's no reference to the personality of people in her street.
- 36 D: Correct: 'This is very unlike living in a London street'.

▶▶ PART 6

- 37 F: Link between 'extraordinary anatomy' and 'the thumb alone is controlled by nine separate muscles'. Link between 'muscles' and 'Some are connected'.
- 38 D: Link between 'other species have hands too' and 'the five fingers at the end of an orangutan's arm'. Link between 'No one would doubt' and 'we have to look closer'.
- 39 A: Link between 'bones' and 'smaller ones'.
- 40 G: Link between the statement 'Early hands were more exotic' and the examples 'Some species had seven fingers. Others had eight'.
- 41 E: Link between 'many different types of hands, from dolphin flippers ... hanging hooks of sloths' and 'By studying these'. Link between 'scientists are beginning to understand' and 'They can also see'.
- 42 B: Link between the fact that the differences between a vulture's wing and a lion's paw come down to 'tiny variations' and 'It may just be a little more of one protein here, a little less of another there'.

▶▶ PART 7

- 43 A: 'gained a lot of publicity for the school.'
- 44 D: 'a website that the school had started.'
- 45 B: 'A leading expert on wild birds was invited.'
- 46 A: 'and handed over nearly £1000 to the World Wide Fund for Nature.'
- 47 D: 'took pupils to the coastal marshes of Easton.'
- 48 C: 'the effects of variations in climatic patterns.'
- 49 B: 'monitored the progress of species threatened with extinction.'
- 50 C: 'how pollution can destroy buildings in the region.'
- 51 C: 'to launch a campaign for the restoration of the medieval square.'
- 52 D: 'The pupils at this inner-city secondary school.'

PAPER 2 Writing

▶▶ PART 1

Question 1

Style: Semi-formal or neutral.

- Content:*
- 1 In your introduction state your opinion clearly. Say which of the two you think is better.
 - 2 In the body of your essay give reasons for your choice and support them with examples. Make sure you include the points in the notes. Say something about the range of goods available in each and how the prices compare. Also, add a point of your own. For example, you might say something about which type of shop is more convenient, or how friendly the staff are.
 - 3 Make a list of possible disadvantages of your preferred type of shop and give examples. Does it have a wider choice of goods? Are these goods cheaper and / or good value for money?
 - 4 In your conclusion summarise which type of shop you prefer and why.

▶▶ PART 2

Question 2

Style: Neutral or informal.

- Content:*
- 1 Write a brief introduction thanking Fran for his/her letter and saying you are happy to help.
 - 2 Think of a person who is famous in your country. It could be a historical figure, or someone who is alive now.
 - 3 Give some information about the person, for example what their job is/was.
 - 4 Why is this person famous? What did they do? / What have they done?
 - 5 What do people think about this person? Do people admire them?
 - 6 Conclude by saying what you think about this person.

Question 3

Style: Neutral or semi-formal.

- Content:*
- 1 Write a short introduction and give an overview of the TV series. Describe briefly what the theme is. You could also mention who directs it and who acts in it.
 - 2 Outline the storyline briefly and describe the main characters.

- 3 Explain why people find this series amusing.
- 4 Conclude by giving your opinion of the series and say if you think it is worth watching.

Question 4

Report (*FIRST only*)

Style: Formal or neutral.

- Content:*
- 1 Think of families in your area. What are the most popular spare time activities?
 - 2 What are their favourite hobbies?
 - 3 Are people keen on sports?
 - 4 How often do they go out? What do they do when they go out?
 - 5 Summarise your ideas.

Story (*FIRST FOR SCHOOLS only*)

Style: Neutral.

- Content:*
- 1 Read the prompt sentence carefully. Write it down as the first sentence of your story.
 - 2 Think about the rest of your story. Make sure that your story follows on from the prompt sentence and includes TV cameras and a surprise.
 - 3 Why are the TV cameras there? What is happening outside Tim's house? Or are they there to film Tim?
 - 4 What is the surprise?
 - 5 Make sure your story has a clear ending.

Question 5 (*FIRST FOR SCHOOLS only*)

Style: Semi-formal or neutral.

- Content:* In your introduction explain if the book or story could be performed as a play. Briefly describe the main scenes that you would select and comment on whether the characters are interesting enough for a play. Summarise your ideas and list the main problems of turning the book or story into a play.

PAPER 3 Listening

▶▶ PART 1

1 A 2 C 3 C 4 B 5 A 6 B 7 B 8 A

▶▶ PART 2

- | | |
|----------------------------|-----------------------------------|
| 9 headteacher | 14 cultural |
| 10 60,000 / sixty thousand | 15 imaginative |
| 11 50,000 / fifty thousand | 16 optimistic |
| 12 writing | 17 (the) government / governments |
| 13 all day | 18 second / 2nd |

▶▶ PART 3

19 D 20 F 21 H 22 C 23 B

▶▶ PART 4

24 A 25 C 26 A 27 A 28 B 29 C 30 A