

Part 1

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).

Example:

A idea	<u>B view</u>	C thought	D decision
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Working parents

Reliable studies have shown that children of parents who both go out to work have no more problems than children with one parent staying at home. My personal **0** _____ is that both parents should go out to work if they wish.

Some parents invest so much in a career that they cannot **1** _____ to give it up. Others have to work because of economic **2** _____. There are several options when it **3** _____ to choosing childcare from child minders to the kind neighbour **4** _____ the street. No **5** _____ how good the childcare may be, some children protest if their parents aren't around. Babies become dependent on parents and close family **6** _____, so parents should make sure they allow **7** _____ time to help their child settle in with their new career.

Remember: if parents want to **8** _____ the best for their children, it's not the quantity of time they spend with them, it's the quality that matters.

1	A bear	B decide	C hope	D expect
2	A reason	B duty	C necessity	D task
3	A refers	B concerns	C turns	D comes
4	A of	B opposite	C across	D next to
5	A way	B matter	C surprise	D exception
6	A people	B adults	C members	D grown-ups
7	A little	B no	C lots	D plenty of
8	A make	B give	C have	D do

Part 2

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). In the exam, write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: BEEN

Daniela: Skateboard champion

I've always **0** _____ an outdoors kind of girl, and **9** _____ a kid, I'd get up to all sorts of stuff with my friends - climbing trees and messing about in the woods. As we got older, my friends started doing other things **10** _____ shopping and listening to music, but I still loved being outside and needed a new challenge.

11 _____ was my brother who first got me **12** _____ skateboarding. I'd seen him practising on his board hour after hour, and to **13** _____ honest, I used to think it was uncool. But when he showed me some amazing tricks he could do one day, I had to give it a go.

I've got a competitive streak, so I watched loads of skateboarding clips online and got out on my board whenever I could - even **14** _____ it was dark - in order to compete **15** _____ my brother. It obviously paid **16** _____ because I beat him in a competition last month!

Part 3

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**).

In the exam, write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: OBSERVATION

The London Eye

<p>The London Eye, the giant 0 _____ wheel, is one of the most popular attractions in London. The wheel is one of the tallest of its kind, at a 17 _____ of 135 metres. 1,700 tons of steel were used for its 18 _____. People make special journeys to see the 19 _____ wheel. Fifteen thousand visitors can ride on the Eye every day.</p>	<p>0.OBSERVE 17.HIGH 18.CONSTRUCT 19.EXCITE 20.IMAGINE 21.DRAW 22.IDEA 23.SURPRISE 24.RECOGNISE</p>
<p>The architects, Julia Barfield and her husband David Marks, won the competition to design a Millennium landmark. Their design was the most 20 _____ of all the projects and the first 21 _____ of the wheel were made on their kitchen table in 1993. Julia found the 22 _____ site by drawing a circle and finding its centre.</p>	
<p>Not 23 _____, it took about three years to get the wheel built. In 24 _____ of their work, the couple were awarded the MBE, a special honour that is given in the UK to someone who has achieved something special.</p>	

Part 4

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.

Example: 0. LOOKING FORWARD TO GOING

25. Richard asked me how much I had paid for the theatre tickets.

COST

Richard wanted to _____ the theatre tickets.

26. It wasn't a good idea for you to delete that file.

SHOULD

You _____ that file.

27. The ferry couldn't sail because the weather was bad.

DUE

The ferry couldn't sail _____ weather.

28. The teacher told us not to be late on Friday.

BETTER

'You _____ late on Friday,' the teacher said.

29. There are Spanish and French translations of the book.

BEEN

The book _____ into Spanish and French.

30. She will only phone if she gets lost.

UNLESS

She will _____ lost.

Part 5

You are going to read an article about a wrestler who became an author. For questions 31-36, choose the answer (A, B, C or D) which you think fits best according to the text.

The wrestler who became an author

Pete Watson looks like the biggest, sweetest teddy bear you ever saw. It is only when he opens his mouth that you notice the missing front teeth. Watson is a three-time world champion wrestler turned author. He was adored by fans because he was different: while other wrestlers were supreme athletes, he was just a hulk who knew how to take a hit. You could throw as many chairs as you liked at Pete Watson, you could smack him repeatedly, but he wouldn't go down.

After two autobiographies and a series of children's stories, he has just written a brilliant first novel: a work of immense power and subtlety, likely to gain a wide readership. At its simplest, it is about a boy and his dad getting together after a lifetime apart, though there is far more to it than that. Was he inspired by anyone he knew? The father, he says, is based on guys he met on the road - wrestlers, friends of his, who appeared to be leading exciting lives, but deep down were pretty miserable.

Watson does not come from traditional wrestling stock. He grew up in Long Island, New York. His father was an athletics director with a PhD, his mother a physical education teacher with two master's degrees - one in literature, the other in Russian history. He was a big boy, bullied for his size. One day his neighbour had a go at him, and for the first time Watson realised he could use his weight and size instead of feeling awkward about it. It was a turning point.

At college, he did a degree in communication studies. Meanwhile, he was learning the ropes of professional wrestling. Did his parents try to dissuade him? 'No. They were just really insistent that I finished college. I am pretty sure they thought I'd get hurt and quit wrestling.' But he didn't.

He looks in remarkably good condition for someone who spent 20 years in the ring. His skin is smooth and firm; there are few visible scars. 'It's amazing what retirement can do for you. I looked really rough five years ago, and now I think I look a good deal younger,' he says. People are surprised by the softness of his handshake. 'Yeah, that's the wrestler's handshake,' he says.

Do you have to be a good actor to be a good wrestler? 'I used to really resent the acting label, but it is acting. When it's really good, when you're feeling it and letting that real emotion fly, it comes closer to being real.' What did his children think when they saw him getting hurt? 'Well, they used to think I never got hurt because that's what I told them. When they got old enough to realise I did, they stopped enjoying it. That was, in part, what led to my decision to get out.'

Nowadays, his time is dedicated to family and books - his next novel is about boy wrestlers living on the same block, and he is also writing more children's stories. He does not think this life is so different from wrestling. 'Wrestling is all about characters,' he says. 'So when my fans hear I've written a novel, I don't get the sense that they feel I've abandoned them.'

31. What impression do we get of Pete Watson's skills as a wrestler?

- A** He frequently lost because he was not very aggressive.
- B** He was too gentle and friendly to be a good wrestler.
- C** He was injured a lot because he didn't fight back.
- D** His speciality was letting his opponent hit him.

32. It is suggested that Watson's first novel

- A** is based on his own autobiography.
- B** will be popular with those who liked his autobiographies.
- C** will not only appeal to his fans.
- D** is not much more than a simple story.

33. What does 'traditional wrestling stock' in paragraph three refer to?

- A** Watson's childhood
- B** Watson's family background
- C** Watson's educational background
- D** Watson's background in athletics

34. What did Watson's parents feel about his interest in wrestling?

- A** They were afraid he would get hurt.
- B** They insisted that he should have proper training at college.
- C** They wanted him to give up wrestling.
- D** They thought he would abandon the sport quite soon.

35. How does Watson regard the idea that wrestling is like acting?

- A** He resents the suggestion.
- B** He thinks wrestlers aren't good actors.
- C** He has come to accept it.
- D** He doesn't think wrestling can compare to acting.

36. Watson's present life is not so different from his past profession because

- A** his work is still connected with characters.
- B** he is writing about wrestling, his previous profession.
- C** his family are still more important than anything else.
- D** his fans still follow his career with interest.

Part 6

You are going to read an article about computer games. 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.

Films and computer games

In just a few decades the gaming industry has become a lot bigger than the film business. In terms of turnover, what is rather grandly called 'interactive entertainment' makes twice as much money as Hollywood cinema. Which of course leaves people in the film business wondering if they can harvest any of this new income. Is there any way of making films more appealing to people who regularly like to play computer games?

Making a film out of a best-selling computer game can certainly guarantee a large audience. **37** __. New games have stunning action sequences that rely on fantasy effects, and now films are being released with similar scenes. Gravity is discarded as heroes leap across huge gaps, while slow-motion techniques show bullets moving through the rippling air.

A major segment of the gaming market comprises science-fiction games, and film-makers have started to realise that they could set films in similar sci-fi future worlds. **38** __. Any attempt to borrow more than the setting from a game is probably doomed.

There are many examples of successful film-game combinations. Rather than making a film using characters and stories from a computer game, the trick seems to be to make a film that has a fast-moving action sequence and then bring out a game based on that sequence. People who enjoyed the film will probably want to buy the game. This clearly creates a new market opportunity for the gaming industry.

Why do gamers feel disappointed by films based on their favourite games? **39** __. Computer games can show the action from a number of perspectives easily, because everything is computer-generated. But filming a sequence from 20 different cameras would cost a fortune, so it simply isn't done in the film version - leaving the gamers feeling that the film didn't look as real as the computer game.

Cameras matter in another sense, too. In a film the director shows you the action from certain perspectives but makes sure he doesn't show you some things to keep you in suspense. Think of your favourite thriller. **40** __. In films you are not supposed to have access to all the information. Suspense and mystery are essential elements of film-making.

41 __. When you play a game, you have to do certain tasks to proceed to the next level. Therefore, you must be able to see everything in order to make your choices, to decide what to do next: which door to open, and so on. You must have access to all the information. You, as the player, are always in control. In the cinema you never control the action. You just sit and watch.

There can be some interaction between films and computer games on a number of different levels, but in the end they fulfil different needs. **42** __. For all the similarities between technologies and special effects, we shouldn't forget that a story and a game are fundamentally different.

- A** We go to the cinema to let someone else tell us a story, knowing we can't influence what happens at all.
- B** You wouldn't be interested in watching the film if you knew the identity of the murderer, for instance.
- C** This is not true for computer games.
- D** Its success lies in the use of special effects.

E This usually means that the film has a good chance of being as commercially successful as the game on which it is based.

F One reason is technical.

G However, the difficulty for the producers of Hollywood appears to be knowing where and when to stop.

Part 7

You are going to read a magazine article in which four young people talk about how their parents' careers have influenced them. For questions 43-52, choose from the options (A-D). The options may be chosen more than once.

Which person ...

- 43. thinks their parent's job is boring? ___
- 44. was discouraged from following the same profession? ___
- 45. changed their mind about a future career? ___
- 46. experienced pressure to follow the same profession? ___
- 47. feels they have not been influenced in choosing a career? ___
- 48. comes from a long line of people in this profession? ___
- 49. thinks the profession in question offers few opportunities? ___
- 50. is concerned their choice will cause an argument? ___
- 51. thinks that success in their parent's profession is difficult? ___
- 52. thinks their parent's profession is rewarding? ___

A chip off the old block

How much are children influenced in their choice of profession by their parents' jobs? We asked four young people about their experience.

A Graham Button

My dad is a self-employed builder, like his father and his grandfather, and that means he was often out working in the evenings or at weekends when I was a child. I think he was proud of doing a 'real' job, something with his hands, which is perhaps why he always tried to push me into taking up the same profession. And of course he had his own business, which he wanted me to continue after he retired. When I was in high school, I decided that I really didn't want to go into the family business, so at the moment I'm studying history. My father probably thinks I'm going to become a partner in his firm after I graduate, so I do worry that we might have a big fight about this some time in the future.

B Sue Smith

My mother's a nuclear physicist, which sounds very exciting. The truth is it's a pretty tough profession. And I just don't think it's a very interesting job. Of course it's important, but as far as I can see, you spend most of the day at a desk doing hundreds of calculations, and then checking and rechecking them. My mother did try to motivate me to take an interest in science subjects when I was about 14 or 15, and I think she'd be secretly pleased if I wanted to be a scientist, but she's never put any sort of pressure on me. But I know she also thinks - as I do - that there aren't so many jobs available in pure research, which is what she does.

C Barry Porter

When people find out my mother's an actress, they always ask what Hollywood films she's been in, and I have to explain that she's only ever worked in provincial theatres. She's hardly ever been on television, which is why not many people know her. That's one of the problems with the theatre: very few people get to the top of the profession,

and you have to be extremely lucky just to make a living from it. Actors often worry about where the next job's coming from. Even if I had any talent for acting, I'd be put off by that side of it. As you can gather, I really don't think my future is in the theatre, and in any case my mother has always tried to steer me away from taking up the profession.

D Ruth Lawrence

My father teaches maths at high school, which definitely used to come in handy when we had a maths test the next day! I think in the back of his mind he expected me to be good at maths because he was always there to explain it. The truth is I've always been terrible at the subject. He also used to tell me about the satisfaction you can get from teaching, and I do think he's right about that. I used to think I wanted to be a teacher, but then I began to think of the disadvantages. The profession's changed and these days teachers have to work a lot in the holidays and prepare a lot at home, in the end I decided to go into accounting, and I don't really think my dad's job affected my decision at all.

Answer Keys

Part 1

- 1 A - bear.** If you **cannot bear to do something**, it means you cannot tolerate the idea of doing it or feel unable to accept it emotionally. 'Cannot decide' shows uncertainty, which is not the case here.
- 2 C - necessity.** When you do something out of necessity, you do it because it needs to be done, rather than because you want to do it. Option A - 'reason' could have been used in the plural form, otherwise we would require an indefinite article.
- 3 D - comes.** 'When it comes to something/when it comes to doing something'. 'B - concerns' could work here without the preposition that comes right after the gap.
- 4 C - across.** 'Across the street' is a colloquial expression that means means on the opposite side of the street.
- 5 B - matter.** 'No matter' is equal in meaning to 'it doesn't matter, there is no difference'.
- 6 C - members.** A close family member.
- 7 D - plenty of.** We need a positive word that conveys the idea that the child has enough time to adapt to the new schedule. 'B - lots' could work if the text went 'lots OF time'.
- 8 D - do.** Doing the best for somebody means that you try your best to assure that their life is as good as it can be. 'C - have' would focus more on what you give them in terms of things, possessions. 'B - give' needs the preposition 'to': 'to give something TO somebody'.

Part 2

- 9 as.** Here 'as a kid' means 'when I was a kid, during my childhood'.
- 10 like.** Examples of 'other things' are introduced using this word.
- 11 It.** We use a grammar called 'cleft sentence' where we put the subject at the very beginning to make it the focus of the sentence, highlighting that it was the brother of the writer who introduced her to skateboarding.
- 12 into.** If you get somebody into something, you make them interested in it or make them involved in it.
- 13 be.** A rather simple structure, 'to be honest' is used to make some kind of confession.
- 14 when.** 'Dark' here refers to the part of the day, after the sunset.
- 15 with.** The writer wanted to compete with her brother.
- 16 off.** If something pays off, you get the long-awaited positive result of your hard work.

Part 3

- 17 height.** Some students might get confused that 'high' and 'height' have the same root because the letter 'e' missing from the former. We are clearly looking for a noun here, and naturally, the word like 'highness' will not work. A general rule in FCE Use of English Part 3 is to avoid making a noun using suffixes like -ing as well.
- 18 construction.** The process of constructing the wheel is meant here.
- 19 exciting.** The only adjective that fits the context here. There is also the adjective 'excitable', but it is used to talk about a person that is easily excited.
- 20 imaginative.** Created with a lot of thought and imagination put into it.
- 21 drawings.** The plural form is necessary as it is dictated by 'were' that follows the gap, meaning that the previously used noun was in the plural form.
- 22 ideal.** The place that would fit best for such a grand structure as the London Eye.
- 23 surprisingly.** A common introductory phrase, which means that such long construction time didn't come as unexpected.
- 24 recognition.** Recognition is realising that somebody has accomplished something grand.

Part 4

25 know the cost of. The tricky part here is understanding whether the key word is a noun or a verb (as all three forms of 'cost' verb are the same). Hopefully, the past perfect usage in the original sentence will not confuse you.

26 should not have deleted. We use 'should not have + past participle' to criticise a past action that was a mistake.

27 due to (the) bad. 'Due to something' is a common structure to show a reason for something (normally, something bad).

28 had better not be. 'Had' is an integral part of this set phrase that acts like a warning or a strong recommendation.

29 has been translated. Another case where the present perfect is needed to stress the fact that the action has already taken place

30 not phone unless she gets. 'Unless' already means 'if not', so the clause following it should normally be positive: 'She will not phone unless she gets lost'.

Part 5

31 D. Last sentence of paragraph one summarises his key strength - the ability to be hit repeatedly without going down. There is nothing said about him not being aggressive enough or not fighting back.

32 C. It is said that the book is 'likely to gain a wide readership' - in other words, it will be interesting to many people, not just his fans. Answer A is wrong as it is based on the collective stories of other wrestlers. The opposite of answer D is said about the novel - 'there is far more to it than that'.

33 B. The wording might be confusing, but the following context clears things up. The sentences that come after the underlined part focus on his family - their unusual professions for an up-and-coming wrestling champion.

34 D. His parents didn't expect him to stay interested in wrestling because it was likely he would get injured and give it all up. Answer B is misleading, because 'proper training' would probably mean skills that can be used in wrestling. The parents instead insisted on getting a proper education - which focuses more on the academic skills.

35 C. Even though he is mentioned as resenting (hating) the fact, he came to accept it later. Wrestling and acting go hand-in-hand and one without the other does not look real enough.

36 A. This might sound like a too simplistic answer - but it is indeed about characters. What he probably means here is that, when wrestling, you pretend to be somebody else. This is pretty similar to writing, where you create an imaginary person and their adventures.

Part 6

37 D. The special effects mentioned in sentence D are then explained in the remainder of this paragraph. Sentence F does not fit, as the 'reason' for their success is not 'technical', but lies in the usage of stunning visuals.

38 G. The producers know where to stop - that means, they are careful with what elements to borrow from the games. Copying everything is likely to end poorly for the movie. The word 'doomed' here is crucial to understanding, it means 'very likely to fail'.

39 F. 'One reason' refers to the reason why gamers are usually not happy with movies based on their favourite titles. The 'technical' part is that the game gives you more opportunity to see the action from multiple points of view, which is impossible in the movies because it would cost too much to make.

40 B. 'Suspense' is another word that helps you pick the right sentence. Suspense is nervous expectation, the element that keeps you on the edge of your seat because you really want to know what is going to happen next.

41 C. What is not true for video games is that you have much more information available compared to what we get in the movies. We need to know where to go, what door to open, and so on. The mystery element is often not the crucial part of gameplay.

42 A. A key difference is brought up in sentence A - games are interactive, we can influence them, take an active part in what is taking place on the screen. This is, naturally, not the case with movies.

Part 7

43 B. Sue doesn't find it fun to do calculations day in, day out.

44 C. Barry was 'steered away' from pursuing the same career. This means that his mother didn't want him to do the same thing.

45 D. At first, Ruth wanted to become a teacher. Later, she found that nowadays they have to work increasingly more, taking their work home as well, so now she seems to have changed her mind.

46 A. Graham's father tried to 'push him into taking up' the same craft - becoming a self-employed construction worker.

47 D. Ruth's choice to do accounting for a living was not at all affected by her father's opinion.

48 A. The construction business is what Graham's family has been doing for several generations.

49 B. Sue is worried that even if she chooses to do what her mother does, she won't have many chances to get a job like that, since there are very few openings in that particular field.

50 A. As Graham's dad probably expects him to take over the family business, they are likely to have a tough conversation once his father realises that Graham has different plans.

51 C. Not many people manage to become successful in the acting business, according to Barry.

52 D. According to the extract, teaching can feel very rewarding.

Vocabulary

The vocabulary below is meant to help you with the more difficult words. If the word isn't on the list then you are either supposed to know it or it is too specific to be worth learning and you don't have to know it to answer the question. Symbols in brackets mean part of speech (see bottom of the list). Sentences in italics give examples of usage for some more complex words and phrases.

And remember — you are not given a vocabulary list (or a dictionary) at your real exam.

Part 1

Reliable (adj) - something or somebody you can trust. *The information he provides us with has always been reliable so far.*

Give something up (phr v) - to stop doing it - can be used for both positive and negative activities, e.g. 'to give up your job', 'to give up smoking'.

Child minder - a person who looks after your children, picks them up from school, cooks for them, and so on; usually because you can't do it yourself because of your job or other activities.

Settle in (phr v) - to spend some time at a new place or doing something new in order to better understand how it is, to become more acquainted with or comfortable with it.

Part 2

Get up to something - (usually used negatively) to do something that others would find dangerous or bad. *Teenagers always get up to all sorts of questionable things, either as a dare, to impress their peers, or as a personal rebellion against something.*

Mess about - to act in a playful, non-serious way. *During our summer break, we would either play video games or mess about in the town.*

Get into something - to start doing something or to become interested in it. *When I was seven, I got into competitive sports.*

To give something a go - (informal) to try something to see if it works or whether you enjoy doing it.

Streak (n) — (here) a strong tendency or characteristic in someone's personality.

Pay off - if something pays off, it means you get the desired result from it.

Part 3, 4

Landmark (n) - a big, either manmade or natural object that stands out and usually is the most interesting part of the place, that acts as a way to recognise it.

Ferry (n) - a large ship to transport people and vehicles from one side of a lake or river to the other.

Part 5

Turned (v) - (here) who became someone else. A chef turned entrepreneur, for example, is a person who used to cook and now runs a business.

Hulk (n) - a large and heavy person.

To take a hit - (here) to get hit without getting knocked out or discouraged by it.

Smack (v) - hit somebody with the flat part of your hand, either palm or the outside of the hand.

Go down (phr v) - to get knocked unconscious.

Subtlety (n) - the quality of being subtle - not easily visible or apparent.

Bullied (adj) - harassed by others, forcing them to do something they do not like. A practice that is more common among teenagers.

Have a go at somebody - (here) - to attack somebody.

Turning point - a situation that changes something important. *Leaving my daytime job and rejoining the university was a turning point for me that eventually led to the much better life I have now.*

Learn the ropes - to learn the basics of something, especially the practical aspects of it.

Dissuade (v) - if you dissuade somebody from (doing) something, you try to convince them not to do it. The opposite is 'to persuade'.

Label (n) - (used figuratively here) a stereotype associated with something or somebody. *Salespeople usually have a label or a person who tries his best to be likeable in order to exploit people around them.*

Part 6

Decade (n) - a period of ten years.

Turnover (n) - a financial term that means the total amount of money involved in business.

Harvest (v) - (here) collect something valuable, in this case profits.

Appealing (adj) - attractive or interesting.

Discard (v) - to get rid of something because it is no longer needed. *We discarded the old books because nobody seemed to be interested in reading anymore.*

Rippling (adj) - moving in waves. *Hot air could be seen rippling off the scorching surface of the road.*

Comprise (v) - to consist of something. *Our company comprises several branches across the globe.*

Doomed (adj) - if something or somebody is doomed, they are almost guaranteed to fail. *The project to merge the two brands was doomed from the very beginning.*

A fortune - a lot of money. If something costs a fortune, then usually it means that it is too expensive to afford.

Part 7

Discourage (v) - if you discourage somebody from something, it means you try to convince them not to do it.

Partner (n) - (when talking about business) either a high-ranking employee or owner of part of the business.

Put pressure on somebody - to force somebody to do something, either psychologically or physically.

Put off (phr v) - to make somebody feel unwilling to do something. *I was put off when she told me I would have to perform duties of two people but only get salary for one.*

To come in handy - to become useful, to find its use. *Computer skills are almost guaranteed to come in handy nowadays, no matter what kind of work you do.*

n — noun; v — verb; phr v — phrasal verb; adj — adjective; adv — adverb