

**General Description**

**Paper Format**

The paper contains six parts.

**Number of Questions**

80.

**Task Types**

Multiple-choice cloze, open cloze, error correction, word formation, register transfer, gapped text.

**Task Focus**

Understanding and control of the formal elements of language in context.

**Answering**

For all parts of this paper candidates write their answers on an answer sheet.

**Timing**

1 hour 30 minutes.

**Marks**

One mark is given for each correct answer.

Part	Task Type and Focus	Number of Questions	Task Format
1	Multiple-choice cloze An emphasis on lexis	15	A modified cloze text of approximately 200 words containing 15 gaps and followed by 15 four-option multiple-choice questions.
2	Open cloze An emphasis on structure	15	A modified cloze text of approximately 200 words containing 15 gaps.
3	Error correction An emphasis on structure, lexis and punctuation	16	A text of approximately 200 words containing errors as specified in the rubric, e.g., extra words, mis-spellings, punctuation errors, etc., which must be identified.
4	Word formation An emphasis on lexis	15	Two short texts of up to 130 words each. Candidates must form an appropriate word to complete each gap using the given prompt words.
5	Register transfer An emphasis on register	13	Two texts, each about 150 words in length. The first may include information in tabular form, and is followed by an incomplete (gapped) text providing the same information in a different register which candidates must complete.
6	Gapped text An emphasis on cohesion and coherence	6	A text of about 300 words with gaps at phrase and/or sentence level followed by a list of 10 options. Candidates must select the correct options from the list to complete the text.

The English in Use paper is divided into six parts, each part being defined in terms of its task type and language focus.

In **Part 1**, candidates must choose one word from a set of four (A, B, C, D) to fill a gap in a text. This involves choosing the answer which has the right meaning and fits both in the local grammatical context and within the text as a whole. This part of the paper tests phrases and collocations, as well as idioms, phrasal verbs and linkers.

**Part 2** is an open modified cloze containing fifteen gaps, testing awareness and control of structural items. Answers must be correct both syntactically and semantically. A single word is needed to fill each gap but there may be more than one word which is acceptable for each gap.

**Part 3** consists of a correction exercise of which there are two types. In the first, candidates have to identify additional words which are incorporated into the text. In the second type, errors of spelling and punctuation have to be identified. There are 16 lines to be corrected and candidates should not expect more than five lines to be correct.

**Part 4** is designed to test awareness of word formation. The task requires candidates to form an appropriate word, using the given prompt words, to fill each of the gaps in the two short texts.

**Part 5** is designed to test awareness and control of features of style and appropriateness. The task requires candidates to transfer information given in one text into another. The two texts are different from each other in terms of register, writer's purpose and/or style. The grammar and items of vocabulary given in one text need to be transformed into suitable expressions in order to complete the second text. The answers must be grammatically accurate as well as stylistically appropriate in terms of both the text's audience and the writer's purpose. Content words, i.e. nouns, verbs, adjectives and adverbs, contained in the first text may not be used in the second. However, structural words, i.e. conjunctions, prepositions, articles, etc may be used.

**Part 6** consists of a text from which a selection of phrases/short sentences have been removed and placed below the text along with several additional phrases. Candidates need to select the appropriate phrase/short sentence for each gap in the text. This task is devised to test an awareness of discourse features which operate within and across a text, particularly features of cohesion and coherence.

To develop their grammatical awareness, candidates will need plenty of controlled practice. They should also become familiar with grammatical terminology, such as adjective, conjunction, preposition, etc. Knowing grammatical patterns

and collocations is as important as knowing the meaning of words and candidates should be encouraged to learn whole phrases rather than words in isolation.

In Parts 1, 2 and 6 it is a good idea for candidates to start by thinking briefly about the title as this might provide clues as to style and/or subject matter. By reading the text through quickly, ignoring the gaps as much as possible, candidates will become aware of the general subject of the text and its style. Consideration of such features may help when deciding which words are right. When deciding which word or phrase should go in each gap, candidates must give careful consideration to the local context and other parts of the text as well. Clues may lie in a number of features, such as the grammatical context and/or the punctuation.

The exact nature of the correction task in Part 3 varies from paper to paper, so candidates must learn to look carefully at the task instructions and the example answers, and follow the guidance they offer. The skill of proof-reading can have obvious benefits for candidates' own writing. Teachers may choose to indicate to students in which lines of their written work errors have occurred to provide further proof-reading practice. Teachers may also choose to encourage students to proof-read and help correct each other's written work.

In Part 4, the word formation task, candidates should look at the surrounding context to determine the exact form of the required word. Prefixes, suffixes and plural forms will be included. Concentrating on the use of prefixes and suffixes to build words and focusing on how words change word class will help candidates, not only in this task, but also to further extend their own lexicons.

To prepare for Part 5, the transfer of information from one text type to another, candidates will benefit from extensive work on text comparison. They need to become acquainted with the relevant grammatical and lexical features of different styles of writing. This will also have obvious benefits for candidates' writing for Paper 2.

Apart from in the spelling/punctuation error task, the absence or misuse of capital letters in answers is ignored. However, incorrect spelling is penalised.

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Part 1

For questions 1-15, read the text below and then decide which word on page 3 best fits each space. Put the letter you choose for each question in the correct box on your answer sheet. The exercise begins with an example (0).

Example: 

0	B
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**CROCODILES**

Crocodiles see well, their eyes are (0) ... with three eyelids, each having a different function. Their eyeballs slide back out of (1) ... way during an attack. Should they lose one of their eight-centimetre-long teeth, a replacement is always ready. A crocodile may go through (2) ... thousand teeth during a lifetime of over seventy years. Crocodiles cannot chew, as their teeth are (3) ... only to penetrate and hold. These animals can attack at any (4) ... of the year, but they are more active in the warmer months and when in (5) ... of mates. Underwater, crocodiles (6) ... their victims at the water's (7) ... by sensing any movement in the water. Once they have a hold on their victim, they drag it deep into the water to (8) ... it. They then crush and swallow it.

Many battles occur over mates. About six weeks after mating, the female (9) ... a nest, often on a river bank, and (10) ... about fifty eggs. She then seals the nest for protection and also as a way of (11) ... the temperature. After ten to twelve weeks the baby crocodiles come out of the eggs: only about one percent of these (12) ... it to adulthood, as thousands die in flooding or are eaten by fish or bigger crocodiles. In an (13) ... to ensure a source of (14) ... animals, crocodile farms have been (15) ... up, and a vast industry now exists in crocodile skin and meat.

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- |    |              |               |                |               |
|----|--------------|---------------|----------------|---------------|
| 0  | A found      | B equipped    | C stocked      | D fitted      |
| 1  | A harm's     | B danger's    | C injury's     | D damage's    |
| 2  | A various    | B several     | C considerable | D numerous    |
| 3  | A composed   | B constituted | C designed     | D styled      |
| 4  | A time       | B phase       | C month        | D interval    |
| 5  | A discovery  | B hunt        | C exploration  | D search      |
| 6  | A prefer     | B accept      | C propose      | D choose      |
| 7  | A border     | B rim         | C edge         | D shore       |
| 8  | A sink       | B drown       | C capsize      | D soak        |
| 9  | A installs   | B makes       | C manufactures | D produces    |
| 10 | A lays       | B sets        | C drops        | D puts        |
| 11 | A dominating | B ruling      | C imposing     | D controlling |
| 12 | A reach      | B make        | C get          | D arrive      |
| 13 | A attempt    | B action      | C aspiration   | D alternative |
| 14 | A well       | B fine        | C fit          | D healthy     |
| 15 | A put        | B taken       | C set          | D stood       |

[Turn over

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Part 2

For questions 16-30, complete the following article by writing each missing word in the correct box on your answer sheet. Use only one word for each space. The exercise begins with an example (0).

Example: 0 If

CHILDREN AND CONVENIENCE FOODS

Nowadays, parents often feel guilty (0) ... they don't give their children healthy food for (16) ... single meal. Packaged food is frequently known (17) ... 'junk food' but (18) ... many instances that simply isn't so. Of course children should eat well, (19) ... meals should also be relaxed, enthusiastic and compatible with family life today. And it's essential (20) ... remember that most parents of young children are, (21) ... definition, extremely busy people. Convenience foods (22) ... here to stay and they can be a valuable aid to the pursuit of happiness. Parents must seek out the best and aim (23) ... a balance between real food and practicality. With (24) ... these convenience foods, you can balance out the meal (25) ... adding something fresh and home-made. When your children beg for ice-cream, give (26) ... frozen yoghurt with fresh fruit. Indeed a home where the fruit bowl (27) ... refilling regularly is a home (28) ... people eat well. The crucial point is balance. (29) ... is at stake is your child's gastronomic happiness – and your (30) ... sanity.

Part 3

In most lines of the following text, there is one unnecessary word. It is either grammatically incorrect or does not fit in with the sense of the text. For each numbered line 31-46, find this word and then write it in the box on your answer sheet. Some lines are correct. Indicate these lines with a tick (✓) in the box. The exercise begins with two examples (0).

Examples: 0 when   0 ✓

SHELL SHOCK

- 0 In times of trouble when snails have the perfect escape, 0 but retreating into a shell does not always guarantee 31 a survival. For the land snail, Arianta arbustorum, 32 faced with local climatic warming in the Swiss city 33 of Basle, having had a shell has not helped a bit. 34 Between 1903 and 1991 this snail became really extinct 35 at 16 out of 29 localities around the city. All eight 36 populations were killed off by urban development but 37 the other eight sites continue on to support healthy 38 populations of these other mollusc species. Snail 39 experts at Basle University checked on the differences 40 between the sites where the snails all live and those from 41 which they had been disappeared. The only difference 42 was ground temperature. Built-up districts which emit 43 more heat, and in otherwise perfectly suitable habitats 44 Arianta had died out at sites that were quite artificially 45 warmer. The difference was often just a few warm degrees. 46 Small as this very difference was, its effect was huge.

Turn over

For questions 47-61, read the two texts on pages 6 and 7. Use the words in the boxes to the right of the two texts to form one word that fits in the same numbered space in the text. Write the new word in the correct box on your answer sheet. The exercise begins with an example (0).

Example: 

0	invitation
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**EXTRACT FROM LETTER**

**ANNUAL GENERAL MEETING**

With this letter you will find your (0) ... to attend the Annual General Meeting of the Society. Please note that it will take place on 10 September (the last newsletter (47) ... stated that the meeting would be on 9 September). The meeting will begin at 8pm but (48) ... will be available from 7pm. You will therefore have time to chat (49) ... with committee members and (50) ... of the Society before the meeting commences.

At 8pm, the Chairman will make a brief (51) ... speech and then put forward some proposals for your (52) ... There will also be elections to fill the two (53) ... on the committee. The enclosed agenda gives a full description of the business to be conducted at the meeting.

- 0 INVITE
- 47 CORRECT
- 48 REFRESH
- 49 FORMAL
- 50 OFFICE
- 51 INTRODUCE
- 52 APPROVE
- 53 VACANT

**MAGAZINE EXTRACT**

**DREAMING**

The first study of what goes on in our heads during dreaming has been completed, casting light on an activity that humans have always found (54) .... The research, reported in the journal Nature, opens up a (55) .... new chapter in efforts to understand what we do with a (56) .... of our lives. It supports the (57) ... that dreams are formed by calling up images from a store of emotional memories. Scientists find dreaming an enormous puzzle. The reason for their (58) ... lies in the (59) .... complicated design of the brain which contains as many nerve cells as there are stars in the universe. Each of the nerve cells communicates with thousands of its neighbours, producing an (60) .... amount of chatter. Now , however, it seems scientists are beginning to make sense of the brain's (61) .... activity.

- 54 MYSTERY
- 55 SIGNIFY
- 56 THREE
- 57 SUPPOSE
- 58 IGNORE
- 59 ASTONISH
- 60 BELIEVE
- 61 NIGHT

For questions 62–74, read the following notes made by a club secretary. Use the information in the notes to complete the numbered gaps in the letter to club members which follows. Then write the new words in the correct spaces on your answer sheet. The words you need do not occur in the notes. Use no more than two words for each gap. The exercise begins with an example (0).

Example: **0** update 

### NOTES

Write to all club members to make them feel at home and to give them the latest details about all the activities coming up soon.

Mention:

- Party on 18th - mainly to say hello to new members. If old members bring along 2 new members, they get in without paying for ticket. Otherwise £2 (this includes disco, snacks, coffee).
- Talk by James Dixon 'Sailing Round the World'. (M. told S. that he's got some fantastic video film as well as loads of interesting anecdotes about his adventures.) Push for a good turnout, otherwise it looks bad - he's put off a meeting with another group to speak to us.
- Excursion to London (end Dec?) - to museum, restaurant and theatre but only if enough members are interested. People must let us know now if they think they might come along. Ask members to give us ideas on particular museums, restaurants and theatres they'd like to go to.

### LETTER

Dear Club Members,

We have an exciting few months ahead of us. The purpose of this letter is to (0) ... you on our plans for (62) ... First of all, there is a party to (63) ... new members. It costs £2 to come unless you (64) ... by two new members, in which case you get in (65) ... The price of the ticket includes entertainment and (66) ...

On the 31st, there is going to be talk by James Dixon about (67) ... round the world. He (68) ... to be a very entertaining speaker and to have some interesting films of his journey. We are hoping very much that a (69) ... of members will be able to attend this meeting. Mr Dixon was kind enough (70) ... a meeting (71) ... in order to be with us.

Finally, can I remind you about our (72) ... visit to London. If there is enough interest we shall organise a visit to the capital towards the end of December. Please (73) ... us as soon as possible if you think you might be interested so that we can decide whether to go ahead with plans. We should also be grateful for (74) ... specific places to visit or shows to see in the evening.

Looking forward to seeing you soon,

John Smith

For questions 75–80, read the following text and then choose from the list A–J given below the best phrase to fill each of the spaces. Write one letter (A–J) in the correct box on your answer sheet. Each correct phrase may only be used once. Some of the suggested answers do not fit at all. The exercise begins with an example (0).

Example: **0** J 

### LEARNING HOW TO BEHAVE

Most people are unaware they possess a quite remarkable skill, (0) ... because it is exercised daily, and in the most ordinary of contexts. But without it, our lives would be unfulfilled and empty. It is the ability to relate to others, to engage them in conversation, to operate as social and sociable individuals and to develop both short-term and long-term relationships (75) ... . We are not born with this ability. There is nothing wired into the human brain (76) ... . To perform effectively in a world (77) ... , encounters and relationships, we have to learn what to do.

Small babies, as any parent will remember, are among the least sociable beings (78) ... . They are totally demanding, utterly selfish and scream with rage if their every whim is not immediately satisfied. Somehow this unlikely raw material is transformed over the years into a being (79) ... on being able to form reciprocal bonds with others and to follow complex rules (80) ... . The monstrous infant becomes the caring, responsible adult whose life experiences revolve around both the joys and pains, and the giving and receiving, of friendships and other relationships. It is this remarkable transformation which is the central characteristic of being human.

- A** that you could imagine  
**B** which relies for its survival  
**C** that relies so heavily on social interaction  
**D** which nobody understands, not even scientists  
**E** that they do without conscious thought  
**F** which lies at the heart of our very existence as human beings  
**G** that takes a lifetime to learn and practise  
**H** that govern every aspect of its social life  
**I** that provides us with set responses to social situations  
**J** which is usually overlooked

**Part 1**

- 1 A
- 2 B
- 3 C
- 4 A
- 5 D
- 6 D
- 7 C
- 8 B
- 9 B
- 10 A
- 11 D
- 12 B
- 13 A
- 14 D
- 15 C

**Part 2**

- 16 every/each
- 17 as
- 18 in
- 19 but/though/although/yet
- 20 to
- 21 by
- 22 are
- 23 for/at
- 24 all
- 25 by
- 26 them
- 27 needs/requires
- 28 where
- 29 What
- 30 own/personal

**Part 3**

- 31 a
- 32 ✓
- 33 had
- 34 really
- 35 all
- 36 ✓
- 37 on
- 38 these
- 39 ✓
- 40 all
- 41 been
- 42 which
- 43 ✓
- 44 quite
- 45 warm
- 46 very

**Part 4**

- 47 incorrectly
- 48 refreshments
- 49 informally
- 50 officers/officials
- 51 introductory
- 52 approval
- 53 vacancies
- 54 mysterious
- 55 significant
- 56 third
- 57 supposition
- 58 ignorance
- 59 astonishingly
- 60 unbelievable
- 61 nightly/night-time

**Part 5**

- 62 the future/future events
- 63 welcome/introduce (the/our)
- 64 are accompanied
- 65 free/for nothing
- 66 refreshments
- 67 his journey(s)/trip(s)
- 68 is said/supposed/known/considered
- 69 large/great number
- 70 to postpone
- 71 somewhere else/previously arranged
- 72 proposed/planned/possible
- 73 inform/tell/contact
- 74 suggestions/recommendations about/concerning

**Part 6**

- 75 F
- 76 I
- 77 C
- 78 A
- 79 B
- 80 H

**Candidate Name**  
If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

**Candidate's signature**

**Examination Title**

**Centre**

**Supervisor:**  
 If the candidate is ABSENT or has WITHDRAWN shade here

**Centre No.**

**Candidate No.**

**Examination Details**

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

**Candidate Answer Sheet**

**Use a pencil**

For Parts 1 and 6:  
Mark ONE letter for each question.  
For example, if you think B is the right answer to the question, mark your answer sheet like this:

0  A  B  C  D

For Parts 2, 3, 4 and 5:  
Write your answers in the spaces next to the numbers like this:

0 example

Part 1	Part 2	Do not write here
1 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	16 <input type="checkbox"/>	47 <input type="checkbox"/>
2 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	17 <input type="checkbox"/>	48 <input type="checkbox"/>
3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	18 <input type="checkbox"/>	49 <input type="checkbox"/>
4 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	19 <input type="checkbox"/>	50 <input type="checkbox"/>
5 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	20 <input type="checkbox"/>	51 <input type="checkbox"/>
6 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	21 <input type="checkbox"/>	52 <input type="checkbox"/>
7 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	22 <input type="checkbox"/>	53 <input type="checkbox"/>
8 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	23 <input type="checkbox"/>	54 <input type="checkbox"/>
9 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	24 <input type="checkbox"/>	55 <input type="checkbox"/>
10 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	25 <input type="checkbox"/>	56 <input type="checkbox"/>
11 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	26 <input type="checkbox"/>	57 <input type="checkbox"/>
12 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	27 <input type="checkbox"/>	58 <input type="checkbox"/>
13 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	28 <input type="checkbox"/>	59 <input type="checkbox"/>
14 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	29 <input type="checkbox"/>	60 <input type="checkbox"/>
15 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	30 <input type="checkbox"/>	61 <input type="checkbox"/>

Turn over for parts 3-6

Part 3	Part 5	Do not write here
31 <input type="checkbox"/>	62 <input type="checkbox"/>	62 <input type="checkbox"/>
32 <input type="checkbox"/>	63 <input type="checkbox"/>	63 <input type="checkbox"/>
33 <input type="checkbox"/>	64 <input type="checkbox"/>	64 <input type="checkbox"/>
34 <input type="checkbox"/>	65 <input type="checkbox"/>	65 <input type="checkbox"/>
35 <input type="checkbox"/>	66 <input type="checkbox"/>	66 <input type="checkbox"/>
36 <input type="checkbox"/>	67 <input type="checkbox"/>	67 <input type="checkbox"/>
37 <input type="checkbox"/>	68 <input type="checkbox"/>	68 <input type="checkbox"/>
38 <input type="checkbox"/>	69 <input type="checkbox"/>	69 <input type="checkbox"/>
39 <input type="checkbox"/>	70 <input type="checkbox"/>	70 <input type="checkbox"/>
40 <input type="checkbox"/>	71 <input type="checkbox"/>	71 <input type="checkbox"/>
41 <input type="checkbox"/>	72 <input type="checkbox"/>	72 <input type="checkbox"/>
42 <input type="checkbox"/>	73 <input type="checkbox"/>	73 <input type="checkbox"/>
43 <input type="checkbox"/>	74 <input type="checkbox"/>	74 <input type="checkbox"/>
44 <input type="checkbox"/>		
45 <input type="checkbox"/>		
46 <input type="checkbox"/>		

  

Part 4	Part 6	Do not write here
47 <input type="checkbox"/>	75 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	75 <input type="checkbox"/>
48 <input type="checkbox"/>	76 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	76 <input type="checkbox"/>
49 <input type="checkbox"/>	77 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	77 <input type="checkbox"/>
50 <input type="checkbox"/>	78 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	78 <input type="checkbox"/>
51 <input type="checkbox"/>	79 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	79 <input type="checkbox"/>
52 <input type="checkbox"/>	80 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	80 <input type="checkbox"/>