

FIRST CERTIFICATE IN ENGLISH for Schools

D055/3

PAPER 3 Use of English

Sample Paper

Time 45 minutes

Additional materials:
Answer sheet

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, Centre number and candidate number on your answer sheet if they are not already there.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Read the instructions on the answer sheet.

Mark your answers on the answer sheet. Use a pencil.

You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both the question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are 42 questions on this paper.

Questions **1 – 34** carry one mark.

Questions **35 – 42** carry two marks.

Use of English • Part 1

For questions **1 – 12**, 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** edge **B** surround **C** turn **D** enclose

0	A □	B ■	C □	D □
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The internet bus

In the desert areas that **(0)** Tucson city, USA, students spend hundreds of hours on yellow buses each year getting to and from their schools. But when mobile internet equipment was **(1)** on a yellow school bus, the bored, often noisy, teens were **(2)** into quiet, studious individuals.

District officials got the idea during **(3)** drives on school business to Phoenix, two hours each way, when they **(4)** that, when they went in pairs, one person could drive and the other could work using a laptop and a wireless card. They **(5)** if internet access on a school bus could **(6)** students' academic productivity, too.

But the idea for what students call 'the internet bus' really **(7)** shape when the district's chief information officer **(8)** across an article about having internet access in cars. He thought, 'What if you could put that in a bus?'

The officials have been delighted to see the **(9)** of homework getting done, morning and evening, as the internet bus **(10)** up and drops off students along the 70-minute drive. **(11)** some students spend their time playing games or visiting social networking sites, most students do make **(12)** of their travel time to study.

- 1 **A** installed **B** set **C** included **D** structured
- 2 **A** replaced **B** exchanged **C** switched **D** transformed
- 3 **A** extraordinary **B** occasional **C** exceptional **D** few
- 4 **A** believed **B** acknowledged **C** estimated **D** realised
- 5 **A** thought **B** imagined **C** suspected **D** wondered
- 6 **A** increase **B** enlarge **C** rise **D** heighten
- 7 **A** formed **B** took **C** held **D** did
- 8 **A** got **B** looked **C** came **D** put
- 9 **A** total **B** amount **C** number **D** measure
- 10 **A** brings **B** picks **C** rides **D** catches
- 11 **A** Since **B** Despite **C** Although **D** However
- 12 **A** progress **B** work **C** use **D** part

Use of English • Part 2

For questions **13 – 24**, 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	E																
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Young enterprise

How prepared are you for **(0)** future? You are studying to obtain qualifications for your chosen career, but what **(13)** getting the business skills necessary to make your career a success? How do you gain the advantage **(14)** will get you your dream job? Perhaps you even have an ambition to set **(15)** a business yourself?

(16) year since 2007, when the Young Enterprise Programme began, hundreds of thousands of young people have gained a head start while they are still at school by taking part **(17)** the programme. There, they have gained key business skills and knowledge, either through a series of workshops **(18)** through starting and running their own real company. At Young Enterprise we believe that it is important for learning to **(19)** exciting, fun and hands-on, which is **(20)** our programmes are run on the principle of learning by doing.

(21) participate in a programme, your first step is to consult your school. Your school will need to become a centre if it has **(22)** yet done so. It can register as **(23)** of these by contacting the nearest Young Enterprise office. Once it **(24)** registered as a centre, you can get started!



A Young Enterprise Programme

Use of English • Part 3

For questions **25 – 34**, 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	C	O	M	P	E	T	I	T	I	O	N								
---	---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--

Skyscraper? No, 'water-scraper'!

Each year, EV Magazine hosts a skyscraper design **(0)** Most entrants imagine giant buildings taller than anything under construction today. However, the most **(25)** entry this year went the opposite route. Malaysian designer Sarly Adre bin Sarkum's **(26)** to the problem of conceiving a different kind of development was to drop his building straight downwards into the sea. He deliberately designed it to contrast with the skyscrapers that make up most of the entries, and to highlight sustainable **(27)**

COMPETE

IMPRESS

SOLVE

ARCHITECT

His self-sufficient 'water-scraper' would be similar in **(28)** to the Empire State Building, but with only a couple of storeys above the sea's surface. Wind, solar, and wave power would provide energy and a green space containing forests and **(29)** areas at the top would provide food and oxygen. Living and work areas would be below the sea's surface. The structure would be kept level by giant tentacles. The tentacles would also generate electricity through ocean **(30)**

HIGH

AGRICULTURE

MOVE

No-one is building anything like this now but it is **(31)** to be certain of what our future **(32)** needs will be. Land will become scarcer as population **(33)** accelerates and, since approximately 70% of the Earth's surface is ocean, cities in the sea may one day be a **(34)**

POSSIBLE

ACCOMMODATE

GROW

NECESSARY

Turn over ►

Use of English • Part 4

For questions **35 – 42**, 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 School prizes are given out at the end of each year.

PLACE

School prize-giving at the end of each year.

The gap can be filled by the words 'takes place', so you write:

Example:

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

35 John went to the cinema by himself yesterday afternoon.

OWN

John went to the cinema yesterday afternoon.

36 The start of the second race was delayed because the first race finished late.

CAUSED

The delay to the start of the second race the late finish of the first race.

37 It is six months since Richard went to the barber's for a haircut.

HAD

Richard his hair cut at the barber's for six months.

38 My brother didn't use to be so confident.

THAN

My brother is to be.

39 Marta's dad told her yesterday that she could visit her friend after school.

ALLOWED

Yesterday, Marta's dad her friend after school.

40 Kate regrets missing the concert.

WISHES

Kate missed the concert.

41 Hannah was happy to lend Lin a jacket.

MIND

Hannah a jacket to Lin.

42 'Tim, you left the fridge door open!' said Sarah.

ACCUSED

Sarah leaving the fridge door open.

PAPER 3: USE OF ENGLISH

Answer key

Test 1

PART ONE

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

PART TWO

- 13 ABOUT
- 14 THAT/WHICH
- 15 UP
- 16 EACH/EVERY
- 17 IN
- 18 OR
- 19 BE
- 20 WHY
- 21 TO
- 22 NOT
- 23 ONE
- 24 HAS/IS

PART THREE

- 25 IMPRESSIVE
- 26 SOLUTION
- 27 ARCHITECTURE
- 28 HEIGHT
- 29 AGRICULTURAL
- 30 MOVEMENT(S)
- 31 IMPOSSIBLE
- 32 ACCOMMODATION
- 33 GROWTH
- 34 NECESSITY

PART FOUR

- 35 ON | HIS OWN
- 36 WAS CAUSED | BY
- 37 HAS NOT | HAD
- 38 MORE CONFIDENT THAN | HE USED
- 39 ALLOWED HER/MARTA | TO VISIT/SEE
- 40 WISHES | SHE HADN'T / HAD NOT
- 41 DIDN'T / DID NOT MIND | LENDING
- 42 ACCUSED TIM/HIM | OF

