CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

FIRST

Reading and Use of English

SAMPLE PAPER 4

Time 1 hour 15 minutes

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.

Write 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 this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are 52 questions in this paper.

Questions **1 – 24** and **43 – 52** carry one mark.

Questions **25 – 30** carry up to two marks.

Questions **31 – 42** carry two marks.

© UCLES 2015

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)**.

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

Example:

0 **A** suggested **B** reminded **C** assessed **D** referred

0	A	B	C	D
	▬	▭	▭	▭

The best place to work

Research has **(0)** …..... that people become more creative when working in a place where there is some background noise; a moderate **(1)** …..... of noise would seem to stimulate the brain into thinking more creatively.

For the **(2)** …..... of the research, the researchers created an environment **(3)** …..... to that of a shopping centre where the volunteers were **(4)** …..... to try to think of different ways of using some common objects. They had to perform this type of task first in quiet and then in noisy conditions; they were most creative when there was some noise present.

People tend to go somewhere quiet when they have to decide how best to **(5)** …..... with a difficult problem. According to the research, though, they would be better **(6)** ..……. to go to somewhere such as a café where there would be a certain amount of noise as this could **(7)** ……..... their brain to think more creatively, thus **(8)** …..... a good solution to their problem.

1	**A**	quantity	**B**	sum	**C**	total	**D**	level
2	**A**	purposes	**B**	issues	**C**	functions	**D**	concerns
3	**A**	related	**B**	like	**C**	parallel	**D**	similar
4	**A**	demanded	**B**	called	**C**	asked	**D**	insisted
5	**A**	settle	**B**	deal	**C**	solve	**D**	treat
6	**A**	informed	**B**	recommended	**C**	advised	**D**	instructed
7	**A**	help	**B**	make	**C**	ensure	**D**	let
8	**A**	presenting	**B**	causing	**C**	providing	**D**	resulting

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)**.

Write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example: | **0** | I | N | | | | | | | | | | | | | | | | | |

Golf

The game of golf is played **(0)** …….. countries all over the world. However, nobody is sure **(9)** …..... the precise date when golf started. It seems that ball and stick games have **(10)** …..... played throughout human history. Records show that in the fourteenth century the Dutch played a game called *koft* in **(11)** …..... players had to hit a ball against a stick in the ground. In the fifteenth century, Scottish merchants **(12)** …….. had been doing business in Holland saw the game and took the idea back with **(13)** …….. to Scotland. The Scots made a significant change to the game, though. **(14)** …….. than using a stick as their target, they started to use a hole.

Originally, holes could be of **(15)** …….. size. However, since 1891 holes have had to be exactly 4.25 inches (10.8 centimetres) wide. This is because the official rule book was written by the Royal and Ancient Golf Club of St Andrews and the tool they had always used **(16)** …….. cutting holes was 4.25 inches wide.

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)**.

Write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example: **0** E V I D E N C E

Music and mood

There is clear **(0)** ……... that music can have an effect on a person's mood. An increase in the volume or speed of a piece of music creates a feeling of **(17)** ……... , while a decrease has a calming effect. Music can also produce a sense of **(18)** ……... : if we hear quiet music played repeatedly, we feel that something of **(19)** ……... is about to happen – possibly something wonderful, possibly something terrifying.

EVIDENT
EXCITE
ANTICIPATE
IMPORTANT

In the era of silent films, cinema **(20)** ……... recognised the value of music in setting a mood and heightening **(21)** ……... . To achieve this, cinemas in many countries hired a **(22)** ……... who would accompany the action on the screen. Sometimes a film came with music written specifically for the film, or at other times with a list of **(23)** ……... classical pieces. In many cases, though, it was by no means **(24)** ……... for the person playing the piano to make the decision about what to play while watching the film.

OWN
TENSE
PIANO
SUIT
USUAL

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 You must do exactly what the manager tells you.

CARRY

You must …… instructions exactly.

The gap can be filled by the words 'carry out the manager's', so you write:

Example:	**0**	CARRY OUT THE MANAGER'S

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

---

25 The shop closes at eight o'clock on Fridays.

STAYS

The shop …… eight o'clock on Fridays.

26 I had no money left by the end of the holiday.

RUN

By the end of the holiday …… money.

27 I am interested in the history of my country.

FIND

What …… the history of my country.

28 The box is smaller than I thought it would be.

BIG

The box …… I thought it would be.

29 I want to learn to swim and to find a part-time job during my school holidays.

ADDITION

I want to find a part-time job …… to swim during my summer holidays.

30 At the age of ten, Marie began to write stories.

TOOK

Marie …… she was ten years old.

Part 5

You are going to read an extract from the autobiography of a famous footballer. 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**.

My life in football

Since I was a child, all I've ever wanted to do was kick a football about. I think I was programmed by my dad to some extent and he encouraged me to play. It wasn't imposed on me, though, and I'm grateful for that. I had a friend who used to come to the park with us and his dad was really pushy. He was always saying, 'You can't do this, you can't do that.' My mate could have been a good player, but he just stopped wanting to play and has never been involved in football since. I'm glad it didn't turn out that way for me, but I realise that things could have easily been so different.

When I score a heart–stopping goal from a long way out, people often say that it's just luck, but it isn't. I have worked on taking shots at goal from a distance since I was a kid. It's only by practising that you get to score the spectacular goals which give you such a buzz. The best players in the world, who obviously have amazing natural talent, would never have achieved what they have without years and years of practice.
line 11 Sometimes you see young players crashing into each other, but I was taught technique. If I'm teaching kids, the most important thing I try to get across is to enjoy learning skills.

I used to do every sport going at school. I'd get involved in anything, from rounders and baseball to athletics and basketball. I know now it's important to get a good education, but football was the only thing on my mind then. The teachers were doing a pretty good job, but I wasn't aware of it at the time. I don't want it to be like that for my son. We're already trying to read him books even though he's far too young to sit still for long enough. I hope the fact that he usually wants to kick them around on the floor doesn't mean that he takes after me in that way.

At the beginning of my professional football career, the manager made big sacrifices so that some of us younger players could move up to play for the first team, but he never made a big deal about it. He never called us together and said, 'This is your big chance to prove yourselves' but we all knew we had to. Although I scored in the opening game of the season, we lost, and a respected TV presenter famously said, 'You can't win anything with kids.' That really made us aware of how much we had to do. You always have a few doubts, but we had faith in ourselves as a team despite what he said.

I rely on close friends and family a lot. But having so much money can sometimes cause problems. For example, people sometimes say to me, 'I can't believe you let your mother carry on working.' Of course I've helped out my parents financially. I paid off the loan on their house and I bought them a car last Christmas. My family are strong individuals and I think they would be offended at the idea that they should somehow be on the payroll. My mum doesn't earn a lot as a hairdresser but she loves what she does. On the other hand, it gives me a lot of pleasure to use my money to make things a bit easier for the people around me. I have a lot of money, though not as much as people say, but that doesn't give me all the answers.

After I've stopped playing, I think I'll have a year off or perhaps even longer, doing the things I haven't been able to do all these years. I want to go skiing the day after I stop playing. I can't do that now because I wouldn't be covered by my insurance if I were to break a leg on the ski slopes.

31 What do we learn about the footballer's childhood?

A He only started playing football in order to please his father.
B He sometimes resented his father's ambition for him.
C He saw the negative effect fathers could have.
D He realised not all fathers were interested in sport.

32 The footballer uses the phrase 'crashing into each other' (line 11) to suggest that

A the players are deliberately injuring their opponents.
B the players are shouting loudly at each other.
C the players are deliberately wasting time.
D the players are not demonstrating any skills.

33 What do we learn about the footballer's attitude to his education?

A He thinks his school put too much pressure on students to do sport.
B He acknowledges that he didn't appreciate it enough.
C He now realises he made some poor choices at school.
D He believes it would have been better with different teachers.

34 The footballer uses the TV presenter's remark about using young players to underline

A how unwise the manager had been to choose them.
B how difficult their task would be.
C how much the comment damaged their confidence.
D how angry the team was about the criticism.

35 In the fifth paragraph the footballer is

A justifying the large amount of money he earns.
B explaining why his family mean so much to him.
C responding to negative comments made about him.
D defending his family for wanting to share in his financial success.

36 Overall, in the final paragraph the writer feels

A anxious about what the future might hold.
B excited by the possibilities ahead of him.
C disappointed that football has restricted his hobbies.
D worried that injury might prevent him doing the things he wants to do.

Part 6

You are going to read a magazine article about chocolate. 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**.

It started with a mouthful of chocolate

Jo Fairley introduced people in Britain to the delights of 'real' chocolate

It wasn't unusual to find strange or unfamiliar food lying around our house. My husband, Craig, was often sent new products to try because he ran a health food business. One day I found a sample of the world's first organic chocolate bar on his desk. As soon as I popped that first piece into my mouth, I thought, 'Oh, this is the best chocolate I've ever eaten.' I just knew immediately that it would be a great success.

37 The chocolate contained sugar and Craig insisted on a strict 'no sugar' policy on all his products. So I spent the next three days begging him to add it to his list of products.

On the fourth day, nagged into submission, Craig eventually said, 'Listen, if you're so interested in that chocolate, why don't you do something with it?' **38** I decided there and then to start my own business. I'd import the chocolate and try to get shops in this country to start selling it. I had money in the bank, and I'd always been interested in starting my own business. Now I had both an opportunity and the means to do it.

Even so, it wasn't an easy decision to make. **39** I remember, though, looking at a postcard I'd kept since I was 14 years old. It was a picture of a man standing on the edge of a diving board. Underneath were the words: 'If you don't do it, you'll never know what could have happened if you had.'

Reading this again made me realise that if I went ahead, the worst that could happen was that the business would fail. **40** In the end, Craig did offer to help me. We decided that I would deal with the marketing side of the new business while he took on sales and distribution.

I rang my bank manager to ask him to transfer £20,000 into my newly opened business account. 'What for?' he asked. 'Chocolate,' I replied. You could almost hear him shaking his head at the other end of the receiver. My friends were very supportive, however, though I'm sure there were those who thought I was making a mistake. **41** At that time, the dark chocolate sold in this country contained only 55% cocoa, whereas we were offering 70%. It was a revolutionary product.

Over the next few years my business boomed. By the end of last year, the company had become a success beyond our wildest dreams, and we knew it had the potential to become even bigger. **42** So, when we were approached by a larger company, we decided to sell them a 75% share in the business. Although I knew what we were doing made good business sense, I cried myself to sleep the night we signed the deal. I took a real chance all those years ago, after tasting just a tiny square of chocolate, but I've no regrets.

A Apart from anything else, I had no actual business experience.

B But if I didn't, I'd spend the rest of my life thinking about what might have been.

C But we didn't have the resources to take it any further ourselves.

D This challenge was exactly the push I needed.

E Craig and I eventually came up with Green and Black because the chocolate was both organic and very dark in colour.

F But to me it felt right, and most of them could see why.

G There was, however, just one potential drawback.

Part 7

You are going to read four reviews of science books. For questions **43 – 52**, choose from the reviews (**A – D**). The reviews may be chosen more than once.

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

Which reviewer says

the writer has not chosen the obvious structure for his book?	**43**
the writer provides helpful and interesting extra details?	**44**
the reader quickly becomes aware of how ambitious the book is?	**45**
the writer uses places to introduce the different parts of his book?	**46**
the writer makes a surprising claim?	**47**
the book is different from what it may initially appear to be?	**48**
the reader learns to recognise evidence of what the world was like a long time ago?	**49**
the writer approves of some decisions by experts?	**50**
that something people are very used to has a long history?	**51**
the book will make a lasting impact on the reader?	**52**

Reviews of science books

A ***Just Six Numbers* by Martin Rees**

Believe it or not, according to Martin Rees, only six numbers are really important for our universe. This is very much a book on cosmology, that is, how the universe was formed. Everything is clearly explained, and some historical background is given where it is useful or entertaining. Each of the six numbers is described fully, for example, one of the numbers is 3, the number of dimensions we live in, and the implications if it had a different value make fascinating reading. It would seem that in order for you and me to exist, so must the rest of the universe as it is today. For life to appear on Earth, other planets, stars, galaxies and more, had also be present. Rees has succeeded in conveying the key ideas in cosmology, as we currently understand it, without using the equations and formulae that prevent the non-specialist from understanding the technicalities.

B ***Earth: an Intimate History* by Richard Fortey**

This is a fascinating geological exploration of the earth's distant history as revealed by its natural wonders. The face of the earth, crisscrossed by chains of mountains, has changed and changed again over billions of years, and signs of the remote past are all around us. In this book, Richard Fortey teaches us how to read these signs. He shows how everything about our world is rooted in the deep geological past. In search of this past, Fortey takes us on a number of different journeys, connecting the recent past with forgotten ages long ago, then much longer ago, as he describes the movement and the development of ancient continents and seas. Fortey proves himself the ideal guide, with his superb descriptions of natural beauty, and his crystal-clear, always fascinating scientific explanations. Here is a book that will stay with you long after you have put it down.

C ***The Information: a History, a Theory, a Flood* by James Gleick**

This is the 'information age', we all know that. Laptops and smart phones send uncountable amounts of information, across the airwaves and down wires and optical fibres. In this book, James Gleick reviews the history of humanity through the lens of our attempts to make communication faster, more efficient and more available. You only need to read a few pages to realise what a huge task he has set himself. What we know as 'information' – such a familiar concept to us now – took ages to develop from writing on clay tablets to computer databases. The book is not written as a straightforward history, which might have been a temptation for someone charting the progress of an aspect of human society. Instead, each chapter jumps backwards and forwards in time. It takes some confidence (and a good deal of nerve) to sweep across such a vast arena without becoming tedious, but Gleick delivers.

D ***Beloved Brontosaurus: On the Road with Old Bones, New Science, and Our Favorite Dinosaurs* by Brian Switek**

In this revealing work, Brian Switek travels across the USA to look at dinosaur fossils (the shape of dinosaur bones or bodies which have been preserved in rock for a very long period). But don't let the descriptions of stunning scenery and trips down gravel roads mislead you – this isn't really a travel diary: the stops just serve as a jumping-off point for each new chapter on our changing understanding of dinosaurs. As a child, Switek learned that his beloved Brontosaurus had been discovered to be a distinct species and relabelled Apatosaurus; in the course of his travels, Switek learns that other dinosaurs have also been reclassified – but he takes this calmly. In fact, it's proof of the great progress being made in the science of dinosaurs. The book is engaging and accessible enough for the layperson, and readers will be readily convinced when Switek concludes that 'dinosaurs are better than ever.'

BLANK PAGE

BLANK PAGE

BLANK PAGE

To practise your English and prepare for your exam:

www.cambridgeenglish.org/exams/first/how-to-prepare

www.cambridgeenglish.org/learning-english

For teachers, find lesson plans and more sample materials:

www.cambridgeenglish.org/teaching-english

www.cambridgeenglish.org/teaching-english/resources-for-teachers

Acknowledgements

Text

Part 7:

© Guardian News & Media Ltd 2016

Copyright (c) 2012 Publishers Weekly PWxyz LLC. Adapted and used by permission

© Text adapted from Plus Magazine, http://plus.maths.org, 2003