

PAPER 3

USE OF

ENGLISH

GENERAL DESCRIPTION

| | |
|-------------------------|--|
| Paper format | The paper contains five parts. |
| Timing | 1 hour 15 minutes. |
| No. of parts | 5. |
| No. of questions | 65. |
| Task types | Multiple-choice cloze, open cloze, key word transformations, error correction, word formation. |
| Answer format | Candidates may write on the question paper, but must transfer their answers to the separate answer sheet within the time limit. Candidates indicate their answers by shading the correct lozenges or writing the required word or words in a box on the answer sheet. |
| Marks | Parts 1, 2, 4 and 5 – each correct answer receives 1 mark. Part 3 – each answer receives up to 2 marks. |

STRUCTURE AND TASKS

PART 1

| | |
|----------------------------|--|
| Task type and focus | Multiple-choice cloze. Emphasis on vocabulary. |
| Format | A modified cloze test containing 15 gaps and followed by 15 four-option multiple-choice items. |
| No. of Qs | 15. |

PART 2

| | |
|----------------------------|---|
| Task type and focus | Open cloze. Grammar and vocabulary. |
| Format | A modified cloze test containing 15 gaps. |
| No. of Qs | 15. |

PART 3

| | |
|----------------------------|---|
| Task type and focus | Key word transformations. Grammar and vocabulary. |
| Format | 10 separate items, each with a lead-in sentence and a gapped second sentence to be completed in 2 to 5 words, one of which is a given 'key word'. |
| No. of Qs | 10. |

PART 4

| | |
|----------------------------|---|
| Task type and focus | Error correction. Emphasis on grammar. |
| Format | A text containing errors. Some lines are correct but most contain an extra incorrect word which must be identified. |
| No. of Qs | 15. |

PART 5

| | |
|----------------------------|---|
| Task type and focus | Word formation. Vocabulary. |
| Format | A text containing 10 gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing word. |
| No. of Qs | 10. |

The five parts of the Use of English paper

■ PART 1 – MULTIPLE-CHOICE CLOZE

In this part there is an emphasis on vocabulary.



Sample task and answer key: pages 32 and 35.



Each correct answer in Part 1 receives 1 mark.

Part 1 consists of a text in which there are 15 gaps (plus one gap as an example). Each gap represents a missing word or phrase. The text is followed by 15 sets of four words or phrases (A, B, C, D), each set corresponding to a gap. Candidates have to choose which one of the four words or phrases in the set fills the gap correctly.

Different types of words are tested in this part. Sometimes it is necessary to choose between words with a similar meaning, e.g. choosing 'leaking' rather than 'spilling', 'pouring', 'flowing' to fill the gap in 'The roof of our tent was'. At other times it will be necessary not simply to know the meaning but also to know which word is correct because of the preposition, adverb or verb form which follows, e.g. choosing 'interested' rather than 'keen', 'enthusiastic', 'eager' to fill the gap in 'You may be in applying for this job'. This part of the paper also tests collocations, such as 'to pay attention to', and linking phrases such as 'even if'. Phrasal verbs are also tested here. They may be tested in three different ways; the whole of the phrasal verb, e.g. 'keep on', just the verb itself, e.g. 'keep', or just the preposition or adverb which follows the verb, e.g. 'on'.

■ PART 2 – OPEN CLOZE

The focus of this part is grammar and vocabulary.



Sample task and answer key: pages 33 and 35.



Each correct answer in Part 2 receives 1 mark.

Part 2 also consists of a text in which there are 15 gaps (plus one gap as an example). However, in this part, as there are no sets of words from which to choose the answers, candidates have to think of a word which will fill the gap correctly. The answer will always be a single word, never a phrase. In some cases, there may be more than one possible answer and this is allowed for in the mark scheme. The absence or misuse of capital letters and punctuation is ignored, although spelling, as in all parts of the test, must be correct.

■ PART 3 – KEY WORD TRANSFORMATIONS

The focus of this part is grammar and vocabulary.



Sample questions and answer key: pages 33 and 35.



Each answer in Part 3 receives up to 2 marks.

Part 3 consists of ten key word transformations (plus an example). Each question contains three parts: a lead-in sentence, a key word, and a second sentence of which only the beginning and end are given. Candidates have to fill the gap in the second sentence so that the completed sentence is similar in meaning to the lead-in sentence. The answer must be between two and five words, one of which must be the key word. The key word must not be changed in any way.

In this part of the paper a wide range of structures such as reported speech, passive voice, conditionals, verb tenses and modals is tested. In addition, phrasal verbs and lexical phrases such as 'to look forward to -ing' may also be tested.

Each answer in Part 3 is worth 2 marks. The mark scheme splits the answer into two parts and candidates gain one mark for each part which is correct.

■ PART 4 – ERROR CORRECTION

The focus of this part is grammar.



Sample task and answer key: pages 34 and 35.



Each correct answer in Part 4 receives 1 mark.

Part 4 consists of a text which resembles something that a student at this level might have written. The text consists of seventeen lines, most of which contain an error of the sort typically made by learners at FCE level, e.g. incorrect verb forms, wrong pronouns, prepositions and articles.

Candidates must write on their answer sheet the word which is wrong. However, a certain number of lines do not contain an error and in these cases candidates must put a tick (✓) on their answer sheet. The absence or misuse of capital letters is ignored, although spelling must be correct.

The first two lines of the text are examples: one of the lines will be correct; the other will contain an error. There are fifteen lines which are tested.

■ PART 5 – WORD FORMATION

In this part there is an emphasis on vocabulary.



Sample task and answer key: page 35.



Each correct answer in Part 5 receives 1 mark.

Part 5 consists of a text in which there are ten gaps plus one gapped line as an example. There is one gap per line. At the end of each line, and separated from the text, there is a word in capital letters. Candidates have to produce a new word based on this word which can be correctly inserted in the gap in the line.

Preparation

General

■ There is a title to all of the texts in the paper. This is meant to give candidates an early idea of what to expect from the text. Encourage your students to read through the whole of the text so that they have a clear idea of what it is about, before they begin to answer any of the questions. Once they have done this, they should begin answering the questions.

■ Each part of the test has an example towards the beginning (two examples in the case of Part 4). Students should get used to reading these to help them understand what they have to do. Remind them that in the examination they must not write the answer to the example on their answer sheet.

■ Sometimes candidates may think that more than one answer is possible to certain questions. Advise them not to give more than one answer as this may result in their losing marks. If they do give two or more answers and all are acceptable, they will, of course, be awarded the mark. However, if they give more than one answer and one of them is wrong, they will lose the mark.

■ Sometimes candidates may decide that the answer they have written is wrong and wish to change it. If this happens in Part 1, they will need to rub out the mark they have made in the lozenge. In Parts 2, 3, 4 and 5, they should clearly cross or rub out the word or words. They should not try altering the word itself as this will make it unclear. They should not put the word in brackets as it will appear to be an alternative.

■ Give your students practice in completing the answer sheet. When transferring answers to the answer sheet, they must be careful to make sure that they put the answer by the appropriate question number.

■ Make your students aware that correct spelling is essential in all parts of the paper.

■ Remind your students that handwriting should be clear so that it can be read easily by the markers.

■ Encourage your students to plan their time carefully and not spend too long on any one part of the test. They should try to make sure that they have a few minutes at the end of the test to check through their answers. They can do the various parts of the test in any order, but it is probably better to do them in the order of the question paper so as to avoid the possibility of putting answers in the wrong sections of the answer sheet.

By part

■ PART 1

■ Give your students practice in recognising the differences in meaning between similar words, e.g. 'cut' and 'tear'. They should try to learn whole phrases as well as individual words in context, and they should be aware that knowing the grammatical patterns and collocations of words is as important as knowing their meaning.

■ Remind your students to make sure the answer they choose fits into the sentence. They should not choose their answer simply after reading the words which come before the gap; they need to read the words which follow as well. It is sometimes the case that a preposition or adverb which follows a gap determines which of the options is correct.

■ Get your students used to reading all the options for any question before deciding which one fills the gap correctly, and remind them that they should never choose more than one option as the answer.

■ Make your students aware that it is important that the line they make in the lozenge on the answer sheet for each answer is firm and clear and done in pencil.

■ PART 2

■ As in Part 1, candidates need to read the words which follow the gap as well as those which come before it. Tell your students that they should make sure that if they are filling the gap with a verb it agrees with its subject.

■ Remind your students to keep in mind a sense of the whole text.

■ Make your students aware that they must use only one word to fill each of the gaps. They should not fill any of the gaps with a contraction (e.g. *didn't*, *he'll*), when these count as two words, and they should never use abbreviations (e.g. *'sthg'* for *'something'*).

■ PART 3

■ In preparing for this part of the paper, give your students practice in paraphrase. This might include rewriting sentences from texts, saying things again 'in other words', as well as working on lexical synonyms and grammatical transformations. In the examination, they must make sure that the answer makes the second sentence mean the same as the lead-in sentence.

- Remind your students that the answer must consist of two, three, four or five words. If candidates write more than five words they will not be awarded the marks.
- Remind your students that they must use the key word in their answer and they must not change it in any way. If they do not use it or if they alter it, they will not be awarded the marks.
- Make sure your students pay careful attention to any verb in the final part of the second sentence as it will often indicate whether to use a singular or plural noun in the key.
- Remind your students that when writing their answers, they should not write the whole or parts of the second sentence; they should write only the words that are needed to fill the gap.
- When they are counting the words, students should remember that, as in Part 2, they must count contracted words (with the exception of 'can't' = 'cannot') as the full form (e.g. 'didn't' = 2 words 'did not').

■ PART 4

- Students can practise for this part by reading through their own work and that of their peers, trying to identify errors.
- Students should practise reading the text slowly and carefully as it is very easy to overlook the addition or omission of small words, such as 'a' or 'of'.
- Remind your students that they must indicate a correct line by putting a tick (✓) in the box on their answer sheet. They must not leave the box blank as it will be assumed that they have simply not attempted this item.
- A sentence may be spread over several lines. Encourage your students to read the whole sentence before deciding that a word is wrong. Sometimes it will not be apparent that a word early in a sentence is wrong until the whole of the sentence has been read.
- Remind your students that they must be sure that a word they choose as being an error is actually wrong and not simply a word which is not vital to the meaning of the sentence but which is nevertheless appropriate. There will never be two wrong words in one line.
- Remind your students that the correct lines can appear in any line of the text, including the first and last tested lines.

■ PART 5

- Students should be made aware of the range of words which can be formed from the same base word, e.g. 'compete', 'competition', 'competitor', 'competitive', 'competitively', and the negative forms of these words, e.g. 'uncompetitive'. In the examination when they see the 'base word' at the end of a line, they must not automatically write a related word which they know well as their answer. They need to read the surrounding sentence to decide what the missing word is.

- Sometimes the missing word will need to be in the plural, and sometimes it will need to be in a negative form. The sense of the text around the gap will help candidates decide if it is necessary to put the word in the plural or to make it negative.
- Make your students aware that answers will not always need only prefixes or suffixes to be added to a word; sometimes they will need to make internal changes (e.g. 'long' to 'length').
- Remind your students that the base word at the end of each line applies only to that line. They must not try to form a word from that base word in any other line. In every case the base word at the end of the line will have to be changed.

PAPER 3: USE OF ENGLISH

Part 1 (Questions 1–15)

2

Part 1

For questions 1–15, read the text below and decide which answer (A, B, C or D) best fits each space. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A far B distant C remote D distinct

| | | | | |
|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| 0 | A | B | C | D |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

TWO CREATURES OF THE PAST – MAMMOTHS AND MASTODONS

The elephant has some (0) relatives called mammoths, which lived in the Stone Age. More than 15,000 years ago people painted pictures of them on cave walls. Then, astonishingly, in 1799, a man walking along the banks of the River Lena in Siberia (1) a startling discovery. Peering into a wall of ice, he could (2) see the shape of a massive, hairy mammoth, apparently (3) at him. He immediately ran (4) in terror, but several days later he (5) the courage to return and cut the mammoth's tusks – its two enormous teeth – out of the ice to sell them. Mammoth tusks are the biggest teeth of any known creature, some (6) a length of five metres. These tusks were (7) to good use, protecting the mammoths' young from other animals, and brushing away snow.

To most of us, mammoths are probably the most (8) of the elephant's extinct relatives, but thousands of years earlier, in the woodlands of eastern North America, lived another of the elephant's relatives called the mastodon. Like mammoths, mastodons may also have had a hairy coat, but (9) mammoths mainly ate grass on the plains, mastodons (10) to eat twigs and leaves.

We do not know why mastodons (11) extinct. However, computer studies of the decrease in mammoth (12) suggest that it was a particular (13) of over-hunting by humans, and (14) in the climate at that time which (15) to their disappearance.

01023 503

3

- 1 A made B took C did D had
- 2 A rather B quite C well D just
- 3 A watching out B looking out C looking after D watching over
- 4 A across B out C away D past
- 5 A grew B felt C experienced D found
- 6 A reaching B increasing C expanding D completing
- 7 A held B put C set D kept
- 8 A usual B frequent C regular D familiar
- 9 A when B while C as D even
- 10 A preferred B enjoyed C desired D selected
- 11 A turned B went C became D came
- 12 A quantities B amounts C totals D numbers
- 13 A addition B combination C attachment D connection
- 14 A transformations B adjustments C diversions D changes
- 15 A led B caused C guided D influenced

[Turn over

01023 503

5

Part 3

For questions 31-40, 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 space can be filled by the words 'carry out the managers', so you write:

0 carry out the manager's

Write **only** the missing words **on the separate answer sheet.**

31 My daughter regrets spending all her savings on that car.

she

My daughter wishes all her savings on that car.

32 They are extending this motorway by 100 kilometres.

being

This motorway 100 kilometres.

33 It was a mistake for the company to install the new computer system.

should

The company the new computer system.

34 We mended the roof to prevent the birds from making nests in it.

so

We mended the roof not make nests in it.

0102/3 S03

Turn over

4

Part 2

For questions 16-30, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0).

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

Example: 0

since

DEVELOPMENTS IN UNDERWATER DIVING

People have been diving without mechanical aids (0) *since* ancient times. In those days, divers mainly went underwater to search (16) pearls or sponges. Various ways of supplying divers with air, and so permitting them to stay underwater for long periods of time, have been tried for well (17) two thousand years. Alexander the Great (18) said to have gone underwater in an early (19) of diving machine, and Aristotle talked about apparatus (20) permitted divers to breathe underwater.

It was not (21) the beginning of the 18th century that more advanced equipment was developed. In 1717, the first practical diving machine, or diving bell (22) it was called, was invented. This was a small wooden room with an open bottom, glass windows at the top to (23) in light, and a supply of air coming through leather tubes. Something similar, made of steel, is (24) use today for underwater work, (25) as building the foundations of bridges.

However, (26) divers want to move freely underwater, they require a suit. Early suits were made up (27) a leather jacket with a metal helmet over the head into which air was pumped down from the surface through tubes. Divers gained even (28) freedom of movement when they could (29) rid of these tubes and carry (30) own air with them in cylinders.

0102/3 S03

PAPER 3: USE OF ENGLISH

Parts 3/4 (Questions 35–55)

6

- 35 I'm afraid I don't have time to go shopping this morning.
too
- I'm afraid to go shopping this morning.
- 36 Matthew can't be sure that Alex will help him if something goes wrong.
rely
- Matthew can't him if something goes wrong.
- 37 By the time we arrived at the theatre, nearly all the seats had been taken.
hardly
- There left by the time we arrived at the theatre.
- 38 Pauline isn't trying to solve her financial problems at all.
effort
- Pauline is solve her financial problems.
- 39 I'd rather you made less noise – I'm trying to get some work done.
mind
- Would much noise – I'm trying to get some work done.
- 40 I shouldn't bother to clean the windows today because it's going to rain.
worth
- It the windows today because it's going to rain.

01023 SB3

7

Part 4

For questions 41–55, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. If a line is correct, put a tick (✓) by the number on the separate answer sheet. If a line has a word which should not be there, write the word on the separate answer sheet. There are two examples at the beginning (0 and 00).

| | |
|----|------|
| 0 | ✓ |
| 00 | been |

Examples:

WHERE I GREW UP

- 0 When I was young, I lived in a place called Coromandel in New Zealand. I was been taken there by my parents when I was a few weeks old, and lived there until I was fourteen years. I still think of that period as the happiest time of my life. My life was much uncomplicated then and Coromandel was a magical place. It had been a busy gold-mining town, but that was long before my family have arrived. By then it had become a very run-down place. My father was a doctor, and people would pay to him in sheep, pigs, hens and, occasionally, the pieces of gold. He would have preferred paying money, of course, but they simply didn't have any. My sister and I had no many cares at all. We went to the village school, which together was attended by just twenty children of all ages. Out of school hours, we looked after lots animals on the farms around the town, although we didn't really have a clue how long to do it. Coromandel is a large and busy tourist resort now, but it was peaceful town when I was a child, and I would like doing nothing better than to go back to relive my memories.

[Turn over

PAPER 3: USE OF ENGLISH

Part 5 (Questions 56–65) and answer keys

| PART ONE | PART TWO | PART THREE | PART FOUR | PART FIVE |
|----------|-------------------|---|-------------|-------------------|
| 1 A | 16 for | 31 (that) she hadn't spent | 41 years | 56 childhood |
| 2 D | 17 over | 32 is being extended (by) | 42 much | 57 various |
| 3 B | 18 is/was | 33 should not have installed | 43 ✓ | 58 importance |
| 4 C | 19 kind/type/sort | 34 so (that) (the) birds would/could | 44 ✓ | 59 growth |
| 5 D | 20 that/which | 35 (that) I'm too busy | 45 have | 60 third |
| 6 A | 21 until/till | 36 rely on Alex to help | 46 to | 61 requirement(s) |
| 7 B | 22 as | 37 were hardly any seats | 47 the | 62 unlike |
| 8 D | 23 let | 38 making no effort to | 48 paying | 63 strength |
| 9 B | 24 in | 39 you mind not making so | 49 many | 64 Additionally |
| 10 A | 25 such | 40 isn't worth cleaning | 50 together | 65 energetic |
| 11 C | 26 if | | 51 lots | |
| 12 D | 27 of | | 52 ✓ | |
| 13 B | 28 more/greater | | 53 long | |
| 14 D | 29 get | | 54 town | |
| 15 A | 30 their | | 55 doing | |

8

Part 5

For questions 56–65, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

There is an example at the beginning (0). Write your answers on the separate answer sheet.

Example: 0

BREAD

I'm a great (0) of bread. Whenever I smell freshly baked bread, it reminds me of my early (56) when I used to visit the little bakery that my grandfather owned.

LOVE
CHILD

And, of course, there are (57) good medical reasons why we should not forget the (58) of eating plenty of bread. Bread contains nearly all the protein needed for children's (59) and for adults to stay fit and well. We can get a (60) of our daily protein (61) from just six slices of bread.

VARY
IMPORTANT
GROW
THREE
REQUIRE

Bread, (62) some popular foods which are not particularly good for you, gives (63) to bones and teeth when they are developing and keeps them healthy as we get older. (64) , bread helps us to feel (65) as it contains iron as well as several essential vitamins.

LIKE
STRONG
ADDITION
ENERGY

0102/3 S03

PAPER 3: USE OF ENGLISH

Answer sheet

| Part 3 | | Do not write here | |
|--------|--|-------------------|---|
| 31 | | 0 | 1 |
| 32 | | 0 | 1 |
| 33 | | 0 | 1 |
| 34 | | 0 | 1 |
| 35 | | 0 | 1 |
| 36 | | 0 | 1 |
| 37 | | 0 | 1 |
| 38 | | 0 | 1 |
| 39 | | 0 | 1 |
| 40 | | 0 | 1 |

| Part 4 | | Do not write here | |
|--------|--|-------------------|----|
| 41 | | 1 | 41 |
| 42 | | 1 | 42 |
| 43 | | 1 | 43 |
| 44 | | 1 | 44 |
| 45 | | 1 | 45 |
| 46 | | 1 | 46 |
| 47 | | 1 | 47 |
| 48 | | 1 | 48 |
| 49 | | 1 | 49 |
| 50 | | 1 | 50 |
| 51 | | 1 | 51 |
| 52 | | 1 | 52 |
| 53 | | 1 | 53 |
| 54 | | 1 | 54 |
| 55 | | 1 | 55 |

| Part 5 | | Do not write here | |
|--------|--|-------------------|----|
| 56 | | 1 | 56 |
| 57 | | 1 | 57 |
| 58 | | 1 | 58 |
| 59 | | 1 | 59 |
| 60 | | 1 | 60 |
| 61 | | 1 | 61 |
| 62 | | 1 | 62 |
| 63 | | 1 | 63 |
| 64 | | 1 | 64 |
| 65 | | 1 | 65 |

UNIVERSITY of CAMBRIDGE
ESOL Examinations

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Centre No.

Candidate No.

Examination Details

Candidate Signature

Examination Title

Centre

Supervisor:

Candidate Answer Sheet: FCE Paper 3 Use of English

Use a PENCIL (B or HB). Rub out any answer you wish to change with an eraser.
 For Part 1: Mark ONE letter for each question. For Parts 2, 3, 4 and 5: Write your answers in the spaces next to the numbers like this:
 For example, if you think C is the right answer to the question, mark your answer sheet like this:

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

| | | | | | |
|---------------|----|---|----|--|--|
| Part 2 | 16 | 1 | 16 | | |
| | 17 | 1 | 17 | | |
| | 18 | 1 | 18 | | |
| | 19 | 1 | 19 | | |
| | 20 | 1 | 20 | | |
| | 21 | 1 | 21 | | |
| | 22 | 1 | 22 | | |
| | 23 | 1 | 23 | | |
| | 24 | 1 | 24 | | |
| | 25 | 1 | 25 | | |
| | 26 | 1 | 26 | | |
| | 27 | 1 | 27 | | |
| | 28 | 1 | 28 | | |
| | 29 | 1 | 29 | | |
| | 30 | 1 | 30 | | |

Turn over for Parts 3-5