

**READING AND USE OF ENGLISH** (1 hour 15 minutes)

**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 effects B tricks C skills D talents

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

**BMX racing**

Somewhere in California during the early 1970s, a bunch of kids customised their bicycles so they could do (0) ..... on them. They were able to do incredibly (1) ..... things like jumping off ramps and making their bikes fly through the air. Then they began racing them along dirt tracks. The kids were recorded on camera and the (2) ..... film, which was called *On Any Sunday*, (3) ..... the word about the new pastime like wildfire. And so a sport (4) ..... by kids for kids was born. Bicycle Motocross was the name given to it, which was soon shortened to BMX. It (5) ..... the attention of thousands of kids over one short summer.

Nowadays, BMX racing is recognised as a fun action sport. BMX caters for the individual. Every rider gets to take (6) ..... No one sits on the bench and no one ever gets (7) ..... from the team. And statistics have proved that, due to the (8) ..... safety requirements, it is one of the safest of all youth sports. Have you ever thought of giving BMX a try?

- |   |               |              |              |              |
|---|---------------|--------------|--------------|--------------|
| 1 | A exceptional | B impossible | C excellent  | D impressive |
| 2 | A resulting   | B following  | C concluding | D developing |
| 3 | A broadened   | B extended   | C spread     | D passed     |
| 4 | A composed    | B created    | C formed     | D set        |
| 5 | A took        | B earned     | C paid       | D caught     |
| 6 | A place       | B part       | C position   | D play       |
| 7 | A sent        | B left       | C dropped    | D thrown     |
| 8 | A harsh       | B strict     | C firm       | D strong     |



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 Prizes are given out when the school year finishes.

PLACE

Prize-giving ..... end of each school year.

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

Example: 0 TAKES PLACE AT THE

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

25 The bike is quite old so you should ask someone to check the brakes before you ride it.

GET

This bike is quite old so you should ..... before you ride it.

26 I borrowed my sister's car because I hadn't yet saved enough money to buy my own.

UNTIL

My sister ..... I had saved enough money to buy my own.

27 I was late for school because I couldn't find my bag.

TIME

I ..... for school if I'd been able to find my bag.

28 Nicky is the only person who has signed up for the trip.

NOBODY

Apart ..... their name down for the trip.

29 I regret not listening to my teacher today.

WISH

I ..... attention to my teacher today.

30 'I'm very sorry but we haven't got any more chocolate ice cream,' said the waiter.

RUN

'I'm very sorry but we ..... chocolate ice cream,' said the waiter.

## Part 5

You are going to read an extract from a novel about an American teenager called Bonnie. 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.

## Queen Rider

Bonnie Wyndham got out of her mother's car and looked at Almonside School. 'I'll make you sorry I've come here,' she told her, pleasantly. Her mother was getting out of the other door at the time so she didn't hear, but Bonnie wouldn't have cared if she had. Her mother knew her feelings. Mrs. Wyndham looked about her. Almonside was a funny school, all bits and pieces, buildings hidden away amongst the trees on a wooded hillside; very confusing at first sight. Then she saw the signs on a post: science block, gymnasium, riding centre ...

'Riding centre,' said Bonnie, showing a sudden interest.

'Headmaster's study,' said her mother. 'This way.'

Bonnie followed her mother along a broad drive that curved between trees.

'I wish you'd walk beside me instead of following me like a dog,' said Mrs. Wyndham wearily, but she didn't seem to expect Bonnie to do so.

A few minutes later, her mother was talking to Bonnie's new headmaster in his study, while Bonnie herself sat and waited outside the door. Suddenly, Bonnie jumped up. 'Why should I just sit here?' she said to herself. 'I'll be thrown out before very long, anyway,' she said mentally to the door, 'so why not get it over and done with?' She left the building and headed for the riding centre in the direction indicated by the sign.

There was a nice old building where the horses were kept, and a large structure for indoor riding. Bonnie looked about her, but there was no one in sight. There was a certain reverence about her manner as she approached the animals. Bonnie treated horses with respect. The horses were very well looked after, she could tell that at once.

Almost every stall was occupied, and she wandered along looking carefully at each horse and judging it. 'They know what they're doing here,' she told a small pony as she ran a finger along its nose. It was the next horse that pulled her up short. 'But aren't you the best of the lot!' she said. He was brown with a touch of white. Lively, probably, but Bonnie liked that. 'You know, I have the feeling we've met before,' said Bonnie, stroking his neck. 'It was in my dreams and I was riding you to victory in some big competition.' Over the stall was his name: Maverick.

Suddenly, she couldn't resist the temptation to ride the horse. 'I wonder where I can find a bridle for your head, and a saddle for your back. Can't be far away.' The room containing all the riding equipment was – Bonnie was delighted to discover – unlocked. Absorbed in the pleasurable task of putting a saddle on Maverick's back, she forgot all about her mother and the headmaster. When she sat up high on the big horse outside the building, she felt like a queen, mistress of all she could see. Her nickname at her previous school had been Queen Bee, and she laughed delightedly as she remembered it. 'You're the best horse I've ever sat on, Maverick,' she said admiringly, 'and when I say that I'm not kidding, I can assure you, because I know about horses, even if I don't know about anything else.'

She nudged him into a walk, then into a trot. 'If I stay here, I think you and I could be great friends,' she confided. She went round and round the paddock. The rhythm was exhilarating, a little breeze whipping smartly past her cheek and making it glow. She could tell Maverick trusted her, and she felt certain that he'd jump well.

- 31 What do we learn about Bonnie's mother in the first paragraph?
- A She was used to being obeyed by Bonnie.  
B She had a favourable first impression of the school.  
C She had difficulty finding her way around new places.  
D She was aware of Bonnie's attitude to her new school.
- 32 Why did Bonnie leave her seat outside the headmaster's office?
- A She was eager to go riding as soon as possible.  
B She was unwilling to spend any time on her own.  
C She didn't think it would make any difference if she behaved badly.  
D She didn't think her mother would take her to see the horses.
- 33 How did Bonnie feel when she was looking at the horses?
- A excited to recognise a horse she already knew  
B impressed by the high standards at the riding centre  
C anxious to make sure that the horses would like her  
D nervous about being seen with the horses
- 34 What does 'pulled her up short' mean in line 41?
- A made her stop in surprise  
B made her a bit frightened  
C made her feel sorry  
D made her change her mind
- 35 When Bonnie was sitting on Maverick's back she felt
- A confident of her riding abilities.  
B determined to prove what she could do.  
C amused that she had tricked her mother.  
D relieved that she had left the past behind.
- 36 What do we learn about Bonnie by the end of the text?
- A She is looking forward to taking up an exciting hobby.  
B She is concerned about making new friends.  
C She is beginning to feel more positive about the school.  
D She is disappointed about having so little time with the horses.

## Part 6

You are going to read an article about two teenagers who send a small model man into space. 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.

### Model man in space

At the young age of 17, Mathew Ho and Asad Muhammad have already sent a man into space – a very small model of a man, that is.

Mathew and Asad attached a four-centimetre-tall model man and four cameras to a balloon and launched the whole thing into space. **37**  The boys could hardly believe their success, especially as the entire project had cost them just \$400. They had worked on it every weekend for four months. It wasn't a school project; they just thought it would be a cool thing to do. 'We didn't really think it would work until that point,' says Mathew.

Mathew and Asad had the idea for the project two years ago when they saw an online video of a balloon being sent into space by some university students. **38**  They both had a passion for all things flight-related so they were the perfect partners for the project.

The pair were soon spending every Saturday at Mathew's house, drawing up plans and building the balloon. 'People would walk in, see us building this weird thing with a parachute, and wonder what we were doing. We'd just say, 'We're sending cameras into space!' Mathew had already made a lightweight box to carry the cameras. **39**  They needed ones which could be programmed to take photos every 20 seconds without stopping.

Next they sewed the parachute, which took them three weeks on Asad's mum's sewing machine. 'We soon realised that we're no experts at sewing,'

laughs Mathew. 'We broke ... what, four needles? Ridiculous!' The end result didn't look too great but worked perfectly. **40**  'People were yelling at us,' remembers Asad.

They ordered a professional weather balloon online, and bought helium gas from a party supply store. Mathew purchased a special wide-angle video camera. Finally, they put the whole thing together, carefully cutting a space inside the lightweight container for three cameras and a mobile phone with a GPS system which helped them to follow it. **41**  They also checked with the relevant authorities to make sure its flight wouldn't interfere with air traffic or be illegal.

The boys chose a local football field as their take-off point. Then they blew up the balloon, let it go, and watched their model man float upwards. **42**  Less than two hours later, a signal on Mathew's computer told them that the model man had re-entered the earth's atmosphere. He had just landed in a field, 122 kilometres from the launch point. Based on their calculations, the balloon had climbed to about 24,000 metres in just over an hour. Then it exploded, triggering the model man's 32-minute fall to earth. Mathew and Asad have since received a note of congratulations from the manufacturers of the little model man.

- A** It was just the sort of thing they thought they might be able to do themselves.
- B** Therefore they needed to calculate where the model would land, based on the take-off point, the weather and the size of the balloon.
- C** At seven kilometres, they lost both the mobile phone and GPS signals so they went home and made dinner.
- D** They watched as it landed 97 minutes later, having recorded an astonishing video clip from 24 kilometres above sea level.
- E** So, with a budget of \$500 in mind, they started looking for some which were reasonably priced.
- F** As a finishing touch, they stuck their model astronaut onto the outside of the box, and found him a tiny national flag to hold.
- G** They tested it by dropping it off the roof of the building where Mathew lives, which annoyed some of the residents.

Part 7

You are going to read an article in which four teenagers talk about part-time work. For questions 43–52, choose from the teenagers (A–D). The teenagers may be chosen more than once.

Mark your answers on the separate answer sheet.

Which teenager

- argues that having a job encourages people to be more efficient? 43
- says there is only a limited range of jobs to choose from? 44
- has to put up with people teasing them? 45
- hopes to find regular part-time work eventually? 46
- puts up with a general disadvantage of having a job? 47
- can choose to work less when short of time? 48
- got a job to please someone else? 49
- doesn't agree with the reason behind someone's decision? 50
- was not told off for a mistake they made? 51
- did what they could to improve their situation? 52

## Saturday jobs

**A** Keith

I work in a department store on Saturdays, selling men's clothes. My friends mostly work as waiters at the weekend, or deliver newspapers in the mornings before school. They make fun of me because I spend all my time folding shirts. (I'm not particularly fond of doing it.) But I earn a good hourly wage and work in a pleasant environment so I don't care what they say. When I'm older it'll pay for my driving lessons – then I won't need any more lifts to work from Mum. And it's quite flexible – basically, I can give it a miss when I have too much homework. I even have a staff discount card which makes me very popular with my parents! And at the end of each shift, I'm able to buy reduced-price food in the food hall – a big advantage as I'm always hungry!

**B** James

I wasn't too bothered about getting a Saturday job, but my father talked me into it – he'd done that sort of thing when he was a kid, and he felt he'd learned a great deal that way. So I started looking. I soon found myself spending Saturdays in a local chemist's. The hours were long, and the pay was rubbish, but then I persuaded my friend Tom to join me so it wasn't too bad. It also helped me to get my next job – I now work in a little supermarket round the corner. I think my dad was right – I've become far more independent, and I've learned a lot about people. Some of the customers come in and chat for hours! Like the other people I work with, I have less time to party because I have to get my schoolwork done as well. But when I do go out, I have a bit of money to spend – so it's worth it.

**C** Caroline

I've never had a part-time job before, but I recently started babysitting for family friends from time to time. It seems to be the most common job among my classmates as it's not badly paid and the kids are nice. One of my friends helps at children's parties, but there doesn't seem to be that much around for teenagers, apart from babysitting. The only other job I've had was as a waitress at a friend's mother's birthday party. I'm pleased to say I only had one incident involving a bowl of soup which I tipped down the side of a sofa, but the people were very reasonable about it. At some point I'd like a better-paid Saturday job, partly to subsidise my ever-increasing collection of clothes, but also for the experience, as I think I could learn a lot from it.

**D** Freya

I was going to start a Saturday job at a hairdresser's, but Mum changed her mind about it at the last minute, saying I was wrong to risk letting my schoolwork suffer. Working part-time might leave me with less time for schoolwork I suppose, but she overestimates how much time I actually spend on it. Most people I know do something, even if it isn't every week, mainly babysitting for their parents' friends. I think if you work a few hours every week you learn to organise your time better. Now I tend to spend ages on the Internet and chatting to friends. I'm sure I wouldn't do that if I was working – I'd be too busy! But my mum has made her mind up so there's nothing I can do about it.

**WRITING** (1 hour 20 minutes)

**Part 1**

You **must** answer this question. Write your answer in **140–190** words in an appropriate style.

- 1 In your English class you have been talking about the best way to spend your free time. Now your English teacher has asked you to write an essay for homework.

Write your essay using **all** the notes and giving reasons for your point of view.

**What is the best way for you to spend your free time?**

**Notes**

Write about:

1. who you spend your free time with
2. what you do
3. .... (your own idea)

**Part 2**

Write an answer to **one** of the questions **2–5** in this part. Write your answer in **140–190** words in an appropriate style **on the separate answer sheet**. Put the question number in the box at the top of the answer sheet.

- 2 You see this announcement in an international magazine for teenagers.

**Articles wanted**

**An Interesting Festival**

We are looking for articles about interesting festivals in different countries. Describe one festival in your country and explain what people do. Say why you think it is an interesting festival.

The best articles will appear online next week.

Write your **article**.

- 3 This is part of a letter you have received from your English friend, Tom.

As you know, I've been studying science and languages at school for several years now. Next year I have to choose one or the other for my main course of study. Which do you think I should choose and why?

Write soon,  
Tom

Write your **letter**.

- 4 You have seen this announcement in a new English-language magazine for schools.

**Stories wanted**

We are looking for stories for our new English-language magazine for teenagers. Your story must begin with this sentence:

*Lara saw something unusual on the grass and she went to take a closer look.*

Your story must include:

- a discovery
- a journey

Write your **story**.

- 5 Answer the following question based on the title below.

*Macbeth* by William Shakespeare

Your English class has had a discussion about the characters in the story of *Macbeth*. Now your teacher has asked you to write an essay for homework answering these questions:

- How does the behaviour of Macbeth change during the story?
- Why does this happen?

Write your **essay**.

**LISTENING** (approximately 40 minutes)

**Part 1**

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- 1 You hear part of a news item about a school project. What have the students at the school invented?
  - A an unusual means of transport
  - B a method of making ice cream
  - C a way of producing energy
  
- 2 You hear a teacher talking to her students about a writing competition. What is she doing?
  - A encouraging them to go in for it
  - B suggesting how they could do well in it
  - C correcting information they've received about it
  
- 3 You hear part of a radio item about a bird. The presenter is explaining why
  - A the bird has the appearance it has.
  - B the bird has arrived at a wildlife centre.
  - C the bird was given the name Manukura.
  
- 4 You hear two friends talking about a TV talent show. What do they agree about?
  - A The girl band made a surprising choice of song.
  - B The singer who ended the show had a very strong voice.
  - C The performers were generally better than in previous weeks.

- 5 You hear a girl talking about a sports event she took part in. What is the girl doing?
  - A giving her opinion about people at the event
  - B explaining why she did so well in the event
  - C describing what happened at the event
  
- 6 You hear a teacher telling her class about something called World Oceans Day. What is the teacher going to do next?
  - A give more information about the importance of oceans
  - B listen to suggestions about how to celebrate the day
  - C say how the class could help the environment
  
- 7 You hear an announcement about a festival. What is the speaker's main purpose?
  - A to describe the event
  - B to publicise a competition
  - C to explain how to get tickets
  
- 8 You hear a boy leaving a voicemail message for his friend. Why is he calling his friend?
  - A to offer to do something
  - B to complain about something
  - C to give advice about something



**Part 2**

You will hear a boy called Joe giving a class presentation about a project he's done on the subject of gorillas. For questions 9–18, complete the sentences with a word or short phrase.

**Gorillas**

The thing that first got Joe interested in gorillas was a  **9** he saw as a child.

Joe's uncle saw gorillas in the south of Uganda whilst working as a  **10** there.

The species Joe's uncle saw in Uganda were  **11** gorillas.

Joe used a website called  **12** .com as the main source of information for his project.

Joe uses the word  **13** to describe the way that gorillas usually behave.

Joe discovered that, as well as vegetation,  **14** sometimes form part of the gorilla's diet.

The name  **15** is used to refer to the young males in a group.

Joe says that gorillas choose the  **16** as the place to build their nests.

Joe explains that  **17** are the main threat to gorillas.

Joe recommends a book entitled *Gorillas in the*  **18** for finding out more about them.

**Part 3**

You will hear five short extracts in which teenagers are talking about a recent holiday. For questions 19–23, choose from the list (A–H) the opinion each speaker expresses. Use the letters only once. There are three extra letters which you do not need to use.

A The best bit was meeting someone who's become a close friend.

B I was good at an activity I hadn't tried before.

C I had a great time performing in a musical event.

D A new experience was more enjoyable than I'd expected.

E The journey to our destination was my favourite part.

F I was proud that I could speak the local language.

G It was more exciting than previous visits to the same place.

H It was good to go away with people for the first time.

Speaker 1  **19**

Speaker 2  **20**

Speaker 3  **21**

Speaker 4  **22**

Speaker 5  **23**

## Part 4

You will hear an interview with a writer called Clare Watson, who writes novels for teenagers. For questions 24–30, choose the best answer (A, B or C).

- 24 What first made Clare want to become a novelist?
- A the encouragement of a teacher
  - B her own passion for reading
  - C positive feedback from her brother
- 25 Clare says that her favourite novel
- A turned out as she hoped it would.
  - B is more amusing than her others.
  - C is the first in a series.
- 26 Where does Clare get the ideas for her stories?
- A They often have their origins in her dreams.
  - B They come to her when she's exercising.
  - C They appear when she least expects them.
- 27 How does Clare feel about the TV series that features one of her characters?
- A She wishes it had been made years ago.
  - B She's glad that other people write the scripts.
  - C She thinks the actors have been well chosen.

- 28 What inspired Clare to set up writing groups?
- A a conversation with other authors
  - B letters she received from readers
  - C a similar project she heard about
- 29 How did Clare feel when she won an award?
- A honoured because her favourite writer had won it before
  - B apprehensive about how it might change her life
  - C surprised because she didn't feel she was the best
- 30 Clare says she can write well about how teenagers feel because
- A she's got very clear memories of herself at that age.
  - B she's in regular contact with teenage relatives.
  - C she spent several years of her life as a teacher.