

**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 managed B arrived C succeeded D reached

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

**Captain of a team**

What are the secrets of success in sport? After winning a big match, players are often asked how they (0) ..... to do it. Most say it is the result of hard work and practice. But another important (1) ..... in their success is their team captain. The players (2) ..... on the captain to motivate them and (3) ..... they all play well together as a team. The role of captain only (4) ..... a person who works well under pressure. Could you be a captain? Can you take (5) ..... of a group of people, even when they are tired or frustrated? Can you ensure that the team achieves its full (6) ..... during a match? It's not easy, but those who do this well are rewarded with a team of players who respect them and (7) ..... them. (8) ..... they may not win every match, they will do everything they can to make the captain proud of them. That's the secret of success.

- |   |                 |              |                  |                  |
|---|-----------------|--------------|------------------|------------------|
| 1 | A feature       | B factor     | C mark           | D characteristic |
| 2 | A rely          | B trust      | C believe        | D hope           |
| 3 | A prepare       | B provide    | C enable         | D ensure         |
| 4 | A fits          | B suits      | C matches        | D applies        |
| 5 | A direction     | B order      | C responsibility | D charge         |
| 6 | A talent        | B ability    | C potential      | D promise        |
| 7 | A catch up with | B look up to | C come up with   | D get up to      |
| 8 | A However       | B Despite    | C Although       | D Even           |

**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 M O R E

**Horses**

Surprisingly, there are (0) ..... than 350 different breeds of horse around the world. Many of them can live for up (9) ..... 30 years. A male horse is called a gelding or a stallion, and a female horse is (10) ..... as a mare. The height of a horse is measured in 'hands', a hand being the distance (11) ..... a man's wrist to the tip of his middle finger. The tallest horse ever recorded was Sampson, who lived in the 1850s and stood at over 21 hands.

Horses use facial expressions to communicate emotions. If you know (12) ..... to look for, their nostrils, eyes and ears will help you to interpret their feelings. Their eyes are positioned on the sides of their head, enabling them to see behind them and making (13) ..... easier for them to detect predators. They also have the ability to turn (14) ..... ears from side to side, (15) ..... is particularly important for wild horses because they need to know where danger is (16) ..... from.

**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 O B V I O U S L Y

**Fun with science**

So you think science is boring? Well, you have (0) ..... never been on one of our Mad Science courses! We run classes which are designed to wake up your imagination and also develop your (17) ..... of how the world around you works. Working in teams, or (18) ..... if you prefer, you get the chance to try a whole range of experiments and then build your own robot to take home at the end of the day. Each group of young scientists has a set of (19) ..... to work from, and tutors are there to help if anything is at all (20) .....

The activities are so (21) ..... that you will forget that they are also (22) ..... ! Our courses run all day, from 10 am to 5 pm and are held at several different (23) ..... around the country. The courses are very popular and (24) ..... is limited so make sure you book early!

- OBVIOUS
- UNDERSTAND
- INDIVIDUAL
- INSTRUCT
- CLEAR
- ENJOY
- EDUCATION
- LOCATE
- AVAILABLE

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 I'd like to be an actor one day but fame doesn't interest me.

INTERESTED

I'd like to be an actor one day but I'm ..... famous.

26 I didn't go skating because I was too tired.

WOULD

I ..... I hadn't been so tired.

27 It's been absolutely ages since I last saw David.

SEEN

I ..... absolutely ages.

28 Can you tell me the difference between these two computers?

DIFFERENT

Can you tell me how ..... from that one?

29 It was windy and raining but we still went to the beach.

SPITE

We went to the beach ..... and rain.

30 Dad had bought everything we needed before I arrived at the supermarket.

GOT

By the ..... supermarket, Dad had bought everything we needed.

## Part 5

You are going to read an extract from a novel about a Canadian teenager called Rex. 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.

## Kayak Rex

I leapt from my bed, lifted a corner of the bedroom curtain, and looked down on the river bend. A fresh crack in the ice glistened in the morning sunlight. I shaded my eyes and looked upstream towards the wall of sandbags, there to protect the buildings from flooding as the river ice melted. My back still ached from lifting them into place. All last week, I'd worked alongside most of the town's adult population for long hours, proving I was up to the task. Not that my grandfather took much notice.

With one hand still on the curtain, I swept my eyes along the half-mile ribbon of steaming black water formed by the release pipe from the wood processing factory in Milltown. With fragile ice shelves on either side, the dark open patch was followed by solid ice downstream. As I took off my pyjamas and reached for my kayaking wetsuit, I spotted a boy on the far side of the river's edge – a boy I didn't recognise. I frowned. Unbelievably, he was attempting to balance on an ice shelf along the water warmed by the factory. I zipped up my wetsuit and reached for my kayaking jacket. I checked the pocket for the lucky chain I keep there – a silver chain my famous grandfather once brought back from an expedition in South America. Far better than having a famous grandfather is having this chain, which no one but him, my mom and me know about. Plus, I have the actual diary that he kept on that journey. I keep it under my pillow and read bits of it before I fall asleep. I patted the chain again and made my way towards the kitchen.

'Morning, Rex.' Mom smiled at me as I grabbed a banana off the kitchen counter. 'You're up early for a Saturday. I'll cook up brunch after your training session. Be careful now.' 'Thanks, Mom.' I headed down the hallway, nearly slamming into Grandpa's tall thin frame as he stepped out of his bedroom. 'Can't you ever watch where you're going?' he shouted. 'Where are you going, anyway?' 'Sorry, Grandpa. I'm going kayaking.' As if my wetsuit didn't make that obvious. As if he didn't see me in

my kayak every morning. Grandpa is Grandpa, and I try to ignore it when he loses his temper, but he's been making it that much harder for me to do lately.

'What's the point of training? You didn't win the competition,' he said. For a split second, the steel-edged remark hit exactly like he meant it to. But I took a deep breath and silently counted to three. He crossed the hall and slammed the bathroom door shut behind him. Mom appeared with a sympathetic smile. 'Don't mind him. He's ...' '... not himself at the moment,' I finished for her. I refrained from saying that he'd always been that way. But, like Mom, I try to go easy on him.

When I was a child, he was my hero – from the time he first showed me photos of him in the *National Geographic* magazine. Those faded photos still hang framed on his bedroom wall, above his dust-covered expedition medals and trophies. But I don't go into his room anymore. I've got my own growing collection of trophies to look at and, someday soon, maybe, my own face in *National Geographic*. And yet, well, a part of me still wants to remain devoted to him, this ill-tempered old man.

Mom smiled. 'At least, he's coming out of his bedroom more. Have a good session, Rex. I admire your determination to keep it up, even on these cold days!' I smiled back at her as I peeled my banana. 'It'll be warmer in South America,' I said. 'If I come up with sponsors for my expedition.' She laughed and returned to the kitchen. I ate my banana and went downstairs. Stepping into the backyard, I hurried towards the boathouse.

- 31 How did Rex feel as he looked at the sandbags?  
 A satisfied with the work he had done  
 B eager to get down to the river  
 C relieved that the flooding was over  
 D concerned he might have to move them again
- 32 When Rex 'frowned' in line 19, it showed that  
 A he wished he were outside with the boy.  
 B he was trying to remember the boy's name.  
 C he disapproved of the boy's actions.  
 D he was unable to make out what the boy was doing.
- 33 What do we learn about Rex's grandfather in the third paragraph?  
 A He has little idea of what is going on.  
 B He is behaving increasingly badly.  
 C He needs more and more attention.  
 D He is often in the way.
- 34 How did Rex react to his grandfather's comment about the competition?  
 A He decided that his grandfather hadn't intended to hurt him.  
 B He wanted to reply to his grandfather but wasn't sure what to say.  
 C He hoped to annoy his grandfather by pretending he hadn't heard.  
 D He ignored his grandfather despite feeling upset about the criticism.
- 35 In the fifth paragraph, what is suggested about Rex's attitude to his grandfather?  
 A Rex has always felt the need to compete with his grandfather.  
 B Rex believes his grandfather exaggerates his past achievements.  
 C Rex is sad about the way his relationship with his grandfather has changed.  
 D Rex feels guilty because he is already more successful than his grandfather was.
- 36 At the end of the passage, what are we told about Rex?  
 A He is receiving support to go on an exciting trip.  
 B He trains regularly whatever the weather is like.  
 C He gets little encouragement from his mother.  
 D He is planning to move somewhere less cold.

Part 6

You are going to read an article about a ball that can generate electricity. 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.

### Need electricity? Play a game of soccer!

*Two inventors have produced a new soccer ball called 'Soccket' that can generate electricity.*

Though 25% of the world's population may not have easy access to electricity, we all have access to a source of energy that is currently being wasted – energy released by our bodies when we move around. Two inventors have figured out how to capture this energy and convert it into electricity. The only equipment needed? A Soccket football and the desire to have some fun.

The story behind this amazing invention began at an unusual engineering class where non-engineers were challenged to combine art and science, and come up with a practical solution to help the world. Two students – Julia Silverman and Jessica Mathews – decided to give it a try. The pair discussed issues facing many people around the world to see which of them they could help tackle. **37**

That's when Julia, who used to play a lot of sports in high school, had a brilliant idea: what if they were able to capture some of the energy that is generated when people play sports? **38**  Given its popularity among both young and old all over the world, soccer seemed to be the natural sport of choice, and the ball the perfect thing to do it with!

The innovative idea won their professor's approval. It then became the passion and life goal of these two young women. After graduating, they founded Uncharted Play, Inc., a non-profit-making company. **39**

They tried their idea out at home first by sticking a shake-to-charge flashlight they had bought inside a small, hollow ball. Then they kicked it around to see if the flashlight would pick up the charge. **40**

A mechanism inside the ball captured the energy created as the ball moved, which could then be converted into electricity. They made a number of these balls which were tested by delighted kids at the World Cup Soccer Championships. Just under 150g heavier than a regulation soccer ball, the Soccket had the capacity to store enough energy to power up a small lamp for three hours following just 30 minutes of play.

The company then worked on the first Soccket football to be produced in large numbers. The latest model is six to seven times more energy efficient than the original, and has the capacity to store enough energy to power a reading lamp, a cell phone charger and even a water purifier. **41**  The company encourages people not only to buy one for themselves but also to donate one to a country where it might be needed.

And the Soccket is not the young entrepreneurs' only idea – having succeeded with the Soccket, they have many similar ideas combining fun and function. **42**  As Silverman says: 'Just because we get older doesn't mean we have to stop playing, and just because we need important things in our life, like electricity, doesn't mean we can't have fun producing them.'

- |  |  |
|--|--|
| <b>A</b> The version they produced after that was a little more sophisticated. | <b>E</b> Access to cheap electricity was one that came to mind right away. |
| <b>B</b> Of course, they plan to develop these.                                | <b>F</b> This was the first version to become available worldwide.         |
| <b>C</b> In this way, the ball could produce even more electricity.            | <b>G</b> They hoped it would help to improve many people's lives.          |
| <b>D</b> Maybe they could convert it into electricity.                         |  |

Part 7

You are going to read four reviews of school concerts. 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 review writer

- is looking forward to hearing the players on another occasion?  43
- heard some popular pieces performed in a modern way?  44
- says a performance involved a risk that paid off?  45
- says a performance was as good as people thought it would be?  46
- predicts successful careers for some performers?  47
- says the students played more difficult pieces than they normally do?  48
- mentions how hard everybody worked before the concert?  49
- was impressed by the performers' ability to concentrate?  50
- admits that some of the music didn't appeal to them?  51
- wishes one performance had been longer?  52

# School concert reviews

**A Garston High School**

Garston High School's annual concert took place in the sports hall last Wednesday. The enthusiasm of the players and their teachers, combined with many hours of rehearsals, produced a varied and enjoyable show, as it does every year. The concert opened with the Garston High School Orchestra, whose expert playing lived up to all expectations. They were followed by the school choir with a dynamic performance of the song, 'Going Places', complete with hand claps, that was much appreciated. Janie Evans' flute solo provided a quiet, peaceful moment, rapidly followed by the choir again with contemporary versions of several well-known favourites. Garston's jazz band then took to the stage, and the audience were soon tapping their feet happily to the lively rhythms. The concert ended with the orchestra in a final inspiring performance. All in all, it was a thoroughly enjoyable evening.

**B Hartisford School**

Hartisford School's music department has never been regarded as anything special, but after last night's concert that may all be about to change. The college orchestra, unlike in previous years, performed music that challenged musicians, moving away from the more traditional pieces parents and families have become used to. Although at times this proved slightly too ambitious, they deserve credit for trying to aim high. Some of the solo pieces went on for a little too long, but others were entertaining. The students have some hard work to do, but they will no doubt be helped by the new staff at Hartisford. I'm making sure I don't miss their end-of-year concert which I know will be well worth going to.

**C Ruttler's School**

Some of the students currently attending Ruttler's School are remarkably talented musicians, and it was a pleasure to be in the audience at their concert on Friday. The first solo performance was by Dan Smith, a talented pianist who also played the violin in the orchestra. Next came Emma Jordan on drums, who was brave enough to perform a fast-moving modern piece which even very accomplished professionals might hesitate to play in public. The audience rewarded her by clapping and cheering for several minutes, which she thoroughly deserved. The musicians in the school rock band were on excellent form, though they did play a few numbers that weren't entirely to my taste. The concert finished with all the performers and their teachers on stage at once, playing 'Gotta Go', which was the perfect end to the evening.

**D Summerford School**

Summerford School's spring concert yesterday was a great success, despite irritating interruptions from mobile phones. The players and singers are to be congratulated for not allowing this to interfere with the performance. The tightly-packed programme gave students an opportunity to show off the range of their talent, and there were so many excellent performances that it would be impossible for me to list them all here. Sarah Liddell on guitar, however, deserves a mention. I was disappointed when her solo ended, as I'd been looking forward to hearing her play. Liam Hunter's piano playing was also outstanding. Another highlight was the string quartet, featuring four very talented young people who will no doubt achieve great things one day. Once again, Summerford School has provided a fantastic evening's entertainment.

**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 comparing large and small schools. 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.

**Is it better to go to a large school or a small school?**

**Notes**

Write about:

1. studying and learning
2. making friends
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 your school magazine.

**Articles wanted**

**Finding time to keep fit and healthy**

How do you manage to keep fit and healthy as well as study and spend time with your friends?

Write an article telling us what you think. Write about the food you eat, the exercise you take, and anything else you think is important.

The best articles will be published in next month's school magazine.

Write your **article**.

- 3 You have received this email from your Australian friend, Sarah.

We're doing a project in our class about where young people in different countries go for their holidays. Where do **you** usually go for your holidays and what do you do there? Do you enjoy this kind of holiday?

Thanks for your help!

Sarah

Write your **email**.

- 4 You recently saw this notice in an English-language magazine for teenagers.

**Reviews wanted**

**A Good Café to Meet Friends in!**

We're doing a guide about cafés where teenagers can go to meet friends and relax. Tell us about a café you know. Write about where it is, the kind of food it serves and the atmosphere there. Tell us why you think other people your age would like it.

The best reviews will be published next month.

Write your **review**.

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

*Touching the Void* by Joe Simpson

Your English book club is looking for reviews of adventure stories. Write a review of *Touching the Void*, saying why you would recommend it.

Write your **review**.

**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 a teacher talking to some students.  
What is he doing?
  - A explaining the benefits of walking holidays
  - B emphasising the natural beauty of some places
  - C describing the difference between two areas
- 2 You hear two friends talking about a bike race they went on.  
What does the girl say about it?
  - A She was disappointed with her speed.
  - B She found it more difficult than expected.
  - C She almost gave up before the finish.
- 3 You hear a man and his daughter talking in a library.  
What is the man doing?
  - A recommending a book for his daughter to read
  - B complaining about his daughter's reading habits
  - C promising to help his daughter to choose a book
- 4 You hear two friends talking about a television programme about polar bears.  
What do they both think was unusual about it?
  - A the information given in it
  - B the location chosen for it
  - C the skill involved in filming it
- 5 You hear a teacher talking to a class.  
What does she want her students to do this week?
  - A bring some items to school
  - B find out some information
  - C make something at home
- 6 You hear two friends talking about a story-writing competition.  
They agree that they will
  - A each write a story and go in for it.
  - B share the prize if one of them wins it.
  - C visit a zoo together to get ideas for it.
- 7 You hear a radio announcement about an event.  
What is the aim of the event?
  - A to encourage young people to get involved in science
  - B to raise city residents' awareness of unusual wildlife
  - C to find out about trends in animal numbers
- 8 You hear a review of a computer game on the radio.  
What does the reviewer think of the game?
  - A It is surprisingly different from other adventure games.
  - B It is likely to have a very broad appeal to computer gamers.
  - C It is only suitable for people experienced in this type of game.



**Part 2**

You will hear a girl called Kate giving a class presentation on the subject of chocolate. For questions 9–18, complete the sentences with a word or short phrase.

**Chocolate**

Hundreds of years ago, people known as the Mayans added hot peppers and  9 to cocoa beans to make the first chocolate drink.

Kate explains that ancient Mayan people started growing cocoa trees in  10 as chocolate became popular in their culture.

The Aztecs used cocoa beans rather than  11 to settle their debts.

Kate mentions that Spanish explorers brought the  12 to Europe before the cocoa bean.

In the 17th century, the  13 was introduced to protect people's clothes when they drank chocolate.

In 1795, an English company called J. Fry and Sons invented a machine driven by  14 which was used to grind the cocoa beans.

A special machine for making solid chocolate called a  15 was developed in 1828.

In 1847, chocolate  16 began to be produced by an English company.

In 1875, a man from Switzerland called Daniel Peter added  17 to chocolate.

Recent research shows that chocolate can improve people's  18 .

**Part 3**

You will hear five short extracts in which teenagers are talking about a family day out at an activity centre. For questions 19–23, choose from the list (A–H) what each speaker says about the place they went to. Use the letters only once. There are three extra letters which you do not need to use.

- |   |           |                         |
|---|-----------|-------------------------|
| A I bought something useful at the shop.                          |           |                         |
| B I've been given a good reason to go back regularly.             | Speaker 1 | <input type="text"/> 19 |
| C I enjoy the idea of being independent of my parents.            | Speaker 2 | <input type="text"/> 20 |
| D I didn't need to take advantage of the help that was available. | Speaker 3 | <input type="text"/> 21 |
| E I was able to practise a skill I've been learning elsewhere.    | Speaker 4 | <input type="text"/> 22 |
| F I didn't manage to do everything I wanted to do.                | Speaker 5 | <input type="text"/> 23 |
| G I'd be keen to find out more about the place.                   |           |                         |
| H I'd like to do the same activity somewhere nearer home.         |           |                         |

## Part 4

You will hear an interview with a girl called Poppy Wallace, who sings in a girl band called GirlSong. For questions 24–30, choose the best answer (A, B or C).

- 24 What does Poppy say about the band's success this year?
- A The girls didn't expect it to happen so quickly.
  - B The girls haven't had enough time to appreciate it.
  - C The girls recognise that it was the result of years of hard work.
- 25 How does Poppy feel about GirlSong's recent tour?
- A glad to have spent time with the fans
  - B pleased that it's made them more confident performers
  - C happy with the way relationships within the band have developed
- 26 How did GirlSong come to work with the singer called Leo?
- A Their agent contacted him about it.
  - B He suggested it after hearing their music.
  - C They met him by chance at a recording studio.
- 27 What is Poppy's attitude to working with Leo again?
- A She's alarmed about the attention they will get.
  - B She's excited about the opportunity to perform with him.
  - C She's concerned about the pressure involved.
- 28 On international tours, Poppy likes to
- A make time for seeing the local sights.
  - B try singing local folk songs.
  - C learn simple phrases in the local language.
- 29 What does Poppy enjoy most when she visits Barbados?
- A eating the island's food
  - B playing music with friends
  - C relaxing on the beach
- 30 Who did Poppy admire most as a child?
- A a singer whose songs she identified with
  - B a teacher whose lessons inspired her
  - C a film character whose behaviour appealed to her