

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 generated B commenced C originated D formed

0	A	B	C	D
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The history of Lacrosse

Lacrosse is a team game which (0) ..... in mid-America, probably during the 12th century. Long-handled sticks with small nets on the end are used to catch, carry and throw a rubber ball. Players score by shooting the ball into the opposing team's goal. In 1994, lacrosse was (1) ..... Canada's national summer sport. This traditional Native American game sometimes (2) ..... for days. Teams (3) ..... of anything from 100 to 1,000 men played on a field that (4) ..... for many kilometres. (5) ..... lacrosse balls were made of deerskin, clay and stone.

In 1856, Dr Beers, a Canadian dentist, (6) ..... the Montreal Lacrosse Club. He shortened the game and reduced the number of players to twelve per team. Until the 1930s, all lacrosse was played on outdoor fields. When an indoor (7) ..... of the game, called Box Lacrosse, was created, it soon became the most common form of the sport in Canada, partly due to the severe winter weather that (8) ..... opportunities for outdoor play.

- |   |              |             |              |             |
|---|--------------|-------------|--------------|-------------|
| 1 | A declared   | B claimed   | C announced  | D revealed  |
| 2 | A took       | B lasted    | C spent      | D passed    |
| 3 | A consisting | B combining | C containing | D composing |
| 4 | A expanded   | B increased | C ranged     | D stretched |
| 5 | A First      | B Initial   | C Early      | D Prior     |
| 6 | A Installed  | B founded   | C developed  | D realised  |
| 7 | A kind       | B category  | C version    | D type      |
| 8 | A limits     | B excludes  | C controls   | D reserves  |

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

Ears Keep You Upright

Ears do (0) ..... than hear. They keep you balanced, as (9) ..... Inside the inner ear, three small loops, or semi-circular canals, can be found. They are filled (10) ..... liquid and have thousands of microscopic hairs lining them.

When you move your head, the liquid in the canals also moves. This causes the tiny hairs (11) ..... move too, sending a nerve message telling the brain what position your head is in. Almost instantly, your brain sends messages to your muscles, and this (12) ..... it possible for you to keep your balance.

If you've just been spinning around, the liquid in the canals keeps moving (13) ..... the fact that you have actually stopped turning. (14) ..... a result, the hairs inside the canals sense movement and that is why you might feel dizzy - your brain is getting two different messages and is confused about the position of your head. Once the fluid (15) ..... finally stopped moving, your brain gets (16) ..... right message and you regain your balance.

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 U N U S U A L

The Baobab Tree

The Baobab tree is an (0) ..... tree that grows in low-lying areas of USUAL Africa and Australia. When the Baobab drops its leaves, its branches have the (17) ..... of roots sticking up into the air, as if it had been APPEAR planted upside-down. Baobabs range in (18) ..... from five to twenty HIGH metres, and there's evidence from carbon dating that they may live to be 8,000 years old.

Their trunks are smooth and shiny and are often hollow. One ancient Baobab in Zimbabwe is so (19) ..... that up to forty people can MASS shelter in the empty space inside it. This space has been used for a variety of purposes, including shops, bus shelters or simply (20) ..... STORE space.

Baobabs are almost (21) ..... to kill, and when they do die, they POSSIBLE decay from the inside and collapse (22) ..... leaving only a heap EXPECTED of fibres behind. That's the reason for the traditional (23) ..... that BELIEVE they don't actually die, but simply vanish. It's hardly (24) ..... they're SURPRISE sometimes called magic trees.

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 My parents often allow me to go shopping by myself.

LET

My parents often ..... my own.

26 Harry was only able to play the piece perfectly because he had practised it for hours.

HAVE

Harry ..... able to play the piece perfectly if he hadn't practised it for hours.

27 Nola didn't expect the book to be so expensive.

MUCH

Nola didn't think the book would ..... it did.

28 Please don't look at my painting yet because I haven't finished it.

RATHER

I'd ..... look at my painting yet because I haven't finished it.

29 It's possible that George didn't get my text message.

MAY

George ..... my text message.

30 Mary is the best guitarist I know.

THAN

Mary is a ..... else I know.

## Part 5

You are going to read an article about the history of computer games in the UK. 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.

### Kids who changed the world

In the early 1980s, kids in Britain were beginning to realise that computers weren't just boring playthings for their parents. They could be made to amaze and to entertain. These moments of inspiration would eventually see the UK outperform many other countries in the global video-games market.

Arcade video games, which you could pay to play in public amusement arcades, were nothing new, but you could play only what you were given. Home computers presented kids with an exciting alternative and an opportunity for experimenting with games, allowing them to develop their own ideas and impress their friends. By 1981, there were machines which were affordable and able to run games with basic graphics. The games may look laughably easy to video-games players today, but back then they represented a formidable achievement.

'Obviously the British didn't invent the video game,' says an expert on British computer gaming. 'We were massively influenced by Japanese and American arcade machines. But there is something ingrained in the British psyche about messing about with electronics, tinkering away, getting things working. And getting as close as we could to arcade games is how we became such great programmers.'

The early movement was overwhelmingly driven by British kids, who persuaded their parents to part with hard cash to buy those home computers. 'I think your mum and dad guessed you'd end up playing games on them,' says one games developer. 'But they could tell their friends: "We've got them a computer and they're programming some very impressive things on it." In fact, we were using the codes published in computer magazines – you just had to type them into your computer to play versions of arcade games.' With few computers available commercially, young enthusiasts would get their gaming kicks from these magazine codes, which had to be laboriously typed in. 'It was a time-consuming exercise, but the incredible feeling that you were discovering

something new made it worthwhile. And you didn't have to buy components! With traditional games, like model train sets, you were always having to buy more expensive stuff: with a computer, you just got on with it.' 'I remember going to my college library and gathering up every computer magazine I could lay my hands on just to get hold of those codes,' says another games developer.

If the codes didn't work, enthusiasts had to wait for the publishers to print corrections in the next issue. Or they had to sort it out themselves. That delay with magazine publishing was critical. It provided them with the motivation to fix things. People who weren't games enthusiasts would no doubt see that as an act of drudgery, but games developers stress the creativity needed to wade into the code. 'You had to be incredibly creative to solve problems in the most elegant way and that's what gave us a great sense of achievement. It was a real art.'

A whole generation, many of whom would never have previously classed themselves as creative, were suddenly empowered; they could actually write a game from scratch. This was going on all over the UK. Some of the games were dreadful – but plenty were not. Computer fairs, held regularly across the UK, were suddenly packed with people looking for games to play. One developer recalls how his newly formed company took so much cash at one stall that in the evening they found themselves throwing it around their hotel room in disbelief. But it wasn't long before things changed for the worse. A lot of games developers were young and unfairly exploited by businesses attracted by the large sums being made. The artists themselves often didn't make any money and weren't happy. As a result many of those early coders became disillusioned and started to drift away from the business – and who can blame them? But many others, of course, stuck with it, becoming hugely successful and laying the foundations of one of Britain's most profitable industries.

31 What point does the writer make in the first paragraph?

- A Most older people in Britain did not take computer programming seriously.
- B Young people in the UK did not initially understand the potential of computers.
- C British adults used to be unwilling to let younger people use their computers.
- D People in the UK were slower to take up video gaming than people elsewhere.

32 What positive impact of home computers is described in the second paragraph?

- A People could be more creative with video games.
- B People could play video games for the first time.
- C People no longer spent money in amusement arcades.
- D People did not worry about what others thought of their games.

33 What does 'tinkering away' mean in line 27?

- A wasting valuable time
- B pretending to be busy
- C making small improvements
- D observing how others do things

34 How did games enthusiasts react when a program didn't work?

- A They took pride in dealing with the challenge effectively.
- B They felt relieved that other people were available to help.
- C They were unconcerned by the delay they might experience.
- D They ignored people who warned them against trying to fix it.

35 What does 'write a game from scratch' mean in line 66?

- A write a perfect game
- B write a copy of a game they had seen
- C write the whole of a game themselves
- D write a game without any financial support

36 What attitude does the writer express in the final paragraph?

- A admiration for clever business people
- B disappointment in the UK games industry
- C surprise at some games developers' commitment
- D sympathy for those who stopped developing games

line 37

line 66

Part 6

You are going to read an article about the discovery of an active volcano under thick ice in the Antarctic. 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.

**Volcano under the ice**

*Researchers have discovered an active volcano under the Antarctic ice.*

While above-ground active volcanoes in the Antarctic are nothing new, finding one buried deep inside a thick layer of ice was very exciting indeed. Two students, Amanda Lough and Andrew Lloyd, from Washington University in the US, accidentally stumbled upon the frozen continent's well-kept secret. They were leading a group through the dangerous icy landscape on an expedition to place seismometers – instruments that measure the size of earthquakes – across Marie Byrd Land in West Antarctica.

Their research project, called POLENET, was not intended to seek out volcanic or earthquake activity, but to try to reconstruct Antarctica's climate history. **37** To their surprise, the seismometers recorded two series of small earthquakes at depths of about 24–40 km under the Earth's surface, much deeper than where normal earthquakes occur.

The team narrowed down the area where the earthquake activity had been recorded. Sure enough, both the earthquakes had come from a small area near a series of volcanic mountains situated above ground. **38** But given that the earthquakes had been so weak, the team knew that they had not been caused by the movement of large areas of rock underground, as earthquakes often are. This made them suspect that the earthquakes were caused by an active volcano under the ice.

In order to investigate further, they used a radar system to create maps of the rock under the ice.

This is when they discovered a layer of ash – the burnt powder that comes out of a volcano when it erupts. It was inside the ice at a depth of about 1.4 km, just near the place where the most recent series of earthquakes had been recorded. **39** She realised that there must be an active underground volcano there, one that had erupted before, even if it had happened a long time ago.

Though this was the first time an active volcano had been discovered under the thick ice, Lough argued that the group of volcanoes under the ground had been operating and probably erupting for millions of years. **40** Given that this is at least 800 m thick, it would take an extraordinarily large eruption – one that would release a thousand times more energy than a typical volcano – to break through.

**41** What the team could imagine, however, was an eruption under the frozen surface that would melt some of the ice underneath and send large amounts of water to the nearby MacAyeal Ice Stream. If that were ever to occur, it might hasten the ice loss in West Antarctica and maybe even raise sea levels slightly.

As to when an eruption might take place or even how and why these volcanoes were formed so deep underneath the ground, those questions remained unanswered. **42** But their discovery generated a great deal of interest in the scientific community and inspired further research in the area.

- A What was even more interesting is that they had occurred close to most recently formed ones in the range.
- B This one was similar to those that they observed on previous expeditions in Antarctica.
- C Lough said she believed the chances of that ever happening in the future were pretty slim.
- D Those plans soon changed, however, for reasons they couldn't have predicted.
- E That's because the instruments that recorded the volcanic system were then moved to other parts of the continent.
- F Estimated to be 8,000 years old, it helped confirm Lough's suspicions.
- G However, despite this, the ice layer above had not been disturbed.

Part 7

You are going to read an article about graphic novels. For questions 43–52, choose from the sections (A–D). The sections may be chosen more than once.

Mark your answers on the separate answer sheet.

In which section do the writers

- say many people claim to be unable to read graphic novels?
- say that graphic novels have unique characteristics?
- say the fact so few people are familiar with the genre may come as a surprise?
- point out that one feature of the genre allows readers to appreciate another feature?
- say some people's views are based on limited experience?
- say where graphic novels have been an accepted form of writing for many years?
- point out that many people have a false impression of the content of graphic novels?
- mention a new way of referring to the type of literature that includes graphic novels?
- say that people express curiosity about how a graphic novel is created?
- explain why it is worth looking at a number of different graphic novels?

# Why read graphic novels?

Authors Marcus and Julian Sedgwick tell us why people should read novels in comic-strip format.

**A** Writing a graphic novel (a novel in comic-strip format) and having it published turns out to be a different experience to producing 'standard' fiction. People ask as many questions about the process – even the format – as about the actual content. Reactions range from excited cries of 'fantastic!' and 'oh, cool!' to the less approving 'you're writing a what?!' Explaining the format of our new novel to those unfamiliar with the term 'graphic novel' will often end up with the remark 'oh, it's a comic then' and the assumption that the pages will involve superheroes, war stories or sci-fi. Or some combination of all three.

**C** When thinking about how to encourage people to read graphic novels, I find myself thinking of the conversations I have with very young people sometimes, ones who tell me they don't like reading. On inspection it turns out they have only tried to read a couple of books, and have 'logically' concluded that books are not for them. It's the same with graphic novels: there is such a vast array and variety of them out there now, that it's very important to spend a little time exploring to find the ones that suit you. You don't have to like them all. The genre – which has a far longer and richer history in countries like Japan ('manga') or France ('bandes dessinées') – is now making huge strides in English-speaking countries, and showing the richness and diversity of the subject matters that can be explored.

**B** If you grew up reading comics, perhaps alongside other more mainstream forms of reading, you may never have expected to find that, when it comes to graphic novels, a vast number of people not only haven't read one, but also profess not to know how to. Which is strange, because the idea of using pictures to tell stories, or to use one of the posh terms being applied these days, 'sequential art', has always been with us. If you knew how to read Ancient Egyptian hieroglyphics, and the order in which the pictures sitting next to them should be read, you would find that these inscriptions on temple walls are no more or less than comics.

**D** As to how to read them, the only thing I'd say is don't be tempted to rush through to the final page. Just because they seem 'text light' doesn't mean they are to be raced through and disposed of. The lower word count of comics means you can spend time soaking in the carefully thought-of art that accompanies the text. One of the principal joys of a good graphic novel is that you might want to, or even have to, re-read certain passages or flick back a page or two, to really get what the author and illustrator are saying. So why should you read graphic novels? If you love reading, if you love stories, I think you really should give the graphic novel a try, because there are things that these novels can do that other kinds of text cannot.

WRITING (1 hour 20 minutes)

Part 2

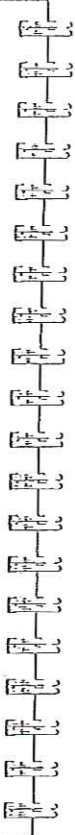
Write an answer to one of the questions 2-4 in this part. Write your answer in 140-190 words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the answer sheet.

Part 1

You must answer this question. Write your answer in 140-190 words in an appropriate style on the separate answer sheet.

1 In your English class you have been talking about famous sportspeople. 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.



Would it be good to be a famous sportspeople?

Notes

Write about:

- 1. money
- 2. private life
- 3. .... (your own idea)

2 You receive this email from your English friend, Barney. Write an email replying to Barney.

Hi - We're doing a project on why people think certain behaviour is polite or rude. How about in your country? What do people think is polite or rude behaviour - e.g. in other people's houses, at school, at meal times? How important do you think it is to be polite all the time?

Thanks  
Barney

Write your email.

3 You see this notice in an international magazine for teenagers.

Articles wanted

Time Travel!

If you could travel back to the past, which time in history would you choose and where would you go? Explain your choice and say what you'd like to find out from the experience.  
The best articles will be published next month.

Write your article.

4 You have seen this announcement in an 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:

*Sara was alone in her grandparents' house, so she decided to explore.*

- Your story must include:
- a door
  - something unexpected

Write your story.

