

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 gone along B come up C thought out D looked into

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

Magic paper?

Scientists have (0) with a new type of paper that can be printed on and then used again up to 20 times. Users will be able to either remove the writing from the paper themselves, or (1) it to disappear over a period of time, after which the paper will be completely blank and ready to be printed on again. There is no significant change in quality between the first and the twentieth printout. Under normal (2) it seems that the writing will remain perfectly (3) for at least three days, long enough for most (4) purposes.

This new process does not (5) ink. Instead, the paper is printed on using a combination of chemicals and light. If users want the print to disappear more quickly, they can apply heat to the paper. This can take as little as ten minutes. The (6) is that in the future this paper will be (7) used, providing an environmentally friendly (8) to ordinary paper.

- | | | | | |
|---|--------------|-----------------|---------------|----------------|
| 1 | A make | B cause | C expect | D leave |
| 2 | A situations | B circumstances | C contexts | D settings |
| 3 | A clear | B obvious | C evident | D apparent |
| 4 | A objective | B practical | C functional | D constructive |
| 5 | A insist | B request | C oblige | D require |
| 6 | A cause | B wish | C hope | D reason |
| 7 | A widely | B broadly | C largely | D mainly |
| 8 | A substitute | B option | C replacement | D alternative |

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	O	N	E															
---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

The Freedom Ship

Imagine the largest ship you've ever seen, then try to imagine **(0)** far bigger. In fact, try to imagine a ship **(9)** size of a small island and big **(10)** to provide a permanent home for around 40,000 residents. Imagine this ship circling the globe once every two years, spending 70% of the time close to major cities and the rest following the warm weather as **(11)** sails between countries.

This was the aim of the designers of the Freedom Ship, **(12)** dream it was to create a vast floating city, complete **(13)** hospitals, schools, shops and even an airport. First proposed in 1994, it has been advertised as a new way of living, a unique lifestyle in a global community **(14)** suit all budgets. However, such an elaborate plan comes at an extremely high price. **(15)** a result, the designers have been unable to **(16)** their exciting ideas into practice. But who can tell what possibilities the future holds?

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	A	W	A	R	E	N	E	S	S										
---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--

New Yorkers jump on giant bed

In New York, a man decided to make a video to raise **(0)** for a children's charity. His **(17)** was also to spread joy in a city which sometimes has a reputation for being cold and **(18)** So he transported a giant bed around town and encouraged his fellow **(19)** to jump on it, then watched with **(20)** as large numbers of people did so. Those who were more **(21)** started to see which of their friends could jump the highest in preference to just jumping up and down. His first thought had been just to use a mattress, but then a friend built a proper frame with the **(22)** to support six adults jumping around at the same time. He was afraid of getting a negative **(23)** from some people who would think the idea was silly and **(24)** and refuse to do it. Most people who tried it, however, said the experience was really enjoyable and that they'd happily do it again!

- AWARE**
- INTEND**
- WELCOME**
- CITY**
- SATISFY**
- COMPETE**
- STRONG**
- RESPOND**
- CHILD**

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 the school year.

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

Example:

0	TAKES PLACE AT THE
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Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 I think I can come to your party after all.

SHOULD

I to your party after all.

26 Last year, the number of complaints about the leisure centre rose.

INCREASE

Last year, there the number of complaints about the leisure centre.

27 Marta always starts to talk about something else when I try to discuss the history project with her.

SUBJECT

Marta changes time I try to discuss the history project with her.

28 There will be bikes available for you to use during the school trip.

DISPOSAL

There will be bikes during the school trip.

29 My geography teacher expects a lot from us, so I'm working hard on this project.

EXPECTATIONS

My geography teacher of us, so I'm working hard on this project.

30 Sorry, I completely forgot the time so I missed the bus.

REALISE

Sorry, I the time was so I missed the bus.

Part 5

You are going to read an article about an astronomy club in the USA. 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.

A special astronomy club

A group of US teenagers study the night sky.

The teenage members of the Earth to Sky Calculus Club live in and around Bishop, a mountain town in the USA surrounded almost entirely by wilderness, to the east of the Sierra Nevada mountain range. Over the last few years, this isolated group has launched over 50 balloons to the edge of space, around 35 km above the Earth's surface. It's a long-running science project but with a bit of a twist: it's part astronomy experiment, part backcountry adventure, which is possibly why teenagers get involved. I join them one weekend in late spring. They are about to release a high-altitude balloon, hoping to record shooting stars. These occur when a rock or piece of metal travelling through space enters the Earth's atmosphere, producing a trail of light.

As it gets dark, the teenagers secure a soft insulated \$5 lunch box to the bottom of the balloon. Inside is a camera, an instrument to measure altitude and a thermometer to gauge the changes along the ascent. Two GPS trackers are mounted on the outside of the lunch box to help the group to find it later. A gas tank, donated by an enthusiast in a neighbouring state, is used to inflate the balloon, which slowly grows to the size of a small car. An older boy had made a seven-hour round trip to get hold of it. 'I didn't really mind,' he says. Anyway, for kids in this club, that's a given.

Finally, it's time for lift-off. 'Five, four, three, two, one,' they chant, and the balloon begins its ascent. Some of them run and track its path with powerful flashlights for as long as they are able, illuminating the creamy orb in the moonless sky. There is quiet, and a palpable sense of collective wonder. Then the balloon disappears into the night.

When the launch is over, most of the students go home, but a few stay to watch the shooting stars. A boy climbs into a sleeping bag and

promptly falls asleep. 'We're the only ones talking,' says one girl in hushed tones. 'I know,' whispers another. A meteor shoots across the middle of the sky.

As a balloon rises, the air pressure lessens and the balloon expands until it's almost the size of a house. Then it pops in a dramatic explosion. A parachute helps the equipment inside the lunch box land safely back on Earth. The students will find it the following day, using the GPS trackers as a guide. Getting it back isn't straightforward, but that's part of the appeal. There is little inhabited land around Bishop, so the lunch box almost always lands somewhere in the middle of nowhere. 'To me, recoveries are a huge part of the program,' said the group's leader, who notes they've lost only two lunch boxes in 53 launches. 'Part of the journey has been becoming more familiar with this landscape in a way you never normally would.'

On this occasion, the lunch box had landed 84 km west of Bishop, but to get to it, the recovery team would have to drive south of the Sierra and then back up the western side of the mountain range. Then they'd have to agree whether driving or walking would be preferable – things could turn treacherous if the lunch box was on a high peak, or even worse, up a very tall tree. 'It's important to keep in mind that these students are native to the Eastern Sierra,' their leader says. 'What may seem wild and perilous to some, is simply a way of life to others.'

In the end, it took them 11 hours to find the lunch box. It was in a canyon, high on a flat rock, in the middle of a cascading waterfall. The camera hadn't recorded any shooting stars. Sure, it's a bit of a disappointment, but it's one more tale of adventure to share with anyone who asks.

line 68

- 31 What does the writer say about the club in the first paragraph?
- A The combination of activities offered makes it unusual.
 B Its members have joined because there's little else to do.
 C The projects it organises are over-ambitious.
 D Its aims remain rather unclear.
- 32 What does 'it' refer to in line 29?
- A the lunch box
 B the balloon
 C the gas tank
 D the car
- 33 How does the writer say the group feel when the balloon takes off?
- A disappointed to lose sight of it
 B amazed that it has risen so quickly
 C hopeful that they will recover it
 D moved by the experience of it
- 34 What view does the group's leader express in the fifth paragraph?
- A The recovery operations can be inconvenient.
 B Learning so much about the area has been a bonus.
 C The long journeys they make are annoying but necessary.
 D Losing some lunch boxes has been a price worth paying.
- 35 What does 'things could turn treacherous' mean in line 68?
- A The teenagers could appear irresponsible.
 B The situation could put people at risk.
 C The outcome could be unpredictable.
 D Their efforts could prove inadequate.
- 36 What point is made in the sixth paragraph?
- A People should respect the lifestyles of the inhabitants of an area.
 B People have to make difficult decisions at some stage in their lives.
 C People adopt attitudes that are affected by the environment they grow up in.
 D People should exercise more caution when in unfamiliar environments.

Part 6

You are going to read an article about some seals that are using technology to their advantage. 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**.

Clever seals

Scientists believe some seals have discovered a new way to hunt for fish.

Tiny electronic devices attached to wild animals have become an increasingly common way for scientists to study those that are difficult to locate and follow on a day-to-day basis. The devices, known as 'acoustic tags', send out signals in the form of sound waves that the human ear cannot hear. The animals to which they are attached cannot hear them either, so are not disturbed by them. However, now it seems that clever seals are using them to their advantage to catch fish!

This finding was revealed in a recent study published by a team of researchers from the University of St. Andrews in Scotland. Previous research by another team had also indicated that while the sounds produced by acoustic tags could not be heard by the fish they were attached to, other animals that hunted the fish, like seals and sea lions, were able to detect the signal quite easily.

To verify if that was true, the St. Andrews University researchers selected a group of ten young grey seals that had been born in captivity and never lived in the wild. This meant that the marine animals had never encountered the ocean. The researchers placed the seals one at a time inside a pool that contained 20 boxes, only two of which contained fish – one with tags and the other without.

Each seal was allowed to enter the pool on a number of occasions to explore the boxes. In order to ensure that the seals were not depending on their memory, the fish were randomly moved to different boxes each time. There was initially no difference in the amount of time it took the seals to discover the tagged and untagged fish.

What was even more interesting was that the more 'experienced' the seals became, the more frequently they visited the box containing the tagged fish.

To confirm that the animals were in fact making use of the tags, the researchers conducted a second experiment using two boxes – one containing pieces of fish and the other just acoustic tags.

While this experiment involved only seals, the researchers believe that other marine mammals may also be using the information to avoid predators. They are worried that sharks, for example, which have been tagged by scientists may be negatively affected, as the signals emitted by the acoustic tags could warn smaller animals of their presence and so prevent the sharks from catching their prey. Apart from messing up nature's food chain, another potential concern relating to the use of acoustic tags has arisen. Now that the secret is out, scientists will have to come up with another innovative way to conduct their studies – one that cannot be detected by clever marine animals.

- A** Nor had they been exposed to any kind of acoustic tag.
- B** It is that the conclusions reached by previous fish studies may not be reliable.
- C** This suggested that the seals had indeed figured out how to use the acoustic signals to their advantage.
- D** Nevertheless, this behaviour led the team to doubt whether their theory was correct.

- E** They had become interested in the idea that the tags might be having unexpected effects.
- F** Sure enough, the seals all went to the one that was sending out signals.
- G** However, after they had been in the pool a few times, they started locating the tagged fish much faster.

Part 7

You are going to read an article in which young people talk about their early experiences of going to football matches. For questions 43–52, choose from the people (A–D). The people may be chosen more than once.

Mark your answers on the separate answer sheet.

Which person

- says that one player was initially unsure of his success? 43
- says that they missed a big event in their team's history? 44
- was given a special treat to mark an amazing achievement? 45
- felt being a spectator gave them a sense of belonging? 46
- expresses admiration for a footballer on the other side? 47
- says they went to football matches on a regular basis? 48
- mentions that a member of their team showed great confidence regarding a match result? 49
- enjoyed an event they saw during the match more than the final outcome? 50
- has a lasting memory of viewing the pitch from high up? 51
- witnessed one of the early matches played by a very promising team member? 52

Football matches

A Phoebe

It would have been impossible for a 10-year-old taken to the football stadium every other weekend, as I was, not to get sucked in by the atmosphere in the stands and out on the pitch. And to stand among the crowd of spectators was like being welcomed into one great big family. There was a heightened sense of glamour, too, as we had a player in our team who'd also played internationally. To me, he seemed to have been sent from another universe. Anyway, at least I got to witness some of the club's glory years, even though my first match was a whole two seasons after they'd won a major cup. Still, plenty of great memories – luckily, because the club hasn't done so well in recent years.

B Mark

I've been going to football matches ever since I was about six. When I think back, I can't remember the player's names so well, but I do remember that our best goal scorer, when I first started going, was a tall agile guy who'd just curl the ball into the back of the net. On one occasion he slammed it into the goal from 40 metres away before the goalkeeper even had time to raise his hands. I've never seen a better goal since, although I only got a really good view of it because my dad led us up the wrong steps in the stand, after the half-time break. It was followed by the best celebration: a fantastic pointing-at-the-skies moment. We won 2-1 but, to be honest, after that amazing spectacle, nothing else really mattered. Dad bought me a celebratory burger on the way home.

C Thomas

The first time I went to a football match was quite an experience. The club I supported had just knocked out the favourites from a national tournament, and every time I turned on the radio I heard our captain telling the press that the cup was as good as ours. There were 40,000 people packed into the stadium, but it was seeing the floodlit grounds below from the top of the steeply arranged seats that stuck in my mind. That was the moment I really fell in love with football. And then they kicked off. My team lost – a word combination I quickly got used to. That time it was due to one brilliant player scoring from 25 metres. Then his second goal went in and the final score was 2-1 to them. It was still amazing as far as I was concerned.

D Teresa

On my first ever visit to the stadium, my team were playing on a muddy pitch that got worse as the rain kept falling. But that didn't put one player off – a teenager who'd recently come up from the youth team and later went on to achieve great fame. He scored our only goal in the final minutes. I vaguely recall the ball bouncing over the goalkeeper, who'd come out to the edge of his area. He ran back and dived for it but slipped in the mud and couldn't keep it out of the net. The weather was so bad, the teenager could barely see what had happened and didn't realise at first that he'd actually scored. So there we go – pouring rain, muddy pitch, 5-1 defeat for my team, got soaked. And I still decided to support them!

WRITING (1 hour 20 minutes)

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 rules at home. 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.

'It's very important for young people to have rules at home.'

Do you agree?

Notes

Write about:

1. jobs around the house
2. behaviour during meal-times
3. (your own idea)

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.

2 You have received this email from your English friend, Sam:

Hi

A friend of mine never seems to want to do the same things as I do, and I always end up doing things I'm not that interested in. I'm not sure what I should do about this as we actually get on really well with each other.

Can you give me some advice?

Thanks

Sam

Write your **email**.

3 You recently saw this notice in an international magazine for teenagers:

Reviews wanted

Family holidays

Do you know a good place to have a family holiday? If so, write us a review describing the place, explaining the benefits for different members of a family and saying why you especially recommend it.

The best reviews will be published next month.

Write your **review**.

4 You have seen this announcement in an international 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:

Mark was walking along the beach one Saturday morning.

Your story must include:

- a sound
- a rescue

Write your **story**.