

Reading and Use of English • 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** call **B** know **C** claim **D** say

0	<u> A </u>	<u> B </u>	<u> C </u>	<u> D </u>
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A history of chocolate

According to historians, the first people to enjoy what we now (**0**) chocolate lived in Central America over 2,500 years ago. They ground the beans of the cocoa tree to make a bitter drink which they consumed on special (**1**) But we would (**2**) recognise the taste of that drink today.

Over the centuries, the popularity of the chocolate drink (**3**) steadily. Chocolate eventually (**4**) an important part in the economy of Central America, with cocoa beans often being used instead of money.

The European explorers who landed in Central America took cocoa beans home with them. At first, however, the new drink did not (**5**) on. In fact, it took a hundred years for Europeans to appreciate the drink. This happened first in Spain, where adding sugar to the recipe (**6**) to a drink that tasted quite similar to modern-day chocolate. This was the taste that (**7**) the trend for what is today, in its solid (**8**) , one of the world's great food treats.

- 1 A ceremonies B events C occasions D gatherings
- 2 A merely B rarely C wrongly D hardly
- 3 A sprang B stretched C spread D reached
- 4 A played B did C acted D made
- 5 A hold B catch C keep D follow
- 6 A arrived B ended C resulted D led
- 7 A set B put C gave D brought
- 8 A form B type C sort D kind

Reading and Use of English • 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	A	G	O															
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Cycle race

Ten years (0) , I watched the *Tour de France* bicycle race. It came through the village (9) I was staying, and I never thought that one day I might attempt to do (10) similar myself.

Every year, the *Tour de France* lets amateur cyclists try just (11) of the stages of their great race. This year, the stage will be 140 kilometres through the mountains, and I'll be doing it. I have acquired a beautiful racing bike that is (12) light and fast that it boosts my confidence. On my first long practice ride last weekend, I completed 72 kilometres in 3 hours and 42 minutes, and I could (13) gone further. I went down one hill at (14) a speed that I passed three cars! But I still have a great deal of preparation to do to get fit enough in (15) three months left before the race. All I know is I shall certainly try (16) best.



The *Tour de France* cycle race

Reading and Use of English • 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 F A M O U S

Young inventors

Louis Braille was only twelve when he invented his (0) touch-reading system for blind people. And the world's first calculator was invented by a (17) 18-year-old. Although many young people have lots of imagination, their ideas often go unrewarded. Transforming even the most (18) ideas into bestsellers is hard enough for adults, and the (19) is that for most young people it is almost an (20)

FAME

CREATE

EXCEPT

TRUE

IMPOSSIBLE

That's why an American company called *Kids Can Make It!* enables youngsters to develop inventions that other young people will want to use. The company has run several (21) to find young inventors and help them turn their dreams into reality. A company executive said they are constantly looking for new ideas. 'Toys and sporting goods are always (22) to us but we will also consider anything that's particularly (23) One of the first products we marketed (24) was a gadget for holding a bat, glove and baseball on the front of a bicycle, and it still sells well.'

COMPETE

APPEAL

USUAL

SUCCESS

Reading and Use of English • 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

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

- 25 Even though the students had got stuck in traffic, they all enjoyed their trip.

FACT

All the students enjoyed their trip had got stuck in traffic.

- 26 If you want to come sailing with us, you'll have to wear a life jacket.

UNLESS

You can't come sailing with us on a life jacket.

- 27 Don't ask Jane as she won't know the answer.

POINT

There's Jane as she won't know the answer.

- 28 It's a shame that I wasn't there when the film started.

MISSED

I wish that start of the film.



- 29 They're holding the school concert in three weeks' time.

DUE

The school concert held in three weeks' time.

- 30 Shall I ask my parents to take us to the party in their car?

LIFT

Shall I ask my parents to to the party in their car?

Reading and Use of English • Part 5

Questions 31 – 36

You are going to read an extract from a novel. 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.

Casey was enjoying her favourite daydream – that she was taking part in an international horse-riding competition. As she rode, she used the points of her horse's ears to line up the jump like a striker lining up a goal. It was huge. An artistic flower display attempted to make light of it, but did little to disguise the reality of the fence ahead. 'Come on, you can do it,' Casey urged, driving her horse, Patchwork, on with her legs. From the direction of the office, Mrs Ridgeley's voice roared out: 'Who moved my flowers? Where is my good chair? Casey, Casey Blue! If you've been raiding my office so you can pretend you're in a competition...'

Hope Lane Riding School was known to all who passed through its gates as Hopeless Lane. And yet 'hopeless' was not at all how Casey viewed the riding centre. Behind its shabby exterior, it was a place of hope for many people. For all her bluster, Mrs Ridgeley was a good leader for the odd collection of people who had lessons at her riding school. They usually came burdened with some problem or another, but left somehow uplifted and ready to fight another day.

To her instructors – Gillian, plump and big-hearted, Hermione, who had long dark hair and the air of someone who expected to be tapped on the shoulder any day and informed that a mistake had been made and she was actually a princess, and Andrew, a quiet boy who was very fond of Hermione – Mrs Ridgeley was a powerful support. To Casey and the other teenagers who helped at the stable, she was part mentor, part tyrant.

'Casey Blue!' yelled Mrs Ridgeley as she entered the stable yard. 'Where are you hiding?'

'Can I help you, Mrs Ridgeley?' Casey asked innocently, materialising out of the shadows with a horse brush. She'd persuaded one of the other helpers to whisk the horse back to its stable while she took advantage of the winter dusk to sneak the flower boxes, chair and foldout bed back to the stable owner's office.

Mrs Ridgeley glowered up at her. A wiry woman with roughly cut yellow hair and skin like an ageing peach, she barely came up to Casey's chest. But what she lacked in stature, she made up for in force of personality.

She followed Casey into Patchwork's stable and watched critically as the girl cleaned his feet with gentle efficiency. At fifteen, the youngest stable girl was tall for her age and almost boyishly strong despite her slight frame, but the strain of the past year showed in the pallor of her face against her tangled brown hair. At first glance, she was resolutely plain. It was only on closer inspection that you saw that her intelligent brown eyes burned with an intensity that was quite unsettling, and that there was a blue ring around the pupils. Beneath those eyes were purple smudges, betraying many nights of lost sleep.

Mrs Ridgeley's voice softened. 'Casey, you're very talented and you'd be wasted in an office job. I give you my word, I'll try to obtain funding for you to do your horse-riding instructor's exam when you finish school. You have the potential to be a fine riding instructor. We could do with you here.' Running a brush over the horse's dusty coat, Casey reflected on Mrs Ridgeley's offer. She realised it was the best she was likely to receive. Trouble was, it wasn't what she dreamt of doing. Fond as she was of Patchwork, she knew she could never be content with a future riding such horses, or teaching children how to do so.

- 31 Which word best describes the pupils' view of Mrs Ridgeley ?
- A motherly
 - B inspiring
 - C demanding
 - D businesslike
- 32 What does the writer tell us about Hermione?
- A She is always ready to help the other instructors.
 - B She is from a better family than the others at the stables.
 - C She feels she is a better instructor than the others are.
 - D She is confident that she is someone special.
- 33 What was Casey doing before she appeared out of the shadows?
- A taking her horse back to its stable
 - B having a chat with another stable girl
 - C putting the stable office in order
 - D cleaning the stable yard
- 34 What does the phrase 'lacked in stature' in line 45 mean?
- A having beautiful skin
 - B not being very tall
 - C having a fashionable haircut
 - D not being very thin
- 35 How can Casey's appearance best be described?
- A pale and thin with unusual eyes
 - B tall, slim and beautiful
 - C strongly built with rather ordinary features
 - D boyish and plain with dull eyes
- 36 How does Casey feel about Mrs Ridgeley's offer?
- A pleased, as it is what she had been hoping for
 - B aware that it is not what she really wants to do
 - C grateful to be given an unexpected opportunity
 - D disappointed, as she had expected something more

Reading and Use of English • Part 6

Questions 37 – 42

You are going to read an article about sleep patterns in teenagers. 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**.

Getting enough sleep



Maybe this has happened to you: in the middle of a class, while you're pretending to be paying attention, you start to feel very sleepy and your eyelids start to get heavy. You begin thinking maybe you shouldn't have stayed up late playing on your computer or watching TV the night before.

If so, don't be too hard on yourself. Your computer screen may be to blame and your clock may be too. But not the clock in your bedroom. **37**

This internal biological clock runs on a 24-hour cycle which is called a 'circadian rhythm'. It helps regulate when you wake, when you eat and when you sleep.

Somewhere around the age of twelve or thirteen, some natural changes occur to the timing of this biological clock. **38** Therefore, when your parents tell you it's time for bed, your body may be pushing you to stay up for several hours more. And the light coming from your computer screen or TV could be pushing you to stay up even later.

Scientists have known for a long time that light and dark play an important role in setting our circadian clocks. **39** It sends signals to your body that tell you when to be sleepy and when to be alert. But not just any bright or dim light will do. Blue light, such as the light from the blue sky, is best for stimulating the circadian system. In experiments, people exposed to blue light become less sleepy and more alert.

40 These devices emit some blue light. The extra light can push your body clock's sense of night later and later, so it's more difficult to go to sleep at a reasonable hour. Doctors recommend staying away from too much light in the evening and getting out into the early morning daylight for 10 to 15 minutes. Doing these things helps you synchronise your sleep-wake cycle with your daily routine and with the sun's cycle. But not all teenagers find this easy to do.

41 When thirteen-year-old Madyson Macejka's sleep-wake cycle did not match her daily schedule, she began to feel dizzy and faint. She stayed up late, and often found it hard to go to sleep at an early hour during the school week. She had problems waking up for school during the week, and at weekends she would often sleep until midday.

This kind of pattern can knock the circadian rhythm totally off-course. By sleeping late at weekends, Madyson was disrupting her sleep-wake cycle for the whole week and it was having physical effects.

42 This is thought to happen because the body's circadian rhythm is running on a different day-night cycle from the day-night cycle of the outside world.

Madyson was advised by her doctor to make gradual changes. He recommended starting off by going to bed at her regular time, but getting up a few minutes earlier each day. This approach worked for Madyson and in just a few weeks she was feeling much better, and her school marks shot up too.

- A Working at a computer and watching TV late at night can affect you.
- B They were more sensitive to the light from computers in the evening.
- C Sleep problems can also cause health problems.
- D They were similar to those experienced by people whose sleep patterns are confused after long-distance flights.
- E It moves forward so you're unable to fall asleep as early as you used to.
- F However, it was only recently that a previously unknown type of light-sensitive cell in the eye was discovered.
- G Instead, it's the one in your head that's causing the problems.

Best to be different

Four reviews of Lois Reeve's latest novel for teenagers

- A** Making a confident move into fiction for teenagers, author Lois Reeve introduces readers to high-school freshman Sara Foss. Sara encouraged her parents to move to a farm five years ago, but now her country life, funky fashion sense, and her mother's online blog keep her from fitting in. 'When I suggested we'd all be happier on a farm raising goats and baking bread,' says Sara in the first chapter, 'well, I meant it, but I didn't expect to be taken seriously.' Her friendship with her best friend Diana is feeling rocky, and as Sara slowly gets to know a musician named Kate, who unlocks her previously unknown musical talent, she begins to realise that coolness comes in many forms. 'I'm the girl with the bass guitar,' she thinks. 'Now that's a reputation I can live with.' This portrait of an unconventional teenager is kept light yet believable by Reeve's witty, contemplative narration.
- B** In *Best to be Different*, which has become a bestseller within an impressively short time, Lois Reeve achieves a completely refreshing take on the teenage novel. Sara Foss, the main character, is trying to deal with the challenges of high-school life. This isn't always easy, but the author seems no stranger to the situation. Reeve's story is about making friends, keeping friends, trying to broaden horizons, seeing life from a different perspective, and staying true to oneself without feeling lost in a big school. That's a lot of ground to cover, and the plot occasionally loses momentum under the weight of its many developments and secondary characters. But Sara's personality – anxious, funny and endearing – holds it all together as she finds her place amongst her peers. Reeve's writing is lively, economical and cheerful. Her choice of language is perfect for this narrative, and reflects how teens really talk.
- C** Although Lois Reeve is a best-selling and highly acclaimed author of novels for older readers, *Best to be Different* is her first novel for teens. Sara Foss, the central character, really wants to be like all the other kids in her class. But Sara soon realises that if she's going to live her life to the full, she'll have to give up her original plan to be accepted by her classmates and make room in her life for more interesting experiences – like joining a band, and making friends with a young musician called Kate. This is a witty, moving story about trying to fit in and discovering a bigger world in the process. *Best to be Different* is a bit like a road map for teenage life – and also a reminder that taking an alternative route rather than a more conventional path in life does not necessarily mean missing out or feeling regret, but can result in finding a new way forward.
- D** This delightful book by Lois Reeve is about Sara Foss, an American teenager. What makes it especially wonderful is that readers come to find out about Sara gradually, with her peculiarities – like making her own clothes and talking to the goats on her parents' farm – appearing one by one. Sara's experiences at high school, her fears and disappointments, such as wondering if she has outgrown her best friend, will resonate with most readers, as will her thoughtful realisations about the important things in life. The plot covers only a few weeks, and the story flies along. The book's only drawbacks are occasional lapses in teen-speak (e.g. a boy saying, 'I can't abide'), and Reeve pointing out Sara's 'big feelings' rather than just trusting the reader to understand the importance of those feelings. Nevertheless, this feel-good book should enjoy wide appeal.

Reading and Use of English • Part 7

Questions 43 – 52

You are going to read four reviews of a novel for teenagers called *Best to be Different*. For questions 43 – 52, choose from the reviews (A – D). The sections may be chosen more than once.

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

Which reviewer

says the writer appears to be writing from personal experience?

43

believes the writer describes her main character in a credible way?

44

says the writer reveals things about the main character in an unhurried way?

45

believes it can be rewarding to do things differently from everyone else?

46

suggests that the main character regrets proposing something?

47

thinks the writer sometimes makes things unnecessarily obvious?

48

says the main character is helped to realise her potential?

49

claims the main character's concerns are shared by many people?

50

suggests the book would be even better if the story was slightly less complicated?

51

says the writer approaches her subject matter differently from other authors?

52

Writing • 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 hobbies and free-time activities. 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 is better for teenagers to do lots of hobbies and activities rather than just one.' Do you agree?	
Notes Write about:	
1.	learning new skills
2.	how expensive activities are
3.	 (your own idea)

Writing • 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 receive this letter from your English-speaking friend, Brad.

I have to do a school project on a famous person and I would like to choose someone from your country. The person can be alive or someone from history. Who do you think I should write about? Can you tell me something about the person and why he or she would be interesting to learn about?

Many thanks,
Brad

Write your **letter**.

- 3** You recently saw this notice on an English-language website.

Reviews wanted

A good place to have a celebration

Do you know a great place to celebrate a birthday or special occasion?

If so, write us a review of the place. What is the place like?

What can you do there and what makes it so special?

Would you recommend this place to people of all ages?

Write your **review**.

- 4** You have seen this announcement in an English-language magazine for teenagers.

Stories wanted

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

Ben and his dad had just reached the middle of the lake in their boat when they heard a noise.

Your story must include:

- a light
- an island

Write your **story**.

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

Treasure Island by Robert Louis Stevenson

Your English class has had a discussion about the characters in the story *Treasure Island*. Now your teacher has given you this essay for homework:

Some of the characters in the story *Treasure Island* tell lies. Why do they tell these lies and what happens as a result of them?

Write your **essay**.