



**TWENTY-FIRST CYCLE EXAMINATION –ADVANCEDLEVEL - 1 hour 40 minutes**  
**002-XXI INFORMATION FOR STUDENTS**

**PART 1 (20 min)**

**Questions 1-8**

You are going to read a magazine article about a company called *Holiday on Ice*, which puts on ice-skating shows. For questions 1- 8, choose the correct answer **A**, **B**, or **C**. Mark your answers on the separate answer sheet.

**What is the secret of *Holiday on Ice*'s long-lasting success? Hilary Rose reports**

At 7 pm on a dark, cold November evening, thousands of people are making their way across a vast parking lot. They're not here to see a movie, or the ballet, or even the circus. They are all here for what is, bizarrely, a global phenomenon: they are here to see *Holiday on Ice*. Given that most people don't seem to be acquainted with anyone who's ever been, the show's statistics are extraordinary: nearly 300 million people have seen *Holiday on Ice* since it began in 1943; it is the most popular live entertainment in the world. But what does the production involve? And why are so many people prepared to spend their lives travelling round Europe in caravans in order to appear in it? It can't be glamorous, and it's undoubtedly hard work. The backstage atmosphere is an odd mix of gym class and workplace. A curtained-off section at the back of the arena is laughably referred to as the girls' dressing room, but is more accurately described as a corridor, with beige, cracked walls and cheap temporary tables set up along the length of it. Each girl has a small area littered with pots of orange make-up, tubes of mascara and long false eyelashes. As a place to work, it must rank pretty low down the scale: the area round the ice rink is grey and unclean with rows of dirty blue and brown plastic seating and red carpet tiles. It's an unimpressive picture, but the *show itself* is an unquestionably vast, polished global enterprise: the lights come from a firm in Texas, the people who make the audio system are in California, but Montreal supplies the smoke effects; former British Olympic skater Robin Cousins is now creative director for the company and conducts a vast master class to make sure they're ready for the show's next performance. The next day, as the music blares out from the sound system, the cast start to go through

their routines under Cousins' direction. Cousins says, 'The aim is to make sure they're all still getting to exactly the right place on the ice at the right time – largely because the banks of lights in the ceiling are set to those places, and if the skaters are all half a meter out they'll be illuminating empty ice. Our challenge,' he continues, 'is to produce something they can sell in a number of countries at the same time. My theory is that you take those things that people want to see and you give it to them, but not in the way they expect to see it. You try to twist it. And you have to find music that is challenging to the skaters, because they have to do it every night.'

It may be a job which he took to pay the rent, but you can't doubt his enthusiasm. 'The only place you'll see certain skating moves is an ice show,' he says, 'because you're not allowed to do them in competition. It's not in the rules. So the ice show world has things to offer which the competitive world just doesn't.' Cousins knows what he's talking about because he skated for the show himself when he stopped competing – he was financially unable to retire. He learnt *the hard way* that you can't put on an Olympic performance every night. 'I'd be thinking, these people have paid their money, now do your stuff, and I suddenly thought, "I really can't cope. I'm not enjoying it".' The solution, he realized, was to give 75 per cent every night, rather than striving for the sort of twice-a-year excellence which won him medals. To be honest, for those of us whose only experience of ice-skating is watching top-class Olympic skaters, some of the movements can look a bit amateurish, but then, who are we to judge? Equally, it's impossible not to be swept up in the whole thing; well, you'd have to try pretty hard not to enjoy it.

50

1. What surprises the writer about the popularity of *Holiday on Ice*?
  - a) The show has not changed since it started.
  - b) Few people know someone who has seen it.
  - c) Ice-skating is not generally a popular hobby.
2. The writer describes the backstage area in order to show
  - a) the conditions that the skaters put up with.
  - b) the type of skater that the show attracts.
  - c) how much fun the cast have during their work.
3. What does the writer highlight about the *show itself* in line 20 ?
  - a) the need for a higher level of professional support
  - b) the difficulty of finding suitable equipment
  - c) the range of companies involved in the production
4. For Robin Cousins, the key point when rehearsing skating routines is
  - a) the movement of the lights.
  - b) keeping in time with the music.
  - c) the skaters' positions on the ice.
5. Cousins believes that he can meet the challenge of producing shows for different audiences
  - a) by varying the routines each night.
  - b) by adapting movements to suit local tastes.
  - c) by presenting familiar material in an unexpected way.
6. What does Cousins suggest in the last paragraph about skating in shows?
  - a) It allows skaters to try out a range of ideas.
  - b) It enables skaters to visit a variety of places.
  - c) It is particularly well paid.
7. What is meant by '*the hard way*' in line 50?
  - a) through making a lot of errors
  - b) through difficult personal experience
  - c) by over-estimating the ability of others
8. What conclusion does the writer draw about *Holiday on Ice*?
  - a) It requires as much skill as Olympic ice-skating.
  - b) It is hard to know who really enjoys it.
  - c) It is difficult to dislike it.

## PART 2 (15 min)

### Questions 9-17

You are going to read an article in which three people describe their best teacher. For Questions (9-17), choose from the people (A-C). There is an example at the beginning (0). Mark your answers on the separate answer sheet.

- A Suzanne Terry
- B Helen Mirren
- C Nisha Ishtiak

#### Which person

- |                                                                                            |              |
|--------------------------------------------------------------------------------------------|--------------|
| Sais that it was probably one of the most creative years of her life.                      | ( 0 ) A      |
| had a teacher who was popular with all the pupils?                                         | ( 9 ) .....  |
| had a teacher who made contact after their pupil left school?                              | ( 10 ) ..... |
| had a teacher who taught in an unusual physical position?                                  | ( 11 ) ..... |
| had a teacher who became their teacher as a result of a personal contact?                  | ( 12 ) ..... |
| had a teacher who pointed their pupil in the direction of a successful career?             | ( 13 ) ..... |
| had a teacher who demonstrated a sense of humor?                                           | ( 14 ) ..... |
| had a teacher who decided what to teach by responding to their pupil's interests?          | ( 15 ) ..... |
| had a teacher who was also doing another job?                                              | ( 16 ) ..... |
| had a teacher who put an emphasis on what pupils expressed, not the way they expressed it? | ( 17 ) ..... |

# THE BEST TEACHER EVER!!!

#### A Suzanne Terry

Brian Earle, my English teacher was a very intense man with thick glasses, and the fact that he taught a lot of his classes standing on his head was also seen as extremely peculiar. He taught me for just one year and it was probably one of the most creative years of my life. He didn't believe in giving grades for grammar or punctuation; he implied that the mechanics of writing were not important if you had something to say. When I wrote a short story for him called 'Army', he simply wrote across the bottom: 'You've just got to keep on writing.' Those few words of support had a fantastic effect on me in terms of wanting to write and be involved in writing. Brian Earle had a love of teaching and his subject.

#### B Helen Mirren

Everyone loved Miss Welding. She taught me between the ages of 13 and 17 and was instrumental in my becoming an actress. She knew I was interested in acting, but it just wasn't an option in my world. My father was a driving examiner and I wasn't exposed to acting as a career. It was Miss Welding who told me about the National Youth Theatre, which was an organization I was unaware of. She suggested I look into it and think about going there. About ten years after I left school, when I was with the Royal Shakespeare Company and playing fairly high-profile parts, I got a letter from Miss Welding saying she was following my career with interest, but as far as I know, she never came to see me perform. She certainly never came to see me backstage.

#### C Nisha Ishtiak

My father was editor of Pakistan's largest newspaper and he knew and liked its librarian, Atif Burkhi. Atif was well-educated and when I was about 12 my father decided I should learn more about the region's history and he chose Atif as my tutor. It turned out to be an inspired move. He would come to our house once a week to teach me, from the end of school until supper. He took me through a lot of history, but after a few lessons I got bored. 'I know you're being paid by my parents to teach me this stuff,' I said, 'but there are other things in the world.' He burst out laughing as he so often did and asked: 'What do you want to talk about then?' And so we would discuss global issues and world literature.

**PART 3 (10 min)****Questions 18-27**

Read the text and choose the correct word for each space. For each question, mark the correct letter A, B, C or D.

0

am

**SAFARI**

How brave (0) ..... I? I narrowly (18) ..... having to answer this question. I was on safari in Africa with friends and my brother and sister. We saw lots of animals and were (19) ..... to see a pair of lions. They looked as (20) ..... relaxed, sleeping under a tree. We (21) ..... some photos and, after a while, decided we'd (22) ..... go back to our camp. We turned (23) ..... and drove past the lions. Then we (24) ..... the male lion roar, and suddenly it charged toward us. The truck's wheels got (25) ..... in the sand. Luckily, my friend (26) ..... was driving stayed



calm and pulled away slowly. My brother and sister were in the open part of the truck and would have been attacked. I will never know if I would have been too (27) ..... to react, or if I would have defended my family.

- |                 |                |              |             |
|-----------------|----------------|--------------|-------------|
| 18. A prevent   | B stopped      | C avoided    | D ended     |
| 19. A enjoyable | B delighted    | C delightful | D cheerful  |
| 20. A although  | B seemed       | C like       | D if        |
| 21. A made      | B photographed | C filmed     | D took      |
| 22. A ought     | B should       | C rather     | D better    |
| 23. A through   | B down         | C around     | D up        |
| 24. A caught    | B sensed       | C heard      | D listened  |
| 25. A glued     | B stuck        | C sticky     | D down      |
| 26. A which     | B who          | C when       | D what      |
| 27. A terrific  | B terrific     | C scary      | D terrified |

**PART 4 (10 min)****Questions 28-37**

Complete this extract from a novel by putting one suitable word into each gap.

0

been

I often wonder how my life would have (0) been different if on that particular day I had walked in the other direction. Or what (28) ..... have happened if - in those few seconds - I had walked just a little bit faster? She wouldn't (29) ..... been able to do what she did, say the things she said. If it (30) ..... not been for these shy words of greeting, I would not (31) ..... here now - I would probably (32) ..... in the same city I grew up in. It is amazing how our lives depend on the most minute details: a split-second decision which makes all the difference. Would I ever have found romance at all (33) ..... I hadn't met Francesca that day and if she (34) ..... decided not to walk on that path beside the trees? I couldn't possibly (35) ..... done what I did in my life if we had not met on that bright, sunny morning. And if the sun had not (36) ..... shining and the birds singing, she would probably have (37) ..... even spoken to me.

## PART 5 (10 min)

### Questions 38-50

Write the missing word. The first letter is there to help you. There is an example at the beginning.

Example:

0 Have you ever promised someone something important and then **gone** back on your word?

|   |      |
|---|------|
| 0 | gone |
|---|------|

38. Harry was scared to D..... when he saw a mugger coming toward him.
39. The bus company is sick and T..... of replacing buses that have been vandalized.
40. My sister was feeling K..... of down after she lost her job.
41. He was W..... out after taking part in the marathon.
42. We couldn't believe our E..... when she saw the price of the gas. It had nearly doubled.
43. Jorge was jumping for J..... when he got his promotion.
44. Josephine's boyfriend B..... his nails when he's nervous.
45. You must be tired because you can't stop Y.....
46. My father entered the room and S..... hands with the teacher.
47. Jacqueline S..... her shoulders when she didn't know the answer to the question.
48. When you have a cold, you spend most of your time B..... your nose.
49. I always manage to put my F..... in my mouth when my girlfriend is with her friends.
50. If you don't learn those equations by H....., you'll fail the test.

## PART 6

### Questions 51-60 (10 min)

Read the sentences below. Use the word given in capitals at the end of the lines to form a word that fits in the gap in the same line. There is an example at the beginning.

Example:

0 We went to a really **interesting** little restaurant the other night.

INTEREST

|   |             |
|---|-------------|
| 0 | Interesting |
|---|-------------|

51. My girlfriend is very sensible. She doesn't like taking ..... RISKY
52. She was ..... when she heard about the terrorist attack. STUN
53. Right after we left the building, there was a huge ..... EXPLODE
54. After the alarm clock went off, there was an ..... of the building. EVACUATE
55. My neighbors have questioned the ..... of the fireworks show. SAFE
56. The more she tries to be nice to me, the more ..... I find her. IRRITATE
57. Betty had another big ..... with her mother last night. ARGUE
58. Deborah got really ..... when I asked her why she was late. DEFEND
59. Most of the ..... had been sitting near the fire exit. SURVIVE
60. Tell me the truth. You won't hurt my ..... FEEL

## PART 7 (15 min)

### Questions 61–70

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.

Example:

0 We were late because we got lost.

**IF**

We wouldn't have been late ..... **if we hadn't gotten** ..... lost.

0

if we hadn't gotten

61. Our team is likely to win the game.

**NOT**

Our team probably won't win the game.

62. Pamela ..... going out this weekend.

**LIKELY**

Pamela ..... going out this evening.

63. My father isn't likely to get the job.

**PROBABLY**

My father ..... the job.

64. You should discuss the problem with the manager.

**HAD**

You ..... the problem with the manager.

65. It's very late, so I don't think we should call them now.

**BETTER**

It's very late, so we ..... them now.

66. Camille gets irritable when she's tired.

**FEELS**

When Camille ..... , she gets irritable.

67. There seems to be a lot of salt in this soup.

**AS**

It tastes ..... there's too much salt in this soup.

68. She shouldn't eat anything today because she's been sick.

**NOT**

She ..... anything today because she's been sick.

69. I'm sure the burglar got in through an open window.

**MUST**

The burglar ..... in through an open window.

70. Maybe you left your bag on your seat in the restaurant.

**MIGHT**

You ..... on your seat in the restaurant.

## PART 8 (10min)

### LISTENING 1

#### Questions 71-85

AEF4 T8 Listen to a phone conversation between two friends. Choose the correct answer.

- |                                                                                                                                 |                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 71. Where is Betty working now?<br>A in Los Angeles<br>B in the US<br>C in Guadalajara                                          | 74. What has Sophie been studying in college?<br>A tourism<br>B languages<br>C fashion design                                                             |
| 72. How does Betty describe her job in Guadalajara?<br>A she's fed up with it<br>B she's a little homesick<br>C it's exhausting | 75. What does Betty say about Sophie's request to stay in her apartment?<br>A it won't be a problem at all<br>B it might be possible<br>C it's impossible |
| 73. Why does Sophie want to quit school?<br>A it's too difficult<br>B she failed her exams<br>C she wants to be a teacher       |                                                                                                                                                           |

### LISTENING 2

#### Questions 76-80

AEF4 T9 Listen to five conversations. Match the people to what they say they would do if they found a wallet.

76. **SPEAKER 1:** Ben .....
77. **SPEAKER 2:** Martin .....
78. **SPEAKER 3:** Sally .....
79. **SPEAKER 4:** Amanda .....
80. **SPEAKER 5:** Tim .....

- A** would call the police.
- B** would take it and use the money.
- C** would leave it at a nearby store.
- D** would leave it on the ground without looking at it.
- E** would put it back on the ground after looking at it.
- F** would leave a note about the wallet near where it was found.
- G** would give it to the police.



Department Of Examination