

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 report B describe C inform D tell

0	☒ A	☐ B	☐ C	☐ D
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The oldest leather shoe in the world

Archaeologists (0) that a perfectly preserved 5,500-year-old shoe has been discovered in a cave in Armenia in south-west Asia. It is (1) to be the oldest leather shoe ever found.

The shoe was made of a single piece of leather, stitched at the front and back, and was shaped to fit the wearer's foot. It had been (2) with grasses, either for warmth or to make sure it kept its shape. 'The shoe is relatively small but we can't say for (3) whether it was worn by a man or a woman,' says Dr Ron Pinhasi, an archaeologist on the research (4) 'We thought at first that it was about 600-700 years old because it was in such good shape.'

Shoes of this type from later periods have turned (5) in archaeological excavations in various places in Europe, and shoes of a very similar design were still being used on the Aran Islands off the west coast of Ireland as (6) as the 1950s. It's (7) a style which (8) popular for thousands of years.

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|---|----------------|---------------|----------------|------------------|
| 1 | A accepted | B regarded | C assessed | D believed |
| 2 | A stuffed | B loaded | C pushed | D blocked |
| 3 | A clear | B specific | C true | D certain |
| 4 | A class | B force | C team | D company |
| 5 | A over | B into | C up | D about |
| 6 | A recently | B lately | C presently | D immediately |
| 7 | A correctly | B exactly | C precisely | D obviously |
| 8 | A held | B stood | C remained | D lasted |

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	S	I	N	C	E												
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From black pepper to chilli pepper

In the 15th century, Europeans knew nothing of the chilli pepper, but they held black pepper in high regard and had used it in cooking **(0)** Greek and Roman times. Ships travelling east brought the black pepper from the Spice Islands in South East Asia but this **(9)** a long time. In 1492, Christopher Columbus was asked to find a shorter route to the Spice Islands, going westwards **(10)** than eastwards, and so he set **(11)**.....from Spain across the Atlantic Ocean.

Columbus didn't succeed **(12)** finding the Spice Islands but he **(13)**.....manage to reach the Americas. There he **(14)**..... across another pepper, the chilli, which had been used in cooking in South America for thousands of years. Soon **(15)** Columbus's voyage, large quantities of chillies were being shipped back to Spain from the Caribbean. Later, people realised that chillies would actually grow in southern Europe and it wasn't long before fresh chillies were **(16)** sale in European markets.

Part 5

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 M E M O R A B L E

Family bike fun

National Bike Week was celebrated last week in a (0) way with a **MEMORY**
Family Fun Day in Larkside Park. The event (17) to be highly **PROOF**
successful with over five hundred people attending.

Larkside Cycling Club brought along a (18) of different bikes to **VARY**
demonstrate the (19) that family members of all ages can get from **ENJOY**
group cycling. Basic cycling (20) was taught using conventional bikes. **SAFE**
There were also some rather (21) bikes on display. One-wheelers, five- **USUAL**
wheelers and even one which could carry up to six (22) , were used for **RIDE**
fun.

The club also gave information on how cycling can help to reduce (23) **ENVIRONMENT**
damage. They also provided (24) as to how people could substitute the **SUGGEST**
bike for the car for daily journeys. The overall message was that cycling is
great family fun and an excellent alternative to driving. By the end of the day
over a hundred people had signed up for membership.

Part 6

You are going to read an article about a woman who trains actors in fighting skills. 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.

Kombat Kate

James Stanton meets 'Kombat Kate' Waters, who trains theatre actors in how to 'fight' on stage.

There must be few occasions when it would be really rude to refuse an invitation to head-butt someone you've just met! But I'm in one of those right now. I'm in a rehearsal room in a theatre with a group of actors, facing up to stage fighting director Kate Waters. I've already dragged her around the room and slapped her on the arm. Now she wants me to head-butt her. But fear not, this is all strictly pretend!

'Imagine there's a tin can on my shoulder,' she says. 'Now try to knock it off.' I lower my head as instructed, then lift it sharply, aiming for the imaginary can, hoping desperately that I don't miscalculate the angle and end up doing damage to her face. To my amazement, I get it right. 'That was good,' says Waters. 'Now maybe try it again without smiling.'

Waters, known in the industry as Kombat Kate, is showing me how actors fight each other without getting hurt, and that includes sword-fighting. (She inspires fierce devotion: when I tweet that I'm meeting Waters, one actress friend responds: 'She's amazing. She taught me how to be a secret service agent in two days.')

Perhaps the most famous play Kate has worked on recently was called *Noises Off*. She taught the cast how to fall down stairs without breaking any bones. One of the fight scenes is fairly close, Kate tells me, to the one we're trying out now. 'I've just slowed it down a bit,' she says tactfully, before inviting me to throw her against the wall. I obey, making sure I let go of her quickly, so she can control her own movement. Push your opponent too hard, and they will hit the wall for real. I watch her hit the wall before falling to the ground. She's fine, of course. 'That's my party trick,' she says with a grin. 'Works every time.'

line 22 Once the lesson is over Kate tells me how she became one of only two women on the official register of stage fight directors. Already a keen martial arts expert from childhood, Kate did drama at university, and one module of her course introduced her to stage combat. When she made enquiries about the possibility of teaching it as a career, she was told about the register and the qualifications she'd need to be accepted onto it. It was no small order: as well as a certificate in advanced stage combat, she would need a black belt in karate and proficiency in fencing, a sport she'd never tried before.

But she rose to the challenge and taught the subject for several years at a drama college before going freelance and becoming a fight advisor for the theatrical world. The play she's working on is Shakespeare's *Richard III*. This involves a famous sword fight. With no instructions left by the great playwright other than – Enter Richard and Richmond: they fight, Richard dies – the style and sequence of the fight is down to Kate and the actors.

line 30 'I try to get as much information as possible about what a fight would have been like in a particular period,' Kate explains. 'But because what I'm eventually doing is telling a dramatic story, not all of it is useful. The scene has to be exciting and do something for the audience.'

Ultimately, of course, a stage fight is all smoke and mirrors. In our lesson, Kate shows me how an actor will stand with his or her back to the audience ahead of a choreographed slap or punch. When the slap comes it makes contact not with skin but with air: the actor whacks his chest or leg to make the sound of the slap.

In the rehearsal room, I can't resist asking Kate how she thinks she would fare in a real fight. Would she give her attacker a hard time? She laughs, 'Oh, I'd be awful,' she says. 'I only know how to fake it.' I can't help thinking, however, that she's just being rather modest.

- 31 In the first paragraph, the writer is aware of
- A a critical attitude from Kate.
 - B the concern of the other actors.
 - C the need to reassure his readers.
 - D having been in a similar situation before.
- 32 How does the writer feel when Kate mentions the tin can?
- A worried about hurting Kate
 - B relieved that Kate is just pretending
 - C concerned that it may injure his head
 - D convinced that he won't take it seriously enough
- 33 When Kate and the writer repeat the fight scene from *Noises Off*, we learn that
- A the writer isn't sure of his instructions.
 - B Kate has adapted it slightly for the writer to try.
 - C the writer is initially unwilling to do it.
 - D Kate has to react quickly to a mistake the writer makes.
- 34 What does the phrase 'no small order' (line 22) tell us about stage combat?
- A Kate knew she would love learning about it.
 - B It is something very few people ever perfect.
 - C Studying it required a lot of obedience and respect.
 - D Qualifying to teach it would be a long and difficult process.
- 35 What does the writer tell us about the sword fight in the play *Richard III*?
- A Its details need to be made up.
 - B It's a particularly challenging scene to do.
 - C Its action is conveyed through spoken words.
 - D It is widely agreed to be the most exciting of its kind.
- 36 What does 'it' refer to in line 30?
- A information
 - B a fight
 - C a particular period
 - D a dramatic story

Part 7

You are going to read a newspaper article about the man who designed the recycling symbol. 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.

How the recycling symbol was created

Gary Anderson designed a symbol which we see everywhere nowadays.



I studied engineering at the University of Southern California at a time when there was a lot of emphasis in the United States on training young people to be engineers. That said, I eventually switched to architecture. I just couldn't get a grasp on electronics and architecture seemed more concrete to me.

It was around that time that I saw a poster advertising a design competition being run by the Container Corporation of America. The idea was to create a symbol to represent recycled paper. One of my college requirements had been a graphic design course so I thought I'd give it a go. It didn't take me long to come up with my design: only a day or two. **37** But I already had arrows and angles in my mind because on my course I'd done a presentation on recycling waste water. I'd come up with a graphic that described this process very simply.

The problem with the design I'd done earlier was that it seemed flat, two-dimensional. So when I sat down to enter the competition, I thought back to a field trip in elementary school to a newspaper office where we'd been shown how paper was fed over rollers as it was printed. **38** The three arrows in it look like strips of folded-over paper. I drew them in pencil, and then traced over everything in black ink. These days, with computer graphics packages, it's rare that designs are quite so plain.

I think I found out I'd won the competition in a letter. Was I excited? Well, yes of course – but not that excited. **39** So it just seemed like, of course I would win! There was a monetary prize, though for the life of me I can't remember how much it was... about \$2,000?

When I finished my studies, I decided to go into urban planning and I moved to Los Angeles. It seems funny, but I really played down the fact that I'd won this competition. I was afraid it would make me look as though I was interested in graphics, rather than urban planning. **40** I remember seeing it once on a leaflet which had been produced on recycled paper, but then it disappeared.

A while after graduating, I flew to Amsterdam for a holiday. I'll never forget: when I walked off the plane, I saw my symbol. It was on a big recycling bin. And it was bigger than a beach ball! **41** I was really taken aback. That was quite a long time ago though. Since then, I've got more qualifications and worked for quite a few different firms, some more environmentally aware than others.

I feel much prouder of the recycling symbol now than I used to, probably because it's so widely seen. Maybe this design has been more important to me than I'd thought. **42** There's more to me than the recycling symbol.

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|---|--|
| A Still, I'd hate to think that my life's work is defined by it. | E I realise that seems ridiculous for something that's been so successful. |
| B I used what I'd seen to create the image. | F Also, nothing much happened to the symbol for a while. |
| C I'm no expert on recycling but I can certainly see its value. | G I guess at that point in my life I had an exaggerated sense of my own importance. |
| D I hadn't thought about it for years and there it was right in my face. | |