

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 schools. 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.

Some people say that schools will be very different in the future.

What do you think?

Notes

Write about:

1. the teachers
2. the subjects
3. (your own idea)

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** careless **B** casual **C** comfortable **D** chance

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

Computer games may be good for the brain!

Playing computer games is no longer just a **(0)** pastime. Researchers are therefore increasingly curious to discover whether it **(1)** learning and, if so, how. A recent study has **(2)** that gamers are more efficient at visual task learning (learning by watching), than non-gamers.

In the study, keen gamers were compared with people who had rarely, if **(3)** , played video games. Each group was trained in two visual tasks. Improving visual learning takes time; usually, if a second task is **(4)** before the brain has had a chance to learn how to do the first one, it results in a decline in performance. So the following day, the participants were asked to **(5)** the same tasks again. The frequent gamers showed great **(6)** in both tasks, but the non-gamers' performance on the first task became worse. The scientists are not sure why this is the **(7)** but believe the learning process may be speeded up by the vast amount of visual training frequent gamers are **(8)** to over the years.

Reading and Use of English

- | | | | | |
|---|---------------|-------------|----------------|---------------|
| 1 | A adapts | B affects | C relates | D concerns |
| 2 | A established | B supposed | C presented | D examined |
| 3 | A even | B hardly | C ever | D yet |
| 4 | A developed | B inserted | C raised | D introduced |
| 5 | A take up | B carry out | C get over | D put forward |
| 6 | A increase | B advance | C development | D progress |
| 7 | A case | B fact | C circumstance | D position |
| 8 | A supplied | B provided | C exposed | D revealed |

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																		
---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

The Crystal Palace dinosaurs

The Crystal Palace dinosaurs are (0) collection of over 30 statues. They stand proudly overlooking a park in the London suburb of the same name. The park and dinosaur displays are open to the public and are free to visit. School groups frequently go and look at the dinosaurs, but (9) help preserve them, the statues are viewed from a distance and cannot (10) climbed. Created in around 1854, they were the first ever attempt anywhere in the world to represent dinosaurs as full-scale, three-dimensional, active creatures.

Some of the statues are dramatically different when (11) comes to comparing them with modern interpretations of dinosaurs. Which experts in the 1850s decided what the statues should look (12) is a subject of historical debate. However, research clearly shows that experts at the time (13) different interpretations of the dinosaurs, and these differences of opinion (14) reflected in the statues currently (15) display at Crystal Palace. The way in (16) these various interpretations have evolved demonstrates how scientific ideas often develop.

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	T	H	O	U	G	H	T												
---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--

Food miles

Have you ever given any (0) to how far your food has travelled before it arrives at your local shop? You might be surprised at the distance, or number of 'food miles' involved. And this isn't an easy (17) to make. However, some people are becoming (18) concerned that ignoring the issue of food miles when shopping is (19) and can have a negative impact on the environment. Buying food that has been (20) locally may appear to be the answer, but there are other factors to take into (21) For example, in the UK it may be more (22) friendly to import tomatoes rather than grow them, because the (23) British weather can mean that a lot of electricity is needed to heat greenhouses. It's difficult to know what the best solution is, but a good first step might be for (24) to do more of their shopping in markets, where food tends to have less packaging.

THINK

CALCULATE

INCREASE

RESPONSIBLE

PRODUCT

CONSIDER

ENVIRONMENT

PREDICT

CONSUME

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 It hasn't stopped raining all day so I can't go out!

WOULD

I raining so I could go out!

- 26 If chemistry is what you want to study next year, don't let your friends discourage you.

PUT

Don't let your friends studying chemistry next year, if that's what you want to do.

- 27 As far as I know, Mary's not back from holiday until next week.

BEST

To knowledge, Mary's not back from holiday until next week.

- 28 Membership fees for the after-school football club should be reduced significantly.

SIGNIFICANT

There needs in membership fees for the after-school football club.

- 29 The door was stuck and I couldn't open it, despite trying really hard.

MATTER

The door was stuck and I couldn't open it, tried.

- 30 How did Michael persuade you to help him with his project?

TALK

How did Michael him with his project?

Part 5

You are going to read an article about a teenager who is talking about long family car journeys. 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.

Family road trips

By Ben Robinson, aged 16

I'm just going to say this once, for the record: when you're travelling by car somewhere with your family, even when you're six years old, the chances are you know full well that you're not 'there yet,' even as you're asking over and over 'Are we there yet?' And anyway, the truth of the matter is, once you get there it's not 'there' anymore, is it? It's 'here'. So if you really think there's a chance that you're 'there' yet, you should be asking 'Are we *here* yet?' And I'm pretty sure there's no one who wishes they were 'there yet' more than the mums and dads fielding that question over and over every single long car trip.

I mean, seriously – what are us kids complaining about? Just think about it. Wouldn't you prefer to be lounging in the back seat, with nothing being demanded of you? So you watch endless DVDs that you've never seemed to get round to seeing before, listen to music, perhaps indulge in a few of the puzzles you've had for ages but not done, as the scenic vistas roll on by endlessly outside the window.

And acting as co-pilot in the passenger seat, map in hand, there'll be mum or dad, whose function is to dole out juice boxes, and cookies, or to adjust the radio station and temperature to whatever is requested – in short, to keep it all running smoothly and be the on-the-road concierge! Are we there yet? I hope not.

That is, of course, until someone in the car does something unthinkable – in my case generally my younger brother, Tim. Something like ... putting his foot on my side of the seat. What? He can't do that! So I put my foot on his side. And then it's his other foot, and then a hand, and next thing you know he's hurled his whole body over into my space and a fight has erupted.

And the driver and co-pilot start reaching back and separating us as the car accelerates and swerves. They heatedly tell the younger sibling off, saying he should stay in his own seat and keep his hands to himself. This restores civility for a while. And the scenic wonders, steeped in history, continue rolling by.

line 43

And pretty soon after that, I'm trying to read, and suddenly I feel something – a draught blowing across my arm. But the car's not going that fast and the window's not even open. So where's it coming from? My vengeful sibling is in the next seat, discreetly but purposefully channeling his breath onto me. He's on his side, perfectly legitimately, not touching me – so he's got me on a technicality. Just breathing. What's the problem with that? The anger escalates. Tim gets yelled at, there's more swerving. Then slowly the madness subsides again – for now.

line 53
line 54

Over the years, Dad's developed strategies for dealing with us kids on the back seat. For example, his response to the question 'Are we there yet?' has frequently been, 'Yup. We're here. Get out of the car.'

'But Dad. We're still on the highway, going 70 miles an hour.'

'Oh, well, then maybe we're not there yet.' That kept everyone quiet for a while. Mind you, you can tell when you're finally 'there' when you see the grown-ups tumble out of the car and go as far away as they can from the kids who've tormented them for all those hours. So once and for all, please note: if mum and dad are still near enough to answer your question, then the answer is: no. You're not there yet.

- 31 What is Ben doing in the first paragraph?
- A explaining his poor behaviour when travelling
 - B revealing his dislike of lengthy car journeys
 - C giving an example of a source of annoyance on trips
 - D describing a strategy to make journeys pass quickly
- 32 What is Ben's attitude to the activities he does during the journey?
- A He regards them as a bit of a waste of time.
 - B He regrets that they distract him from the views outside.
 - C He admits they are not ones he would enjoy doing at home.
 - D He takes advantage of being free from other obligations.
- 33 How does Ben behave towards his younger brother Tim during a journey?
- A He overreacts to trivial things that Tim does.
 - B He deliberately encourages Tim to continue to fight.
 - C He places the blame for any arguments on Tim.
 - D He tricks Tim into misbehaving.
- 34 What does 'This' refer to in line 43?
- A the speed of the car
 - B the adults' response
 - C the fight
 - D Tim's behaviour
- 35 What does 'he's got me on a technicality' mean in lines 53 and 54?
- A He has taken pleasure in Ben's discomfort.
 - B He has used the rules to defeat Ben.
 - C He has managed to spoil Ben's journey.
 - D He has realised what has annoyed Ben.
- 36 In the final paragraph, Ben reveals his
- A lack of understanding of his dad's sense of humour.
 - B sympathy for what his parents have endured.
 - C concern that he has pushed his parents too far.
 - D resentment at his parents' wish to distance themselves.