

Test 1

PAPER 1 READING (1 hour)

Part 1

You are going to read a magazine article about the film actor Jamie Bell. For questions 1–8, 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.

Jamie Bell: This boy's life



Jamie Bell recalls his first cinematic experience. 'It was Jurassic Park,' he says. 'I was eight years old and amazed because, you know – dinosaurs! They seemed so real! At the end of the film, it said: "Directed by Steven Spielberg" and I thought: "I'm going to remember that name – he's really impressed me."'

Now 24, Jamie has finally got to work with Spielberg on the director's latest project. 'If you'd told that kid watching those dinosaurs: "You're going to work with him one day . . ." ' He shakes his head. 'Incredible!' So how did it happen? At 14 years old, Jamie played the title role in *Billy Elliot*, a hugely successful film about a young ballet dancer. Most child stars prefer to distance themselves from their early work as they grow up, but not Jamie; 'It wasn't really acting to me. My real life at that time was a bit like that of the boy I was playing, so the awards I won didn't feel like an achievement. The achievement was getting the role.'

Billy Elliot includes a part where the boy leaves home; something Jamie has done plenty of. 'I don't know where my home is. It moves with me from one job to the next. I'll always feel a strong tie to my childhood neighbourhood, but I haven't yet created my own place, which is what you start doing as a young adult.' Throughout his teens he made movies in exotic locations. It was romantic and exciting, jetting off to pretend to be someone else. But the adventure wore thin. 'It got frustrating, because eventually you want to put down some roots and feel like: this is my place.'

He currently lives in Los Angeles; his own choice. 'It wasn't new. I'd been coming here since I was tiny. It's a film industry town, which I'm comfortable

with.' When not making movies he explores the coast, plays computer games or walks his dog. It seems perfect for Jamie – a city where almost everyone is in the same business. Jamie is a keen supporter of British football club Arsenal, which might suggest a family tradition. But according to Jamie, he first got interested in football because he wanted to be accepted at school. 'As a dancer, I had no idea about football, so I bought a football sticker book, and studied every page. Then I asked my mum to get me a football shirt, and she bought a red Arsenal one, so that was it'. It didn't occur to him to simply pick the local team. If there was ever an obvious path to follow, Jamie avoided it, although he says he is now a proper fan.

Jamie has worked with world-famous directors in his career. His films have all been well received, and he no longer has to audition. The mere suggestion, however, that life has been easy makes him bristle, and it's obvious this is an accusation he won't accept. 'It's not like I just walk into a room and someone gives me a job,' he says. 'Everything is a battle. Dancing was hard work, and then after *Billy Elliot*, I was suddenly an actor, but I didn't have a clue. Things didn't come easy.'

So when will Jamie move from portraying boys to men? He knows he appears boyish, and he embraces it. 'I think it's great – I get to extend my childhood!' he says. 'I can't play school kids any more, but I find young people interesting to play. Their energy is unmatched and their emotions are intense.' Jamie is not short of energy himself. Despite so many movies, he calls himself lazy. 'I should be more motivated to do things,' he claims. And yet he does a lot, including screen writing in his spare time. If he wasn't doing interviews, that's what he'd be doing today. He describes it as 'play' rather than work, but clearly he takes 'play' seriously. It seems inevitable that he'll move into directing eventually. He's only just getting started.

line 60

- 1 Jamie mentions his first visit to the cinema because
 - A the film had such a strong impact on him.
 - B he was so frightened by the film.
 - C it was when he decided he'd like to act.
 - D it was the beginning of his interest in dinosaurs.
- 2 In the second paragraph, we learn that
 - A Jamie's own life was the basis for the *Billy Elliot* story.
 - B Jamie worked with Spielberg when he was still a child.
 - C Jamie is still happy to acknowledge the *Billy Elliot* film.
 - D Jamie has a lot in common with other young actors.
- 3 What is meant by the expression 'the adventure wore thin' in line 35?
 - A Jamie was no longer enjoying the constant travelling.
 - B Jamie had been to all the places he wanted to see.
 - C Jamie got tired of pretending to be other people.
 - D Jamie started to miss his family after a while.
- 4 The writer thinks Jamie is content in Los Angeles because
 - A it's a city he already knew quite well.
 - B it's a pleasant city to live in.
 - C there's plenty to do when he's not working.
 - D many people who live there are similar to him.
- 5 Jamie first got interested in football
 - A because all his friends supported Arsenal.
 - B to help him fit in more with his classmates.
 - C because he was given a famous team's shirt.
 - D to have a chance of being chosen for a local club.
- 6 The word 'bristle' in line 60 tells us that Jamie
 - A fails to understand the writer's opinion.
 - B feels offended by the writer's opinion.
 - C is amused by the writer's opinion.
 - D agrees with the writer's opinion.
- 7 What do we learn about Jamie in the final paragraph?
 - A He looks younger than he really is.
 - B He enjoys recreating his own childhood in films.
 - C He feels he has had to grow up too quickly.
 - D He's finding it difficult to get work now he's older.
- 8 In the final paragraph, it's clear that the writer
 - A believes Jamie would be better at directing than acting.
 - B wishes Jamie could give more time to the interview.
 - C admires the fact that Jamie works hard.
 - D thinks Jamie takes his job too seriously.

Test 1

Part 2

You are going to read a newspaper article about an inventor. Seven sentences have been removed from the article. Choose from the sentences **A–H** the one which fits each gap (**9–15**). There is one extra sentence which you do not need to use.

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

The inventor of the trampoline



George Nissen was a prolific and sometimes eccentric inventor, responsible for a large number of unusual inventions, but he is best known for his first, the trampoline.

His life-changing idea was formulated when, as a school boy, he visited touring circuses. He gazed in amazement as trapeze artists performed their daring stunts. **9** This notion stayed with him and later became a reality.

Nissen took up gymnastics and diving when he was young. In 1933, he started at the University of Iowa. It was during his time there that he got to know his gymnastics coach, Larry Griswold, and discussed his ideas with him. **10** This happened in 1941.

While still at school, Nissen had started experimenting in the family garage, using metal from the local junkyard for a frame and strong cloth from a tentmaker, with strips of material from old car tyres to attach the cloth to the frame. At university, he and Griswold developed this idea.

11 The *bouncing rig*, as they called it, proved hugely successful there and they began to believe that it could have a commercial future.

After university, Nissen wanted a break and a bit of fun, so he toured with two of his friends,

performing an acrobatic show at fairs in the US and in Mexico. **12** This proved very popular, and as intended, generated commercial interest.

The next stage of the development of the trampoline was marked out by a publicity stunt with a kangaroo, which Nissen hired for a demonstration in Central Park, New York. He knew that by bouncing at one end of the trampoline, he could start the kangaroo bouncing at the other. Nissen wanted to get a photograph of both himself and the kangaroo in mid-air at the same time. **13** The event was a huge success and the picture went round the world. Nissen did too, selling his product in Europe, Japan, South Africa and South America.

Nissen tried to develop his invention by creating bouncing games, but the trampoline's popularity was growing steadily even without his help. **14** Indeed, the first world championships took place at the Royal Albert Hall, London, in 1964. A year later, the International Trampoline Federation was formed. But Nissen had to wait until 2000 for his lifetime goal to be achieved. That year, trampolining was accorded ultimate respectability when it was included in the Sydney Olympic Games.

Trampolining continues to grow in popularity as people recognise that it is good for you, as well as being fun. **15** A brilliant gymnast in his youth, he could still do handstands into his 80s and yoga headstands in his 90s.

- | | |
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| <p>A They produced a more sophisticated model, which had its first public appearance at a local youth club camp.</p> <p>B He therefore became a flight instructor at a centre which was already using his invention.</p> <p>C To achieve this, the jumps had to be timed perfectly.</p> <p>D Seeing them drop into the safety nets and bounce up and flip, he imagined how exciting it would be if they could keep on bouncing and flipping.</p> | <p>E Nissen himself was the best advertisement for the health benefits of his product.</p> <p>F They then started to include the trampoline in their act and toured schools, inviting children to have a go on it.</p> <p>G They would later become partners in a company they set up together.</p> <p>H As well as being an invaluable training aid for many sports – it became standard equipment for divers – it was taking off as a sport in its own right.</p> |
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Test 1

Part 3

You are going to read a magazine article about pop singers who have gone on to have a second career. For questions **16–30**, choose from the people (**A–D**). The people may be chosen more than once.

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

Which person

left when their band decided to go in a new direction?	16	<input type="text"/>
finds that there is less conflict in their new job than their previous one?	17	<input type="text"/>
was influenced by someone they highly respected?	18	<input type="text"/>
suspects that being famous gave them an advantage on one occasion?	19	<input type="text"/>
took up a hobby in order to stay healthy?	20	<input type="text"/>
is sometimes still recognised from their days in the band?	21	<input type="text"/>
decided to leave their band for personal reasons?	22	<input type="text"/>
appeared again with their old band recently?	23	<input type="text"/>
went back to something that had interested them when young?	24	<input type="text"/>
hopes their experiences can benefit young people?	25	<input type="text"/>
prefers their new career because they aren't involved in performing music?	26	<input type="text"/>
is still involved in music, in a non-professional way?	27	<input type="text"/>
had worried about what would happen when their band lost popularity?	28	<input type="text"/>
has become famous for something unconnected to music?	29	<input type="text"/>
once found a way of avoiding the attention of their fans?	30	<input type="text"/>

A new direction

Why do pop stars make career changes? And is having a pop background a help or a disadvantage?

A Louise is now an author



I'd wanted to be in a band for so long but its rise and fall was scarily fast and when the band split I felt rather lost and miserable. Outside the band I wasn't quite sure who I was any more and although I was doing a solo album, my heart wasn't in it. So I used to work away at the back of the recording studio, trying to think up the beginning of a novel. After writing about 80,000 words, I threw them away and started again until finally I was ready to send the first three chapters to publishers. But I'm sure my book was only published because everyone knew who I was then, and I feel embarrassed about this. Writing requires more discipline than a three-minute pop song but at least you don't have to fight with the band and the record company. Every time I see a great gig, I want to get the band back together and play again but the feeling doesn't last long. I'm much happier writing, where no one has heard of me. I think fame is overrated.

B Alison now runs drama workshops for children



The music thing happened so quickly. I was only 19 and from the minute our record was played on Radio One, everything went mad. We had some success as a girl band but then I went out with the main songwriter and we split up so I just had to quit, but the others carried on for a year or so. I completely blocked out what had happened, and it put me off having anything to do with music for ages. I eventually went on to drama school, followed by a tour in Germany and France with a theatre company, and I now run drama workshops. You get a lot of people telling the kids 'You're going to be a star,' and I tell them what happened to me so they can hear the other side of the dream. Last month I got back together with the others to do a gig and actually I didn't find it half as stressful as I'd expected.

C Mike is now a personal trainer



I decided early on that if I kept fit it would prevent me losing my voice on stage. I got into cycling, which became a good method of transport in London and New York when we were famous because you could get where you wanted without people on the tube saying, 'I saw your interview this week.' Cycling became such an obsession that I started racing. As the band's career went downhill I wondered what I'd do if everyone stopped buying our records and I remember my hero – the famous rock star Mick Jagger – saying that apart from music he was unemployable. So, when I came across an advert for a fitness course, I enrolled and now I run a personal training business. The band thought I was mad but I was always the least likely 'rock 'n' roll' person in the group. In my classes I use music a lot, but not my own. When we first qualified, the other people on my course were terrified of teaching, but after playing to 72,000 people at Wembley stadium, doing exercises in front of ten people was nothing.

D Robert is now an artist



Being in the band was a very exciting time but, when the music developed into a different kind of style, there wasn't much room for my guitar so I had to move on. I then played with other bands but I'd never taken any time off and my health was beginning to suffer, so I decided to go backpacking in South America and eventually settled in Costa Rica. Like lots of other kids, I'd always been into wildlife, and in Costa Rica there's so much natural beauty. I started watching and then painting the birds and now I illustrate and write books about them. I seem to be seen as a major expert on South American birdlife now, although I'm not sure how that happened. I just made a conscious effort to change my life. I love it here and don't miss my past. But I play in a local band for fun and sometimes people come up and say 'Weren't you in . . .?'

Test 1

PAPER 2 WRITING (1 hour 20 minutes)

Part 1

You **must** answer this question. Write your answer in **120–150** words in an appropriate style.

- 1 You have received an email from your English friend, Peter. Read Peter's email and the notes you have made. Then write an email to Peter, using **all** your notes.

EMAIL	
From:	Peter Simms
Subject:	School webpage
<p>Hi!</p> <p>My class are making a website about schools in different countries and we'd really like to have a section on our site about your school. Could you write something about your school for the website?</p> <p>What kind of things would you like to write about?</p> <p>We want to put an interview on the website with either one of your teachers or with one of the students. Who do you <u>think</u> would be the most interesting person to interview?</p> <p>We're hoping to have the website ready at the beginning of September. Do you think you could finish your section by the end of July?</p> <p>Write soon,</p> <p>Peter</p>	

Yes

Tell Peter

Explain

No, but . . .

Write your **email**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

Part 2

Write an answer to **one** of the questions **2–5** in this part. Write your answer in **120–180** words in an appropriate style.

- 2** This is part of a letter you have received from your English friend, George.

I need your help! I'm doing a school project on the places that young people go to have fun. Can you tell me where you go to have fun and why you like going to those places?
 Thanks, George

Write a **letter** to George saying where you like to go and saying why you like those places.

- 3** You recently saw this notice in an English-language magazine called *Teenagers Now*.

Reviews wanted!

We are looking for reviews of advertisements you have seen on TV, at the cinema, or on the Internet. Write us a **review** of an advertisement, telling us:

- what it is advertising
- what happens in the advertisement
- who the advertisement is aimed at
- if you think the advertisement works well

Write your **review**.

- 4** Your English teacher has asked you to write a story.

Your story must begin with this sentence:

As soon as Jess put the phone down, she started to pack her bag.

Write your **story**.

- 5** Answer **one** of the following two questions based on **one** of the titles below.

- (a)** *Touching the Void* by Joe Simpson

Your English class has had a discussion about *Touching the Void*. Now your teacher has given you this essay for homework:

What was 'the terrible decision' Simon had to make and was it the right decision?

Write your **essay**.

- (b)** *Macbeth* by William Shakespeare

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

What kind of person is Macbeth and do you feel sympathetic towards him?

Write your **essay**.

Test 1

PAPER 3 USE OF ENGLISH (45 minutes)

Part 1

For questions **1–12**, 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 gaining B reaching C joining D getting

0	A <input type="checkbox"/>	B <input checked="" type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>
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The plastic bottle boat

By the age of 30, David Rothschild had already explored a remote jungle in Ecuador and succeeded in **(0)** both the North and South Poles! During his expeditions, he became aware of the serious **(1)** of pollution and global warming, and after reading a report about the huge **(2)** of waste plastic floating around the world's oceans, he decided to do something to **(3)** people's attention to the problem.

Rothschild **(4)** up with the idea of crossing the Pacific Ocean in a special boat. The boat that **(5)** off from the USA in March 2010 was made almost entirely out of recycled plastic bottles and everything was **(6)** together with a sticky, organic glue. On the *Plastiki*, as the boat was called, solar panels and wind turbines **(7)** electricity to the crew.

(8) the unusual materials used in its construction, at various **(9)** in the journey to Sydney in Australia the *Plastiki* managed to **(10)** extreme weather conditions. Along the **(11)** , Rothschild and his crew did stop at Pacific islands to buy fresh food but at the end of their 16,000-kilometre voyage in Sydney, they said they were happy to be back to living on dry land. Their hope is that the *Plastiki* will **(12)** other people to think seriously about re-using waste materials.

Paper 3 Use of English

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|----|-------------------|-------------------|--------------------|-------------------|
| 1 | A products | B changes | C reactions | D effects |
| 2 | A amount | B rate | C measure | D number |
| 3 | A pull | B carry | C draw | D move |
| 4 | A caught | B came | C kept | D put |
| 5 | A set | B ran | C pulled | D rode |
| 6 | A tied | B included | C held | D combined |
| 7 | A offered | B supplied | C dealt | D produced |
| 8 | A Whereas | B However | C Although | D Despite |
| 9 | A stages | B levels | C parts | D turns |
| 10 | A maintain | B last | C survive | D live |
| 11 | A path | B line | C course | D way |
| 12 | A raise | B inspire | C produce | D impress |