

## QUESTION PAPER

### Listening

*Time: 30 minutes*

*Transfer all your answers to your answer sheet*

#### Part 1

You will hear three different extracts. For questions **1-6**, choose the answer (**A**, **B** or **C**) which fits best according to what you hear. There are two questions for each extract.

#### Extract One

**You hear part of an interview with a woman who works in retail management.**

**1.** How does the woman feel now about her first job in retailing?

- A) pleased by the way she handled the staff
- B) confident that it gave her a good start
- C) relaxed about the mistakes she made

**2.** What is the woman advised to do next?

- A) reflect on her skills
- B) volunteer for extra work
- C) discuss her situation with her boss

#### Extract Two

**You overhear a woman telling a friend a story about a swan.**

**3.** What problem did the woman have with the swan?

- A) She misunderstood its intentions.
- B) She underestimated the speed of its approach.
- C) She failed to realise the consequences of disturbing it.

**4.** What is the man's reaction to the story?

- A) He feels he would have handled the situation better.
- B) He is unconvinced by the woman's version of events.
- C) He fails to see quite how serious the problem was.

### Extract Three

**You hear part of an interview with Bruce Loader, a successful businessman who is talking about his early life.**

5. Why did Bruce decide to give up the idea of studying art?

- A) He failed to gain a place at art college.
- B) He became tired of doing representational art.
- C) He was persuaded that he could not realise his ambition.

6. What was his father's reaction to Bruce's decision?

- A) He was anxious to discuss alternative employment options.
- B) He was angry that a good opportunity had been wasted.
- C) He was dismissive of the advantages of higher education.

### Part 2

You will hear an explorer called Richard Livingstone talking about a trip he made in the rainforest of South America. For questions 7-14, complete the sentences.

#### A Trip in the Rainforest

- 7. Richard and Matthew abandoned their boat because they couldn't get past a \_\_\_\_\_.
- 8. They decided to walk through the jungle as far as the \_\_\_\_\_ marked on the map.
- 9. Richard says that during the walk, they were always both \_\_\_\_\_ and \_\_\_\_\_.
- 10. The first sign of human activity that they found was \_\_\_\_\_.
- 11. In a deserted camp, they found some soup made from unusual \_\_\_\_\_ and \_\_\_\_\_.
- 12. Richard says that by the time they had reached the camp, they were lacking in \_\_\_\_\_.
- 13. Richard says that after the meal, they began to feel \_\_\_\_\_ about what they'd done.
- 14. Before leaving the camp, they left the sum of \_\_\_\_\_ to thank their host.

### Part 3

You will hear part of an interview with the astronaut Charles Duke, who is talking about his trip to the moon. For questions **15-20**, choose the answer (**A, B, C** or **D**) which fits best according to what you hear.

**15.** How did Charles feel about space travel as a boy?

- A) He thought it was unlikely to happen.
- B) He regarded it as more than science fiction.
- C) He was fascinated by the idea of it.
- D) He showed no particular interest in it.

**16.** What did Charles consider to be the hardest part of the training?

- A) feeling trapped in the heavy spacesuit
- B) endlessly practicing the lunar surface landing
- C) constantly being afraid of making a mistake
- D) being unable to move his arms and hands

**17.** What was Charles's reaction when he first found out he was going to the moon?

- A) He realised he had to be cautious.
- B) He felt proud to be given the opportunity.
- C) He tried to control his excitement.
- D) He reflected on his chances of survival.

**18.** How did the crew feel when they had landed on the moon?

- A) They felt as if they were coming home.
- B) They realised they had achieved something special.
- C) They were afraid of what they might find on the surface.
- D) They were worried about how they would take off again.

**19.** What feature of the moon made the greatest impact on Charles?

- A) the brightness of the sun
- B) the vastness of the sky
- C) the loneliness of the place
- D) the absence of any stars

**20.** What does Charles feel was the most memorable part of his mission?

- A) nearly falling into a crater
- B) walking on the moon's surface
- C) seeing things never seen before
- D) holding a piece of the moon

**Reading**

*Time: 30 minutes*

*Transfer all your answers to your answer sheet*

**Part 1**

For questions 1-10, read the text below and think of the word which best fits each gap. Use only one word in each gap. **Write your answers on the answer sheet.**

**Yoga improves brain power**

A recent study (1) \_\_\_\_\_ appear to prove that yoga has a positive effect on brain activity; (2) \_\_\_\_\_ so than vigorous exercise. During the study, a group of volunteers undertook twenty minutes of yoga and twenty minutes of aerobic exercise. After each session of physical activity, they were asked to perform (3) \_\_\_\_\_ series of tasks designed to highlight any improvement in their mental abilities.

(4) \_\_\_\_\_ the surprise of the researchers, the participants showed a significant improvement following yoga practice. The breathing and meditative exercises in yoga (5) \_\_\_\_\_ long been known to calm the mind and body and keep distracting thoughts (6) \_\_\_\_\_. But now results showed that participants were better able to focus on tasks, as (7) \_\_\_\_\_ as process, hold and update information quickly and accurately. (8) \_\_\_\_\_ the aerobic exercise, on the other hand, there seemed to be very (9) \_\_\_\_\_ positive effect.

The research suggests that the benefits of yoga go beyond the physical and its implications for the world of work (10) \_\_\_\_\_ potentially enormous.

**Part 2**

You are going to read an article about learning a second language. For questions 11-20, choose from the sections (A-E). The sections may be chosen more than once.

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

**Which section**

11	mentions the unexpected benefits of language learning for performance in an unrelated subject?
12	states that children speaking two languages grasp a basic scientific idea more quickly?
13	highlights a possible drawback of learning a second language at a later stage in life?
14	refers to the advantage that a talkative nature may have for second language learning?
15	suggests that children beginning language education early may later learn multiple languages?
16	suggests how the ability to think something through is useful for understanding the rules of a second language?
17	says that children who are exposed to other languages become more tolerant people?
18	indicates the advantage of knowing the structure of the mother tongue when learning a second language?
19	refers to the importance of having a sense of commitment during second language learning?
20	explains the benefit that making progress in the mother tongue has on second language learning?

## Learning a Second Language

### *Research shows second language learning brings many benefits to young children.*

**A** Knowledge of other languages and cultures is vital for students preparing to live and work in a global society. Regardless of their chosen career, students will be routinely interacting with others around the world, whether in their native language or a second language. Young language learners are open and accepting of people speaking other languages, from other cultures. Children who begin learning a foreign language in early childhood also demonstrate certain cognitive advantages over children who do not. Research shows that young bilingual children develop the concept of ‘object permanence’ - the understanding that objects continue to exist even when they cannot be observed - at an earlier age. These youngsters learn sooner that an object remains the same, even though it has a different name in another language.

**B** Overall, second language learning is much more a cognitive problem-solving activity than a theoretical, rule-based one. Studies have shown repeatedly that second language learning increases critical thinking skills, creativity, and flexibility of mind in young children. Students who are learning a second language out-score their peers in the verbal and, surprisingly to some, the maths sections of standardised tests. This relationship between second language study and increased mathematical skill development, particularly in the area of problem solving, points once again to the fact that second language learning is more cognitive than linguistic. A 2007 study in the USA showed that students who studied a second language outperformed their peers after two to three years and significantly outperformed them after seven to eight years.

**C** The advantage for younger learners is that they have the ability to mimic closely the native pronunciation and intonation of a new language. Research has shown that literacy skills that are being developed in the native language transfer to the learning of the new language, leading to academic gains by students who have begun learning another language at an early age. Immersion programmes for older students are also very effective, though depending on age, they may or may not develop native-like pronunciation and intonation. However, older students already possess an internalised grammar of the native language which is useful in learning a new language. Regardless of age, immersion programmes are effective because they use second language acquisition as the vehicle for learning the general education curriculum, making the course content more interesting for the student and maximising the instructional time by accomplishing two goals at once: language acquisition and content learning.

**D** Some students take to language learning more readily than others because of their well-developed analytical thinking skills, which help them in the learning of grammatical concepts. Children who are more verbal in their native language are inclined to use this tendency profitably when learning a second language. The challenge is not to send a message to students that language learning is difficult and that one has a knack for it or not. This is not the case. All students have the ability to learn a second language - even those who have specific learning difficulties.

**E** Older students who have the opportunity to do so, should opt for a language that they are interested in learning. For many, the choice is based on the language background of their family, but it can also be based on a teacher’s reputation or the language that their friends are taking. Beginning second language instruction at a young age sets the stage for students to develop advanced levels of proficiency in one or more languages. Students can always switch languages at a later date if it appears that another might be more useful for a specific career path. Also, it is not so much which language a student chooses, but rather that they make a choice and stick with it. One of the life-long benefits of learning another language is that learning continues, thus keeping the brain actively engaged. Recent studies have linked second language learning with delaying age-related dementia for this very reason.

**Use of English**

*Time: 30 minutes*

*Transfer all your answers to your answer sheet*

**Part 1**

For questions **1-10** 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.

**2017 Nobel Prize in physics**

We have known about <b>(0)</b> <u>gravitational</u> waves for a long time.	GRAVITATION
More than 100 years ago Albert Einstein came up with many ideas of time and space, actually <b>(1)</b> _____ gravitational waves.	PREDICT
Gravitational waves are invisible. However, they are <b>(2)</b> _____ fast.	INCREDIBLE
Three American physicists R. Weiss, B. Barish and K. Thorne <b>(3)</b> _____the Nobel prize in physics for the first observation of gravitational waves. All three scientists worked at Laser Interferometer Gravitational-Wave <b>(4)</b> _____ or LIGO. In 2015 the <b>(5)</b> ____observation of gravitational waves was made. After the Big Bang, 13.7 billion years ago, gravitational waves left a permanent <b>(6)</b> _____ on cosmos that may still be perceptible today. The detection was the culmination of decades of work, <b>(7)</b> _____ thousands of people. Gravitational waves could <b>(8)</b> _____ our understanding of the universe. Weiss recalled that when the detection was made, his initial response was <b>(9)</b> _____. The difficulty in detecting gravitational waves means that it is difficult for a single detector to identify them by <b>(10)</b> ____ , so at least two detectors are needed.	WIN  OBSERVE HISTORY  PRINT INVOLVE REVOLUTION  BELIEVE  IT

**Part 2**

For questions **11-20**, complete the second sentence so 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). Write **only the missing words** on your answer sheet.

**Example:**

A very friendly taxi driver drove us into town.

**DRIVEN**

We \_\_\_\_\_ a very friendly taxi driver.

Example: (0) were driven into town by

11. Richard seldom fell ill when he was a child.

**HARDLY**

Richard was \_\_\_\_\_ his childhood.

12. Before you buy a boat, you ought to learn to swim.

**HAD**

Before you buy a boat, you \_\_\_\_\_ to swim.

13. Peter didn't think I had read the map properly.

**YOU**

Peter said, " \_\_\_\_\_ the map properly, have you?"

14. With heart disease, prevention is often less difficult than cure.

**PREVENT**

It is often \_\_\_\_\_ than to cure it.

15. "By the end of the next year, inflation will be down to 3 %," the minister said.

**FOLLOWING**

The minister promised that by the end of \_\_\_\_\_ be down to 3 %.

16. The report is too long for her to type before 2 o'clock.

**SUCH**

It is \_\_\_\_\_ she can't type it before 2 o'clock.

17. I don't like you talking to me like that.

**RATHER**

I \_\_\_\_\_ talk to me like that.

18. I'll take some sandwiches because I may have to study at lunchtime.

**CASE**

I'll take some sandwiches \_\_\_\_\_ to study at lunchtime.

19. I'm sure Derek wasn't invited to the party.

**HAVE**

Derek \_\_\_\_\_ invited to the party.

20. It isn't right to criticize me in public.

**OBJECT**

I \_\_\_\_\_ in public.

## Writing

*Time: 30 minutes*

Write an answer to the question in this part. Write your answer in **150-200 words** in an appropriate style.

You see this notice in an international magazine for teenagers:

*Articles wanted*

**Being my age – the good and bad things about it!**

Do you like being the age you are now? Is there anything difficult about being your age? What do you think is the best age to be?

*The best articles will be published next month.*

Write your **article**.

*Transfer your article to your answer sheet*