

Questions 1 – 5

Look at the text in each question.

What does it say?

Mark the correct letter **A**, **B** or **C** on your answer sheet.

Example:

0

Class 8T - History lesson

Miss Wade asks you to read pages 25-30 of your textbook and do task on 'transport' for homework - to hand in next Monday - as she's ill today.

- A Miss Wade wants Class 8T to help her arrange transport for next Monday.
- B Class 8T have work to get on with while their teacher is absent.
- C Anyone in Class 8T who is ill today can hand in their homework next week.

Answer:

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

1

Hi Pete,
 Don't go to the skate park this evening. Come to my house to watch the Hilton City football match instead. It starts at 6.
 Guy

Why is Guy texting Pete?

- A to invite Pete to go to a match at the football stadium
- B to remind Pete to be at the park at 6 this evening
- C to suggest Pete watches a football game with him

2

Where shall we go for next term's school trip?

Leave your suggestions in the box at reception.

Students should

- A tell the receptionist where they want to go next term.
- B hand in their ideas for a place to visit next term.
- C leave their name at reception if they want to go on next term's trip.

3

To:	Helen
From:	Jess

About the homework questions we have to answer together – I think Mr Gates has made a mistake. We should do the task on page 38, not page 35.

- A Jess believes the teacher has given her and Helen the wrong homework.
- B Jess thinks she has made a mistake answering the questions on page 38.
- C Jess wonders whether Helen would like to do the homework with her.

4

Students are not permitted to use mobile phones in the library. Please turn them off before you enter.

- A Students have to leave their mobiles in a box at the library entrance.
- B Students are not allowed to take any mobile phones into the library.
- C Students are forbidden from speaking or texting on their phones in the library.

5

Mum

Can you remember to record my favourite programme, *Capitol High*, for me at 7? It's on Channel 5 and it's the last in the series!

Reuben

- A Reuben is reminding his mum not to miss her favourite TV programme.
- B Reuben is asking his mum to make a recording of his favourite show.
- C Reuben is hoping to watch the last *Capitol High* at 7 p.m. with his mum.

Questions 6 – 10

The teenagers below all want to see a film at their school film club.
 On the opposite page there are descriptions of eight films showing at the club.
 Decide which film would be the most suitable for the following teenagers.
 For questions **6–10**, mark the correct letter (**A–H**) on your answer sheet.

6



Hannah wants to see a romantic comedy with famous actors playing the main parts. She enjoys watching movies by new directors who use music in their films.

7



Federico only watches science fiction films. He likes movies with lots of action and special effects but he's not bothered whether the actors are famous or not.

8



Lily likes to see films that are based on novels so that she can read them too. She wants to see a recent, historical drama with a happy ending.

9



Josh wants to watch a complicated thriller with fast and funny dialogue between the characters, where you are never sure who is who until the end.

10



Chloe wants to see an old, black and white musical. She loves films involving people her own age, which include magic and are set in different worlds.

Eight Films Showing at the Film Club

A

LAND

If you enjoy the romance of the high seas, this film is for you. Teenager Tom Dudley hides on a ship sailing to the Americas. He hopes to become rich but that's not how things end for Tom. Although made in the 1970s with none of the special effects we expect today, this film is a fine piece of story-telling.

C

Blaze

This film may not be full of Hollywood stars but it's full of high-speed chases, amazing computer graphics and fantastic music. In the year 4838, Jonas leaves the world he loves to look for work on a distant planet. However, he finds more than he expected. This film is based on the popular cartoon novel by Toshio Yoshida.

E

Star Child

Sunny Jones, played by Bonny Wild, is a teenager who finds herself in the land of Zorn, under the spell of an evil queen. Although it's not in colour, the singing and dancing and Wild's wonderful voice bring the film to life and make it as enjoyable today as it was back in 1941, when it was made.

G

Making it

Fran is a real young pop singer who dreams of being famous in this documentary drama. The director, Bob Johansson, chose to film this movie in black and white and the final effect is wonderful. The film shows just how hard it is to make dreams come true.

B

The Tower

This movie was in cinemas last year and it is director Blake Cole's best film. The film is very close to the original book and the main characters are played beautifully by two unknown young actors. They bring the past back to life and make you really care about them. So when they eventually marry you'll have a tear in your eye!

D

Net Worth

Vince is a science geek who spends all his time playing computer games. So everyone is surprised when he suddenly becomes a millionaire after inventing a new game that people can play on the internet. Laugh out loud as Vince enjoys himself being the new 'Mr Popular' at school.

F

DOWNLOAD

In director Guss Hall's first film, Katie's life is controlled by the tracks she's listening to on her iPod. She falls in love with Toby while she's listening to love songs but things go wrong between them when she starts listening to modern jazz! Well-known stars Hedda Gold and Jake Myers keep the laughs coming throughout the film.

H

Catch

Harry Black is a spy, at least he says he is, but then he meets and falls in love with Greta who might actually be a spy. There are some amusing, high-speed conversations in this film, so listen carefully and enjoy the action. Are they spies or not? You'll only find out in the final scene.

Questions 11 – 20

Look at the sentences below about the Reach Out! camps.

Read the text on the opposite page to decide if each sentence is correct or incorrect.

If it is correct, mark **A** on your answer sheet.

If it is not correct, mark **B** on your answer sheet.

- 11 Each Reach Out! summer camp lasts for over a week.
- 12 Reach Out! camps are held in several countries around the world.
- 13 Camp members are encouraged to explore environmental and social topics.
- 14 The timetable is given to the camp members in advance of their stay.
- 15 Camp members do some activities in the fresh air immediately after breakfast.
- 16 Lessons in how to talk in front of a large audience are offered at the camp.
- 17 After lunch there is a choice of things for camp members to do.
- 18 On Action Day, camp members get the chance to visit local organisations on their own.
- 19 At this year's camps, Helen Yates will play songs by musicians from different countries.
- 20 Helen Yates has lots of interesting information about famous world leaders to share.

Reach Out! camps



Reach Out! is an organisation that runs week-long summer camps, designed to give young people the skills to be the leaders of the future. The camps help to create confident young people who wish to improve not only themselves, but the world around them. Varying in age from 12 to 17, young people come to attend the camps in Canada and the USA from across the world. They spend their time learning leadership skills, considering and discussing important issues such as pollution and health, and helping in the local community. They also meet many other young people who have the same interests and beliefs and they frequently make friendships that will last a lifetime.

There is no average day at the camp and changes are made to the timetable, which is handed out daily, to allow room for exciting events as they come up. However, camp members generally get up at 7.30 a.m. and, once they've eaten breakfast, start their day with some outdoor games to get them warmed up for the busy day ahead. There are classroom workshops in the morning on skills such as public speaking, then there's an hour for lunch at noon. From 1–2 p.m., camp members have the opportunity to select from various activities. In recent years these have included dancing, song writing, yoga and basketball.

During the members' time at camp, there is a day known as Action Day. This is when small groups go out with an adult group leader to work with organisations in the neighbourhood. Reach Out! arranges the day several weeks before the actual event and matches the interests and skills of the camp members with the organisations needing their help. This can involve organisations dealing with healthcare, housing, journalism or the environment, to name just a few.

Evenings are spent watching documentary films or listening to guest speakers. One of the speakers this year will be Helen Yates, who has worked on social projects around the world and who writes and sings her own songs about the social issues she is most concerned about. Helen has shared the stage with many of the world's political and religious leaders and has many interesting stories to tell young audiences about them. Helen's goal is to encourage the young people she meets to go out and make the world a better place.

Questions 21 – 25

Read the text and the questions below.

For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.



Working in Fashion Design

I'm James Wilson and I'm the Head of Fashion Design at City College. I've had good jobs and bad in the fashion industry. I've worked for big companies and had my own company designing for individual customers. I first did a Fine Arts degree then moved into fashion and now I'm a teacher, so I'm well qualified to advise students when they ask me how to get started in a career in fashion. I tell them that first they need to find out if it really is the job for them.

Going to your local shopping mall is a great place to start. Find the person who organises the fashion shows that advertise the clothing stores in the mall and let them know that you're interested in helping out at the next one.

To get a wider picture of the business, speak to someone who makes and sells their own designs. They'll show you the less public side of the business. They might be busy but don't let that stop you. Find things out! How many hours do they work? How did they learn to make clothes? What's the toughest part of their job?

One of my students, Alex, works for Toki, a successful designer. Has he done the right thing by going to work for someone else rather than starting his own company? 'Working for Toki has added to what I learned at college,' Alex explained. 'It's great! Even though the hours are long I can learn from other people's mistakes. I've learned about tiny but very important points – like the fact that you can't just design what you want – you need to listen to your customers.'

- 21 What is the writer trying to do in this text?
- A recommend fashion companies to work for
 - B suggest going to college to learn fashion design
 - C describe how he succeeded as a fashion designer
 - D explain how to discover if fashion design is for you
- 22 The writer suggests going to your local shopping mall to
- A find a job in a fashion store.
 - B see what kind of fashion sells well.
 - C ask to be involved in any fashion shows.
 - D meet others who are interested in studying fashion.
- 23 Why is it useful to talk to someone who makes and sells their own clothes?
- A You can ask them lots of questions.
 - B They can introduce you to designers.
 - C They can teach you how to make clothes.
 - D You can show them some of your own designs.
- 24 How does Alex feel about working for another designer?
- A It's difficult when you also have schoolwork to do.
 - B It's a good way to learn the small details of fashion design.
 - C It's a mistake not to start your own fashion company straight away.
 - D It's fun because you don't have to do the same long hours as the designer.
- 25 What might the writer say about his own career?
- | | |
|--|--|
| <p>A</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: 20px;">I've enjoyed every single job I've ever had working in fashion.</div> | <p>B</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: 20px;">The only thing I regret about my fashion career is never working for a large firm.</div> |
| <p>C</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: 20px;">I think I've had a wide range of experience in the fashion industry.</div> | <p>D</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: 20px;">My Education degree helped when I took the college job as Head of Fashion Design.</div> |

Questions 26 – 35

Read the text below and choose the correct word for each space.
 For each question, mark the correct letter **A, B, C** or **D** on your answer sheet.

Example:

0 **A** earliest **B** soonest **C** closest **D** nearest

Answer:

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

Bread

Bread is one of the oldest prepared foods, dating back to the **(0)** development of farming. Now we have a **(26)** choice of breads, all cut up and wrapped to take home from the supermarket, **(27)** bread has not always been so cheap or easily **(28)**

Breads dating back 10,000 years were flat breads that **(29)** not use yeast to make them rise. **(30)** of flat breads still eaten today are Indian chapattis and Mexican tortillas. It was in Ancient Egypt, **(31)** the banks of the river Nile, that the wheat used to make bread was grown in large **(32)** Egyptian bakers experimented to create raised breads and also invented closed ovens. Bread became **(33)** important and it was often used instead of money.

The Romans enjoyed eating bread, and rich people **(34)** to have the more expensive white breads. White bread is still to this **(35)** the most popular variety in Europe and North America.

- 26 A high B long C huge D strong
- 27 A so B but C that D while
- 28 A ready B allowed C possible D available
- 29 A did B would C had D must
- 30 A Methods B Examples C Reasons D Ways
- 31 A within B about C inside D along
- 32 A lengths B weights C quantities D sizes
- 33 A very B even C much D only
- 34 A said B demanded C suggested D told
- 35 A time B moment C hour D day