

LISTENING

Time: 15 minutes
(19 points)

Task 1.

Listen to Isabella and Raoul talking about a gap year. Do the tasks below. You will hear the recording TWICE.

1. Which of the ideas A–E do they mention? Mark (+) or (x) in your answer sheet.

A. You learn about different countries and cultures.

B. You have time to think about your future.

C. You become more independent.

D. You develop new skills.

E. You develop your confidence.

2. For statements A–D choose T (true), F (false) or NG (not given).

A. Isabella is going to spend her gap year travelling and working.

B. She is going to spend time in Europe.

C. Raoul thinks it may be difficult for her to return to education after her trip.

D. They agree the trip is worthwhile.

	T	F	NG
A.			
B.			
C.			
D.			

3. Who has these opinions about the gap year? Write I for Isabella and R for Raoul.

A. It's going to impress a future employer.

B. It's going to be very challenging.

C. It's going to be a good opportunity to travel at length.

D. It's going to be too expensive.

E. It's going to be a waste of time.

Task 2.

You will hear five short extracts in which college students are talking about being a member of a club. For questions 1–5, choose from the list A–H what made each speaker decide to join the club. You will hear the recording TWICE.

1.

A. a need for exercise

2.

B. going along with a group decision

3.		C. the advice of a friend
4.		D. wishing to please someone else
5.		E. wanting to meet people

F. a desire to try something new
G. seeing an advertisement
H. hoping to learn a skill

TRANSFER YOUR ANSWERS TO THE ANSWER SHEET!

READING

Time: 25 minutes
(11 points)

Task 1.

Read the text below. For Questions 1–5, the correct answer A, B, C, or D.

THE MOZART EFFECT

In 1993, researchers at the University of California discovered that students who listened to Mozart's *Sonata for Two Pianos in D Major* significantly increased their intelligence test marks. Even rats were found to run faster and do various tasks more accurately after listening to Mozart than after listening to other kinds of music. This discovery became known as the Mozart Effect and had a huge impact on people: shops sold out of the music, the state of Georgia reserved \$100,000 so that every new mother could be given a free copy as they left hospital, the state of Florida passed a law that classical music must be played every day in all pre-schools. Pregnant mothers all over the world started playing music hoping that it might help them produce more intelligent babies.

In addition, many books have been written and a lot of money has been made from the Mozart Effect theory. For example, Don Campbell, a Mozart Effect expert who has written several books and put together several CDs on the subject, has made more than \$2 million.

Many psychologists, however, disputed the theory. They argued that the original research was only done on adults and that there is in fact no evidence that listening to music has any effect at all on children or babies. Some more research was conducted in Germany, this time including children. It was the Mozart Effect had only a short-term effect, continuing for only twenty minutes after the music stopped. What's more, they discovered that not everyone who listened to Mozart had better marks in intelligence tests. They discovered that people can achieve better marks by listening to any sort of music, or even listening to a story, as long as you like what you are hearing.

However, the German studies did show that there is one way in which music really can improve your intelligence and that is through music lessons, particularly piano lessons. The studies showed that children who were given music lessons before the age of seven, as opposed to drama lessons or no extra lessons, performed better in intelligence tests. The experts are unsure about the reason for this, but suggest that it could be that in music lessons pupils use a variety of mental skills, including accurate finger movement, memory skills and listening for rhythm.

1. What could rats do after listening to Mozart?
 - A. run in the same direction
 - B. complete certain activities with no mistakes
 - C. move more quickly than before
 - D. respond to different types of classical music

2. What happened after the discovery?
 - A. Every Georgia resident got a CD with Mozart's music.
 - B. In Florida, Mozart's music was played in hospitals.
 - C. Pregnant mothers learned to play Mozart's music.
 - D. A lot of people bought Mozart's music.

3. What did Don Campbell do?
 - A. He profited from people's interest in babies and music.
 - B. He became a respected writer.
 - C. He conducted a lot of research in Germany.
 - D. He made CDs with his own music.

4. What did the Mozart Effect **NOT** do?
 - A. have benefits for adults
 - B. last a long time
 - C. help some people get better scores in intelligence tests
 - D. affect different people in different ways

5. Why do music lessons help to improve your intelligence?
 - A. They practice physical skills.
 - B. They are similar to drama lessons.
 - C. They teach you a range of different abilities.
 - D. Students can take them before the age of seven.

Task 2.

Read an article about trips for school children. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (**6–11**). There is one extra sentence which you do not need to use.

FIELD TRIPS FOR SCHOOL CHILDREN

For many years, school children in the US have been taken on ‘field trips’ to cultural institutions such as museums of art and science, as well as theatres, zoos and historical sites.

Despite these trips involving some expense and disruption to class timetables, educators arrange them in the belief that schools exist not only to teach economically useful skills, but also to produce civilised young people who appreciate the arts and culture.

6)_____ So you could say that taking school students on field trips is a means of giving everyone equal access to their cultural heritage.

However, there have been increasing signs in recent years that the attitude towards field trips is changing, with the number of tours organised for school groups falling significantly in museums all around the country. Take the Field Museum in Chicago, for example. It used to have over 300,000 students each year through its doors. That number has dropped to below 200,000 more recently. **7)**_____ A survey exploring the trend carried out by a group of school administrators found that over half the schools they asked had decided to cancel trips planned for the next academic year.

So what are the reasons for this change? The most obvious one is the issue of finance. Because there are increasing demands on their funds (computers and sports facilities aren’t cheap), schools are forced to make a difficult choice about how to spend the limited money they have.

8)_____ A significant number of school heads also consider days spent away from school a waste of time, believing that the only worthwhile use of students’ time is spent preparing for exams in the classroom.

Although school trips do still happen, the nature of these field days is also changing. Schools increasingly use trips as a treat for students who work hard, rather than as an opportunity for cultural learning. They are taken to amusement parks or sporting events instead of to museums and historical sites.

9)_____ In a recent survey, 500 Arkansas teachers were asked about the purpose of trips they organised. Older teachers were significantly more likely to believe the primary purpose of a field trip was to provide a learning experience than younger teachers, who were more likely to view the main point of a trip as fun.

But why should anybody worry if school children go on fewer trips? Those that believe this is a negative development in education would say that cultural field trips contribute to the development of students into well-educated adults who have a healthy interest in history and arts. **10)**_____

One exception is the research led by Jay P. Greene at Arkansas University. His team found that students who received a tour of an art museum significantly improved their knowledge of and ability to think critically about art. **11)**_____ The researchers warn that if schools cut field trips or switch from ‘reward’ trips to less educational destinations, then valuable opportunities to broaden and enrich children’s learning experiences are lost.

A Faced with this dilemma, field trips are an obvious thing to cut since they are seen by many as a luxury.

B They also displayed stronger historical empathy and were more likely to visit cultural institutions in the future.

C While there are parents who will take their children to cultural places and events in their free time, there are plenty of other children who will never have this kind of opportunity unless schools offer it.

D This shift to ‘reward’ field trips could have a basis in generational differences between teachers’ reasons for organising days out of school.

E However, there is little evidence to support this argument, as few studies into the effect of field trips have been done.

F A similar pattern is emerging in many other areas of the country, and is set to continue.

G An online tour of the museum, during which they viewed and discussed five paintings, made little impact on students.

TRANSFER YOUR ANSWERS TO YOUR ANSWER SHEET!

USE OF ENGLISH

Time: 20 minutes
(30 points)

Task 1.

For Questions 1–10, read the text below and decide which answer (A, B, C or D) best fits each gap.

MOBILE PHONES AND LEARNING

Mobile phones are everywhere these days. We all (1)____ our smartphones for granted, and this is especially true for teenagers. But what about using phones at school? Many teachers would prefer it if students (2)____ their phones at home. However, most students would rather not do this, and they use them when the teacher isn't looking. What if schools relaxed their rules and allowed students to use mobile phones (3)____ in class? For example, the phone's calendar function can be used to keep (4)____ of homework and the camera to take pictures of notes on the board. Mobile phones give students (5)____ to tools and apps that can help them develop time management and organisation skills. An equally important reason for not (6)____ mobile phones in the classroom is that they are allowed at people's work. The functions of smartphones go far (7)____ telephoning and messaging. They allow users to email and do research. Nevertheless, concerns have been voiced about classroom (8)____, cyber-bullying and cheating, which have become a troublesome part of school life. These issues are clear (9)____ that schools had better teach students how to use technology responsibly.

So, teachers who decide to use mobile phones as part of their classes need to (10)____ an eye on how they are being used. After all, they can only be good classroom tools if used appropriately.

- | | | | | |
|-----|-----------------|-----------------|-----------------|----------------|
| 1. | A. treat | B. feel | C. take | D. use |
| 2. | A. brought | B. took | C. put | D. left |
| 3. | A. productively | B. particularly | C. totally | D. simply |
| 4. | A. train | B. track | C. path | D. road |
| 5. | A. entry | B. access | C. introduction | D. opportunity |
| 6. | A. refusing | B. dismissing | C. protesting | D. banning |
| 7. | A. towards | B. around | C. beyond | D. behind |
| 8. | A. discipline | B. structure | C. authority | D. setup |
| 9. | A. response | B. material | C. argument | D. evidence |
| 10. | A. set | B. have | C. keep | D. put |

Task 2.

For Questions 11–19, read the text below and think of the word which best fits each gap. Use only one word in each space.

KEEP ON LEARNING!

It doesn't matter (11) _____ you are still at school or in full-time employment, making the effort to learn new things is very important. Most of us have a few subjects on (12) _____ we focus. These may be associated (13) _____ our study or job, or sometimes a hobby. (14) _____ it is obviously important to develop a deep understanding of (15) _____ matters to us most, it is equally worthwhile to extend our range of knowledge beyond what we are familiar with, and that is true at (16) _____ age.

So the best advice is to find the time to (17) _____ on new challenges and learn new skills outside the areas where we feel most comfortable. People often choose subjects (18) _____ as new languages, computer skills, or painting. If you can't get to a class, then you can go online. Online courses can easily (19) _____ found, and learning online means you put in as much time as you want each day.

Task 3.

For Questions 20–30, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

BEING A TEACHER

Without a doubt, (20) _____ is one of the oldest professions and one of the most (21) _____. To be a good teacher, you need certain qualities such as (22) _____, understanding and patience. Teachers must also be good communicators if they are to convey (23) _____ to their students. Language teachers in particular have to be aware of all the skills students need to communicate (24) _____ with others.

As well as being (25) _____ to students' needs, teachers also need to be (26) _____ and approachable while at the same time maintaining high standards of discipline in the classroom.

Perhaps most (27) _____ of all, teachers need to keep themselves well-informed about current (28) _____ in their field and the world in general in order to give their best.

However, although it can be difficult when teachers find themselves (29) _____ to help students outside of class, they (30) _____ try to help everyone in class.

TEACH
CHALLENGE
MATURE
KNOW
SUCCESS
SENSE
HELP
IMPORTANT
DEVELOP
ABLE
CONSTANT

TRANSFER YOUR ANSWERS TO YOUR ANSWER SHEET!

WRITING

Time: 60 minutes
(40 points)

Send us a story!

We are looking for stories for our English-language magazine for young people.
Your story must **end** with this sentence:

It was a lesson I'll never forget.

Your story must have:

- an exciting plot
- (a) charismatic character(s)

Write your story in **200-250 words**.

TRANSFER YOUR WRITING TO THE ANSWER SHEET!