

**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 M O R E

**Horses**

Surprisingly, there are (0) ..... than 350 different breeds of horse around the world. Many of them can live for up (9) ..... 30 years. A male horse is called a gelding or a stallion, and a female horse is (10) ..... as a mare. The height of a horse is measured in ‘hands’, a hand being the distance (11) ..... a man’s wrist to the tip of his middle finger. The tallest horse ever recorded was Sampson, who lived in the 1850s and stood at over 21 hands.

Horses use facial expressions to communicate emotions. If you know (12) ..... to look for, their nostrils, eyes and ears will help you to interpret their feelings. Their eyes are positioned on the sides of their head, enabling them to see behind them and making (13) ..... easier for them to detect predators. They also have the ability to turn (14) ..... ears from side to side, (15) ..... is particularly important for wild horses because they need to know where danger is (16) ..... from.

**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 O B V I O U S L Y

**Fun with science**

So you think science is boring? Well, you have (0) ..... never been on one of our Mad Science courses! We run classes which are designed to wake up your imagination and also develop your (17) ..... of how the world around you works. Working in teams, or (18) ..... if you prefer, you get the chance to try a whole range of experiments and then build your own robot to take home at the end of the day. Each group of young scientists has a set of (19) ..... to work from, and tutors are there to help if anything is at all (20) .....

The activities are so (21) ..... that you will forget that they are also (22) ..... ! Our courses run all day, from 10 am to 5 pm and are held at several different (23) ..... around the country. The courses are very popular and (24) ..... is limited so make sure you book early!

- OBVIOUS**
- UNDERSTAND**
- INDIVIDUAL**
- INSTRUCT**
- CLEAR**
- ENJOY**
- EDUCATION**
- LOCATE**
- AVAILABLE**

## Part 6

You are going to read an article about a ball that can generate electricity. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

## Need electricity? Play a game of soccer!

*Two inventors have produced a new soccer ball called 'Soccket' that can generate electricity.*

Though 25% of the world's population may not have easy access to electricity, we all have access to a source of energy that is currently being wasted – energy released by our bodies when we move around. Two inventors have figured out how to capture this energy and convert it into electricity. The only equipment needed? A Soccket football and the desire to have some fun.

The story behind this amazing invention began at an unusual engineering class where non-engineers were challenged to combine art and science, and come up with a practical solution to help the world. Two students – Julia Silverman and Jessica Mathews – decided to give it a try. The pair discussed issues facing many people around the world to see which of them they could help tackle. **37**

That's when Julia, who used to play a lot of sports in high school, had a brilliant idea: what if they were able to capture some of the energy that is generated when people play sports? **38**  Given its popularity among both young and old all over the world, soccer seemed to be the natural sport of choice, and the ball the perfect thing to do it with!

The innovative idea won their professor's approval. It then became the passion and life goal of these two young women. After graduating, they founded Uncharted Play, Inc., a non-profit-making company.

**39**

They tried their idea out at home first by sticking a shake-to-charge flashlight they had bought inside a small, hollow ball. Then they kicked it around to see if the flashlight would pick up the charge. **40**  A mechanism inside the ball captured the energy created as the ball moved, which could then be converted into electricity. They made a number of these balls which were tested by delighted kids at the World Cup Soccer Championships. Just under 150g heavier than a regulation soccer ball, the Soccket had the capacity to store enough energy to power up a small lamp for three hours following just 30 minutes of play.

The company then worked on the first Soccket football to be produced in large numbers. The latest model is six to seven times more energy efficient than the original, and has the capacity to store enough energy to power a reading lamp, a cell phone charger and even a water purifier. **41**  The company encourages people not only to buy one for themselves but also to donate one to a country where it might be needed.

And the Soccket is not the young entrepreneurs' only idea – having succeeded with the Soccket, they have many similar ideas combining fun and function. **42**  As Silverman says: 'Just because we get older doesn't mean we have to stop playing, and just because we need important things in our life, like electricity, doesn't mean we can't have fun producing them.'

- A** The version they produced after that was a little more sophisticated.
- B** Of course, they plan to develop these.
- C** In this way, the ball could produce even more electricity.
- D** Maybe they could convert it into electricity.

- E** Access to cheap electricity was one that came to mind right away.
- F** This was the first version to become available worldwide.
- G** They hoped it would help to improve many people's lives.

Part 7

You are going to read four reviews of school concerts. For questions 43–52, choose from the reviews (A–D). The reviews may be chosen more than once.

Mark your answers on the separate answer sheet.

Which review writer

is looking forward to hearing the players on another occasion?

43	
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heard some popular pieces performed in a modern way?

44	
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says a performance involved a risk that paid off?

45	
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says a performance was as good as people thought it would be?

46	
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predicts successful careers for some performers?

47	
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says the students played more difficult pieces than they normally do?

48	
----	--

mentions how hard everybody worked before the concert?

49	
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was impressed by the performers' ability to concentrate?

50	
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admits that some of the music didn't appeal to them?

51	
----	--

wishes one performance had been longer?

52	
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# School concert reviews

**A** Garston High School

Garston High School's annual concert took place in the sports hall last Wednesday. The enthusiasm of the players and their teachers, combined with many hours of rehearsals, produced a varied and enjoyable show, as it does every year. The concert opened with the Garston High School Orchestra, whose expert playing lived up to all expectations. They were followed by the school choir with a dynamic performance of the song, 'Going Places', complete with hand claps, that was much appreciated. Janie Evans' flute solo provided a quiet, peaceful moment, rapidly followed by the choir again with contemporary versions of several well-known favourites. Garston's jazz band then took to the stage, and the audience were soon tapping their feet happily to the lively rhythms. The concert ended with the orchestra in a final inspiring performance. All in all, it was a thoroughly enjoyable evening.

**B** Hartisford School

Hartisford School's music department has never been regarded as anything special, but after last night's concert that may all be about to change. The college orchestra, unlike in previous years, performed music that challenged musicians, moving away from the more traditional pieces parents and families have become used to. Although at times this proved slightly too ambitious, they deserve credit for trying to aim high. Some of the solo pieces went on for a little too long, but others were entertaining. The students have some hard work to do, but they will no doubt be helped by the new staff at Hartisford. I'm making sure I don't miss their end-of-year concert which I know will be well worth going to.

**C** Ruttler's School

Some of the students currently attending Ruttler's School are remarkably talented musicians, and it was a pleasure to be in the audience at their concert on Friday. The first solo performance was by Dan Smith, a talented pianist who also played the violin in the orchestra. Next came Emma Jordan on drums, who was brave enough to perform a fast-moving modern piece which even very accomplished professionals might hesitate to play in public. The audience rewarded her by clapping and cheering for several minutes, which she thoroughly deserved. The musicians in the school rock band were on excellent form, though they did play a few numbers that weren't entirely to my taste. The concert finished with all the performers and their teachers on stage at once, playing 'Gotta Go', which was the perfect end to the evening.

**D** Summerford School

Summerford School's spring concert yesterday was a great success, despite irritating interruptions from mobile phones. The players and singers are to be congratulated for not allowing this to interfere with the performance. The tightly-packed programme gave students an opportunity to show off the range of their talent, and there were so many excellent performances that it would be impossible for me to list them all here. Sarah Liddell on guitar, however, deserves a mention. I was disappointed when her solo ended, as I'd been looking forward to hearing her play. Liam Hunter's piano playing was also outstanding. Another highlight was the string quartet, featuring four very talented young people who will no doubt achieve great things one day. Once again, Summerford School has provided a fantastic evening's entertainment.

