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Part 1

For questions **1-8**, 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**).

Example:

- ① A demand B need C appeal D request
-

The world's fastest thumbs

Seventeen-year-old Ha Mok-Min is very much in **(0)** with other students at her school in Seoul, South Korea. In fact, they queue up to **(1)** her to text messaging contests. 'They come with their mobile phones, thinking they can beat me,' said Ha, her calm **(2)** giving her the look of a champion used to fame.

Ha recently won a contest **(3)** in New York to find the world's fastest texters. Thirteen countries were **(4)** in the contest, which **(5)** copying phrases displayed on a monitor as quickly and correctly as possible. Words were selected **(6)** each competitor had to type the same number of characters, regardless of which language they used.

When the contest was over, Ha was declared the world's fastest texter. She can type over seven characters a second and sends on **(7)** 1500 messages per day. Her mother has mixed feelings about her daughter's success. 'I'm proud of her Ha' she said but 'it really **(8)** on my nerves when she doesn't listen to me because she's texting'.

- 1 A compete B oppose C face D challenge
- 2 A manner B form C sense D build
- 3 A given B held C carried D made
- 4 A represented B displayed C exhibited D participated
- 5 A consisted B ranged C involved D contained
- 6 A due to B because of C so that D in case
- 7 A average B rate C measure D balance
- 8 A steps B hits C comes D gets

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**.

Example: 0 N O

What do astronauts eat in space?

On a spacecraft, there is little storage room and (0) means of refrigerating anything. Consequently, most space food is cooked in advance, dried, put into packets and then, stored, sometimes for even up to two years, before finally (9) eaten. When an astronaut is hungry, (10) he or she needs to do is add water to the packet.

The lack of gravity in space means the blood pressure in the astronauts' heads is higher than it (11) be on Earth. As (12) result, astronauts often have a blocked nose, and lose their sense of smell, (13) affects their sense of taste. Spicy foods are, therefore, a popular choice for space food.

However, although taste is a factor, (14) is even more important that the astronauts can eat their food (15) making a mess. Crumbs tend to float around in space and this is potentially dangerous (16) they may get into the astronauts' eyes or into the machinery on board.

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 space in the same line. There is an example at the beginning (0). Write your answers **IN CAPITAL LETTERS**.

Example: 0 S H A R P E N

Learning while you are sleeping

<p>We know that a good a good night's sleep can (0) your thinking. It's also said to lead to (17) in memory. But according to recent research, carried out at the university of Oxford by a group of (18), the brain can actually learn something new during sleep.</p>	<p>SHARP IMPROVE SCIENCE</p>
<p>The researchers didn't attempt to teach the volunteers anything very (19) Instead, they taught them to make a connection between smells and sounds while they were sleeping. The researchers knew that when people smell something nice, they (20) take deep breaths, but with bad smells, their breathing gets shallower. So, the researchers gave the sleeping volunteers something nice to smell while some music was played. Then, they played different music and gave the volunteers something (21), like rotten fish, to smell.</p>	<p>CHALLENGE AUTOMATIC</p>
<p>The (22) of the volunteers was eventually to alter their breathing on hearing different music – even without being given anything to smell. This research has therefore proven that the brain can learn to make an (23) between a piece of music, regardless of the genre it is, and a (24) smell while being asleep.</p>	<p>PLEASANT RESPOND ASSOCIATE SPECIFY</p>

Part 4

For questions **25-30**, complete the second sentence so that 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**).

Example:

0 Prizes are given out when the school year finished.

PLACE

Prize-giving end of the school year.

The gap can be filled by the words ‘ **takes place at the** ’, so you write:

Example:

0	TAKES PLACE AT THE
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Write **only** the missing words **IN CAPITAL LETTERS**.

25 Winning the art prize didn't change my life.

DIFFERENCE

Winning the art prize did my life.

26 I'm relieved you could take Tom's place in the school concert.

RELIEF

It was a able to take Tom's place in the school concert.

27 Sue hasn't seen Claudia for six months.

TIME

The was six months ago.

28 The mechanics at the garage are repairing my dad's car today.

HAVING

My dad is by the mechanics at the garage today.

29 I hate the way Tom interrupts when someone else is speaking.

WISH

I when someone else is speaking.

30 Jack was pleased that his disguise was so good that nobody recognised him.

IMPOSSIBLE

Jack was pleased that his disguise made him to be recognised.

Part 5

You are going to read an excerpt from a novel. For questions 31-36, choose the answer (A, B, C or D) which you think fits best according to the text.

KATIE'S HOLIDAY

For as long as Katie could remember, the two families had spent a week away together in spring and autumn. They rented a simple house in a remote part of the countryside. It was too small and occasionally, something vital broken down – the cooker or the hot water – but none of that ever mattered. They took turns to sleep on inflatable mattresses on the floor because there weren't enough bedrooms for everyone, but that was all part of the fun. In fact, renting a house was like camping, except the 'tent' was made of brick and didn't have to be put up and then taken down again.

Katie and Amy were best friends, so much so that once, when they were both six and there had been some talk of Amy's parents emigrating to Canada, they'd tied themselves together with ropes and insisted they must never be parted. The plans to emigrate had been cancelled. This was not, in fact, anything to do with the stand they took. It was more Amy's parents getting cold feet about leaving everything and starting again. Even so, it made the friendship feel extremely powerful.

Nevertheless, Amy's family had moved. They were now too far away for the girls to go to the same school – and too far to visit unless they stayed overnight – all of which made the twice-yearly-get-together even more important, particularly this spring when it looked like it could be cancelled. Katie and Amy weren't the only ones who always had a good time. Katie's brother, Ben, enjoyed hanging out with Amy's brother, Sam. Amy's parents were good fun, and her own parents seemed to lighten up when they were all together. There was always a lot of laughter.

Katie spelled all this out in a voice that sounded horribly whiney, even to her own ears. 'I know' said her mother 'but I'm not going this time and that's it. I'll go in the autumn'.

'I should hope so' said Katie, 'I wouldn't want to miss to trips in a year'.

'Come on, Katie' said her father 'Ben's OK about it and he's younger than you'.

'But that's Ben, isn't it?' said Katie 'he's like that about everything, just **goes with the flow** and never makes a fuss about the things that he wants, whereas I do, I've been looking forward to this for ages.

'I keep saying ...' said her mother '... none of you has to miss out. I'll enjoy having the house to myself for a while'

Katie looked at her father. 'So can we go, then?' she asked. He was walking out of the room, heading for the garage for some reason, so she followed him.

'I'm surprised you expect me to answer that' he said rather angrily. He held the door between the house and garage open for her.

'I asked it' she said. 'Why wouldn't I want an answer?'

'You really think we'd do that?' He didn't look at her.

'Mum doesn't mind' she persisted.

'You believe that?'

Katie frowned. 'So what are we going to tell them?' she said.

'That we have stuff we have to do that week'

'But the house is booked already, isn't it?'

'We'll still pay our share. They'll have more space than usual, that's all'

'Why don't we tell them what's really going on?' she asked. Her father didn't answer.

A few days later, Amy rang 'Listen,' she said to Katie. 'I'm not meant to tell you this, but my mum's worried that she's upset yours, has she? Do you know?. Because if she has, she doesn't know why. But if you tell me what it is, I can tell her and we can sort it out. Then, perhaps, we can go away together after all.'

Katie gave an enormous sigh: 'It's not your mum's fault,' she said. 'All the problems are this end, believe me.'

- 31 Amy's parents decided against emigrating to Canada because they
- A accepted Amy's reasons for not wanting to go.
 - B felt they couldn't face such a big change.
 - C were shocked by something the two girls did.
 - D thought Amy would find it hard to make new friends.
- 32 Katie was particularly upset that the spring trip might not go ahead because
- A she knew she wouldn't go in the autumn.
 - B she knew her brother was looking forward to it.
 - C she thought her parents were in need of a break.
 - D she no longer saw Amy as regularly as she used to.
- 33 Amy used the phrase 'goes with the flow' in line 45 to suggest that Ben is not as
- A interested in holidays as her.
 - B relaxed about things as her.
 - C argumentative as her.
 - D sensible as her.
- 34 Why does Katie's father get angry with her?
- A She has asked the same question several times before.
 - B She seems not to value her mother's opinion enough.
 - C She has not done something that he told her to.
 - D She has asked him an unreasonable question.
- 35 What does Katie's father suggest about Amy's family?
- A They are pleased about what's happening.
 - B They deserve an honest explanation.
 - C They will not lose out financially.
 - D They understand he is busy.
- 36 Why does Amy phone Katie?
- A To apologise for something.
 - B To complain about somebody.
 - C To suggest a solution to the problem.
 - D To explain her feelings about a situation.

Part 6

You are going to read an article about a stuntman. 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.

I became a stuntman

Lee Millham talks about his job about a film and TV stuntman.

Lee Millham has fallen from windows, crashed cars and steered a runaway tank. Almost 20 years into his career as a film and TV stuntman, performing dangerous scenes in the place of famous actors, Millham admits to still feeling nervous each time.

Stuntpeople are the hidden heroes of cinema. When James Bond jumps from a plane hatch or Harry Potter races away on a magical motorbike, it's the stars who get the glory. **37** Nonetheless, theirs is a highly addictive career and one that many people would like. Jobs can be hard to come by due to the surprisingly high number of people willing to put themselves in danger.

To work as a stuntperson in the UK, you need to get on a professional register. To do this, those who want to do stunts are required to reach instructor level in a minimum of six skills across six categories, including falling and fighting. They also need a black belt qualification in martial arts. **38** Work as a film extra is the easiest way to acquire this.

'Training can take anything from three to ten years, and most people have to hold down another job to pay their way,' says Millham. 'The training isn't immediately relevant because you don't get to do any actual stunts until you are qualified' **39** For Millham, it involved running away while getting shot at!

In between roles, Millham used to do unpaid work on film sets to gain contracts and experience. Physical expertise is only the starting point of a stunt career. A good relationship with a stunt coordinator, whose role is to allocate jobs, is an important element of a successful career. **40** 'You have to spend quite a bit of time with them, watching how they move' says Millham. 'Occasionally, you even get given dialogue, which I'm not comfortable with.'

'Similarly essential is endurance and flexibility. A sudden phone call might request a stuntperson at short notice, and because the stunt team is always secondary to actors, they usually get the worst bits of the filming schedule. **41** In addition to this inconvenience there is, of course, the danger. 'The biggest challenge I've faced was in a film where I had to chase the hero's car in a pick-up truck and drive it under a concrete bridge. It was so low it ripped the roof off' says Millham. 'I had to drop my head down at exactly the right second.'

Not all stunt jobs are glamorously heroic but a high level of skill is always required. **42** Because the work is unpredictable, however, many have to have another profession – often as an instructor in one their acquired skills – to fall back on. So far, though, Millham has had more than enough film work to keep him going and, although he resents the fact that his career is underestimated, the dangers and discomforts still thrill him.

- A** This often results in working in extreme conditions at antisocial times.
- B** Even then, they can only be accepted once they have more than 60 hours of non-stunt experience in front of the camera on a professional production.
- C** The people behind the films' highlights are just names some way down the closing credits.
- D** This means that stuntpeople are paid high fees for brief appearances on screen.
- E** This type of injury cannot always be avoided by people taking up the career.
- F** An ability to act also helps, especially when performing as a double for one of the film's stars.
- G** The first stunt in front of the camera can therefore be a daunting experience.

Part 7

You are going to read an article about fiction written for young adults. For questions 43-52, choose from the people (A-D). The sections may be chosen more than once.

In which section does the writer ...

- | | | |
|--|----|----------------------|
| mention the dangers of including language that is popular with young people at the time of writing? | 43 | <input type="text"/> |
| describe the satisfaction to be gained from writing for a teenage audience? | 44 | <input type="text"/> |
| refer to the possible problems of a book mentioning contemporary real-world people? | 45 | <input type="text"/> |
| point out that the majority reading young adult fiction are not from the intended target-population? | 46 | <input type="text"/> |
| draw a comparison between the different styles of writing in teen and adult fiction? | 47 | <input type="text"/> |
| describe the need for decisions made by the characters to seem age-appropriate? | 48 | <input type="text"/> |
| refer to the fundamental need for quality writing regardless of audience? | 49 | <input type="text"/> |
| make the point that a popular belief about young adult fiction is inaccurate? | 50 | <input type="text"/> |
| mention how the information the reader receives is determined by the experiences of the main characters? | 51 | <input type="text"/> |
| mention how different age-groups don't necessarily make the same value judgements? | 52 | <input type="text"/> |

Fiction for young adults

Best-selling author Veronica Green gives advice on writing books for teenagers

A

Young adult fiction, commonly called YA fiction, has exploded over the past few years. At their core, YA books are for and about teenagers and pre-teens, usually between 12 and 18 years old, but sometimes as young as 10. Yet more than half of all YA novels sold are bought by older adults, and certain titles published in the USA as YA are considered mainstream fiction for adults in other countries. Most authors consciously write for young readers, which some people believe is a prerequisite of YA fiction, but a few authors don't even realise their books will be labelled as YA until after they have finished writing. However, what many successful authors say is that there's no secret to writing for teenagers. Good writing is good writing; believable characters and compelling plots are crucial irrespective of who's picking up the book. But they will also tell you there's something particularly fulfilling and rewarding about writing for teenagers, who often respond to stories they identify with more intensely than adult readers.

B

Apart from featuring main characters that are generally teenagers, another quality that the majority of YA fiction shares is a lack of narrative distance. The world is seen through the teenage characters' eyes rather than through the commentary of the narrator. Most YA writers aim to get inside their characters' heads, and try and create an authentic voice. This can be tough, particularly as the way that teenagers typically speak changes frequently. So authors trying to put 'trendy' phrases in their writing can soon seem out of touch, or appear to be trying too hard. As well as making characters sound natural, an important part of the editing process is to check that the characters are allowed to make the same mistakes as they would in real life, rather than having their actions coloured by the benefit of adult experience. If this happens, it's a red flag to readers.

C

Although some YA fiction is set in the future, most of it is set in the present time. This means writers can make use of cultural 'touchstones' such as films, TV programmes or celebrities, as shared reference points. It's often the case that teenagers don't make the same distinctions between high and low culture that older generations tend to make, which means a book can include a character who loves a mainstream, popular-appearance talent show, while still being fully capable of dealing with serious topics in a credible way. Of course, in today's world of social media and gossip, there is a chance that if a writer names a particular famous person in a story, public perception of that celebrity might change after the book has been published.

D

One explanation for the popularity of YA fiction across a range of age groups is the fact that the plots are fast-paced and exciting. One of the enduring misconceptions about YA fiction is the assumption that it means writing in a way that's easy for young readers to comprehend. It's true that the majority of it is written in the first person and in the present tense. But this isn't because the YA audience can't handle complexity; rather that the simplicity and immediacy of that approach helps writers offer insights into a character's mind. It could be said that adult fiction has become overly complex, with difficult language that is intended to impress, while YA writers are free to take their readers on a more enjoyable journey.

Part 1

You **must** answer this question. Write your answer in **140-190** words in an appropriate style.

- 1 In your English class you have been talking about places to live. Your English teacher has asked you to write an essay for homework.

Living in a big city has more advantages than disadvantages for young people. Do you agree?

Notes

Write about:

1. Entertainment
2. Making friends
3. (your own idea)

Part 2

Write an answer to **one** of the questions **2-4** in this part. Write your answer in **140-190** words in an appropriate style.

- 2 **STORIES WANTED.** We are looking stories for our new English-language magazine for teenagers. Your story must **begin** with this sentence.

Nick was cycling along a country road when it began to rain really hard.

Your story must include:

- a house
- a friend

Write your **story**.

- 3 You see this announcement in an English-language magazine for teenagers.

Articles wanted

Tell us what activities young people do in your country at different times of the year. Does the weather affect which activities teenagers do? Which season do you prefer and why?

Write your **article**.

- 4 This is part of an email you have received from your English friend, Val.

*My friends sometime meet each other after school to play videogames, but my parents won't let me do this. Do you think they are being unfair? How can I persuade my parents to change their minds?
Thanks, Val*

Write your **email**.

Listening Part 1

You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C).

- 1 You hear a boy telling his class about some voluntary work he does. His main reason for doing it is
 - A to get a job in the future.
 - B to build self-confidence.
 - C to gain qualifications.

- 2 You hear two friends talking about a song they've just heard. What do they agree about the song?
 - A how successful it's likely to be.
 - B how easy it is to dance to.
 - C how well it conveys a message.

- 3 You overhear a participant in a charity cycling event making a call on his phone. Why is he calling?
 - A to ask for help.
 - B to apologise for being late.
 - C to explain what's wrong.

- 4 You hear a woman talking about one of her teachers. What did he especially like about this teacher?
 - A his enthusiasm for his subject.
 - B his reaction to the school rules.
 - C his attitude to the pupils.

- 5 You hear two teenagers discussing a television programme about a discovery made by archaeologists. What did they find exciting?
 - A the fact that the discovery was a surprise.
 - B the condition the discovered items were in.
 - C the age of the objects that were discovered.

- 6 You hear a teenager talking about a painting he produced for an art competition. How did he feel about it?
 - A He regretted copying methods of other artists.
 - B He was proud he'd attempted something new.
 - C He was concerned it would have rather limited appeal.

- 7 You hear two friends discussing a new film. What do they agree about it?
 - A It will help adults to understand teenagers.
 - B Some of the scenes are unconvincing.
 - C The characters are true to life.

- 8 You hear a teacher telling her class about strategies for taking notes. What does she recommend?
 - A Writing down only key information.
 - B Leaving space to make additions later.
 - C Working on their skills as often as possible.

Listening Part 2

You will hear a young man called Ben Morello, who is a dolphin trainer on the island of Bermuda talking about his work. For questions 9-18, complete the sentences with a word or short phrase

BEN MORELLO: DOLPHIN TRAINER

Ben first heard about Dolphin World as a result of contacting **9** of his in Bermuda.

Ben's position at Dolphin World is known as **10**.

Ben says that he has to pay for the **11** that he's allowed to use while
he's at Dolphin World.

Ben likes checking that the dolphins' **12** is good every daw.

The name of Ben's degree subject is **13**

Ben says that Dolphin World like to employ people with a **14** certificate
as well as a degree

Ben says that working with the **15** dolphins was what brought him
great satisfaction.

Ben points out that only someone who is a **16** can apply for a full-time
post at Dolphin World.

Ben is interested in doing research on the dolphins' **17** as it's similar to
that of humans.

Ben mentions **18** as a sport he's particularly enjoyed in Bermuda.

Listening Part 3

You will hear five short extracts in which teenagers are talking about the experience of being in a position of responsibility. For questions 19-23, choose from the list A-H the way each speaker felt as a result of the experience. Use the letters only once. There are three extra letters which you do not need to use.

A grateful for the efforts of others.

Speaker 1

	19
--	----

B nervous about making mistakes in the future.

Speaker 2

	20
--	----

C excited about the idea of repeating it.

Speaker 3

	21
--	----

D embarrassed by others people's reactions.

Speaker 4

	22
--	----

E more aware of the skills of others.

Speaker 5

	23
--	----

F surprised how well it worked out.

G proud of achieving certain goals.

H disappointed to let people down.

Listening Part 4

You will hear an interview with a teenager called Jack Mathews. For questions 24-30, choose the best answer (A, B or C).

24 Jake's family chose the motorcycling day because

- A his sister had been helping to repair an old motorbike.
- B his mum had seen an advert about it on a website.
- C his dad had been a keen motorcyclist in his youth.

28 Jake admits that he fell off his bike because

- A he'd underestimated how powerful it was.
- B he'd failed to spot how close a barrier was.
- C he'd misjudged how tricky one part of the track was.

25 Jake admits that when he first saw the learner track

- A he felt sure his sister would beat him.
- B he was put off by some of the steep sections.
- C he thought the sharp corners might be difficult.

29 What does Jake feel he got out of the day?

- A an intense sense of freedom.
- B the thrill of pushing himself to his limits.
- C the satisfaction of mastering a difficult skill.

26 Once he was dressed in his motorcycling gear, Jake noticed that

- A he felt it was harder to move around.
- B he was less confident about getting onto his bike.
- C he found it more difficult to concentrate on instructions.

30 What does Jake say about a motorcycling competition that he's entered?

- A It may not be easy to complete it.
- B He stands a reasonable chance of winning.
- C Some riders are more experienced than him.

27 When doing laps round the main track, Jack was

- A surprised at how good his balance was.
- B disappointed that he couldn't go faster.
- C determined to beat his dad's top speed.