

## PART 1 (1 hour 15 minutes)

Exam Tip 

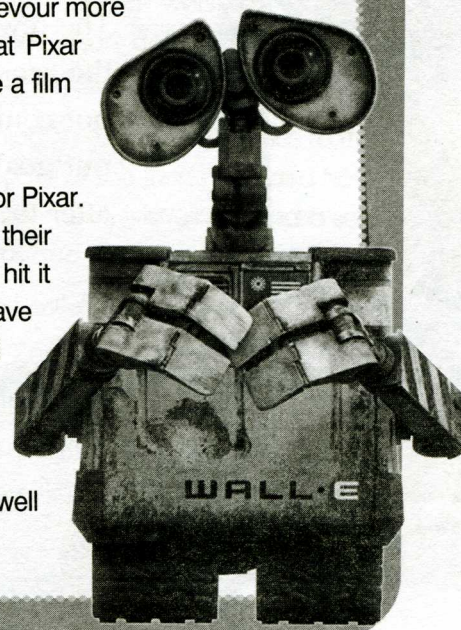
Don't spend too much time on any one part of the paper. There may be three texts here but these make up one part of the paper so keep that in mind and allocate time accordingly.

You are going to read three extracts which are all concerned in some way with film and theatre. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

# WALL•E

There's no earthly reason why a studio of Pixar's heft should make a film like WALL•E. Luxuriously in the black on every film they've ever made, they have many delighted shareholders and a new boss to keep happy now that they're officially part of the Disney empire, and a trusting audience whose largest complaint to date has been that some of their films have failed to be instantly classic and merely managed to be very, very good. In the animation world they're unparalleled in witty dialogue and nice shiny textures, and everyone would probably be happy to devour more of the same for years to come. Well, thank goodness that Pixar appears to have lost some of its business sense, and made a film that's like nothing we'd expect, except in its quality.

That WALL•E is such a triumph sets a new precedent for Pixar. If they are to stick their necks out with a film that veers from their comfort zone and pays great dividends – assuming it's the hit it deserves to be at the box office – then we as an audience have a right to expect them to continue pushing themselves and taking risks. This experiment is an unqualified success, and means that a simple buddy comedy, even one as intelligently and expertly crafted as *Ratatouille*, might seem unambitious as a follow-up. We'll now expect surprise as well as delight. You've raised the bar, Pixar: now jump it again.



- 1 The writer implies that the decision to make WALL•E was taken
  - A in response to criticisms of previous Pixar films.
  - B because Pixar could afford to take such a financial risk.
  - C for reasons other than to satisfy the demands of the market.
  - D in an attempt to produce a film of a higher quality than usual.
  
- 2 In the second paragraph, the writer suggests that Pixar
  - A may find it difficult to make a film as good as WALL•E again.
  - B need to maintain a high level of originality in their next film.
  - C may be risking too much with films that are so artistically experimental.
  - D should put all their efforts into making a sequel to WALL•E.



## No Courses at RADA are Easy

To become an actor, stage manager, technician, designer or director takes not only talent but dedication, commitment, energy and time. All our students work long hours and most discover physical, mental and emotional reserves they never knew they possessed.

The rewards are great – the mastery of a craft, the confidence of self-expression, the sense of being a vital part of something bigger than yourself – but they may not come quickly. Our students frequently attain overnight fame, but that is not our goal: we want our graduates still to be applying their RADA-training long after they have left us.

We've been training first class theatre-makers for over a hundred years, but we haven't stopped inquiring how we can do it better. Our teachers draw upon their experience of the past and present to give our students the expertise to shape the drama of tomorrow. We cannot give you the desire to be the best in your field, but if you have it, our staff will help you nurture, focus and refine it.

- 3 It is hoped that RADA students will
- A focus on discovering who they are rather than attaining success.
  - B achieve success quickly and maintain it long-term.
  - C avoid valuing the attainment of success above everything else.
  - D develop a persistent determination to succeed no matter what.
- 4 What is the writer emphasising in the third paragraph?
- A the drive and ambition necessary for students to succeed
  - B the pride the school takes in its achievements
  - C the school's belief in personal and professional development
  - D the qualities necessary to become a skilled actor



# Chicken Shed

Ten years ago, researching a feature for a Sunday newspaper, I saw the only piece of drama I've ever seen which achieved what many would argue is the theatre's ultimate ambition: to change profoundly the way we look at the world. The play, *The Attraction*, was a musical loosely based on the myth of *Beauty and the Beast* written and performed by a then little-known outfit called Chicken Shed.

It would be dishonest to pretend that the commission filled me with glee. Chicken Shed, I was briefed, was a theatre company that purported to fully-integrate the disabled and able-bodied, and *The Attraction* was their biggest project so far. To be truthful, I expected, at best, a poorly-written, poorly-performed piece of community theatre; and, at worst, an excruciation which patronised the disabled by affecting to include them in an activity from which their bodies prevented them playing any more than a purely passive role.

What I saw that night was something quite different, something so extraordinary that to this day I can remember not just the plot, the performers and even some of the tunes, but also how I felt – an oddly complex cocktail of emotions ranging from astonishment, wistfulness and a sense of heightened humility to extreme excitement, surging optimism and sheer joy.

- 5 Why was the writer unenthusiastic about seeing the performance?
- A He didn't believe such an amateur company could pull it off successfully.
  - B He had been previously disappointed by community theatre.
  - C He believed it would be too difficult to judge it by normal criteria.
  - D He didn't believe it could achieve what the theatre company claimed.
- 6 The writer suggests that the performance ultimately
- A proved the experts wrong regarding the ambition of theatre.
  - B provoked in him feelings of confusion and self-doubt.
  - C far exceeded his personal expectations.
  - D caused him to feel ashamed of himself.



**PART 1** (1 hour)

**Exam Tip** 

If a verb is being tested, look for structural factors, like prepositions, which are needed to produce the meaning that fits the situation.

For questions 1-12, 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).

- 0 A endure                      B experience                      C suffer                      D bear

Example: 

0	C	0
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## DIAGNOSING DYSLEXIA

Approximately five per cent of the population (0) **suffer** from dyslexia. The (1) ..... of the disorder is unknown and it is (2) ..... found in people of otherwise normal intellectual ability. The condition is (3) ..... by severe reading difficulties, with dyslexics frequently confusing letters or words. They may, for example, read or write letters, words or sentences in the wrong (4) ..... Although the problem can be (5) ..... with intensive instruction, sufferers usually continue to read and write poorly throughout their lives.

Traditionally, diagnosis has been made by reading experts, which means that many (6) ..... are not formally (7) ..... until a child is around ten years of age. Now, however, a group of psychologists in the United States believe that they have found a way of identifying in their first days of life children who will

develop dyslexia. This is exciting news as early identification and (8) ..... make early instruction possible, perhaps avoiding later problems altogether.

The research team has identified (9) ..... differences between the brain (10) ..... patterns of dyslexics and those of better readers. Attaching electrodes to the heads of babies just 36 hours old, they measured the size and speed of their brain responses to selected stimuli. The children were (11) ..... and given IQ and comprehension tests every two years. At eight, reading tests were administered to identify those who were dyslexic. More than 90 percent diagnosed as dyslexic could have been singled out at birth.

This research is still in its (12) ....., but may result in a future in which dyslexia no longer causes lifelong distress.

- |                   |                 |                |               |
|-------------------|-----------------|----------------|---------------|
| 1 A cause         | B reason        | C result       | D explanation |
| 2 A naturally     | B commonly      | C customarily  | D actually    |
| 3 A characterised | B distinguished | C marked       | D identified  |
| 4 A arrangement   | B series        | C sequence     | D order       |
| 5 A defeated      | B surpassed     | C overcome     | D conquered   |
| 6 A instances     | B cases         | C times        | D occurrences |
| 7 A picked up     | B noted down    | C shown up     | D put down    |
| 8 A interference  | B intrusion     | C intervention | D recognition |
| 9 A frank         | B evident       | C distinct     | D precise     |
| 10 A pace         | B wave          | C pulse        | D signal      |
| 11 A monitored    | B viewed        | C followed     | D inspected   |
| 12 A beginnings   | B infancy       | C outset       | D origins     |



## PART 1 (Approximately 40 minutes)

### Exam Tip

Answer all questions. Never leave a blank. You may not be sure of the correct answer but you might have understood more than you think.

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 1

You hear a woman telling a friend about her encounter with a snake while she was on holiday.

1 What did the woman do to avoid the risk of being bitten by the snake?

A She followed advice she'd heard.

B She trusted her first instinct.

C She made a noise to scare it away.

1

2 How does she feel about her response to the incident?

A annoyed with herself for being frightened

B proud of the way in which she reacted

C disappointed that she had not tried to kill the snake

2

### EXTRACT 2

You hear two friends talking about their gap year experiences.

3 Sarah didn't go to India because

A she didn't feel she could cope with the living conditions there.

B she didn't meet the requirements for the project there.

C she decided the project in Africa was more suitable for her.

3

4 How did Paul feel before he went to South America?

A worried about his parents' attitude towards him going

B hesitant about going so far away from home

C confident about the benefits of taking a gap year

4



**EXTRACT 3**

You hear a student and a professor discussing an essay the student wrote.

- 5 What do the student and the professor disagree about regarding the essay?
- A the accuracy of the argument
  - B the way the argument is presented 

5	
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  - C the lack of evidence supporting the argument.
- 6 What is the student's attitude towards his essay after talking with the professor?
- A He still has a higher opinion of it than the professor.
  - B He sees it as a learning experience. 

6	
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  - C He feels less disappointed about it now.