

# Test 1

Paper 1 Reading (1 hour 15 minutes)

## PART 1

You are going to read a magazine article about climbing. Choose the most suitable heading from the list A–I for each part of the article (1–7). There is one extra heading which you do not need to use. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

- A Divisions among climbers
- B Little advance warning
- C Safety first
- D Seeing improvement
- E Easier than it looks
- F More preparation
- G Getting organized
- H A new type of climbing
- I Popular in many forms

# THE WORLD OF CLIMBING

0

I

Climbing is an overall term which covers a broad range of ways of going vertical. In Britain, indoor climbing walls have caught on, competition climbing is featured on TV and the crags and quarries are busy all year round with rock climbers.

1

F

Training for climbers was once virtually unheard of but there is now a wide variety of home training aids designed to build up both fitness and stamina in fingers, hands and arms. Fitness, strength, agility, stamina, skill and intelligent thinking are part of all outdoor activities and especially important in climbing – outdoors or indoors.

2

H

At one time there was, almost, a standard career path for novice climbers to trace. They started with local rock-climbing and then progressed to some of the classic routes further afield in the greater ranges. Along the way, they could branch out into a range of disciplines from solo climbing to the specialist techniques of ice climbing. But it was all outdoors. These days, climbers may concentrate their efforts solely on indoor climbing, on artificially constructed 'rock' walls of intricate difficulty. Almost every major town now has an indoor

climbing wall built inside once disused buildings, as well as in modern sports centres.

3

A

There are heated debates within the climbing world between the traditionalists, who use minimal aid outdoors, and those who use drills and bolts for greater assistance on routes that otherwise wouldn't be practical or would be beyond their ability.

4

C

Similarly, indoor wall climbing fans are often dismissed by the traditionalists as gymnasts who have no feel for the spirit of 'real' climbing.

5

G

Whatever the approach, climbing equipment itself is all about protection. It is designed to allow the climber to concentrate on putting the climbing moves together without paying a harsh penalty when they don't work. Harnesses, helmets, rock shoes, ropes and nuts and bolts are all about limiting the potential damage of a fall and keeping the mind focused on planned ascent rather than abrupt descent.

6

D

Competition climbing is one of Britain's fastest growing sports. This rapid growth is a reflection, in part, of the sport's relative youth. It was only in 1987 that climbing's governing body, the International Union of Alpine

Associations, first set out the rules and regulations which guide international championships. Before then, competitions were arranged on an individual basis and were, primarily, judged on speed rather than technical ability.

7

D

Competition rules are still relatively uncomplicated. The style normally used is 'on-sight' climbing, where each climber is not given prior knowledge of the route to be climbed other than what can be gathered from six minutes' visual inspection on the ground before the start. After seeing the route, all competitors remain in an isolation zone. Once they have left this area to climb, they are not permitted to re-enter in order to prevent them giving information to other climbers.

Outside the confines of competition, one of the great plus points of climbing is that personal performance can be measured as individual progress as well as against the standard reached by others. Routes are graded according to difficulty and there's a lot of satisfaction in pushing the boundaries as confidence and skill grow over time.

## PART 2

You are going to read an extract from an autobiography, in which the writer talks about his childhood. For questions 8–14, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

Once on the planet, it seems I was intent on making my mark from the very start. Soon after I was born, the family moved to Ireland, and it was there that I showed the first signs of the adventurous side of my nature. Mum recalls how she left me sitting with a box of toys inside a playpen in the living room while she was working in the kitchen. A few minutes later she was surprised to find me crawling around her feet. Puzzled, she carried me back to the playpen and convinced herself that, perhaps, after all, she hadn't put me inside it in the first place. When I appeared in the kitchen for the third time, she realized something was up and decided to keep an eye on me through the crack in the door. She couldn't believe her eyes. I was lifting the edge of the playpen onto the toy box, crawling out under the gap and then pulling the playpen down to the floor again, leaving everything in the right place. Everything, that is, except me.

Once I had found a way out of my confinement, that was the start of my adventures. Nothing much was going to stop me as I found a variety of ways to get out and about and to cause parental anxieties. If I was left outside in my pram, brake or no brake, I would bounce it up and down until I eventually succeeded in getting the thing moving. I managed to cover some fairly impressive distances but, luckily, everyone knew who I was and where to return me. By the time my sister was born, I was 15 months old, up on my own two feet and walking. Of course, that posed a new set of problems for my Mum and Dad, who were constantly running around trying to contain my desire to wander. Dad decided to put a fence round the garden but that was never much of an obstacle, it was more of a challenge. For me, if it was there, it was there to be climbed. I regularly managed to escape and often the only evidence of me having been in the garden was a pair of trousers left hanging on the fence.

If these were the first signs of the free spirit that was later to shape my life, my competitiveness took only slightly longer to show itself. After 18 months in Ireland, we returned to England. During a toddlers' 20-metre race, I hit upon a novel method of dealing with the opposition. This involved me knocking into the other runners, leaving them on their backsides, and consequently finding myself about as far ahead as you can get in a 20-metre race. Surprised, I stopped to look where the rest of the runners were, only to find them all back on their feet and streaming past me.

Years later, a certain tactical inexperience led to another sporting disaster. As one of the team captains on the school sports day, I had asked for volunteers to compete in the mile race. No one volunteered so I had to run. I decided that I was going to win or die trying. When they carried me off, I was about a lap ahead – it was just a pity that there were still another two laps to go.

- 8 The writer's mother was astonished because
- A she couldn't find out how he was getting out of the playpen.  
 B he could find his own way from the playpen to the kitchen.  
 C he left no sign of how he had got out of the playpen.  
 D she had made sure that he couldn't get out of the playpen.
- 9 Why was the writer fortunate in his adventures?
- A No harm came to him.  
 B He always knew where to go.  
 C Nobody noticed he had gone.  
 D Someone always went with him.
- 10 What does 'that' in line 16 refer to?
- A the writer's habit of escaping  
 B the birth of the writer's sister  
 C the writer's ability to walk  
 D the age of the writer at that time
- 11 What does the writer say about the fence in the garden?
- A He hurt himself trying to get over it.  
 B He immediately wanted to prove he could climb it.  
 C He was annoyed that his parents put it up.  
 D His parents watched him climbing it.
- 12 In the 20-metre race, the writer
- A tried to win by cheating.  
 B didn't know where the finish was.  
 C accidentally caused a problem.  
 D didn't understand the rules.
- 13 What does the writer say about the mile race?
- A He didn't run it in a sensible way.  
 B He was expecting to win it easily.  
 C He didn't know how many laps it involved.  
 D He was glad to take part in it.
- 14 Which characteristic does the writer emphasize in the extract?
- A his foolishness  
 B his sense of humour  
 C his calmness  
 D his determination

PART 3

You are going to read a newspaper article about gorillas. Eight sentences have been removed from the article. Choose from the sentences A–I the one which fits each gap (15–21). There is one extra sentence which you do not need to use. There is an example at the beginning (0).  
Mark your answers on the separate answer sheet.

Ape man!

'Big, exciting and spectacular' – that's how Ian Redmond describes the mountain gorillas of central Africa. And he should know, he spent several years studying these beautiful apes in the wild. Ian loves all animals, but it was the primate family, which includes gorillas, monkeys and lemurs, that grabbed his attention. 'They are one of the most interesting groups of animals to study because they are so much like us.' 0 I

Despite this, we haven't been very caring towards them. 'Many primates are forest-dwelling animals,' explains Ian, 'and cousin *Homo sapiens* (that's us!) has been chopping down the forests for a very long time.' 15 G

Mountain gorillas are among the rarest primates and there are now only 600 left. They live in the cold, wet, mountainous rain-forests of Uganda, Zaire and Rwanda in Africa. 'They're like English woodlands on a rainy spring day,' says Ian. 'They're green and lush, with lots of prickly brambles, sharp thorns and stinging nettles – of which the vegetarian gorillas eat up to 30 kg a day.' 16 H

Ian remembers the first time he met mountain gorillas in the wild. 'It was very calm and quiet – a bit like joining a family picnic! The adult male group leader was just sitting there relaxing after the meal and the baby gorillas ran around chasing each other up trees.' However, gorillas won't let just anyone near them. They have to trust you, so scientists like Ian sit near the gorillas until they have got used to them. 'It's called

habituation,' he explains. 'You get to the point where, as far as the animals are concerned, you are part of the furniture.' 17 D They don't notice you.'

'To begin with, though, gorillas are frightened. Later, they become curious.' 18 F Ian laughs.

But, says Ian, '19 B Sometimes they just want to be left alone. And as a mature silverback can weigh more than 200kg and grow to over 1.8m tall, it's best to pay attention to what they want!'

'When a gorilla shouts at you, you know about it!' explains Ian. 'They have very loud voices and it's like a very loud bark going 'Wraagh'. That means 'Get lost!' 20 A Then make gorilla noises to reassure them that you are harmless.'

Unfortunately, not everyone is so gorilla-friendly. Some people hunt gorillas for food, while cruel poachers kill mothers so that they can sell their babies to animal collectors. Ian spends much of his time making people aware of the problems gorillas face today. He reckons the best way to help primates is to learn about them. 21 E

A really good place to start is a great new book written by Ian himself. Called *Gorilla*, it's full of fascinating facts and brilliant pictures.

- A You have to kneel down so that you don't frighten them.
- B Gorillas aren't always in the mood for that.
- C And it's not just about gorillas.
- D You can then study them as if you weren't there.
- E Because if you don't know about something, you won't care about it.
- F If you're not careful, they'll playfully jump all over you!
- G We are destroying their environment.
- H It's very uncomfortable for the human visitor but the gorillas don't mind at all!
- I After all, humans are primates too, so we are really studying our relatives.

# Paper 1

## PART 1

1 F  
2 H  
3 A

4 C  
5 G

6 B  
7 D

## PART 2

8 C  
9 A  
10 C

11 B  
12 A

13 A  
14 D

## PART 3

15 G  
16 H  
17 D

18 F  
19 B

20 A  
21 E