

Test 1 Training

Reading and Use of English • Part 1

In this part you:

- read a text with eight gaps
- choose from four options (A, B, C or D) to fill each gap

Useful language Verbs + prepositions

1 Which prepositions – *on*, *with*, *in*, *of* or *for* – can follow the verbs below?

Write the correct prepositions in the gaps. Some of the verbs can go with more than one preposition.

depend ... on	result	participate
co-operate	approve	rely
succeed	apologise	insist
consist	concentrate	believe

Tip!

Use your vocabulary notebook to record any new words you learn in a short phrase, e.g. *have a good time*, *rely on your friends*. It's easier to remember them that way.

2 Complete the text with the correct form of the verbs from Exercise 1.

I try to (0) **participate** in as many sports as I can at school, but to be honest I'm pretty hopeless! Anyway, last week I decided I'd try to get onto the school relay team, as they're considered really cool. And amazingly, after some running trials, I actually (1) in getting a place – only as a reserve for competitions, but still! Then I realised that was just the beginning. The other team members didn't exactly object to a newcomer, but I could tell they didn't totally (2) of my being there. As I said, the team (3) of the best sports people in the school, so joining them was a real honour. And any races they were in usually (4) in a win. Anyway, the annual school sports day was coming up, so I thought I'd better start practising.

Finally, sports day came, and I was as well prepared as I could be. And I knew my friends all (5) in me, so that helped a lot. But just then we heard that another team member had been injured, so they'd be (6) on me to help them win. This was my chance: I started (7) as hard as I could on the task ahead.

I was incredibly nervous waiting for the runner behind me to pass me the baton. But suddenly there he was – and I was off! And guess what? I ran faster than any other members of the team – and we won! It was fantastic! But the best part was that after the race, the rest of the team (8) on carrying me round the track on their shoulders. I'll never forget it!

Tip!

Remember that the prepositions you need to look at to answer a question are not always after the gap. For example, look at number 7.



Useful language Verb collocations

- 3 Which phrases go with the following verbs? Write the phrases on the correct lines below. Some phrases can go with more than one verb.

your homework	your time	a good time	fun	a difference
friends	a break	sure	a photo	your best
a noise	an exam	a shower	a party	you good
better	a mess	sense	the washing up	some exercise

Tip! In Part 1, you need to know common collocations to get the answers to some questions.

do

make

have

take

- 4 Choose the verbs from the box which go with each group of nouns. Can you add any more nouns to each group? Some groups can go with more than one verb. Use a dictionary if necessary.

pass spend miss go play cross save catch move change run

- | | | | |
|---------|---------------------------|----------|-------------------------------|
| 1 | a cold, a bus | 6 | volleyball, the piano |
| 2 | money, time | 7 | the road |
| 3 | the bus, your friends | 8 | house |
| 4 | shopping, away on holiday | 9 | your mind, your clothes |
| 5 | an exam | 10 | a company, a computer program |

- 5 Complete the sentences below with the correct forms of the verbs from Exercises 3 and 4.

Example: Whenever I go away on holiday, I really miss my friends at home.

1 I need to some money to shopping with my friends at the weekend.

2 Luca and Maria the road and ran to the bus stop but they still the bus.

3 I'd love to be able to the guitar, but I can't afford lessons.

4 We've just house, so I haven't managed to many friends here yet.

5 Ben's teacher told him to his time when his maths homework, instead of rushing it.

6 Cristina the best she could in the exam, and as a result she !

7 Mum asked me to the washing-up before I a shower.

8 Eliott a mess of building his new bookcase, because the instructions didn't sense.



Useful language Phrasal verbs

- 6 Use the particles in the box to complete the phrasal verbs, according to the meanings given. Use a dictionary if necessary.

across away by down into off
out of over through up up-with

Tip! You will often need to use Phrasal verbs in Part 1 questions.

Phrasal verb	Meaning
keep <u>up with</u>	understand something that's changing fast
put	discourage
pick	collect
break	stop working
come	find by chance
fall	plans that fail
get	avoid doing something you don't want to
look	investigate, find out more
pull	stop on the side of the road
run	escape
stand	support someone who's in difficulty

- 7 Complete these sentences with the correct form of the phrasal verbs from Exercise 6.

Example: When Harry had a problem in the sports team, his friends all stood by him.

- 1 The dog slipped off its lead and , but luckily his owner found him.
- 2 Tom was busy, so his mum his new cricket bat for him from the sports shop.
- 3 It was raining so hard that Jack's dad had to on the side of the road for a while.
- 4 Julian managed to helping his mother with the washing-up by saying he had a lot of homework!
- 5 Our car on the way to the match, so we were late getting there.
- 6 Most people are eating this cheese by the smell – it's awfull

- 8  Correct one mistake in each of these sentences written by exam candidates.

Underline the wrong word and write the correct word in the space.

- 1 I would agree to the opinion that keeping animals in zoos is cruel.
- 2 When I am reading and the television is on, it bothers me because I am concentrating in reading my book.
- 3 If you decide to come in my country, I would advise you to visit the capital.
- 4 I am always fascinated of your garden.
- 5 This shows that it should be taken to consideration.
- 6 We could finish by some Spanish lessons.

Focus Meanings of words

- 9 For each group of four sentences (a-d), choose the correct word from the box for each gap. Use each word once only. Sometimes capital letters are needed.

support assist co-operate benefit

- a Many people in the town the plans for a new supermarket.
- b I think I'll really from all the travelling I'm planning to do.
- c As part of Tom's summer job, he had to the manager with various tasks in the office.
- d Will people with the police to help find the criminal?

surely absolutely totally definitely

- e Harjeev said he'd be here to help organise the party.
- f Unfortunately, I'd forgotten I'd agreed to meet Gareth in town.
- g The cake that Kate made was delicious.
- h I'm surprised our friends aren't here yet. they'd have called if there was a problem?

accident confusion error fault

- i A lot of people were trying to get on the bus and, in all the , Samantha lost her bag.
- j Robert knew he was at and decided to apologise.
- k Louis made a basic in his maths homework and it cost him five marks.
- l Sasha hadn't intended to delete his homework files. He did it completely by

achieved resulted managed succeeded

- m I've tried baking cakes lots of times, but they've usually in failure – no-one wants to eat them!
- n I'd be thrilled if I finally in passing my exam!
- o Alex to leave the house just in time to catch the school bus.
- p Becky's something amazing – she's been accepted for the school relay team!

Test 1 Exam practice

Reading and Use of English • 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).

Tips! Remember to read the example and title before you read through the task.

Look carefully at the words that come before and after each of the gaps.

Example:

- 0 A support B assist C co-operate D benefit

Tip! If you don't know which option is correct, cross out any you know are wrong. This gives you fewer options to concentrate on.

0	A	B	C	D
<input type="checkbox"/>				

Dolphins

There have been countless stories of dolphins appearing to (0) with humans. But a recent incident has convinced a group of lifeguards that some dolphins were (1) attempting to help them – by protecting them from a shark!

The lifeguards were on a training exercise in the sea when the dolphins swam towards them at considerable (2) , then circled them repeatedly, hitting the surface of the water with their fins. At first, the swimmers were puzzled by the dolphins' (3) , but then began to fear they'd swum too close to some baby dolphins by (4) , and disturbed them.

Suddenly, one of the lifeguards spotted a small shark some way off. He realised that the dolphins had been (5) a lot of noise and causing general chaos in order to (6) off the shark. And to his relief, they (7) in doing so, because the shark soon disappeared. However, the dolphins insisted on staying until a colleague's boat safely (8) the swimmers. What an experience!



- 1 A surely B absolutely C totally D definitely

Advice

0 Only co-operate can be followed by with in this context.

- 2 A distance B pace C time D speed

4 Which of these nouns can follow by? Look at the training exercises if you are unsure.

- 3 A occupation B behaviour C situation D attitude

5 This is part of a collocation. Which verb can go with noise?

- 4 A accident B confusion C error D fault

7 Only two of these verbs can be used with in. You need to think about the meaning to choose between them.

- 5 A doing B making C having D trying

- 6 A call B set C put D take

- 7 A managed B succeeded C achieved D resulted

- 8 A picked up B came over C got away D caught up

Useful language Linking expressions

- 3 Choose a linking expression from the box that has the same meaning as the words in italics in these sentences. There are some expressions you don't need to use.

whereas despite the fact that in order to owing to as long as instead of despite in spite of

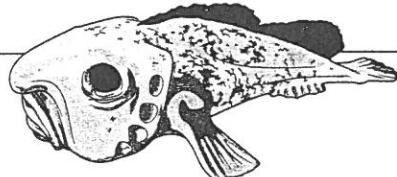
- 1 Even *though* it was pouring with rain, Ben still cycled to school.
 - 2 Joseph's quite extrovert and sociable, *while* his sister is more reserved.
 - 3 The school trip had to be postponed *because of* the train strike.
 - 4 Leon and Clara decided to walk into town *rather than* going on the bus, as it was expensive.
 - 5 The homework deadline was extended *so as to* give everyone more time to complete it.
 - 6 You can come camping with us *provided that* you get your parents' permission.
- 4 Choose the correct linking expression from the box to complete these sentences about Anais Marin from Exercise 2.

unless in view of in addition so as to yet until

- 1 The Marin family live near the beach, they enjoy taking their holidays somewhere cold.
 - 2 They always travel to a ski resort get a complete change of scenery.
 - 3 They wait the weather changes before they start preparing their equipment.
 - 4 The family's hobbies are probably quite unusual where they live.
 - 5 to all the usual winter sports like skiing and skating, her brothers are also good at ice hockey.
 - 6 It's quite hard to do lots of winter sports you're reasonably physically fit.
- 5 Complete the text below about an unusual sea creature. Use relative clauses and linking expressions from Exercises 1-4.

Have you ever heard of a creature called a blobfish? It hit the headlines (0) when it was voted 'the world's ugliest animal.' The blobfish, (1) natural habitat is deep in the ocean off Australia, spends its life swimming around in the dark, largely unnoticed. However, various factors have reduced the numbers of blobfish to dangerously low levels and, in (2) of this, conservationists are trying to take action to save it. (3) addition, some conservationists have suggested that previous projects have ignored the blobfish (4) to its ugly appearance, and that people are not keen to protect species (5) they look cute.

Another such creature is the kakapo, (6) is the only species of parrot that can't fly. (7) the fact that there have been many campaigns to save these and other creatures, there are very few left in the wild. So we need to think about creatures such as these, (8) of just focusing on the more attractive-looking ones, such as pandas.



Useful language Articles, quantifiers and determiners

- 6 Complete the story below with words from the box. You may need to use some words more than once.
Sometimes capital letters are needed.

a an both the any many more most some every none one few

(0) One day (1) boy called Matt was walking down (2) street when he saw (3) girl's bag lying on (4) pavement by a bus stop. There weren't (5) other people around, so he picked it up and had (6) look inside. To his surprise, he found quite a (7) coins in (8) bag, and even (9) money inside a small purse, (10) of which was in notes. There were also some books, but (11) of them had the name or address of the owner written in them. For a moment, Matt was tempted to keep the bag. But he liked to think he was (12) honest person, so he took it to the police station.

There were very (13) people inside when he arrived, apart from two girls who were (14) looking very worried. As soon as (15) of the girls saw (16) bag, she rushed over to him. 'That's mine!' she said. '(17) time I go out, I leave it behind somewhere! Thanks so much for finding it! You're fantastic! ' Matt felt embarrassed, so he mumbled something in reply – then blushed and left.

- 7 Choose the correct word in italics in these sentences written by exam candidates.

- 1 I'm writing in order to reply to the advertisement in my local paper *who / which* asks for people to help in a summer camp.
- 2 This is the moment *that / when* we must work fast.
- 3 They will take you to your hotel *which / that* is called the Loughborough.
- 4 I'm convinced that zoos, as institutions *that / who* take care of animals, can play a good role.
- 5 She wanted to see her husband *which / who* she had not seen for over two months.
- 6 We are a private clinic *who / which* treats all kinds of illnesses.

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).

Tips!

You might find that you can think of several words which could fit a gap. Read the text around the gap very carefully as only one word will fit.

Example:

0

M U C H

Water

We all know that water is essential for our health, and that we should drink as (0) of it as possible. Yet in (9) of this, many of us still don't drink enough, so bottled water is a good way of (10) sure we drink clean water while we're on the move.

Unfortunately though, the manufacture of all those plastic bottles can result in a lot of waste, (11) to the amount of oil required. It's actually (12) equivalent of keeping a million cars on the road for a year! Also, if empty bottles are (13) properly disposed of, they can cause a major pollution hazard.

However, there are steps we can take to improve the situation. For example, very (14) of the plastic bottles we use get recycled. So (15) of throwing them in the bin, we should send them to a recycling centre where the plastic can be re-used. And in many countries now, the water (16) comes straight from the tap is perfectly clean and safe to drink so perhaps many of us don't need to buy bottled water at all.

Advice

9 This sentence is contrasting with the sentence before it, so it needs a contrasting link.

11 This part of the sentence is giving a reason for plastic bottles causing waste. What kind of link is suitable?

13 Will this part of the sentence be positive or negative? Read on to the second half of the sentence before you decide.



Test 1 Exam practice

Reading and Use of English • 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 answer **IN CAPITAL LETTERS** on the separate answer sheet.

Example: **0** **UNUSUAL**

Tips! Don't worry if you can't understand every word of the text. Read the rubric and title carefully first, then read through the text to see what it is about.

Read the whole sentence before you put a word in the gap.

You have to decide what kind of word fits the gap (noun, verb, adjective or adverb). Read the sentence carefully to check which one is needed.

Gliding

What's the most (0) birthday present you've ever been given? How would you feel if your birthday surprise turned out to be an (17) to gliding? That's exactly what happened to me – when I was only 8 years old!

I'd never experienced anything like it – absolutely (18) ! After that I was hooked, so my parents arranged another (19) for me as soon as they could, and then I started taking lessons. It's been the perfect (20) for me – I learn a lot and I'm outside too, which I love.

I don't think my friends really understand my (21) , though. They're more into music and fashion. I enjoy those, too, but there's nothing to beat the (22) views I get from inside the glider.

Anyway, I finally flew solo on my 16th birthday, which was the (23) I could possibly do it. And soon I'm due to compete in some national gliding (24) Wish me luck!

USUAL

INTRODUCE

BELIEVE

FLY

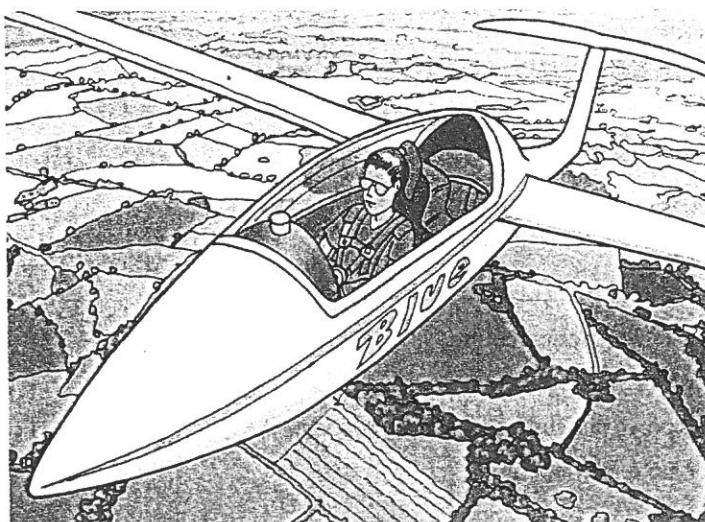
ACTIVE

ENTHUSIASTIC

DRAMA

EARLY

CHAMPION



Advice

17 The article before the gap tells you that one of the word categories you looked at (noun, verb, adjective, adverb) is likely to be the answer. Why couldn't a verb, adjective or adverb fit here?

18 Should this word be positive or negative?

23 This is a superlative – what changes will you need to make?

Useful language Comparatives

- 4 Complete the sentences with the expressions for comparison in the box.

the worst less interested a lot more slowly far better
as expensive as more difficult the most much older newer than

Example: Your school bag is ...newer than... mine. I bought mine ages ago.

- 1 Callum is than me at history. He gets high scores in all the tests.
- 2 That was film I've ever seen. I wished we hadn't bothered watching it.
- 3 I'm definitely in art than in music – I hate painting and going to galleries.
- 4 My friend cycles than I do, so he's generally late for school.
- 5 This dress wasn't you might think. I bought it in a sale.
- 6 The harder I try to produce a good drawing, the it seems to be.
- 7 That's money I've ever spent on a book. I just hope it's worth it!
- 8 The last house Sam lived in was brand new, but where he lives now is – it was built in the last century!

Useful language Phrasal verbs

- 5 Match phrasal verbs 1–10 with the correct meaning a–k. Use a dictionary if necessary.

- | | |
|-----------------|---|
| 0 clear up | a manage even though you haven't got something you need |
| 1 cut down on | b end in a successful way |
| 2 take care of | c reach someone ahead who's going faster |
| 3 get round to | d improve, get better |
| 4 leave out | e invent |
| 5 do without | f argue and stop being friends with someone |
| 6 work out | g find the time to do something |
| 7 catch up with | h trust someone |
| 8 fall out | i not include |
| 9 rely on | j look after, keep an eye on |
| 10 make up | k reduce |

- 6 Complete the sentences using the correct form of phrasal verbs from Exercise 5.

- 1 I hope the weather soon. We want to go to the beach!
- 2 I still haven't doing my homework. I'd better do it tonight!
- 3 Tom was a long way ahead, but Sam ran and him.
- 4 Sasha and Jackie have again. They're not speaking to each other.
- 5 Ned has to stay at home and his younger sister on Wednesday evenings.

Test 1 Exam practice

Reading and Use of English • 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).

Tip! Make sure the second sentence means exactly the same as the first – read it carefully.

Example:

- 0 Karen didn't really want to go to the party.

FORWARD

Karen wasn't really to the party.

The gap can be filled by the words 'looking forward to going', so you write:

Example: 0 LOOKING FORWARD TO GOING

Write **only** the missing words **IN CAPITAL LETTERS** on your answer sheet.

- 25 The film wasn't nearly as good as the book.

MUCH

The book the film.

- 26 I haven't had time to tidy up my bedroom.

ROUND

I haven't up my bedroom.

- 27 Jake couldn't carry on cycling along the road until he'd fixed his brakes.

STOP

Jake had his brakes before he could carry on cycling along the road.

- 28 I'd rather watch football than play it.

PREFER

I playing it.

- 29 'I'm sorry I missed your birthday party,' Ben told Sam.

APOLOGISED

Ben his birthday party.

- 30 I can only come if Mum says it's OK.

UNLESS

I can't me permission.

Advice

26 Think of a phrasal verb that includes the word **round**. What construction might you need after it? -ing or to?

27 Do you need **stop to do** or **stop doing**? Which has the right meaning for this context?

30 Remember that **unless** often acts as the negative of **if**. You also have to find a verb to go with **permission** that means says it's OK.

You are going to read a short story by a boy called Dan, who is talking about going out with a group of friends. For questions 31–36, 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.

Tip! Make sure you know who is writing and what they are writing about before you begin answering the questions.

It all started when my friends and I booked some concert tickets to go and see *Pulse*, who we considered to be one of the coolest bands around, playing exactly our type of music. But before we went, one of our group suggested we should practise a few dance moves, like the ones the band was so famous for. We were pretty sure everyone else in the audience would be doing exactly that, so we were keen to avoid turning up to the concert only to feel totally excluded, and reduced to the status of mere spectators in front of the stage. So, after a few hopeless attempts at home, we decided to try a dance studio in the city centre.

I set off early that morning – well, 11 am, which is something I don't intend to repeat very often! I'd reluctantly got out of bed, got ready and rushed down to the studio where we'd be learning how to dance along to the kind of stuff that bands like *Pulse* are into. But I have to say, I wasn't exactly overflowing with confidence when we arrived – I'd be the first to admit that I have two left feet when it comes to dancing. And, sadly, the friends I was going with were some way ahead of me at dancing, although the really gifted dancer in our group didn't actually show up in the end.

We walked into the dance studio where we'd be learning the moves, and instantly felt as if, instead of participating in a class, we'd somehow signed up to take part in some high-profile pop band's dance video which was to be expected actually. Luckily, our instructor appeared just then and told us we shouldn't stress if we couldn't do the moves. Instead, we should just concentrate on enjoying it. Apparently it would be an amazing form of exercise and far more interesting than just spending hours on end at some boring hi-tech gym.

Anyway, I was relieved to find that most of the other people in our class weren't anywhere near becoming professional dancers either. That became pretty clear during the warm-up, when it was obvious some of them were even more uncoordinated than I was. Even so, that part of the class was a bit of a shock to the system. I'd assumed we'd be doing some simple muscle-warming exercises like I do at football practice, but evidently not. We were straight into some tough dances and exercises performed along to some rap music I hadn't heard before.

Finally we moved on to what we'd really come for – the kind of moves the band would be performing at the concert, strutting across the stage like true stars. And after doing it for only a short time I really began to imagine I'd got the hang of it and would be looking pretty cool at the concert. Then I suddenly caught sight of myself in the studio mirrors, struggling and straining to keep up with the rest of the class, and saw to my dismay that cool was actually the last thing I'd be looking! But never mind...

Anyway, to cut a long story short, by the end of the session I really felt I'd got somewhere. Afterwards, my friends and I stepped out into the street, safe in the knowledge that even if we weren't going to be wowing the concert crowds with our moves, at least we wouldn't be totally left out!

- 31 What motivated Dan and his friends to go to the dance studio?
- A They thought their favourite singer might be there, too.
 - B They were keen to impress at an event they were attending.
 - C They hoped they might be invited to dance on stage at a concert.
 - D They knew the studio taught dance moves to their favourite band's music.
- 32 How did Dan feel when he arrived at the studio?
- A nervous that he might not be able to keep up
 - B disappointed that one of his friends hadn't come
 - C irritated that he'd had to get up so early
 - D tired because of a lack of sleep
- 33 On entering the dance studio, Dan's impression was that
- A they were going to focus more on exercise than dance.
 - B the class was going to be more serious than he'd hoped.
 - C it resembled a gym rather than a studio.
 - D they had accidentally enrolled for the wrong activity.
- 34 Why did Dan describe the warm-up as *a shock to the system*?
- A The other students there were even worse dancers than him.
 - B The music they danced to was not at all what he'd expected.
 - C The moves were far from the gentle introduction he'd imagined.
 - D The session was led by some strict professional dancers.
- 35 What does Dan mean when he says he'd 'got the hang of it' in line 28?
- A He'd progressed as far as he was going to.
 - B He'd understood what he was supposed to do.
 - C He'd decided he was ready to give up.
 - D He'd persuaded himself that he was talented.
- 36 What would be a suitable title for the story?
- A My talented friends
 - B An impossible ambition
 - C The best concert I've ever been to
 - D A way of joining in

Advice

32 What does Dan mean when he says he *wasn't exactly overflowing with confidence* when he arrived?

You are going to read an article about diamonds in space. 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.

Tips! Read through each paragraph carefully. What is each one about?

DIAMONDS IN THE SKY

We're probably all familiar with the feeling of walking out of the door, only to find the weather is miserable. Grey skies hang overhead, it's chilly and it's pouring down.

37 And believe it or not, this isn't the start of the latest science fiction story from a fantasy magazine.

Research by scientists indicates that's exactly what could be happening around planets like Jupiter and Saturn. There's evidence to suggest that the atmosphere surrounding these two huge planets could be filled with enormous – and priceless – diamonds. 38

However, the precious objects would have to be collected before they got too near to the planet's surface, as they might be melted by the temperatures there and the extreme pressure in the planet's atmosphere.

And the diamonds in question could be bigger than anyone has ever seen. Some may be not much more than a few centimetres across, which is still enough to make them very valuable. 39 However, others could have grown to reach a substantial size, which would pose significant problems for anyone trying to collect them.

For anyone interested in chemistry, the science behind the formation of these diamonds is interesting. Apparently, the diamonds may have been formed by storms, in which the flashes of lightning have transformed a gas called methane, present on Jupiter. 40 It is thought the process is due, among other things, to the intense heat of the lightning. The material then hardens into pieces of graphite – used in pencils – which in turn eventually becomes diamond – the hardest substance known to man.



Advice

37 What is this experience like? Pleasant or not so pleasant?

38 The paragraph is talking about collecting the diamonds. Why might scientists want to do that?

For scientists this has come as something of a surprise. It was previously thought that planets such as Uranus and Neptune might well contain precious stones, but it was believed that Jupiter and Saturn did not have suitable atmospheres. However, after more research into conditions on the two planets, scientists have agreed that diamonds could easily be raining down, on Saturn in particular. They are careful to point out, though, that closer to the planet the temperature is so extreme that the diamonds would be unable to remain in their solid form.

41 And because of the size of the planets, the quantity of diamonds there could be considerable.

Of course, no-one has been able to actually travel to either Saturn or Jupiter so far to confirm whether this theory is correct. 42 The same conditions have been recreated, putting liquid methane under intense pressure to observe the result. When intense heat was also applied, diamond dust was formed. Experts agree that such complex chemical reactions may well be taking place on these planets. In the meantime, writers and filmmakers will undoubtedly waste no time in using their imagination to incorporate the findings into fantasy films and books. And who knows – in years to come, scientific advances may mean that these stories no longer appear so fantastic after all!

- | | | | |
|---|---|---|--|
| A | This is turned into carbon, which is the element that diamonds are made up of. | E | It could even be that there's a sea of diamonds on the surface of the planet. |
| B | There's even the possibility that they could be brought back here to earth one day. | F | That means the story may actually be less exciting than everyone imagines. |
| C | However, scientists have set up their own experiments in labs to replicate what may be happening on these gas giants. | G | But out in space, this experience might be much less unpleasant – because what would be falling might well be precious stones! |
| D | They could certainly be impressive enough to create an eye-catching piece of jewellery. | | |

You are going to read an article about four young people taking part in swimming races in open water. For questions 43–52, choose from the people (A–D). The people may be chosen more than once.

Mark your answers on the separate answer sheet.

Tip! Read closely when you think you have found the answer to a question. There may be information in more than one paragraph which appears to answer a question, but it won't be completely correct in both. Check carefully!

Which person

made a costly mistake about what strategy to use in the water?

43	
----	--

found they were handling poor conditions more easily than some other competitors?

44	
----	--

was lucky to have escaped being injured while swimming?

45	
----	--

was on the way to victory at an early point in their race?

46	
----	--

felt confident about producing a good performance prior to the race?

47	
----	--

remained unaware for some time that others in the race were in difficulty?

48	
----	--

exceeded their own expectations in the initial stages?

49	
----	--

missed out on winning due to an unfortunate occurrence?

50	
----	--

received much-needed support at a critical point?

51	
----	--

felt they'd learned from the race despite not being successful?

52	
----	--

Advice

44 Look for a reference to poor conditions. B says the water was rough, and D mentions conditions were dire. Which one found that other swimmers were not continuing with the race?

49 Which person was surprised to keep up with the leaders early on, as they knew those swimmers were better?

A Angela

As I was about to set off, I just kept thinking about what my coach had told me: 'The ones who are ready are the ones who win.' And I knew I'd done everything I possibly could to prepare, even swimming the course a few days previously, so I felt his words really applied to me. On the day of the race, the water was calm but I couldn't see far ahead, and I'd lost sight of the other competitors, so I hoped I was leaving them behind. Then suddenly I felt a huge bang on my chest and realised other people were actually ahead of me – and one had kicked me hard. She apologised and no damage was done, fortunately, but it was a reminder to try and keep my distance, if possible. Anyway, the incident didn't affect the result – I was so far back by then that I couldn't possibly have won anyway!

B Sam

On race day, I was a bit cautious getting into the water as it was rough. And there were a lot of other people swimming the same route, so my plan was to try and keep up with them, while also avoiding them so that I didn't get kicked, difficult though that might be. Once in the water, I actually began to swim a lot harder than I'd ever done in practice and I suddenly realised I was keeping up with swimmers who were clearly stronger than me in training. However, I soon noticed they'd all switched to a more relaxed breaststroke, presumably to pace themselves and conserve their energy, while I'd made up my mind to maintain the faster overarm crawl, and becoming worn out in the process. Anyway, to cut a long story short, I just decided to put this race down to experience. I found myself further and further behind, and in the end realised I'd never be able to win!

C Krista

There were so many swimmers taking part that I knew I'd have to swim tactically. The only problem was, I didn't really know any tactics! But I decided to up my speed to pass the swimmer ahead of me, and then settle into a rhythm before I passed the next one. That'd always seemed to work OK before, as long as I managed to swim wide around them to avoid getting hit. Anyway, I was soon up among the leaders and in with a good chance. The aim of the race was to swim out around a marker, then back to the beach, and run straight to our coach who'd be timing us. The three fastest times would win. However, as I hadn't got my glasses on, I rushed up to the wrong person, sadly ... and dropped out of the first three places as a result. Oh well!

D Tom

The sea conditions were pretty dire on race day, with big waves rolling towards the shore. I decided I'd just let others go ahead of me and simply aim to finish – that in itself would be an achievement. I resolved to see each wave as a challenge and meet each one head on, then go with the current as much as possible. The trouble was, doing that, I couldn't really see what the other swimmers were up to, so I was amazed when I heard some of them call out that it was too rough and they were giving up! I'd been coping OK, so I ploughed on, although I was getting tired. What really got me through, though, was finding my close friend swimming just nearby, so we made a promise to each other then to keep going now we'd come so far – and we did! That's what I call teamwork – even though we didn't win!

1 03 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 girl talking about a running race she is going to compete in soon.
What does she say about the race?
A She hopes the spectators will be supportive.
B She has prepared for it as well as she can.
C She thinks her chances of success are poor.
- 2 1 04 You hear the beginning of a radio programme for teenagers.
What is today's programme going to be about?
A conservation
B climate change
C pollution
- 3 1 05 You overhear a boy phoning a friend.
Why is he calling?
A to ask a favour
B to pass on some news
C to confirm travel arrangements
- 4 1 06 You hear two friends talking about a school photography exhibition.
What is the girl trying to do?
A persuade the boy to display his photos
B suggest how the boy could improve his photos
C encourage the boy to go and see the photos with her
- 5 1 07 You hear two friends talking about a shopping trip they've just been on.
How does the girl feel about the trip?
A sorry that she did not buy an item she saw
B disappointed that she could not find what she was looking for
C relieved that she did not spend too much money
- 6 1 08 You hear a girl talking about her class trip to the theatre to see a play.
She thought the play was
A more frightening than she had expected.
B surprisingly different from the version she had studied.
C very difficult to understand when performed on stage.
- 7 1 09 You hear two friends talking about a canoeing lesson they have just had on the river.
What do they agree about?
A how risky the activity seemed at times
B how painful their muscles felt
C how difficult it was to paddle properly
- 8 1 10 You hear a teacher telling a class about a science project they are going to do.
Which place is the class going to visit for the project?
A a science laboratory
B the city library
C a museum

Tip! Try to use the first listening to answer the question, and then check your answer during the second listening. If you're still not sure, have a guess – don't leave the answer blank.

Advice

3 If you are not sure of the answer, try to eliminate each option, e.g. Alfie is asking Jake something – but is it a favour or does he need advice? He is also telling Jake something – does Jake know about it already? And is he confirming travel arrangements or making new ones?

5 For this question, you need to look carefully at the feelings adjectives. The girl says she would've regretted it if she had bought something expensive she saw. What does she mean?

Test 1 Exam practice

Listening • Part 2

14 You will hear a girl called Flora telling her class about a recent trip to South Africa, where she saw some animals called meerkats. For questions 9–18, complete the sentences with a word or short phrase.

Tips! Read carefully through the rubric to find out who will be talking and what they will be talking about.

While you're waiting for the recording to start, read through the sentences and think about what kind of word will fill the gap.

The answer is usually between one and three words.

Meeting the meerkats

Flora explains that the main purpose of her trip was to see (9)

Flora says according to some people, the word 'meerkat' actually means
(10)

Flora discovered that meerkats live longer in (11) than elsewhere.

Flora was surprised to be given some (12) during her visit to the meerkats.

The guide, Gavin, had made sure the meerkats were particularly used to his
(13) , so that they weren't disturbed by visitors.

Flora learnt that meerkats use their tails for (14) as well as for sending out warnings.

Flora says she heard the meerkats (15) when they spotted something unusual.

Flora says each meerkat's (16) are different from those of other meerkats, which helps distinguish between individuals.

Flora was told that meerkats occasionally feed on (17)

Flora decided on some (18) from the hotel shop to take home as a souvenir of the meerkats.

Advice

9 Flora's trip was to South Africa. Why had she and her family gone there?

12 Flora says she and her family went into the desert to see the meerkats. It is very hot during the day – but what might the temperature be early in the morning? So what would she need?

Test 1 Exam practice

Listening • Part 3

 17 You will hear five teenagers talking about their hobby, collecting different things. For questions 19–23, choose from the list (A–H) how each speaker feels about their hobby.

Use the letters only once. There are three extra letters which you do not need to use.

Tip!

Before the recording begins, read quickly through the options so that you are familiar with them. Remember, you will not need to use all of them.

A I'm grateful to family members for expanding the collection.

B I'm thrilled to have met so many other people through it.

Speaker 1

19

C I'm discouraged by the cost of adding to it.

Speaker 2

20

D I'm aware it no longer has the same appeal for me.

Speaker 3

21

E I'm proud of the size of the collection.

Speaker 4

22

F I'm disappointed at other people's lack of interest in it.

Speaker 5

23

H I'm impressed at how it has increased in value.

Advice

Look carefully at the feelings adjective in each option, A–H, and check that this is how the speaker says they feel.

19 What does the speaker mean when she says she has begun to wonder why [she is] doing it?

21 The speaker says when she talks to other people about the collection and how many dolls she has, it makes [her] appreciate [it] more. What does she mean?

Test 1 Exam practice Listening • Part 4

1 You will hear an interview with a boy called Jamie Davidson, who has just tried rock climbing for the first time. For questions 24–30, choose the best answer (A, B or C).

Tips! Look carefully through the questions and options before you begin to listen.

Listen carefully for the interviewer's questions to help you keep your place in the recording. They signal when you need to move on to the next question.

- 24 Jamie says that the climbing centre he went to
- A specialised in courses for beginners.
 - B was situated near the coast.
 - C offered other sports as well.
- 25 How did Jamie feel when he had got his climbing equipment?
- A confused by all the things he was given
 - B determined to make sure he dealt with everything correctly
 - C confident once he was wearing it all
- 26 Jamie was doubtful at first that
- A he would know how to check the ropes as the guide had taught him.
 - B the guide had enough experience to take them climbing.
 - C he would enjoy the climb as much as his guide expected.
- 27 When they started to climb, Jamie began to
- A feel envious of his guide's climbing skills.
 - B ask himself whether he was up to the trip.
 - C worry about possible bad weather.
- 28 When Jamie was told to let go of the rock, he
- A felt relieved to see other climbers doing the same thing.
 - B remembered his training about using ropes safely.
 - C found it hard not to panic.
- 29 Jamie says that the view from the top of the rocks
- A wasn't quite what he had expected.
 - B seemed hard to appreciate after the difficult climb.
 - C reminded him of another view he'd seen.
- 30 At the top of the rock, Jamie regretted
- A being unable to take any pictures.
 - B leaving his lunch behind.
 - C wearing clothes that were too warm.

Advice

25 Jamie reports that he felt ready to tackle whatever lay ahead when he got his climbing gear on. What does he mean?

27 Jamie reports that it had begun to rain when they started to climb. Was he worried by it? Did he feel he couldn't manage the climb? And what did he wish about his guide, Max?

29 Jamie mentions once being at the top of a castle. What was his experience there?

Test 2 Exam practice

Reading and Use of English • 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).

Mark your answers on the separate answer sheet.

Tip! If you don't know the answer to a question, look carefully at the options and cross out the ones that you know are wrong, then make a guess. You should never leave an answer blank – the guess you make may be correct.

Example:

0 A recommend

B suggest

C volunteer

D submit

0	A	B	C	D
---	---	---	---	---

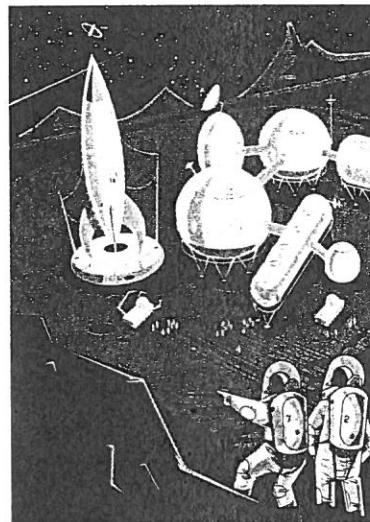
Life on Mars

Are you the kind of person who'd happily (0) to go and live on Mars? In fact, plans were recently revealed to (1) a human base on Mars in 2023, and when an opportunity came up to go and help build it, over 200,000 people (2) their names down. However, money still needs to be raised to fund the project – a cool £3.8 billion!

So what would the job (3) for the astronauts? To begin with, they'd need to have (4) intensive training during the months (5) up to departure. In addition, they'd need to learn how to live in close (6) with other crew members, both during the eight-month journey, and on the surface of Mars. There'd be very few facilities such as showers, not to (7) a diet of freeze-dried and canned food.

So in (8) of everything you'd have to put up with, you may decide a trip to Mars is not really for you after all!

- | | | | |
|---------------|----------------|----------------|----------------|
| 1 A settle | B establish | C plant | D uncover |
| 2 A signed | B gave | C put | D noted |
| 3 A concern | B involve | C consist | D intend |
| 4 A gradually | B consequently | C increasingly | D additionally |
| 5 A moving | B running | C going | D leading |
| 6 A contact | B influence | C link | D touch |
| 7 A tell | B consider | C mention | D say |
| 8 A spite | B mind | C order | D view |



Advice

2 This is part of a phrasal verb. Read ahead – which verb will go with *down*?

5 Which of these verbs fit with *up to* to mean the period before something takes place?

Test 2 Exam practice

Reading and Use of English • 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 Y O U R

Solar-powered cars

Have you heard the car drivers in (0) family complaining every time they have to fill up the car at great expense at the local petrol station? Well, now a solar-powered family car has (9) developed that's producing very promising results.

The new car is what is known as 'energy positive', (10) means that it actually produces more energy than it consumes. Thanks to the large solar panels on its roof, the car can travel up to 250 miles even if (11) is no sunshine. And on a sunny day, when it is fully charged, it can travel a much longer distance (12) that – nearly 420 miles. That's nearly twice (13) distance that an electric car can travel (14) it is out of fuel and needs to be plugged in!

Further models of the solar-powered car are still (15) tested, according to the designers, who are in (16) doubt that solar-powered cars could eventually replace all petrol vehicles!

Tip! You may find that a phrase containing more than one word might fit the gap – but remember, you can only write one word, so think carefully.

Tip! Don't leave any of the gaps blank. Always try to write something, as your answer may be correct.



Advice

9 This is testing passives. What tense is needed here?

12 This is testing a comparison. Which part of the comparative phrase is missing? Make sure you spell it correctly!

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	N	O	R	T	H	E	R	N						
---	---	---	---	---	---	---	---	---	--	--	--	--	--	--

Tips! Depending on the context, you may have to make only one change to the word, or more changes.

Don't spend too long thinking about answers you're not sure of. Complete as many answers as you can, then return to the ones that you haven't done. You may have a better idea of those answers as you become more familiar with the text.

Swans

For many people in (0) Europe, the start of autumn marks the beginning of the swan migration season, and the promise of a truly amazing (17) The (18) of thousands of birds at their winter homes is prompted by the (19) of dropping temperatures and cold winds in their summer habitat in places like Arctic Russia.

As the winter progresses, the number of swans (20) increases. As many as 9,000 swans (21) make the journey every year to one favourite spot in England. Once they land, they need a period of rest and (22) after their flights of up to 2,500 miles. They spend time sleeping and (23) on plants to build up the energy they have lost on the way. (24) , the coming of spring signals the end of the swans' stay, and they soon begin preparing for their incredible journey back. However, by then hundreds of visitors will at least have had the chance to see them during their stay.

NORTH

SEE

ARRIVE

COMBINE

STEADY

SUCCESS

RECOVER

FOOD

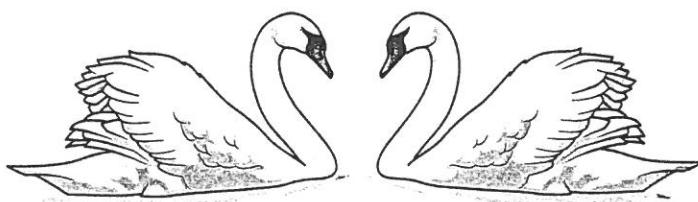
FORTUNE

Advice

17 The article a before the gap tells you the answer is a noun. What is the noun that comes from the base word see?

20 This needs an adverb to qualify the verb increases. What changes will you need to make to steady to add an -ly suffix?

24 Look carefully at the gap. This needs an adverb. What changes will you make to fortune? Also, look carefully at the sense of the sentence. Is the end of the swans' stay positive or negative? The word however in the next sentence also gives you a clue. If you decide it is negative, what prefix should you add to your answer?



- How many sentences do you have to rewrite in Part 4?
- After you have done each question, you should read the first sentence again and the sentence you have just written. What do you need to check?

Tip! Part 4 questions can test both grammar and vocabulary. You may need to use phrasal verbs, for example, or know set phrases to answer the questions.

Useful language Wishes and regrets

1 What does each sentence mean? Circle the correct letter, a or b.

- 1 I wish I didn't feel so tired.
 - a I feel tired today, which isn't good.
 - b I felt tired yesterday, which wasn't good.
- 2 If only my best friend would come to the party with me!
 - a My best friend didn't come to the party with me.
 - b My best friend probably won't come to the party with me.
- 3 I'd prefer it if you came on Monday evening rather than at the weekend.
 - a It's better if you come on Monday, not at the weekend.
 - b You shouldn't have come at the weekend.
- 4 I'd rather we'd gone swimming than come to the cinema!
 - a I really didn't want to come to the cinema.
 - b Come to the cinema instead of going swimming!

Useful language Conditionals and past modals

2 Circle the correct words in each sentence.

- 1 If I *wouldn't have* / *hadn't missed* the bus, I *would be* / *wouldn't be* in my lesson by now.
- 2 Liam's not here yet. He *might have* / *might have been* held up in the traffic.
- 3 I *can't have* / *couldn't have* won the race if I *hadn't trained* so hard.
- 4 Maisie *wouldn't have gone* / *wouldn't go* there if she *had known* what it was like.
- 5 We ran to the station but the train was late leaving, so we *needn't have hurried* / *needn't hurry*.
- 6 Josh *can't forget* / *can't have forgotten* about the party. He's got it in the diary on his phone.
- 7 Ryan is never late, so he *must be* / *must have been* on his way here now.
- 8 Otto *should have* / *might have told* his football coach that he *couldn't play*, but he forgot.
- 9 Andy *wouldn't be able* / *wouldn't have been able* to call me yesterday if he *hadn't borrowed* a phone.
- 10 Emil *didn't need to* / *needn't take* any money into town as his Dad paid for everything.

3 Choose the correct words in italics in these sentences written by exam candidates.

- 1 If I *were* you, I *will* / *would* visit the city centre.
- 2 If they *had come* by car, they *should* / *would* have had to wait for their parents.
- 3 I hope you *will* / *would* not continue like this.
- 4 You'd better buy a car so that you *could* / *can* travel anywhere you want.
- 5 I think we *must* / *should* meet outside the city stadium.
- 6 I was sure that I *will* / *would* pass the exams.

Test 2 Exam practice

Reading and Use of English • 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 Karen didn't really want to go to the party.

FORWARD

Karen wasn't really to the party.

The gap can be filled by the words 'looking forward to going', so you write:

Example:

0

LOOKING FORWARD TO GOING

Write only the missing words **IN CAPITAL LETTERS** on your answer sheet.

- 25 I ran all the way to the bus stop, but it wasn't necessary as the bus was late.

HAVE

I all the way to the bus stop as the bus was late.

- 26 If Max isn't interested in what we're talking about, he just starts talking about something else.

SUBJECT

Max just if he's not interested in what we're talking about.

- 27 I'm sure that Paul has remembered his mum's birthday today.

CAN'T

Paul his mum's birthday today.

- 28 The strong wind blew down some tall trees during the night.

BY

Some tall trees the strong wind during the night.

- 29 Ilona took her mobile, so she was able to call her mum.

HAVE

Ilona to call her mum if she hadn't taken her mobile.

- 30 Please don't stroke the dog, as he's very nervous.

RATHER

I'd stroke the dog, as he's very nervous.

Tip! It is especially important not to leave any answers blank here. Each answer is worth two marks, so even if your answer is not completely correct, you might still get a mark.

Advice

26 Think of a phrase using subject that means you are no longer talking about the same topic.

28 This needs a passive construction. What tense do you need? And will the verb be singular or plural?

You are going to read an article by a girl who has taken a trip across the desert with her family. For questions 31–36, 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.

Tip! Read quickly through the text first to see what it is about. Then read each question or incomplete sentence carefully, so that you know what you are looking for in the text. Look carefully for the cues for each question – these will help you to locate information in the text.

DESERT TREK

by Kara Lane

My family and I are from the US, but we're currently living in China. And last year we undertook an incredible trip across the country! My dad's a busy but very successful architect, working in one of the country's biggest cities. However, we were all in need of a break, so he decided we'd do a nature trip into the countryside, which we often did. And for him, because he was always keen to push himself to the limits, this time that had to be a trip to some of the country's remotest areas. He knew we'd look back and remember it as the adventure of a lifetime. But as always, he did check it met with our approval too – which of course it did! After all, who'd turn down the chance of a trip like that?

Dad's dream was a trip across the desert where we could experience its raw wildness, and spot some wild animals such as camels that had become endangered. The dream sounded awesome – but the practical arrangements turned out to be incredibly complicated. In all his enthusiasm, dad hadn't particularly considered the practicalities, even though in his professional life he has to do exactly that all the time. To start with, getting someone to accompany us was a challenge, as few tour companies had the right experience for this kind of trip. So my parents were left trying to find the right team, and sort out the equipment they planned to take. Gathering it all took weeks, and we ended up taking far too much stuff. But finally we were ready.

Personally I couldn't wait for the off, and certainly didn't think twice about going on the trip or what risks might be involved. To me, it was yet another adventure I'd be having with my parents. However, they finally very reluctantly admitted to me that they'd come in for some harsh criticism for taking a teenager along on a challenging and potentially dangerous trip. That was hard for me to hear. But those critics clearly just hadn't taken in the fact that I'd been totally at home with trekking through the toughest of terrains from a young age, and that their interference wasn't needed. Trips like this had become a way of life.

Anyway, off we went into the desert, and before long we'd had some spectacular sightings of amazing wild horses. At first, though, I found it really hard to take in the sheer size and isolation of it all. But I just kept reminding myself we'd got plenty of supplies, and were with an experienced team – who'd hopefully get us out again! No amount of planning or training, though, could have prepared us for what happened one day – a day that brought home to me how powerless we were in the face of the forces of nature. A huge storm suddenly blasted across the area and transformed the desert from a dry wasteland to a winter wonderland. It was a timely reminder not to take anything for granted out there in the wilderness, and to remember our limitations.

Finally we had to start preparing for the long journey home to our busy, bustling city. But then the night before we set off, our guide admitted he'd once got stuck in the desert when a sandstorm swept over everything and his group were unable to travel for days. Luckily they'd all survived, and I guess it demonstrated how skilled a guide he was, and that we were in safe hands. But I remember wishing he hadn't mentioned it until we were back home again. It just reminded me of the dangers we were still facing, and wasn't exactly the kind of story I'd imagined I'd be telling all my friends. Anyway, despite my enthusiasm to get home, I still wasn't completely ready to say farewell to it all, and I knew a small part of me would always remain in the free, open spaces of the desert, with its vast skies and total silences.

- 31 The impression we get of Kara's father in the first paragraph is of someone who
- A wants his family to be high achievers like him.
 - B makes decisions that his family don't always agree with.
 - C puts his family's needs above his own whenever possible.
 - D considers whether his family will benefit when making plans.
- 32 Why does Kara make reference to her father's professional life in the second paragraph?
- A to explain why he paid such careful attention to some aspects of the trip
 - B to emphasise how different the trip would be from his own personal experience
 - C to suggest that his initial approach to preparing for the trip was surprising
 - D to say why he was just the right kind of person to take such a trip
- 33 In Paragraph 3 what does Kara mean when she says she 'didn't think twice about going on the trip'?
- A She knew she didn't have much choice.
 - B It never occurred to her that she shouldn't go.
 - C She tried to put it out of her mind until it was time to leave.
 - D It was better not to think too much about the dangers.
- 34 What was Kara's attitude towards people who criticised her parents?
- A She was irritated because it was unjustified.
 - B She was worried that the critics might be right.
 - C She was sad that her parents were upset by it.
 - D She was grateful that her parents hadn't told her earlier.
- 35 What seems to have particularly made an impression on Kara during her time in the desert?
- A the skills of the team of people travelling with them
 - B the fact that they were able to survive on just the supplies they'd taken
 - C the realisation that they had no control over certain events
 - D the range of rare and unusual wildlife they managed to see
- 36 The night before they were due to return home, Kara felt
- A saddened at having to leave the quiet of the desert.
 - B unprepared to resume her normal life again.
 - C reassured by something she heard from their guide.
 - D excited about all the stories she would be able to tell.

Advice

32 *What was her father's professional life that Kara refers to? What kind of skills would he need to use in his job? And how is that different from the way he started preparing for their trip?*

35 *If something makes an impression on you, is it a good or bad thing? Generally it is something positive that you notice and remember. Go through each option carefully. Can you find evidence to support them? If there's a reference to them, did they make an impression on Kara? Look especially for an event that occurred.*

You are going to read an article written by an art student. 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.

Tip! Underline any words in sentences A–G which might link the sentence with a particular paragraph, for example pronouns, tenses or linking words. Look carefully to see if any of the sentences are adding a similar or contrasting idea.

Tip! Remember that words in the sentences might refer to something before or after the gap.

Art is good for you – it's official!

Did you know that looking at a painting you really love can be very beneficial for the brain? According to recent experiments by scientists, it can actually increase the blood flow to your brain by as much as 10%! And the more you like the painting you're looking at, the better the effect.

Art has always been my passion, so I was really pleased to read that. And I've always believed that actually doing some art is really beneficial too. It's a great way to express yourself and cheer yourself up when you feel fed up. **37** And that's an important positive effect.

But apart from making you feel better, creating art can also teach you numerous different practical skills. For example, many of the actions involved in making art, such as holding a paintbrush, are essential for building what are called 'fine motor skills' at an early age. So children may well think that their teachers just want them to have fun drawing a circle or painting a face. **38** And talking about shapes and colours helps increase vocabulary by using descriptive words.

What's more, learning how to make art can also help you with problem-solving and critical-thinking skills. Just think, for example, of all the times you've decided on a project you really want to get started on. **39** But making art helps you learn the skills to deal with them. And the experience of making decisions and choices when you're working on a piece of art can carry over into other areas of life. That experience will help you become a thinking, inventive person who'll come up with new ideas and not just follow instructions.

I have to admit, though, I hadn't really appreciated how much the formal study of art, such as art history helps you to interpret what you see. **40** But we also need to be given the opportunity to develop those skills through actually doing some art, too, to help us understand that images have a meaning. Otherwise we might find it hard to operate in the real world, where we're constantly having to respond to graphics and symbols, for example on a computer.

And in addition to all of these benefits, my art tutor also maintains that research has shown there's a link between studying art and doing well in other other areas of study. She says that someone who regularly does art is more likely to get really good academic results. **41** And even if not everyone makes it to the top, doing art gives many talented young people the chance to at least shine at something that they're good at.

Finally, I should say something about the sheer beauty that art brings into our lives. **42** Taking time to study paintings – really study them, and not just glance at them as you pass by – is what helps us understand what the artist was trying to say, and to have the chance to look closely at something beautiful. And that's certainly essential to my life.

- A I had always thought that understanding pictures just came naturally to everyone.
- B Just imagine how grey the world would be if there weren't works of art to look at.
- C There's also evidence to suggest it can really help if life becomes hectic.
- D Then suddenly problems arise that have to be sorted out.
- E It's easier said than done to produce the kind of work that's needed.
- F In fact, though, the aim is to develop the coordination needed for writing.
- G There's a tendency to go on and achieve in all sorts of different fields.

Advice

38 Why might a teacher encourage children to draw or paint? What useful skills might they be learning?

42 The writer mentions beauty. Which of the options links best to this?

Test 2 Exam practice

Reading and Use of English • Part 7

You are going to read a magazine article about teenagers' experiences of cooking and eating a special family dish. For questions 43–52, choose from the teenagers (A–D). The teenagers may be chosen more than once.

Mark your answers on the separate answer sheet.

Tip! Try beginning by reading the questions. Then read the texts. The more you can remember about each text as you are working, the more quickly you will be able to find the answers.

Which teenager

feels the fact that they have collected the ingredients for the dish makes it very special?

43	
----	--

is proud of the fact that their food is so popular among friends and relations?

44	
----	--

finds the food they make is a useful remedy for the effects of being outside?

45	
----	--

mentions arguing over the right to be in charge of the final stage of preparing a dish?

46	
----	--

enjoyed one way of seeing if the food they were preparing was ready to eat?

47	
----	--

is reminded of a particular season by the dish they make?

48	
----	--

has developed an expertise in using a certain piece of equipment?

49	
----	--

earns special benefits due to their role in producing the food?

50	
----	--

admits that the current version of the dish they make is an improvement on the previous one?

51	
----	--

says there are generally very few leftovers from the dish they help to make?

52	
----	--

Advice

44 Look at which of the four teenagers mentions that the dish was eaten by family and people they know.

52 Which of the four people mentions that the food is eaten very quickly by their family?

Favourite Family Dishes

A Oliver



I think one of the best memories I'll have of my teenage years will be the times I've spent horse-riding with my dad, wandering along through the countryside. Sometimes my sister comes along, but we usually end up fighting, so it's quieter when she doesn't! On winter rides I'm always absolutely freezing by the time we get home again, and it takes me ages to defrost. So the only cure for that is to make a soup from whatever we can gather together from the fridge or the garden, which I somehow manage to chop up using our enormous kitchen knives. And I'm pleased to report, the delicious smell wafting out generally summons the rest of the family into the kitchen. But as I am the one assisting the chef, I'm always allowed the first taste, and the first bowlful – and the choice of what we watch on TV while we're sitting around eating it!

C Alfie



One meal my family loves at weekends in the freezing depths of winter is the roast meat that my mum cooks – and then the meals we create in the following days from the meat we didn't manage to finish. One such dish is a minced meat pie, which usually gets demolished in a fraction of the time it took to make. We use an ancient mincer that belonged to my great-grandmother – it's just become part of the tradition. And I've slowly improved on my technique in handling it until somehow I've become the family specialist. We top the minced meat with potatoes dug from our garden, cooked and mashed and decorated with a fork – at which point I generally fall out with my younger sister. Being older, the privilege of drawing the patterns on top should definitely be mine! Anyway, when it finally comes out of the oven, all bubbling and crispy, you know it's ready to eat. Delicious!

B Eve



Spaghetti with sauce is the meal that will always have the strongest family associations for me. I used to spend dark chilly evenings experimenting with recipes, even when I was quite young. And after dad had told me that you could check whether spaghetti was cooked if it stuck to the ceiling, I had endless fun testing out the theory! But the sauce I used to do then was dismal, with just a few tomatoes, onions and a bit of cheese found in the back of the fridge, made in a very posh pan! Since then I've got much more into cooking and my culinary skills have progressed. I've discovered a fantastic recipe that never fails – probably because it takes over three hours to be thoroughly cooked! I have to say it's become quite a celebrated dish among my extended family – and anyone else who happens to drop by!

D Josie



There's one dish that I'll always associate with weekend evenings with my family, and that's a dessert with apples that my father has showed us all how to cook. It's a dish his mother used to make for him, so it has fond memories for him too – although he maintains that his version is much better than hers! But the very thought of it instantly makes me think of our warm kitchen with its big shiny saucepans, at that point in the year when the temperature's beginning to drop outside, and we're preparing for the really cold weather to come. The fruit has often been picked from the trees in our neighbour's garden, and just the fact that I've contributed by being involved in that activity increases the pleasure of eating what we've made, somehow. That's my feeling, anyway – I can't speak for the rest of the family, of course!

Test 2 Exam practice

Listening • Part 1

1 28 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 girl leaving a message for her brother.
Why is she calling him?
A to apologise for something
B to persuade him to do something
C to promise to do something for him
- 2 You hear a girl telling her cousin about a music festival they are both going to.
How does her cousin respond?
A He is concerned about the long journey there.
B He is impressed by the bands that are going to perform.
C He is surprised at the difficulty involved in getting tickets.
- 3 You hear a teacher giving her students advice about writing application letters.
She stresses that the key point when writing their letters is to
A be confident about describing their strengths.
B mention positions of responsibility they have held.
C give full details of their practical skills.
- 4 You hear two classmates talking about a stage performance they have just seen at their school.
What impressed both of them?
A the evidence of teamwork
B the high standard of performing
C the attention to detail
- 5 You hear the principal of a school talking about a teacher who is leaving.
Which subject has she been teaching?
A sport
B biology
C cookery
- 6 You hear a girl talking about a ski resort she recently went to.
What does she say about it?
A She met very few people her own age.
B It was not suitable for beginners like her.
C There was less snow than had been forecast.
- 7 You hear a brother and sister talking about new drinks at their local café.
What does the girl think of the drinks?
A Not many teenagers will be able to afford them.
B They do not taste as good as they look.
C People will buy them just for the decoration.
- 8 You hear two schoolfriends talking about a book they have just read.
They both agree that the book
A captures the atmosphere of the location.
B accurately describes the behaviour of wolves.
C appeals to the nature lover in everyone.

Tip! It's important to be ready to move on to the next question as soon as the recording starts. If you are unable to answer a question during the first listening, make a guess and move on. Then listen particularly carefully during the second listening.

Advice

1 The girl does all of these things in her message – but which of them was her reason for calling?

4 The question is about what impressed them both. Which of the options do they agree about?

 32 You will hear a girl called Karen talking to her class about an activity she did with her family. For questions 9–18, complete the sentences with a word or short phrase.

Tip! Read the rubric, title and questions before the recording starts. If you have time, think about words that could fit the gaps. Check the words before and after the gap to make sure your answer makes sense in the sentence.

Dog-sledding in Canada

Karen says the place where the family stayed was a (9) so it had good facilities.

Karen took a lot of pictures of the (10) where the dog-sledding centre was.

Karen uses the word (11) to describe the characters of the dogs that pulled the sleds.

Karen was grateful to be given a (12) before they set off.

The minimum age for driving the sled was (13)

Karen became alarmed when crossing a (14) on the sled.

Karen quickly learnt that she shouldn't (15) while she was driving the sled.

Karen was disappointed that she didn't manage to see any (16) during her ride.

The family were particularly glad that they got (17) to wear in the freezing and slippery conditions.

Karen was thrilled to get the chance to see some (18) after the family had finished sledding.

Advice

9 What does the word **facilities** mean? Why might a small village have good facilities?

11 The question is asking for a word that **describes**, so you are looking for an **adjective**. There are several in this section – but the one you are listening for describes character.

13 You hear several numbers in this section. You are listening for a **minimum age**, so listen carefully for a phrase that means this, such as **at least**.

Test 2 Exam practice

Listening • Part 3

 35 You will hear five teenagers talking about helping to organise a surprise birthday party for a family member. For questions 19–23, choose from the list (A–H) the advice each speaker gives to ensure the party will be enjoyable for the family member. Use the letters only once. There are three extra letters which you do not need to use.

Tip! Be careful not to choose your answer too quickly. You may hear something in the recording that sounds like one of the options, but you should listen to the end of each speaker's turn to be sure that your answer is correct.

- A Invite people they get on well with.

- #### B Find an interesting party venue.

Speaker 1 19

- C: Make sure they will appreciate the idea of having a surprise.

Speaker 2 20

- D Be sure you can keep all the party details secret.

Speaker 3 21

- E** Don't leave the planning to the last minute.

Speaker 4 22

- E** Check they are free to attend the party.

— 1 —

- G** Organise party activities that they will enjoy.

Speaker 5 23

Advice

19 The speaker mentions being less than honest about the party arrangements, and having to hide your party things. Which option do these things suggest? Listen carefully to the recording to confirm your answer.

21 The speaker talks about what happened with their brother's party. What other arrangements had the brother made for the day of the party?

Test 2 Exam practice

Listening • Part 4

1 37 You will hear an interview with a boy called Andrew Carpenter, whose hobby is making pots. For questions 24–30, choose the best answer (A, B or C).

Tip! While you are waiting for the recording to begin, read carefully through the rubric, questions and options so that you have a clear idea of what you will be listening for. If you can't answer one question during the first listening, you should still be ready to move on to the next question. If you don't, you may lose your place. You still have a second listening when you can confirm your answers.

Tip! If you are not sure after the second listening, make a guess. Don't leave any answers blank!

- 24 What first made Andrew become interested in pottery?
- A some work his teacher did with him
 - B an artist who visited his school
 - C a film he happened to see
- 25 What did Andrew particularly like about one piece of pottery he saw?
- A He was able to handle it.
 - B It had a practical use.
 - C It was carefully thought out.
- 26 What does Andrew say about his experience of using a potter's wheel?
- A It was a much dirtier activity than he expected.
 - B It greatly increased his enjoyment of making pots.
 - C His family was prouder of what he produced than he was.
- 27 Andrew thinks his friends may have stopped attending pottery class because
- A it was more difficult than they had expected.
 - B there was something else they preferred doing.
 - C they did not find the experience very enjoyable.
- 28 What does Andrew say about the 'coiled' pot he made?
- A It particularly impressed his classmates.
 - B It took him a long time to learn the technique.
 - C It was the most successful thing he did.
- 29 When he received praise for one pot he had made, Andrew
- A realised he had not been serious enough in his attitude until then.
 - B wished people had been more encouraging about all his pieces.
 - C wondered if people really meant what they had said.
- 30 Andrew advises other young people interested in pottery to
- A be prepared to take their time when trying to make something.
 - B have a definite plan for what they want to make.
 - C adopt a determined approach to their work.

Advice

24 Andrew mentions a video clip he saw. What does he mean? What was it about? What happened as a result of his watching it?

27 What did Andrew's friends really want to be doing at lunchtime?

Test 3**Reading and Use of English • 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).

Mark your answers on the separate answer sheet.

Example:

- 0 A hear B listen C sound D ring

0	A	B	C	D
	—	—	—	—

A dress made of paper

Would you ever wear something made with paper from your old schoolbooks? It might (0) like a crazy idea, but Kara Koskowich, a high school student in Canada, became front-page (1) when she made herself a dress out of her maths homework.

The dress was for her school 'prom', or leaving party, and she decided to have some fun creating this amazing and (2) dress, as well as help the environment at the same time by recycling 75 pages from her maths exercise book. It was also an affordable (3) compared to buying a new dress at (4) expense; apart from the thread she bought, the dress was (5) free.

Kara's best friend (6) in the creative fun too, making her own recycled dress for the occasion using plastic shopping bags. Other teenagers have also made unusual (7) of party dresses. Coffee filters, chewing gum wrappers and crisp packets have all (8) out to be viable materials.

- | | | | |
|------------------|---------------|----------------|---------------|
| 1 A news | B article | C press | D report |
| 2 A sole | B only | C unique | D single |
| 3 A selection | B course | C preference | D option |
| 4 A extensive | B substantial | C considerable | D exceptional |
| 5 A certainly | B basically | C definitely | D principally |
| 6 A joined | B involved | C concerned | D linked |
| 7 A alternatives | B models | C replacements | D versions |
| 8 A pointed | B set | C turned | D got |

Test 3

Reading and Use of English • 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:

New dinosaur exhibit at Wigdale Zoo

We're all used to seeing (0) great many different kinds of animals at a zoo. But now, at Wigdale Zoo, you can also have a look at (9) very different: dinosaurs. But how on earth could that (10) possible? Dinosaurs have been extinct for 65 million years (11) the very least and so surely there is (12) way they could actually have come back to life.

But Wigdale Zoo is indeed now offering visitors the chance to see those ancient creatures, or, (13) I'm honest, to see some extraordinarily realistic models of them. (14) that you need to do is take a walk through a large wood, known (15) Wigdale Old Forest. By the side of a signposted track there are 19 enormous 'animatronic' dinosaurs. They move, they roar and (16) of them even spits water. It's an experience not to be missed!

Test 3**Reading and Use of English • 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

M O T I V A T E D

Training for a long-distance running race

The secret of success when preparing to run in a long-distance race is to remain extremely (0) , to train sensibly, and to focus on proper nutrition. It takes more than willpower alone to run several kilometres. There is some (17) over the best way of training, however, and studies have not reached any universal conclusions.

Nevertheless, successful (18) tend to approach their training in similar ways. They focus on staying healthy and, (19) , you may think, are careful not to overtrain. It is (20) to train slightly less, but remain strong and full of (21) , than to train too hard and face (22) or injury.

The (23) of a healthy diet can never be stressed too much, of course, and you should always eat a good helping of carbohydrates soon after exercising. Another crucial (24) is the need to remain hydrated at all times. Listen to your body: if you feel thirsty, then you need a drink.

MOTIVATE

AGREE

RUN

SURPRISE

PREFER

ENTHUSIASTIC

SICK

IMPORTANT

CONSIDER

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 Karen didn't really want to go to the party.

FORWARD

Karen wasn't really to the party.

The gap can be filled by the words 'looking forward to going', so you write:

Example:**0****LOOKING FORWARD TO GOING**

- 25 Nadia left her phone on the bus, and she got to school late, too.

LEAVE

Not her phone on the bus, but Nadia got to school late, too.

- 26 People can't cycle here if they don't wear helmets.

ALLOWED

People aren't they wear helmets.

- 27 They didn't cancel the outdoor theatre performance despite the rain.

EVEN

The outdoor theatre performance wasn't was raining.

- 28 Dan played games on his computer all evening.

WHOLE

Dan games on his computer.

- 29 My grandmother says she remembers her childhood when we come here.

REMINDS

My grandmother says this place her childhood.

- 30 Do you think your mum could take us to school in her car?

LIFT

Do you think your mum would mind to school in her car?

You are going to read an article about a teenage writer called Beth Reekles. For questions 31–36, 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.

Teenage novelist Beth Reekles

Our reporter interviewed a teenage writer and her father.

Aged 15, British teenager Beth Reekles spent hours alone in her bedroom, tapping away obsessively on her laptop. Reekles was writing a bestselling novel. ‘All that time, I thought she was messing around on social networking sites, like other teenagers,’ her dad told me, shaking his head. Reekles wrote her book as a serial, uploading a chapter at a time onto the Internet — the first chapter alone got a million hits — until her inbox was deluged with emails that she said typically began ‘upload faster!’. The three-book deal she signed with a publisher only came after her book had been read online for free 19 million times. Through instinct, luck or cleverness, she had discovered the secret to global appeal that had eluded those three or four times her age.

‘I wrote it because I was looking for something to read,’ says Reekles, with disarming calm simplicity. ‘I couldn’t find it, so I wrote it.’ This is typical of Reekles, making it sound easy. Her writing flows out of her unstoppably and when I ask her, for instance, how she finds the time to study while maintaining her career as an international publishing phenomenon, she looks at me and laughs politely. ‘A lot of my friends say that. Some of them don’t even take Saturday jobs because there’s too much homework now. I suppose I see this as like my Saturday job now.’

The strange thing about her rise to fame is that almost all of her fans have no idea how young she is. Teen fiction is mostly written by adults. But if you look closely enough, there are a few indications of Reekles’ age. Not many books end with quite such a specific message to staff at a Welsh school: ‘A big thank you to my English teacher, Mr Maughan. Your enthusiastic teaching and interest in my writing was a huge motivation.’ Adults always struggle to write the teenage detail — things like how to keep on

listening to music even when you’re in the shower — but Reekles gets it just right.

Despite these giveaways, the main reason few would guess at the fact that when she wrote the book Reekles was even younger than her teenage heroine is that her writing is so impressive. It is never introspective or pretentious. The pace is controlled, the chapters end on cliffhangers. You might be forgiven for thinking that the book was written by a highly experienced American scriptwriter with an eye for a movie deal.

Reekles says she wrote addictively from the first moment her father gave her a laptop at the age of 11. She never told or showed anyone for a very long time. She worried she was weird: ‘I mean, it didn’t seem like the average hobby.’ Then a friend recommended she read a book on a free online novel-sharing platform for amateur writers. ‘All my stories were squirrelled away in a folder on my laptop. But I saw that on this site I could be anonymous, and I liked that. I was self-conscious about the quality of my writing. I saw that here no one would know me, and I eventually worked up the courage to start posting my own books.’

Her writing soon became very popular on the site, and a year later, she got an email from a publisher offering to publish her latest online novel as a paper book. “What’s this?” I thought. I read it a few times, yanked the charger out of the laptop and ran across to my parents, the noise that came out of my mouth was not human. I was so excited.’ Her dad chips in proudly: ‘Although it’s easy to upload books online, and there are a lot of people doing it, there aren’t that many people who can do it well.’ I ask him what he thinks of the book. ‘Oh, I haven’t read it.’

line 37

- 31 What do we learn about Reekles in the first paragraph?
- A She is easily distracted while trying to write novels.
 - B She adapted her writing in response to readers' comments.
 - C She took care to avoid mistakes made by other novelists.
 - D She manages to please a wide range of readers.
- 32 What does Reekles suggest about her writing in the second paragraph?
- A She has little trouble fitting it into her life.
 - B She finds it easier to do than schoolwork nowadays.
 - C She does it to boost her income from other part-time jobs.
 - D She realises that few people are able to do it as well as she does.
- 33 What does the reporter say about Reekles' age?
- A It is hard for her to hide it from her readers.
 - B It allows her to write in a realistic way.
 - C It explains her need to please her teacher.
 - D It can sometimes put off adult readers.
- 34 What is meant by 'giveaways' in *line 37*?
- A slightly irrelevant parts of the book
 - B pieces of advice Reekles has received
 - C clues giving information about Reekles
 - D opportunities to read the book for free
- 35 According to Reekles, the online novel-sharing site was important for her because
- A it allowed her to compare her writing to that of others.
 - B other users gave her positive feedback about her work.
 - C she could display her work on it without embarrassment.
 - D it proved that she was less unusual than she had thought.
- 36 How does Reekles' father feel about her success?
- A proud that he recognised her talent when she was younger
 - B relieved that her book has become a bestseller at last
 - C impressed by his daughter's achievement in a competitive field
 - D keen to discover for himself why so many people admire the book

You are going to read an article about baby sea turtles being helped by humans. 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.

Baby sea turtles get to the water safely



Volunteers on a Caribbean Island and a police officer in the US have something in common: helping baby turtles to reach the sea. Although human beings are

responsible for many of the problems faced by animals worldwide, there are times when people try to make up for it. Recently, in both the Caribbean and the US, people came to the aid of baby sea turtles confused by man-made light.

Though loggerhead sea turtles spend most of their lives in water, they are born on land. Adult females come ashore onto beaches to lay their eggs in the sand. There are around 100 eggs in a nest, and they incubate for about 55–65 days, depending on the temperature. Adult loggerhead turtles weigh up to 140kg and have few predators. **37** This, along with pollution and the loss of nesting habitats due to development, has resulted in these animals being placed on the threatened species list.

On the Caribbean island of Bonaire, conservation volunteers regularly help to ensure that the hundreds of loggerhead sea turtles that hatch on the beaches of the island make it to the sea each year. **38** This time, however, they had to do something they had never done before: create a human wall for some of the little ones that were confused as to the path to the ocean.

It all began when volunteers on Bonaire Island noticed that a turtle had laid her eggs a little further away from

the sea than usual, on a beach close to the airport. This was a problem because the babies usually hatch at night, and then use the moonlight to guide them to the sea. However, when turtles are born close to a place that is brightly lit at night, they get confused between the artificial light and the natural light of the moon.

39 In this case, that would be away from the sea and towards the bright lights of the airport terminal. When some turtle eggs were laid close by a few years ago, it caused a lot of problems for the baby turtles.

40 Then came the big day when they began to hatch, and the little hatchlings – as the tiny baby turtles are called – were ready to make their long trek to the water.

In order to ensure the hatchlings were guided by the moon and did not set off towards the airport, the volunteers came together and created a human wall around the turtles. **41** As a result, all 112 turtles scrambled over the sand in the right direction and made it safely to the sea.

And in Florida, in the United States, some baby turtles were similarly confused. A police officer was on patrol at 1 a.m. when he spotted some sea turtle hatchlings crawling towards a hotel. A passer-by told him that several other baby turtles were wandering around the hotel car park. **42** This may explain why they were heading for the hotel's front door. 'I began collecting hatchlings from the street and stopped traffic several times to do so,' said the officer. Helped by some of the hotel guests, the officer scooped up nearly 100 little turtles in a box and released them into the sea near the hotel.

- A** Determined not to let the same thing happen again, the volunteers kept a close eye on the turtle eggs.
- B** The Bonaire turtle eggs had also been buried near the sea.
- C** The task usually involves just keeping an eye on them.
- D** Like the loggerhead turtles in the Caribbean, their instinct was to move towards the brightest light.
- E** The eggs and young ones, however, are much more vulnerable.
- F** This effectively blocked out all the artificial light.
- G** As a result they can end up heading in the wrong direction.

Test 3**Reading and Use of English • Part 7**

You are going to read an article about a summer camp for teenagers where they can learn about a prehistoric animal. For questions 43–52, choose from the sections (A–D). The sections may be chosen more than once.

Mark your answers on the separate answer sheet.

Which section

includes praise for the learning environment provided?

43	<input type="checkbox"/>
----	--------------------------

says a discovery has been long awaited?

44	<input type="checkbox"/>
----	--------------------------

explains why the mastodon may have been in the area?

45	<input type="checkbox"/>
----	--------------------------

mentions that the students are carefully supervised?

46	<input type="checkbox"/>
----	--------------------------

mentions a physical feature of mastodons that was related to their diet?

47	<input type="checkbox"/>
----	--------------------------

demonstrates the great impact the camp has had on certain people?

48	<input type="checkbox"/>
----	--------------------------

says someone's initial belief later turned out to be mistaken?

49	<input type="checkbox"/>
----	--------------------------

shows that difficult conditions failed to put people off?

50	<input type="checkbox"/>
----	--------------------------

describes how suitable places to dig are chosen?

51	<input type="checkbox"/>
----	--------------------------

points out that something was hardly unexpected?

52	<input type="checkbox"/>
----	--------------------------

Summer camp for teenagers – looking for prehistoric animal bones!

A special summer camp in the US gave high school students the chance to look for the remains of mastodons – a prehistoric relative of the elephant.

A

Lying on her stomach, Victoria Bochniak kept digging until she hit something hard. She tapped the object with her trowel, assuming it was a piece of wood. She was wrong. ‘We were like: “Wait a second. This is bone!” said Bochniak. In fact, what she found this week nearly 60 cm beneath a boggy prairie was the bone of a mastodon, an extinct relative of the elephant, believed to be more than 11,000 years old. Bochniak was excited but not entirely surprised. After all, this is why she attended Mastodon Camp. With about 30 other high school students, she has been given the hands-on opportunity to help excavate a mastodon. Under the watchful eyes of experts, students have not only unearthed pieces of mastodon, they’ve also discovered their inner paleontologist, inspiring them to pursue their newfound curiosity about Ice Age secrets.

B

Mastodon Camp is meant to help students and teachers improve their understanding of scientific inquiry and research and their familiarity with scientific technology and tools, as well as teach them about evolution and changes in the ecosystem over time. ‘We’ve changed some folks’ lives,’ said Tom Pray, education outreach manager at the camp. ‘They’ve decided: “I’m not going to do art history anymore. I’m going to go into archeology.”’ This fall, Bochniak, 18, plans to study geology and anthropology at university and do field work at a nearby nature reserve. Kaitlyn Hornik, 16, said Mastodon Camp is more engaging than a typical classroom setting. ‘Textbooks are boring,’ said Hornik, ‘You come out here and you find things out for yourself.’

C

American mastodons stood 2.4 to 3 m tall at the shoulder, similar to elephants, but were stockier and covered with thick hair. A ground-penetrating radar was dragged over the area to pinpoint where the students would excavate, Pray said. Soil surveys of the site by the Illinois State Geological Survey have determined that the mastodon was discovered at the shoreline of a glacial ‘kettle lake’. These were formed when chunks of ice broke off and melted during the glacial retreat. ‘Whether he came down for a drink or fell through the ice, we don’t know,’ said Jack MacRae, a naturalist with the Forest Preserve District. Pollen samples in the lake demonstrate that plant species in the region were in a time of transition from a spruce forest ecosystem containing trees like pines to the deciduous trees that lose their leaves in winter prevalent today. Mastodons, which had teeth strong enough to crush pine cones, preferred spruce forests as their habitat, experts say. So the site may provide clues as to why the beasts became extinct in North America about 10,000 years ago: possibly disease, human overhunting or loss of habitat caused by climate change.

D

Although this year’s camp was plagued by heavy rains, the weather did little to dampen the students’ enthusiasm. On Tuesday, Pray arrived at the site at 6:30 a.m. to pump water out of the trenches and was joined a few hours later by students who helped by bailing water. Then they continued digging, using shovels, trowels and their own hands. On Tuesday, the piece of bone that Bochniak had discovered protruded from the black mud. Pray said it could be a rib or the top of a femur. ‘This could be what we’ve been looking for over the last few years,’ he said. A discovery like this makes all the hard work worthwhile. ‘This gives people the idea that anybody can do science,’ Pray said.

Test 3

Listening • Part 1

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

- 1 You hear two friends talking about a science website.
What do they agree about?
A The information on the website is useful for homework.
B The graphics are better than on similar websites.
C The website is easy for everyone to use.
- 2 You hear a teenager talking to her mother on the phone.
What is she doing?
A asking her mother for some money
B telling her mother about a bargain
C persuading her mother to do something
- 3 You hear two classmates discussing a history project.
The boy thinks that the project will
A be easy to complete on time.
B involve some interesting research.
C prove useful for his future studies.
- 4 You hear part of a radio programme.
What is the programme about?
A a song
B a concert
C a singer
- 5 You hear a brother and sister talking about a party they organised.
How does the girl feel now?
A relieved that it is over
B glad so many people came
C proud to have organised it so well
- 6 You hear a teacher talking to some students on a geography trip.
The teacher wants the students to
A follow a specific route.
B take notes while he is talking.
C photograph some unusual rocks.
- 7 You hear a teenage tennis player talking about her new coach.
She says her coach
A understands the pressures she faces.
B has given her more confidence.
C wants her to change her technique.
- 8 You hear a brother and sister talking about a long car journey they are going to go on.
What does the boy say about it?
A He expects it to be rather dull.
B He hopes they will set off early.
C He wishes they could go by bus instead.

02 You will hear a teenager called Harvey Mellor talking to younger students at his school about a school play he was involved in. For questions 9–18, complete the sentences with a word or short phrase.

The school play

Harvey heard about the school play from his (9) teacher.

Harvey ended up helping with the (10) as well as acting
in the play.

Harvey and his classmates were asked to design a (11) for
the play.

Harvey was glad he was asked to play the part of a (12)

The rehearsals were held in the school (13) as well as in the
school hall.

Harvey found it helpful to practise with his (14) at the
weekends.

The food offered to the audience included some (15) that
Harvey made.

Shortly before the first performance, Harvey realised he had left his black
(16) at home.

The fact that a lot of (17) came to see the play surprised Harvey.

Harvey says he would like to become a theatre (18) in the future.

Test 3**Listening • Part 3**

03 You will hear five short extracts in which teenagers talk about their best friends. For questions 19–23, choose from the list (A–H) what each speaker says about how they met their best friend. Use the letters only once. There are three extra letters which you do not need to use.

A We were in the same class at primary school.

B We were hoping to go to the same concert.

Speaker 1

19

C We were sitting next to each other on a bus.

Speaker 2

20

D We were at the same party.

Speaker 3

21

E We were introduced to each other by a friend.

Speaker 4

22

F We were in a sports competition together.

Speaker 5

23

G We were doing a project together at school.

H We were in the same sports team.

04 You will hear a school Internet radio interview with a teenager called Stella Smith, who has recently had her first surf lesson. For questions 24–30, choose the best answer (A, B or C).

- 24 Why did Stella decide to try surfing?
- A It was something she had always wanted to do.
B Someone she knew inspired her to have a go.
C There was little else for her to do on holiday.
- 25 How did Stella feel the night before her first surfing lesson?
- A worried she might miss the lesson
B excited to be doing something new
C nervous that she might get injured
- 26 What was Stella's first impression of the people in her surfing class?
- A They all looked younger than her.
B They all seemed to know each other.
C They all appeared to be sporty.
- 27 What does Stella say about the surfing instructor?
- A He lost patience with some people in the class.
B He spent too much time teaching the basic moves.
C He didn't always explain everything clearly.
- 28 Stella thinks she was able to keep her balance on the surfboard because
- A She practises yoga regularly.
B She's good at skateboarding.
C She does a lot of gymnastics.
- 29 What was Stella given at the end of the lesson?
- A A certificate saying she had been surfing.
B A photograph of her on the surfboard.
C A card offering her a discount in local shops.
- 30 What did Stella do in the evening after her surfing lesson?
- A went out for a meal
B went to bed early
C went to a party

Test 4**Reading and Use of English • 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).

Mark your answers on the separate answer sheet.

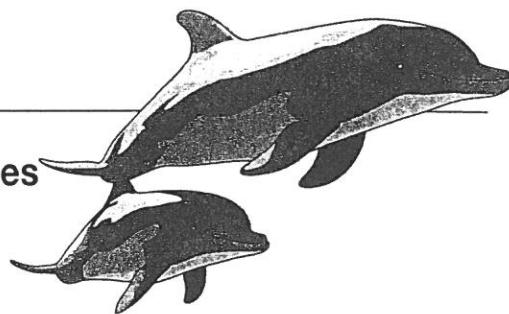
Example:

- 0 A made B done C had D found

0	A	B	C	D
	—	—	—	—

Dolphins have their own names

Scientists studying a species of dolphin called bottlenose dolphins have (0) an interesting discovery. Individual dolphins in the group the scientists studied each have their own name, (1) of a series of whistles. (2) many animals can copy and learn complicated sequences of sounds, few species are (3) of associating particular sounds with specific individuals or things. Dolphins use sounds to communicate with one another for a variety of reasons, including (4) other dolphins to places where food is available and showing how friendly or aggressive they are feeling.



Dolphins mainly use their names (known as 'signature whistles') when they are travelling, to (5) other dolphins in their group know where they are. And when a group of dolphins (6) across another group while out at sea, they appear to use them as a (7) of greeting each other, exchanging information about who is present before the groups join. Mothers and their young also use the whistles if they get (8)

- | | | | | |
|---|--------------|-------------|--------------|-------------|
| 1 | A containing | B including | C consisting | D involving |
| 2 | A However | B Although | C Despite | D Even |
| 3 | A competent | B talented | C skilled | D capable |
| 4 | A indicating | B leading | C signalling | D heading |
| 5 | A allow | B permit | C let | D cause |
| 6 | A goes | B puts | C gets | D comes |
| 7 | A manner | B form | C means | D process |
| 8 | A split | B divided | C separated | D detached |

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 Y O U R [12 empty boxes]

International pillow fight day

Do you think that pillows are just things you rest (0) head on at night? It may or may not come (9) a surprise to you to hear that for several years now, in parks and squares around the world, large groups of people (10) been meeting on the same day to take part (11) a massive pillow fight. To make sure everyone stays safe, the rules are that people should use soft pillows and never hit anyone too hard, (12) should they swing their pillows at anyone with a camera, or anyone not carrying a pillow themselves.



At some pillow-fighting events the organisers ask participants not (13) use any pillows stuffed (14) feathers, because they make too much mess. Groups of volunteers usually help clear up after the fight, and the pillows (15) often donated to charities that help homeless people. And why (16) so many people take part? Well, it really is just for fun!

Test 4**Reading and Use of English • 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

H	E	A	L	T	H	Y								
---	---	---	---	---	---	---	--	--	--	--	--	--	--	--

What happens to the body in space?

Human beings will only be able to explore space if astronauts remain (0) while they travel and work there. Scientists are therefore very (17) in gathering (18) about what happens to the human body in space. The body is a complex system that (19) detects changes in its (20) and responds to them. When astronauts become weightless, the (21) of them suffer from space motion sickness. The body soon adapts, however and, although some astronauts can feel very (22) at first, the effects do not usually last long.

In zero gravity, liquids in the body move towards the head, so astronauts have thinner legs while in space, and slightly swollen faces. The heart has to work less hard to pump blood, and astronauts do not need the full (23) of their skeleton and muscles to support them. (24), astronauts need to do plenty of exercise in space in order to maintain body tone and bone density.

HEALTH

INTEREST

EVIDENT

AUTOMATIC

SURROUND

MAJOR

COMFORT

STRONG

CONSEQUENCE

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 Karen didn't really want to go to the party.

FORWARD

Karen wasn't really to the party.

The gap can be filled by the words 'looking forward to going', so you write:

Example: 0 LOOKING FORWARD TO GOING

- 25 Daisy regretted eating so much cake.

WISH

'I so much cake,' said Daisy.

- 26 Luis managed to fix the bicycle on his own.

SUCCEEDED

Luis the bicycle on his own.

- 27 Bring your swimming things because it might be warm enough to go swimming.

CASE

Bring your swimming things warm enough to go swimming.

- 28 Our teacher said we should use the information available on the Internet.

ADVANTAGE

Our teacher advised us the information available on the Internet.

- 29 When Anne got back from holiday, I called her immediately.

SOON

I called Anne back from holiday.

- 30 My brother's trainers cost a lot less than mine.

FAR

My brother's trainers expensive than mine.

Test 4**Reading and Use of English • Part 5**

You are going to read an extract from a book about an American teenage girl who has moved to a new town. For questions 31–36, 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.

We used to live in New York City, in this great old building on the Upper West Side, but last year my mother moved us to a ranch house in the quiet sleepy suburb of Dellwood (or as I affectionately call it, Deadwood), New Jersey. New Jersey! At first I thought she must be joking.

But I have a positive nature. I believe in making the best of even the worst situation. I mean, you have to, don't you? There's no point being negative about things you can't change, you only make them worse. And the upside of moving to Deadwood was that it gave me a chance to re-create myself a little. Back in the city at least half the kids I went to school with were kids I'd gone to school with most of my life. Dellwood, however, was an empty stage as far as I was concerned. An empty stage to which I was allowed to bring my own script. I could choose whatever role I wanted – be whatever I wanted to be – and no one would know any better. A legend was about to be born.

I think it's safe to say that no one at Deadwood High School had ever seen anyone quite like me. And this, of course, was to my advantage. They didn't know what to expect. My first few weeks were devoted to showing them what to expect: the unexpected; the unusual; the individual; the unique. One week I'd dress only in black; the next my colors would be vibrant and bright. One week I'd be quiet and remote; the next I'd be gregarious and funny. It was a demanding part, but it took my mind off other things. Like how difficult it was to be a beacon in the subterranean, wind-swept and coal-black abyss that is Dellwood, New Jersey.

I'd pretty much thought that all I had to do was appear on campus like an incredible sunset after a grey, dreary day, and the starving young souls of Dellwood would immediately abandon their videos and glossy magazines, and flock to me, begging for shelter from the storm of meaningless trivia that made up their lives. But I was wrong. The youth of Dellwood probably wouldn't have noticed a huge storm, never mind a messenger of hope from the greater world. In my first year in the clean air and safe streets of Dellwood (two of my mother's reasons for moving), I've met only one truly kindred spirit. That's my best friend, Ella Gerard.

There was nothing about Ella to suggest that here was my spiritual kin the first time I saw her. She looked like most of the other girls – expensively if dully clothed, well fed, perfectly groomed, their teeth gleaming and their hair bouncing because they use the right toothpaste and shampoo. The girls in Deadwood get their fashion ideas from teenage magazines and television. They don't wear clothes as a statement of their inner selves, as I do; they wear labels.

If New York is a kettle of soup, where tons of different spices and vegetables swim around together, all part of the whole but all different at the same time, then Deadwood is more like a glass of homogenized milk. Ella was wearing a nondescript pink A-line dress and white-and-pink sneakers. Although Ella shops in the same stores as most of her classmates she always goes for what Mrs Gerard calls 'the classic look', which means that everyone else dresses like the dedicated followers of fashion that they are, and Ella dresses like her mother.

Anyway, Ella sat near me in my first class. The kids in Dellwood not only dress the same and talk the same; when they think, they pretty much think the same, too. But I sensed almost immediately that even though she looked like them, Ella was different in that last, crucial respect.

line 33

- 31 What point is the writer making about Dellwood in the second paragraph?
- A Very little of interest is going on there.
 - B She'll be able to make a fresh start there.
 - C She doesn't expect to make new friends there.
 - D Few people from New York have ever been there.
- 32 During her first few weeks at Deadwood High School the writer
- A tried to control her unpredictable moods.
 - B imitated the different styles of the students there.
 - C devoted time and effort to making an impression.
 - D worried that she might never fit in with the other students.
- 33 Why does the writer say 'I was wrong' in line 18?
- A The other students ignored her.
 - B She managed to make a friend.
 - C The weather failed to affect people in Dellwood.
 - D She realised that Dellwood was a pleasant place to live.
- 34 According to the writer, the clothes worn by the other girls in Dellwood reflect
- A how good their taste is.
 - B a desire for wealth.
 - C their individuality.
 - D current trends.
- 35 What does the writer say about Ella in the sixth paragraph?
- A Her appearance demonstrates her independence.
 - B She has been advised to dress in a particular way.
 - C She looks old-fashioned compared to people her age.
 - D Her mother would like her to learn from her classmates.
- 36 'that last, crucial respect' in line 33 refers to the way kids in Dellwood
- A dress.
 - B talk.
 - C think.
 - D look.

Test 4

Reading and Use of English • Part 6

You are going to read an article about ice cream produced in an environmentally friendly way. 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.

Selling ice cream – made by pedalling a bicycle!

It may seem too simple, or too comical, but Ed Belden did just that when he started a bike-powered ice cream shop in Los Angeles, in the US, a city more often known for its car culture. Belden's shop, Peddler's Creamery, is the first of its kind in Los Angeles. The store opened on the same day as a quarterly bike event called Ciclavia that transforms many of the city's streets into car-free spaces. The Ciclavia route went by Belden's storefront and he sold out of all nine flavors by the day's end.

Belden had first started selling bike-powered ice cream from a specially adapted tricycle at events around Los Angeles. [37] Belden created special flavours, such as Mexican chocolate, salted caramel, and mint chocolate cookie. For every four miles, or about 20 minutes of cycling, he could make 23 liters of ice cream.

Belden soon decided he wanted his own shop, a place where people could come to him. He believed a bike-powered ice cream shop would perfectly suit many people's commitment to trying to do something to protect the environment in Los Angeles. [38] Indeed, events like Ciclavia are becoming more popular and the city is establishing miles of new bike lanes.

Belden saw central Los Angeles as the perfect site for his new venture. [39] It represents the revitalisation that is happening in city centres across the US as many Americans seek more environmentally friendly lifestyles.

At first, Belden wanted to open a shop in a historic building. He eventually chose a new apartment building that contains both reasonably priced housing and artists' studios. [40] He considered it a good fit for

his own vision of sustainability. Belden can be spotted at the shop in the evenings after a full day of work at the National Forest Foundation, another green business. The shop is a labour of love for him. It is supported by the generosity of investors (friends, family, people who invest in environmental businesses) and his own savings.

The evening is also the liveliest time to visit the shop. That's when residents come in for a scoop after dinner. Random onlookers also poke their heads in after seeing the bike contraption in the window. Once a lone salesman pedalling his bike, Belden now has six employees. Employees and customers alike take turns at the wheel. [41]

For Belden, this isn't just a novelty food fad, but a calling. He obviously believes in using the renewable resource of human-powered energy. But he also believes in sourcing organic ingredients and using compostable cups and spoons. [42] Even if people were drawn in by the wheels, they return for the simple pleasure of a smooth, slightly sweet scoop of tasty ice cream.



- A That's because this area is unusual compared to the rest of the city, as many residents don't own cars.
- B That didn't mean they'd accept anything that didn't actually taste delicious.
- C Pedalling its wheels turned the stainless steel ice cream maker attached to the back of the bike.
- D However, you must be prepared to bike for 20 minutes straight to maintain the quality and consistency of the ice cream.
- E For Belden, this social mission was more important than architectural style.
- F And of course, he insists on producing a quality product.
- G This is increasingly evident in the way cars are having to share the road with cyclists.

Test 4**Reading and Use of English • Part 7**

You are going to read an article giving advice to teenagers about making films. For questions 43–52, choose from the sections (A–F). The sections may be chosen more than once.

Mark your answers on the separate answer sheet.

In which section does the writer

warn that a failure to do something produces noticeably poor results?

43

suggest an alternative to something that people may not be able to afford?

44

mention that people may end up regretting a decision?

45

advise people to think about what they are doing in a different way?

46

encourage people to base their films on the things around them?

47

recommend how filmmakers can get feedback on their work?

48

say people should never stop developing their film-making abilities?

49

say that making mistakes is necessary in order to improve?

50

describe how to learn from what other people have done?

51

say what can make up for a film's weaknesses?

52

Tips for young filmmakers

A

Lots of teenagers are making films these days. Here's some advice if you're thinking of doing so too. First of all, work with what you've got. Don't write that epic crowd scene unless you know there's a festival happening next week that you can steal as a backdrop. Play to your strengths. There's probably something unique that you or your family have access to that you can use in your movie. If your dad has a tractor, write a movie about that. If he doesn't, don't.

B

A lot of the mistakes that young filmmakers make could be avoided if teenagers actually just paid attention to their favourite films. Pick a movie you love and watch it with the sound down; look closely at the camera angles, the editing and the lighting. Watch short films on the Internet and see how an effective story can be told in five minutes. You won't be able to match the production values of these films—and you don't need to, anyway—but often the craft of good filmmaking doesn't cost any money. You just have to actually *watch films*.

C

Every film you make should teach you something you didn't know before, and achieve something you didn't know you were capable of. This doesn't mean you have to go out every time and do something that you have no idea how to do. You should draw on the skills and techniques you've already learned—but if you're not building on them, if you're not pushing yourself further in some way, you're playing it safe. It will show and you may eventually regret staying in your comfort zone in this way.

D

Showing your film to an audience is one of the most important ways of figuring out what you're doing right or wrong as a filmmaker—but that isn't the same as saying that you always have to try to please the audience, or make a film that you think "they" will like. A lot of the time just seeing your film with other people in the room will help you see it more objectively. And if you're still thinking your film has to be 20 minutes long, just imagine how long that 20 minutes is going to feel when 300 people are sitting beside you watching it...

E

Audiences will forgive a lot of technical flaws in your film if your story is compelling, your actors are engaging or your jokes are funny—but there's still a point where the technical mistakes start to get in the way. That point is usually when they're no longer able to clearly see, hear or follow what's going on. So get to know your equipment, and practise with it. Learn the basics of shot composition. Do your best to record quality sound and, if that's too expensive, make a silent movie—there's too much talking in most movies anyway.

F

The limitations of teenage filmmaking can often be discouraging. How on earth are you supposed to make a great film when all you've got is this rubbish camera and your silly friends? Well, the first step is to change your attitude. In fact, you should be celebrating the fact that that's all you've got: that means all your solutions to the problems you encounter are going to have to be creative ones. And whatever you do, don't give up. If you haven't failed at filmmaking yet, then you probably weren't being ambitious enough. If you have, congratulations; you're on your way to becoming a great filmmaker.

Test 4

Listening • Part 1

05 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 brother and sister talking about their aunt.
What do they agree about?
A She makes time to chat to them.
B She gives them helpful advice.
C She shares their taste in music.
- 2 You hear a teenager talking about a sports centre.
What does she think of it?
A It is not big enough.
B It needs modernising.
C It is usually too noisy.
- 3 You hear a brother and sister talking about a meal their father cooked.
What does the girl say about it?
A She would like to be able to cook as well as their father.
B She wishes their father would cook more varied meals.
C She will make an effort to help their father cook in future.
- 4 You hear a mother talking to her teenage son about a walk he is going on.
What is she doing?
A warning him against taking a particular route
B reminding him to take appropriate clothes with him
C advising him to check the weather forecast
- 5 You hear two friends talking about their art class.
Why is the boy feeling anxious?
A He is not sure the teacher will like his painting.
B He has not managed to complete his homework.
C He cannot find a picture he has been working on.
- 6 You hear a woman talking on the radio about a TV programme.
What kind of programme is it?
A a nature documentary
B a comedy programme
C a reality TV show
- 7 You hear a brother and sister talking about a holiday.
What did the girl think of it?
A She liked the campsite they stayed in.
B It was more fun than she had expected.
C The journey there was rather boring.
- 8 You hear someone talking about a concert he has just played in.
How does he feel now?
A relieved not to have made any mistakes
B excited about his next performance
C glad the audience was so large

Test 4**Listening • Part 2**

 06 You will hear a teenager called Tim Jones talking to students at a secondary school about a shop he helped set up when he was 15. For questions 9–18, complete the sentences with a word or short phrase.

Setting up shop

Tim started to work in a shop owned by his (9)

Tim's (10) teacher gave him the idea for what to sell.

Tim's school friends helped him to make a (11) for the shop.

Tim advertised the shop by giving out (12) in the street.

One of Tim's first customers talked about the shop in a (13) interview about shopping in Tim's town.

Tim was amazed when a famous (14) player came into the shop.

Tim realised he could sell his (15) in the shop as well as pottery.

Tim was asked to design a (16) for the local jazz band.

Tim's parents think he should become a (17) in the future.

Tim likes to play (18) with his friends when he's not busy working.

Test 4**Listening • Part 3**

07 You will hear five short extracts in which teenagers talk about clothes. For questions 19–23, choose from the list (A–H) what each speaker says about what is important to them about the clothes they wear. Use the letters only once. There are three extra letters which you do not need to use.

A I want to express my personality.

Speaker 1

19

B I want to wear clothes that match.

Speaker 2

20

D I want to spend as little as possible.

Speaker 3

21

E I want to please my family.

Speaker 4

22

F I want to wear a certain type of material.

Speaker 5

23

G I want to be fashionable.

H I want to look like my friends.

 08 You will hear a radio interview with a teenager called Tom Dean, who writes a cookery blog for teenagers. For questions 24–30, choose the best answer (A, B or C).

- 24 Tom's interest in cooking began when
A he attended cookery lessons at his school.
B he helped his mother in the kitchen as a small child.
C he watched some programmes about it on television.
- 25 What does Tom say about his diet?
A He used to avoid food that was good for him.
B He eats more healthily nowadays.
C He wishes he could choose what he wants to eat.
- 26 What do Tom's brother and sister think about the food he makes?
A Some of Tom's dishes take too long to prepare.
B Tom should make some of his meals more tasty.
C They are surprised that other people like his recipes.
- 27 Tom says his family help him by
A doing the washing up.
B writing down his ideas.
C checking he has the right ingredients.
- 28 Why did Tom decide to write a cookery blog?
A He wanted something to do in his free time.
B He thought it was the best way of sharing his recipes.
C He realised there was nothing similar available online.
- 29 What has writing the blog taught Tom?
A how to write in an appropriate style
B that it is hard to keep on inventing new recipes
C why people all over the world like reading about food
- 30 Tom says he hopes to
A work as a chef.
B write a recipe book.
C open his own cookery school.

Test 5**Reading and Use of English • Part 1**

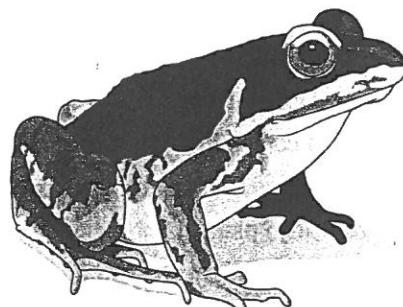
For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

- 0 A hold B stand C stay D exist

0	A	B	C	D
	—	—	—	—



How frogs survive the cold

Not many creatures can (0) alive in the freezing cold of the far north. However, there are a number of creatures which (1) to survive in places where the temperatures can fall as (2) as minus 28 degrees.

One of the most (3) of these creatures is the Alaskan wood frog. When it gets (4) cold in the winter months, up to two thirds of the water in the frog's body actually freezes. But once the days begin to (5) slightly warmer in spring, the frogs thaw out again.

Scientists have long been trying to discover the process that makes this rebirth (6) and now they have discovered how it is done. The frogs produce a chemical in their body that resembles the antifreeze that people use to (7) their cars from freezing. This chemical in the frog's body (8) in a very similar way in order to protect its most important organs.

- | | | | |
|----------------|--------------|--------------|------------|
| 1 A succeed | B manage | C enable | D achieve |
| 2 A deep | B hard | C low | D far |
| 3 A noticeable | B remarkable | C observable | D credible |
| 4 A harshly | B utterly | C absolutely | D bitterly |
| 5 A turn | B come | C move | D set |
| 6 A available | B probable | C capable | D possible |
| 7 A prevent | B halt | C avoid | D block |
| 8 A goes | B takes | C works | D does |

Test 5**Reading and Use of English • 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.

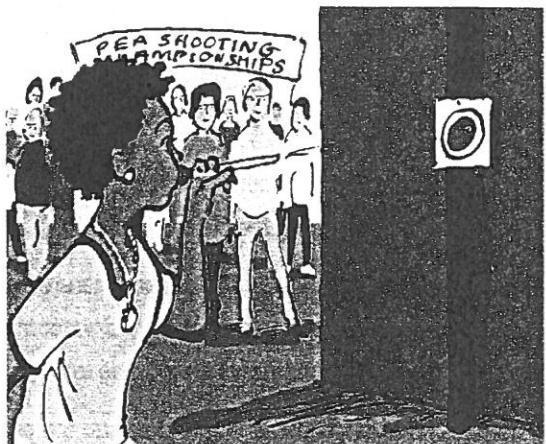
Example:

0	T	O											
---	---	---	--	--	--	--	--	--	--	--	--	--	--

World Pea Shooting Championships

Did you know that something naughty schoolchildren used to do is now a competitive sport? In the annual Cambridgeshire World Pea Shooting Championships, competitors have (0) blow a dried pea through a small tube called a blowpipe. They aim at a round target 3.5m away. The contest was first organised in 1971 by a teacher called John Tyson (9) had taken several blowpipes away (10) his pupils when they had used them at school. Now competitors come from all over the world to take (11) in the championships.

The pea is always supplied by the organisers to make (12) nobody cheats, but the tubes can be made of any material provided they are 30 cm long. Traditionally the tubes have (13) made of wood or plastic, but some people use other materials (14) carbon fibre. Even (15) some adults bring complicated equipment like lasers to focus on the target, they are regularly beaten by kids years younger than (16) using simple plastic tubes.



Test 5**Reading and Use of English • 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

M O N A R C H Y

Jersey

Jersey is one of a group of islands, known as the Channel Islands, lying not far from the coast of France. Politically it is a (0) ruled by the king or queen of Britain but it is not part of the United Kingdom or of the European Union. However, it does have a special (17) with both. The UK, for example, is responsible for the (18) of Jersey. However, the island has its own parliament which is able to deal (19) with other aspects of the country's administration.

From an (20) point of view the country is considered part of the European Community which gives it (21) trading rights. For instance, the free (22) of goods between countries in this Community is permitted.

Jersey is a beautiful island which enjoys great (23) with tourists. The fact that it is a relatively (24) destination is one of the things that attracts them.

MONARCH

RELATION

DEFEND

DEPEND

ECONOMY

ADVANTAGE

MOVE

POPULAR

EXPENSE



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 Karen didn't really want to go to the party.

FORWARD

Karen wasn't really to the party.

The gap can be filled by the words 'looking forward to going', so you write:

Example:**0****LOOKING FORWARD TO GOING**

- 25 Katy's parents allowed her to go swimming on her own.

LET

Katy's parents herself.

- 26 Paul now regrets spending so much time skateboarding.

WISHES

Paul now time skateboarding.

- 27 It's possible that Sally took your jacket home.

MAY

Sally your jacket home.

- 28 Most people think that the climate is changing.

GENERALLY

The climate changing.

- 29 The film probably won't last more than two hours.

UNLIKELY

The film on for more than two hours.

- 30 Dina has a talent for looking after young children.

CARE

Dina is very good young children.

Test 5

Reading and Use of English • Part 5

You are going to read an extract from an account of a journey that a group of Norwegian explorers made across the Pacific Ocean on a raft (a very simple boat) called the Kon-Tiki. For questions 31–36, 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 in a while you find yourself in an odd situation. You get into it by degrees and in the most natural way but, when you are right in the midst of it, you are suddenly astonished and ask yourself how in the world it all came about.

If, for example, you put to sea on a wooden raft with a parrot and five companions, it is inevitable that sooner or later you will wake up one morning out at sea, perhaps a little better rested than ordinarily, and begin to think about it.

On one such morning, I sat writing in a dew-drenched logbook: – *May 17. Norwegian Independence Day. Heavy sea. Fair wind. I am cook today and found seven flying fish on deck, one squid on the cabin roof and one unknown fish in Torstein's sleeping bag. . .*

Here the pencil stopped, and the same thought interjected itself: This is really a strange seventeenth of May – indeed, taken all round, a most peculiar existence. How did it all begin?

If I turned left, I had an unimpeded view of a vast blue sea with hissing waves, rolling by close at hand in an endless pursuit of an ever retreating horizon. If I turned right, I saw the inside of a shadowy cabin in which a bearded individual was lying on his back reading, with his bare toes carefully dug into the latticework in the low bamboo roof of the crazy little cabin that was our common home. Outside the cabin three other fellows were working in the roasting sun on the bamboo deck, looking as if they had never done anything else than float wooden rafts westward across the Pacific. Erik came crawling in through the opening with his instruments and a pile of papers.

'98° 46' west by 8° 2' south – a good day's run since yesterday, chaps!'

He took my pencil and drew a tiny circle on a chart which hung on the bamboo wall – a tiny circle at the end of a row of nineteen circles that curved across from the coast of Peru. Herman, Knut and Torstein too came eagerly crowding in to see the new little circle that placed us a good 40 sea miles nearer the South Sea islands than the last in the chain.

line 41

'Do you see, boys?' said Herman proudly. 'That means we're 850 miles from the coast of Peru.'

'And we've got another 3,500 to go to get to the nearest islands,' Knut added cautiously.

So now we all knew exactly where we were, and I could go on speculating. The parrot did not care; he only wanted to tug at the log. And the sea was just as round, just as sky-encircled, blue upon blue.

Perhaps it had all begun ten years earlier, on a little island in the Marquesas group in the middle of the Pacific. Maybe we would land on the same island now, unless the northeast wind sent us farther south in the direction of Tahiti and the Tuamoto group. The island was called Fatu Hiva; there was no land between it and us where we lay drifting, but nevertheless it was thousands of sea miles away. I could see the little island clearly in my mind's eye, with its jagged, rust-red mountains, the green jungle which flowed down their slopes toward the sea, and the slender palms that waved along the shore. I remembered so well how we sat there on the lonely beach and looked out over this same endless sea, evening after evening. I was accompanied by my wife then, not by bearded pirates as now. We were collecting all kinds of live creatures, and images and other relics of a dead culture.

- 31 How does the writer suggest he is feeling in the first paragraph?
- A regretful
 - B puzzled
 - C amused
 - D shocked
- 32 What does 'it' refer to at the end of the second paragraph?
- A the morning at sea
 - B the writer's previous night's rest
 - C the explanation for being in this situation
 - D the reason for the parrot being on the raft
- 33 Why does the writer stop writing the logbook?
- A He realises the date which sparks off a train of thought.
 - B The noise of the sea takes his mind off the task.
 - C He knows it is time to begin preparing dinner.
 - D He is distracted by the people around him.
- 34 What does the word 'chain' refer to in line 41?
- A a ring of islands in the Pacific
 - B the group of people on the raft
 - C a line of marks indicating the raft's progress
 - D a row of charts along the bamboo wall of the cabin
- 35 What does the extract say about the location of Fatu Hiva?
- A There are no other islands separating it from the raft.
 - B It is in the middle of the Marquesas group of islands.
 - C The men on the raft hope it is where they will land.
 - D It is thousands of sea miles from the Tahiti islands.
- 36 Why had the writer and his wife previously spent time on a Pacific island?
- A They went to the island to take photographs for a book.
 - B They were painting pictures of the island.
 - C They enjoyed a holiday on the island's beaches.
 - D They were gathering information about the island.

Test 5**Reading and Use of English • Part 6**

You are going to read a magazine article about a teenager who has completed an unusual swim. 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.

The Isle of Wight is a large island – about 380 square kilometres – off the south coast of Britain. You need to be an extraordinarily strong swimmer to swim round the island as it means covering a distance of over 110 kilometres. Yet this feat has just been completed by a nineteen-year-old woman called Nell O'Connor.

Nell became one of the few people to have ever swum solo, non-stop, around the Isle of Wight – a notable feat for a couple of reasons. **37**

The swimmer was welcomed by a large crowd as she touched Ryde Pier, the point where she set off last Friday at 10.31am. The ferry that leaves the island for the mainland every hour had even delayed its departure to let passengers watch her arrival. Hundreds of people were waiting on deck as well as on shore. **38** She was officially congratulated by Brian Merriman on behalf of the European Swimming Association. He is no stranger to long-distance swimming himself as he has swum across the English Channel on several occasions.

Before setting off Nell had said that she was well aware that she was attempting a very challenging task, particularly because she could not avoid occasionally having to swim against the tide. **39** She saw

sunset and sunrise and had to race against the clock to reach critical points to beat the time. Indeed, she frequently felt as if she was spending hours swimming on the spot.

40 A decision then to head inshore allowed her less tide to swim against and within an hour she was making forward progress again.

Speaking to reporters after the swim, Nell said that knowing people were thinking of her and willing her on definitely helped when the going got really tough. Her reason for doing the swim also spurred her on.

41

The swim was carried out under the generally accepted rules of the sport wearing just a standard swimming costume, goggles and a swimming cap. It was the culmination of the three-year Seven Island Swim Challenge which Nell had set herself. She had already successfully completed circumnavigations of five other islands. **42** This happened because strong winds combined with bitterly cold water to force her to give up on her attempt to swim round Foula, one of the Shetland Islands, in the far north of the British Isles.

- | | | | |
|---|---|---|--|
| A | She was doing the challenge to raise money for a number of charities. | E | But she had to abandon her next challenge after doing 32 kilometres of a 48-kilometre swim on August 13 this year. |
| B | And she was right to expect it to be tough. | F | They all applauded her achievement and, after being helped out of the water, she shouted a big thank you to everyone. |
| C | As is the rule on such swims, Nell was accompanied by a team on a range of craft. | G | One of the toughest points of the swim was as she approached St Catherine's Point, when the current pushed her back more than a kilometre. |
| D | Not only was she one of the youngest people ever to complete the swim, but she also did it in only 26 hours, 37 minutes and 45 seconds, arriving more than three hours ahead of schedule. | | |

Test 5**Reading and Use of English • Part 7**

You are going to read some reviews of theme parks. For questions 43–52 choose from reviews (A–E). The reviews may be chosen more than once.

Mark your answers on the separate answer sheet.

Which of the theme parks

is praised for being situated in a fitting place?

43	
----	--

has developed from something that was part of a major event?

44	
----	--

has made good use of a former industrial site?

45	
----	--

is noteworthy for the opportunities it offers for sport?

46	
----	--

was built in a style to match its theme?

47	
----	--

frequently hosts impressive musical performances?

48	
----	--

has potentially inconvenient opening times?

49	
----	--

has an exciting ride that holds a record for its size?

50	
----	--

has an attraction that is operated in a traditional way?

51	
----	--

is most likely to appeal to one age group?

52	
----	--

A Southern Fun Park

Southern Fun Park is a brilliant theme park on the south coast and is situated close to the popular resort of Telton. Perhaps its one drawback is that, unlike the larger parks on the north coast, it operates seasonally. Included in its attraction line-up are a single small rollercoaster, a selection of off-the-shelf thrill rides, and a variety of water slides. The park first opened to the public in 1979, when it was known as Crossman's Fun Park. It was constructed on what was once a limestone quarry, with the area being effectively re-landscaped to include a number of lakes. A total of 420,000 tonnes of sand were used to create its attractive new look.

B Air World

The aircraft-themed Air World is one of the world's largest indoor theme parks, and is located inside a sprawling, 180,000 square metre structure. The building is impressive in that it's designed to resemble the side profile of the body of a jumbo jet, and features models of three historic planes on its roof. The park is home to a variety of breathtaking thrill rides and family attractions, including the world's fastest rollercoaster, Concorde Cascade. Air World opened in November, 2013, and has an appropriate location close to the country's first-ever airstrip. It offers a range of restaurant facilities to suit all pockets and has quickly become a popular destination for a day out.

C Sunlands

The second-largest theme park in the entire country, Sunlands, is now a member of the largest international chain of theme parks. Located on the edge of the capital, it hosts an array of thrilling rollercoasters and flat rides. The park's headline attractions are Titan (once the tallest coaster in the country), Pluto (the world's tallest dual-track wooden coaster) and Dracula (an inverted coaster). Look out, though, for the older but no less enjoyable rides such as the Merry Rider and the Monorail transportation system. Sunlands

opened in June 1962 as the midway area of the capital's extravagant 'Centenary Exhibition', and was intended to be its lasting legacy. At that time it featured a number of family-friendly rides with a particular appeal for younger children.

D Adventure Town

One of the most popular theme parks in this country and throughout the world, Adventure Town combines classic amusement park attractions with beautiful landscaping and a huge variety of restaurants. Open all year round, the park's most famous attraction is Rolling Rainbow, one of few wooden coasters remaining that still requires a brakeman to control its speed. Modern offerings include the sixty-metre-tall Mystery Tower drop tower and the borderline-insane Niagara, which sees guests plummeting towards the ground in plane-themed gondolas. Live entertainment is a major part of Adventure Town's appeal, with acts of almost every type appearing regularly. Having first opened in 1884, Adventure Town is one of the ten oldest amusement parks in the world.

E Starry World

Starry World is an attractively unusual space-themed attraction aimed primarily at the under-tens. It has a small but not uninteresting selection of rides and is also popular because it is home to an action centre offering archery, laser shooting and golf. The Terrifying Tornado is the largest rollercoaster in the west of the country, hitting a not unimpressive top speed of 88 kilometres per hour. Bredon Farm, which hosts the park, used to be a dairy farm until its owners decided to transform it into a tourist attraction. Initially it focused purely on farm exhibits, but gradually evolved into something closer to a traditional theme park. The park plans to start hosting musical events next summer.

Test 5

Listening • Part 1

 01 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 news item about some teenage scientists.
The girl's discovery could
 - A lead to a beneficial use of waste materials.
 - B help to encourage more students to study science.
 - C reduce the country's dependence on oil.

- 2 You hear an interviewer introducing a recorded interview with Darren Grey, a young writer.
What did the interviewer find surprising?
 - A Darren's adult writing style
 - B Darren's other leisure interests
 - C Darren's way of speaking

- 3 You hear a radio interview on a programme for teenagers with a biology teacher.
What does she think the students enjoy about her lessons?
 - A her sense of humour
 - B the way she uses the Internet
 - C doing projects outdoors

- 4 You hear two friends talking about a concert they have been to.
What most impressed the girl about the singer?
 - A the range of her voice
 - B her ability to express feeling
 - C her interaction with the audience

- 5 You hear a mother talking to her son about a rugby match.
What problem did her son have?
 - A He had difficulty getting to the stadium on time.
 - B He forgot to take something he needed with him.
 - C He got some basic information about the match wrong.

- 6 You hear a teacher talking to her class about some coursework.
What would she like the class to focus on?
 - A doing a statistical analysis
 - B making a detailed comparison
 - C reading some information critically

- 7 You hear two friends talking about their holidays.
On holiday the girl enjoyed
 - A swimming in the evening.
 - B visiting a place she had seen in a film.
 - C eating something she had never tried before.

- 8 You hear a news item about a wildlife campaign.
What is the aim of the campaign?
 - A to learn more about the habits of the butterfly
 - B to help conserve various types of butterfly
 - C to discover whether butterfly numbers are decreasing

Test 5**Listening • Part 2**

02 You will hear a student called Giorgio telling a class about his project on the spice called cinnamon. For questions 9–18, complete the sentences with a word or short phrase.

Cinnamon

Cinnamon has been used as a spice for at least (9) years.

The Roman historian Pliny wrote about cinnamon being imported to Rome in boats that were powered only by (10)

In Roman times a third of a kilo of cinnamon cost the equivalent of wages for (11) of work.

In Roman times cinnamon was added to dishes containing (12)

In the Middle Ages many people in the West thought that cinnamon came from the (13)

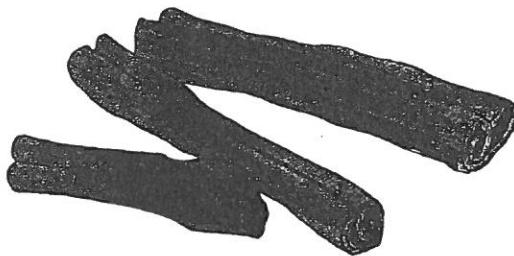
Cinnamon is still used in medicines that treat (14)

Cinnamon oil is thought to keep (15) away.

Today (16) is one of the main countries importing cinnamon.

Giorgio was surprised to learn that people use cinnamon in the preparation of (17) dishes.

Giorgio's favourite use of cinnamon is in (18)



Test 5**Listening • Part 3**

03 You will hear five teenagers talking about a special celebration they remember. For questions 19–23, choose from the list (A–H) the opinion each speaker expresses. Use the letters only once. There are three extra letters which you do not need to use.

A The best thing was being with so many members of my family.

B Some music I heard then made a strong impression on me.

Speaker 1

19

C I enjoyed helping with the preparations.

Speaker 2

20

D It turned out to be more enjoyable than I had expected.

Speaker 3

21

E An unplanned occurrence changed our plans.

Speaker 4

22

G I regret forgetting to do something.

Speaker 5

23

H I met someone who became very important in my life

Test 5**Listening • Part 4**

04 You will hear an interview with a young film actor called Diana Bainbridge who has just starred in a science fiction film. For questions 24–30, choose the best answer (A, B or C).

- 24 Diana first became interested in acting because of
A a relative's involvement in the profession.
B a teacher's enthusiasm and encouragement.
C a drama school's convenient location.
- 25 What led to Diana getting her first major cinema role?
A She was recommended by someone who saw her acting.
B She saw an announcement about auditions in an acting magazine.
C She volunteered as an extra for a crowd scene.
- 26 What surprised Diana when she was making her first film?
A how much time she spent waiting to film her scenes
B how helpful and friendly the famous stars were
C how hard she found it to ignore the technical equipment
- 27 What does Diana find difficult about being a film star?
A not having as much privacy as she would like
B reading critical reviews of her work
C not knowing what her next role will be
- 28 Diana enjoyed her most recent role because
A the film was made in several wonderful places.
B it gave her the opportunity to learn a new skill.
C she appreciated the company of her co-stars.
- 29 Diana says that in the future she is particularly keen to
A play a comic role.
B produce a film.
C win an award.
- 30 What does Diana plan to do next?
A spend some time relaxing
B take a role in a theatre production
C teach some schoolchildren about acting

Test 6

Reading and Use of English • 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).

Mark your answers on the separate answer sheet.

Example:

0 A engaged B absorbed C occupied D employed

0	A	B	C	D
	—	—	—	—

Young people help society

Young people tend to spend most of their out-of-school hours (0) with homework and other school commitments. These keep them so busy that they have no time to (1) for other major projects. But there are some remarkable exceptions to this (2)

Some use any free time they have to (3) themselves to environmental issues. Aya Lang, for example, is only 14 but at weekends she goes round restaurants to persuade the owners to (4) her with their used cooking oil. She then arranges for this to be (5) into biodiesel.

Another youngster who does a considerable (6) to help others is Tim Fried. He races go-karts as a (7) of raising money for charitable causes. In this way he manages to (8) his love of sport with some socially useful work.

- | | | | | |
|---|---------------|--------------|-------------|---------------|
| 1 | A spend | B waste | C pass | D spare |
| 2 | A case | B rule | C set | D test |
| 3 | A dedicate | B contribute | C reserve | D involve |
| 4 | A provide | B offer | C donate | D give |
| 5 | A substituted | B adapted | C converted | D exchanged |
| 6 | A degree | B extent | C deal | D amount |
| 7 | A chance | B kind | C means | D possibility |
| 8 | A adjust | B combine | C join | D merge |

Test 6

Reading and Use of English • 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**

T H E R E

Website for tigers

If you are interested in the environment, (0) is an excellent website called Tigernation. The website was set (9) to help with the conservation of tigers. It focuses its work particularly on India, a country (10) many thousands of tigers once lived. There are now thought to (11) fewer than 2,000 remaining there.

Did you know that a tiger's stripes are like a person's finger prints (12) the sense that every individual is unique? This makes (13) possible for the website to track the tigers as it recognises them by the pattern of their stripes. If someone is lucky (14) to catch sight of a tiger, then they take a picture and upload it to the website. The website is gradually collecting a large quantity of photos, (15) enables researchers to identify how the animals move from one place to (16) The hope is that an improved understanding of how tigers live will help us to ensure their survival.



Test 6

Reading and Use of English • 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 BALANCING

The first bicycle

The first vehicles with two wheels used for transporting people and requiring riders to develop (0) skills appeared in Germany in the early 19th century. The design was registered in 1818 and it was the first (17) successful vehicle which, although it did not have pedals and was not called a bicycle, has a clear (18) to the vehicle we know as a bicycle. It was popular for several decades but the (19) of accidents resulting from its use led to its eventual (20) in some European cities.

There is some (21) as to who exactly invented the pedal-powered bicycle, but its (22) began in France in the 1860s. Designs gradually improved its speed and (23) then, as road surfaces also got better, its use became widespread.

We usually think of the bicycle as just a means of transport but its role in the emancipation of women should not be (24) , as it allowed them a freedom of movement that they had not previously enjoyed.

BALANCE

COMMERCE

RESEMBLE

FREQUENT

PROHIBIT

AGREE

PRODUCE

SAFE

ESTIMATE

Test 6

Reading and Use of English • 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 Karen didn't really want to go to the party.

FORWARD

Karen wasn't really to the party.

The gap can be filled by the words 'looking forward to going', so you write:

Example:

0

LOOKING FORWARD TO GOING

- 25 I can't talk for long as my parents think I'm doing my homework.

SUPPOSED

I can't talk for long as I my homework.

- 26 Mum didn't expect the tickets to be so expensive.

LESS

Mum thought the tickets they did.

- 27 The path down the mountain was so slippery that it was hard for us to stay on our feet.

DIFFICULTY

The path down the mountain was so slippery that on our feet.

- 28 James is the best goalkeeper at the school.

THAN

James is a else at our school.

- 29 Sam is too young to learn to drive.

ENOUGH

Sam isn't driving lessons.

- 30 The teacher said we didn't need to spend too long on the exercise.

WORTH

The teacher told us too long on the exercise.

You are going to read a teen magazine article about teenagers and their use of the latest technology.

For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

TECHNOLOGY AND US!

by Rowena James

Like me, you've probably read newspaper articles in which adults are talking about the bad effects that technology such as computers and mobiles are having on teenagers like us! In fact, it sometimes seems as if our digital lives are under constant scrutiny from the older generation. According to some adults, our online socialising is creating a culture where everything is very trivial, and we're in danger of losing our social skills completely. Of course, we can probably all think of friends that spend virtually all their time online. But I think we'd also agree those people are in the minority, and that the majority of us have learnt to use technology in a responsible and useful way.

Anyway, our parents would probably admit that any advances in technology, such as the radio or the record player, have always caused concern among parents, because they worry about the harmful effects on young people, and want to protect them. But if the same technology had been available when they were young, they would have used it just as we do now, to socialise and establish independence from *their* parents. Of course, there have been extremely rapid developments since our parents were young – but then every generation says that when they look back, I guess.

One of the main things that teachers worry about is that our over-use of technology is having a bad effect on our education, particularly in our literacy. Teachers say teens are using language that's too casual, like we use in texts, even when we're writing formally, and that the influence of texting is producing far more mistakes in our writing than young people made in the past. However, some researchers say these thoughts are based on what they're

line 33 calling 'misguided nostalgia'. When they looked back at student composition papers, even a hundred years ago, they found they contained just as many errors as students' work today.

As I said, though, we can all think of someone we know who spends half their lives in front of a computer. But those people might still be gaining benefits from that time. Take my friend Luke, for example. In his early teens he was very keen on one particular TV series, and began to follow a fan page online, which he started spending all his free time on. It wasn't long before he got more involved, and was soon editing other teenage fans' contributions, which he became skilled at. That led to an interest in publishing as a career.

Teachers have also realised the huge potential of technology in their classes, no matter what field they're in. Computer teachers at my school now encourage us to use up-to-the-minute software to get us to explore and develop our own talents – with great results. One guy in my class who wasn't interested in school at all, suddenly discovered he was really good at producing elaborate sketches of buildings around the city. He's now considering training to be an architect – a real turnaround for someone who once hated coming to school.

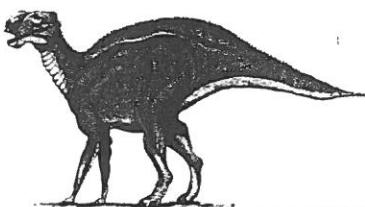
Of course, much as I hate to admit it, there are downsides to advances such as the Internet. One of them is distraction – flicking onto a favourite website in the middle of doing a homework assignment. You'd have to be pretty skilled to achieve good results by trying to do several things at once in that way. There's also a tendency for teenagers not to question whether the sources of information they get online are actually reliable, and just to take what they find there at face value. And I hardly dare mention the effects on sleep patterns – that's one area where my parents have to step in and set boundaries, otherwise I'd be up all night. But as we mature, I reckon we'll get better at learning to moderate that sort of thing ourselves – just as we'll need to in all other aspects of our lives.

- 31 In the first paragraph, what is Rowena's purpose in writing 'about adults and their views on teens' use of technology?
- A to say which of their views she thinks are justified
 - B to suggest reasons why older people may hold such opinions
 - C to demonstrate how much exaggeration she thinks they contain
 - D to explore how different she is from the majority of teenagers
- 32 In the second paragraph, Rowena suggests that new technology
- A makes young people's lives easier than their parents' lives were.
 - B has always tended to cause concern among older generations.
 - C allows young people more independence than their parents had.
 - D has developed much faster than for previous generations.
- 33 Which mistaken belief do researchers mean when they refer to 'misguided nostalgia' in line 33?
- A using the present as a guide to understanding the past
 - B trusting that the present is a great improvement on the past
 - C being unable to see any difference between the present and the past
 - D thinking everything was much better in the past than it is in the present
- 34 Rowena gives the example of her friend Luke to demonstrate
- A the advantages of becoming absorbed in online activity.
 - B the opportunities offered by online sites to become more creative.
 - C the benefits of publishing one's own writing online.
 - D the possibilities of finding paid work online.
- 35 What is implied about the computer teachers at Rowena's school in the fifth paragraph?
- A They are unwilling to give up on students who find it hard to fit in.
 - B They are quick to spot undeveloped talents in their students.
 - C They are keen to use technology to help students discover themselves.
 - D They are leading the field in computer-assisted learning.
- 36 In the final paragraph, what does Rowena say is a disadvantage of new technology?
- A It has created a generation of teenagers that is always multi-tasking.
 - B It can tempt teenagers away from what they should be focusing on.
 - C It makes teenagers realise their parents are still continuing to monitor them.
 - D It discourages teenagers from using a range of information sources.

You are going to read a magazine article about the discovery of some dinosaur bones. 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.

New dinosaur discovery



Gryposaurus monumentensis

The dinosaur species known as *Gryposaurus monumentensis* lived seventy-five million years ago but people only

learnt of its existence at the beginning of the twenty-first century. Its name means 'hook-beaked lizard of the monument', with 'monument' referring to the place in the US state of Utah where this dinosaur's bones were found by a team of archaeologists.

37 . It had an enormous bill resembling that of the duck-billed platypus, a curious egg-laying mammal native to Australia. The dinosaur, which existed on a diet of leaves, would have found this extremely useful when it wanted to pull something to eat off a nearby plant.

However, the archaeologists who discovered the dinosaur's bones were even more amazed by what they found inside the skull. 38 . There was also evidence of many extra ones waiting to drop into place as others wore out.

Taking all the replacements into account, it is estimated that the dinosaur managed to get through approximately 800 teeth during its lifetime. This indicates that *Gryposaurus monumentensis* chewed its way through a substantial quantity of leaves every day of its life.

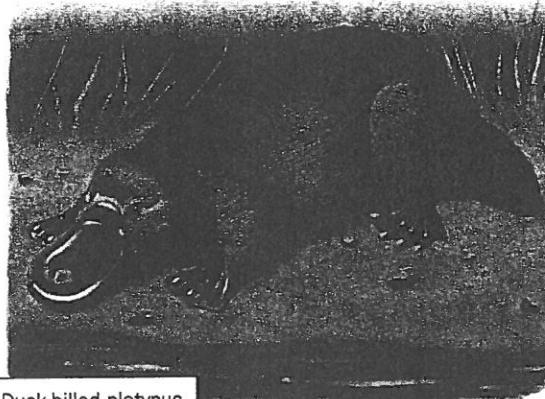
39 . *Tyrannosaurus rex*, the enormous meat-eating dinosaur, for example, seems to have got by with considerably fewer.

The unusual number of teeth found in the skull suggest that the *Gryposaurus monumentensis* was a particularly

large species of dinosaur. 40 . Other bones were discovered in Utah not far from the skull. These made it possible for scientists to calculate that the creature was at least 90 metres in length. The humerus (the bone of the upper arm), for example, is longer than an adult man's leg.

At the time when *Gryposaurus monumentensis* lived in what is now Utah, the area had little in common with its appearance today. 41 . Nowadays the region tends to receive relatively little rain and not much grows there.

Dinosaurs with duck bills have also been found a thousand kilometres further north in Canada but they appear to be rather different from those discovered in Utah. 42 . Some think that there may have been a mountain system making it impossible for them to move between Utah and Canada, while others believe that they simply had no need to leave an area with plenty of food. However, others are not convinced by either theory. Certainly a great deal more remains to be learnt about *Gryposaurus*.



Duck-billed platypus

- | | | | |
|---|--|---|--|
| A | It is known to have been wet and swampy there then and the land was covered by plants. | E | Scientists are puzzled as to why they do not bear more resemblance to each other. |
| B | The creature was seen to possess at least 300 teeth, making it easy for it to grind up the leaves that it ate. | F | The outside of the skull (the bone of the head) that the Utah archaeologists discovered was unusual. |
| C | And there is evidence to show that this was indeed the case. | G | Otherwise it would never have worn out quite so many of them. |
| D | This is in striking contrast to the habitats where other dinosaur bones have been found. | | |

Test 6**Listening • Part 1**

3 05 You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- 1 You hear two friends talking about going to a classic car show.
What do they agree about it?
A There was more to see than they expected.
B They spent more than they had intended.
C Some of the exhibits were more interesting than others.
- 2 You hear a teacher talking about a visitor coming to school.
Before the visitor comes, the teacher wants the class to
A find some information about the visitor.
B create a display for their visitor in their classroom.
C make something to present to the visitor.
- 3 You hear two friends talking about doing up a room.
What does the boy want to do?
A get some new furniture for his room
B exchange rooms with his sister
C redecorate his room himself
- 4 You hear two friends talking about a film they would like to see.
What do they know about it?
A It is based on a true story.
B The actors are unknown.
C It has some comic moments.
- 5 You hear a radio report about a zoo.
What is the zoo planning to do?
A extend its opening hours
B put some information online
C organise an event for schools
- 6 You hear two friends talking about doing presentations in class.
How did the boy feel about his presentation?
A relieved his teacher liked it
B pleased by his classmates' response
C confident he has learnt from the experience
- 7 You hear a father talking to his daughter about plans for her birthday.
The girl says she would like to spend her birthday
A paying a visit to someone special to her.
B going to a town where she has never previously been.
C doing what she did on her last birthday.
- 8 You hear two friends talking about a cake they have made.
What do they agree about?
A They would do something differently if they made the cake again.
B The boy made a useful suggestion when they were making the cake.
C It was one of the most delicious cakes they have ever tasted.

06 You will hear a man called Nigel telling some students about his experiences in Antarctica.

For questions 9–18, complete the sentences with a word or short phrase.

Working in Antarctica

Nigel first became interested in Antarctica after enjoying a (9) about it when he was ten.

The year that the first person arrived in Antarctica was probably (10)

The subject Nigel studied at university was (11)

Nigel first went to Antarctica to do research on (12)

Nigel arrived in Antarctica by (13)

Nigel did a lot of work in Antarctica with a scientist from (14)

The main problem in Antarctica for Nigel was the (15) there.

In their free time Nigel and his colleagues in Antarctica spent a lot of time

(16)

When he got back home Nigel missed the (17) in Antarctica.

Nigel has written a novel called (18) based on his time in Antarctica.

Test 6**Listening • Part 3**

(3) 07 You will hear five teenagers talking about school trips to different museums. For questions 19–23, choose from the list (A–H) the opinion each speaker expresses. Use the letters only once. There are three extra letters which you do not need to use.

A It was more enjoyable than a previous school trip.

Speaker 1

19

B We spent too much time preparing for the trip.

Speaker 2

20

C It was far better than going round the museum on my own.

Speaker 3

21

D A member of staff organised some original activities for us.

Speaker 4

22

E It was a good idea to concentrate on just one part of the museum.

Speaker 5

23

F There will be another trip to the same place in a few weeks' time.

G The best part of the trip was a DVD we watched there.

H Something that I had hoped to see there was not on display.

Test 6**Listening • Part 4**

08 You will hear an interview with a young man called Mark Collins who spends his spare time playing in a band that is gradually becoming well-known in his local area. For questions 24–30, choose the best answer (A, B or C).

- 24 How did Mark and his friends choose the name for their band?
A They based it on their own names.
B They took it from a place that was special to them.
C They picked it by chance from something they overheard.
- 25 How has Mark's band changed since it first started?
A It features a different lead singer.
B It uses a wider range of instruments.
C It has more members than it used to.
- 26 What does Mark say about the music his band plays?
A They mainly do numbers they have written themselves.
B They like to experiment with different styles of music.
C They attach importance to the words of their songs.
- 27 Mark says he admires the singer Flora Hernandez because
A she has helped many young musicians.
B she has overcome many difficulties.
C she performs in a very original way.
- 28 What does Mark say about the performances his band does?
A They often play in small venues.
B They rarely refuse an invitation to play.
C They frequently travel long distances to play.
- 29 Mark says that when his band did a foreign tour
A they found it less enjoyable than they expected.
B they learnt what their particular strengths were.
C they failed to make any profit from their performances.
- 30 Mark thinks that in the future his band
A will focus on playing at summer festivals.
B will mainly perform at local clubs.
C will work hard at becoming well known.