

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 definite B specific C fixed D particular

0	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
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Chickens are smarter than you think

Ask people whether they think chickens are intelligent and most of them will answer a (0) 'no'. This is because we (1) to think of mammals, such as cats, dogs or horses, as being smarter than birds. We also believe that birds like chickens do not feel emotions in the same way other animals do.

Research has (2), however, that this is not necessarily the (3), which means they can not only learn from each other but are able to notice how other chickens are feeling too.

The research proves that chickens have minds: they have memory, thinking ability and emotions, and are (5) of others and their surroundings. Chickens also (6) that they have complex social structures, often thought to be a unique (7) of mammals. Chickens, then, are just as sensitive as we are, and it is important for us to recognise this in our (8) of them.



- | | | | | |
|---|------------------|-------------|---------------|---------------|
| 1 | A regard | B consider | C tend | D assess |
| 2 | A indicated | B expressed | C advised | D displayed |
| 3 | A matter | B point | C case | D fact |
| 4 | A action | B behaviour | C manner | D practice |
| 5 | A familiar | B wise | C clear | D aware |
| 6 | A declare | B confirm | C demonstrate | D expose |
| 7 | A characteristic | B nature | C style | D personality |
| 8 | A management | B approach | C dealings | D treatment |

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

I	F																		
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What is futsal?

(0) you're into football, there's no doubt you'll like futsal, too. You may already have heard of this exciting, fast-paced sport, (9) how is it played? Recognised around the world (10) official football associations, futsal is similar to football, though it is different in significant ways. (11) than being played on a large outdoor pitch, futsal is usually played on hard indoor courts, (12) much smaller goals than football and never more than five players. The ball is smaller and less bouncy than an ordinary football. Games last just 40 minutes. There is a half-time break and (13) side can take one 'time-out' per half. This is (14) the clock is stopped for one minute, similar to (15) happens in a basketball match. The game is particularly good for young people, (16) it encourages them to be creative and develop technique in a small space, all of which is helpful in eleven-a-side football, which many futsal players go on to play.



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 E X A C T L Y

Peanut butter is good for you!

With 'peanuts' and 'butter' in its name, peanut butter doesn't (0) sound good for us. Common sense tells us that neither food is a particularly healthy (17) given their high fat content. The product's (18), however, has led to research, and it's good news to learn that many food science (19) say it isn't as bad for us as we might have thought.

Peanut butter is (20) versatile – it can be eaten with everything from raw vegetable sticks to toast – but the fat it contains is also monounsaturated (the 'right' kind of fat), which is believed to be good for the heart. Peanut butter also contains a (21) amount of protein, which contains important nutrients for growing kids. (22), it contains iron, B vitamins and fibre, all of which are necessary for the (23) of a healthy body. So, next time you're told to put the top back on the jar, you'll be able to offer an (24) as to why just one more spoonful is good for you!

EXACT

CHOOSE

POPULAR

SPECIAL

DOUBT

SUBSTANCE

ADD

MAINTAIN

EXPLAIN



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 I haven't seen you for ages!

TIME

It has I saw you!

The gap can be filled by the words 'been a long time since', so you write:

Example:

0	BEEN A LONG TIME SINCE
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Write only the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 I meant to call you when I arrived at the hotel but I forgot.

GOING

I you a call when I arrived at the hotel but I forgot.

26 'What do you think of the amount footballers get paid?' Tim asked me.

THOUGHT

Tim about the amount footballers get paid..

27 It'll be dark soon, so we mustn't stay out any longer.

LEAVE

We'd gets dark.

28 We hadn't expected the party to be very good but in the end it was!

TURNED

The party than we had expected.

29 We won't be going on holiday this year because we haven't got enough money.

LACK

Our that we won't be going on holiday this year.

30 The team won the match even though they hadn't practised much.

IN

The team won the match practised much.

You are going to read a magazine article written by a boy who went to a festival called La Mercè in Spain. 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**.

La Mercè Festival

by Adrian Jacobs

Last September, I attended the La Mercè festival in the city of Barcelona, Spain, with my family. I'd never been to the city before and was looking forward to spending a few days there. After checking in to our hotel, we wandered into the centre for our first look around the city I'd heard so much about. With the festival already in full swing, the footpaths were crowded, making it challenging to move with any speed around the sights. It was nothing I hadn't been warned about and we were in no rush. I could barely take my eyes off the beautiful old buildings as we walked along. All that fascinating history: I imagined all the stories the buildings would be able to tell if they had a voice. Traffic buzzed round us, filling the air with sounds of beeping horns, adding to the atmosphere.

The first event we attended was the building of 'human towers'. Different teams competed to create the tallest tower of people by standing on each others' shoulders. Then the youngest member of each group climbed up the outside to the very top. I gazed in awe at the height of the towers. They made it look easy but what an incredible amount of practice and teamwork the activity must need. Now and then, a tower would collapse to the gasps of the onlookers. The teams had clearly prepared for this eventuality, though, and caught each other easily. We stood and watched for ages, transfixed.

Next was the parade of the 'giants', where huge brightly painted figures were carried through the streets representing different neighbourhoods of the city. Kings and queens dressed in historical costumes hovered over the crowds, spinning and dancing in pairs to the tunes played on ancient instruments by bands of musicians. Children stared in wonder, their faces lighting up when they spotted a favourite character – that was a magical thing. I soon abandoned any attempt at filming the procession; it was far better just to store the images away in my memory instead.



That evening we saw what, for me, was the highlight of our whole trip: the 'fire run'. Another parade, but this one was a procession of huge fire-breathing beasts – again, brightly painted – which were carried along the road, showering the spectators with sparks from fireworks attached to them. Spectators are advised to cover up as protection, but there's no real danger. Even so, I decided to stand well back away from it! It was an incredible sight and must have been great fun to participate in. The fire lit up the spectators in the darkness and I recognised my own feelings of happiness on their faces. I snapped away with my camera, but when I looked at my pictures the next day, I'd just recorded a blur of movement.

Over the next couple of days we saw everything from a kite flying competition at the beach to an aerobatic show, sampled local specialities in seaside cafés and sang and danced in the city's numerous squares. All too soon it was the last night of the festival. Together with thousands of other people, we stood ready to watch the final event: the closing of the festival with a magnificent fireworks display. It was as fantastic as all the other events had been and I knew that even if I never came back again, I'd go home having made the most of the celebrations I'd so longed to see, and having gained an insight into another culture.

line 52

- 31 How did Adrian feel when he saw the city of Barcelona for the first time?
- A amazed at the number of visitors there
 - B excited by the interesting architecture
 - C annoyed by how noisy the city was
 - D pleased about how easy it was to get around
- 32 What does Adrian say about the 'human towers' event in the second paragraph?
- A It made him feel nervous at certain moments.
 - B It continued for longer than he would have liked.
 - C It required a lot of skill on the part of the participants.
 - D It was not as impressive as he had expected it to be.
- 33 When Adrian saw the parade of giants in the third paragraph, he particularly liked
- A trying to capture the figures on video.
 - B seeing other people's enjoyment of it.
 - C learning about the history of the activity.
 - D listening to the music which accompanied it.
- 34 During the 'fire run' in the fourth paragraph, Adrian
- A thought it wise to keep at a distance from the parade.
 - B wished he was able to take part in the procession.
 - C managed to take some atmospheric photos.
 - D saw someone he knew in the crowds.
- 35 What does *sampled* in line 52 mean?
- A checked
 - B experimented
 - C observed
 - D tried
- 36 How did Adrian feel at the end of the festival?
- A hopeful that he would return in the future
 - B regretful that the experience was over
 - C satisfied to have fulfilled an ambition
 - D happy to be heading home

You are going to read a newspaper article about a girl called Carly, who has taken part in a scheme called the Young Businessperson at school. 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.

Taking part in the Young Businessperson scheme

14-year-old Carly Smithson reports on taking part in the Young Businessperson scheme at school

The aim of the Young Businessperson scheme was to give young people like my classmates and I a taste of what it's like running a business, providing an insight into the world of work, and raising awareness of the skills needed in the real world that can't be learnt in academic lessons, such as handling money and keeping records.

We were going to work in teams to set up and run small, and hopefully profitable, businesses from school. The first thing we did was attend a workshop with the scheme's leader, Matt. He encouraged us to think about businesses we might be able to create and manage with limited resources. **37** Take shoelaces. They stop your shoes slipping off, but also allow people to fasten their shoes comfortably, regardless of how big their feet are. It's a simple idea, but imagine how many pairs of laces there are, and how much money must be made from sales!

We spent the first half of the workshop coming up with problems we encounter in our daily lives. I find it annoying when food packets tear in the wrong place when you open them, so the food inside spills out or goes off more quickly than if it would if the packet could be re-sealed. **38** Matt then split us into smaller groups to choose one of the problems and consider a possible solution for it. My group worked on what I'd mentioned, and our suggestion was to create snack packets which could be re-fastened.

39 'But think about how much more expensive it would be than producing current kinds of packet,' he said. 'More resources would be needed so

manufacturing costs would be higher. They'd take longer to make, too. Then there are existing products on the market, such as boxes with lids, which people can use and re-use for this purpose.' He wasn't being unkind, I realised, but pointing out considerations businesses have to make in order to make a profit.

It was a useful exercise aimed at developing our 'business heads'. Plus, we could never have made the packets at school without specialist machinery and equipment.

40 In the end, our group came up with a glove for washing dishes which would not only protect hands from hot water, but prevent the inconvenience of having to search around in the water to find a dropped cloth. Matt approved it, and our group was given a small amount of money with which to buy essential materials.

In addition to making the gloves, each person was assigned a specific role. **41** This would be used for promotional purposes, and to make sure every member of the group could explain things consistently to customers. We had a few minor disagreements along the way, but even those were no bad thing as we learnt to compromise and resolve conflict.

It was when we came to selling our products that we came up against our first real problem: not many of our classmates wanted a washing-up glove! We sold more to teachers than other students. **42** Matt was positive about that, though. He said we'd learnt a good lesson: we hadn't thought about the needs of our target market. He praised us on our teamwork, though, and said he'd recommend any of us for jobs in the future!

- A** He was pleased we'd tried to be more ambitious than other groups.
- B** We should have chosen something more straightforward, and that's what we decided to do next.
- C** Although we covered our costs, we made very little profit, which was disappointing.
- D** Successful organisations often offer a solution to a problem, we learnt.
- E** When we fed back our ideas, Matt wasn't as enthusiastic as we'd hoped.
- F** Other students shared their experiences and mentioned other minor but frustrating issues.
- G** I was responsible for creating an accurate description of our product.

Test 6

Reading and Use of English • Part 7

You are going to read four reviews by teenagers of documentaries they have watched. For questions 43–52, choose from the reviewers (A–D). The reviewers may be chosen more than once.

Mark your answers **on the separate answer sheet**.

Which reviewer

managed to gain some of the knowledge they had hoped/expected to?

43	<input type="text"/>
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was pleased with the outcome of someone's efforts shown in the programme?

44	<input type="text"/>
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says they were inspired to take action after watching the programme?

45	<input type="text"/>
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believes that certain facts about a subject will never be revealed?

46	<input type="text"/>
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realised something they had been doing wrong before seeing the programme?

47	<input type="text"/>
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says they admired the way a programme presented its special effects?

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

was initially unwilling to watch the programme?

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

was disappointed with one aspect of the programme they saw?

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

corrects something they have said earlier in their review?

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

says they regret not having taken more notice of a subject when they had the chance?

52	<input type="text"/>
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TV documentaries

A Dan Parker reviews *Polar bear*

I saw *Polar bear* with my whole family and I was impressed by how it managed to get across some quite complicated information in a way that even my sister, who's a few years younger than me, could understand. I didn't feel talked down to, either, like I sometimes do: some documentaries provide only the most basic facts about an issue and you're often left with lots of unanswered questions. *Polar bear* approached the subject of global warming in a fascinating way. A polar bear was tracked for a year and we saw its habitat through its own eyes, observing how it tried to adapt to new challenges and seeing first-hand the impact on its life that melting ice is having. I felt more determined than ever to get involved in raising awareness about these issues, and I signed up to a local environmental group for young people straightaway.

B Nelly Jones reviews *Practice makes perfect*

I love playing basketball but I never seem to get any better, no matter how hard I'm working. Maybe that should be no matter how hard I *think* I'm working. That was the point of *Practice makes perfect*. It documented a percussionist called Rob, who wanted to get a place in an orchestra but just wasn't making it, even though he'd been to a ton of auditions and was an amazing player. An expert observed him practising one day and noticed that Rob was playing rhythms he was so familiar with that he wasn't really thinking about them. He was advised to do something called 'purposeful practice' – concentrating on what he was doing and trying to do it better. It was a real eye-opener for me and I understood why I hadn't improved my game for ages. Oh, and after spending time with the expert, Rob got his dream job! That was the coolest bit.

C Lucas Martin reviews *Dinosaurs*

I've never really been into dinosaurs and I wasn't in the least interested in watching another documentary about them. My family wanted to see it so I just thought, 'Well, I've got nothing to lose'. I was instantly hooked! The special effects were incredible as they often are in those kinds of programme, but I started thinking about how much the film-makers actually knew, and how much was simply guesswork on their part. How did they know what colour dinosaurs were? Is that really how the creatures moved? These are all things that to my knowledge are too late to discover. I thought I'd learnt everything there was to know about the different kinds of dinosaur but when the presenter mentioned that there'd been hundreds of kinds I was pretty shocked. How come I hadn't known that? Perhaps I hadn't paid enough attention at school. I definitely should have.

D Hayley Vickers reviews *Making changes*

The minute I saw this programme advertised, I knew I had to watch it. I'm really into making films about issues which affect young people, and I'm always looking for ways to improve my skills or present stuff in an attention-grabbing kind of way. The subject matter of *Making changes* was already appealing (it was about the power of advertising and how it can be used for the greater good), but it also focused on new media and I thought I could pick up a few tips about getting messages across so that young people like me can get their ideas heard in an adult world. The programme was interesting, but although I did learn one or two things about improving my filming, I felt the content was a bit repetitive. It was still worth watching, though.

Test 6

Writing • Part 1

You **must** answer this question. Write your answer in **140–190** words in an appropriate style **on the separate answer sheet**.

- 1 In your English class you have been talking about fashion. Now your English teacher has asked you to write an essay.

Write your essay using **all** the notes and giving reasons for your point of view.

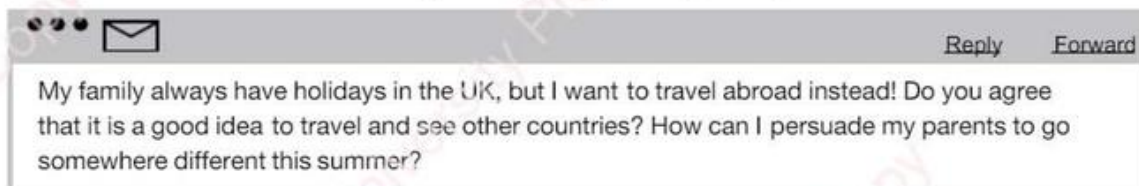
Some teenagers make a big effort to be fashionable. Is this a good thing?
<p>Notes</p> <p>Write about:</p> <ol style="list-style-type: none">1. feeling confident2. effect of advertisements3. (your own idea) (<i>cost / fun</i>)

Test 6

Writing • Part 2

Write an answer to **one** of the questions 2–5 in this part. Write your answer in **140–190** words in an appropriate style **on the separate answer sheet**. Put the question number in the box at the top of the answer sheet.

- 2 You have received this email from your English-speaking friend, Ella.



Write your **email**.

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

Articles wanted!

An amazing person

Tell us about someone amazing. It could be someone famous, or someone you know. Why do you think this person is so wonderful? What have you learnt from this person?

The best articles will appear on our website!

Write your **article**.

- 4 You see this announcement on an English-language website for young people.

Reviews wanted!

Favourite games

We want to know about a game you play. It could be a computer game, a board game or another kind of game. Describe the game briefly. Who do you play it with? Why do you enjoy playing it? Would you recommend it to other people your age?

The best reviews will win a game!

Write your **review**.

- 5 Answer the following question based on the set text.


You have been talking about the set text in your English class. Now your teacher has given you this essay for homework:

What did you think was the most surprising event in the book? Why was it so surprising? What were the results of this event?

Write your **essay**.

Test 6

Listening • Part 1

 43 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 some changes at their school. What do they agree?
 - A Certain rules haven't changed in the way they'd hoped.
 - B The changes will make part of their daily routine easier.
 - C More interesting activities will be on offer as a result.
- 2 You hear a girl talking to a friend about the library in their town. During the conversation, she
 - A criticises the range of books in the library.
 - B suggests how the library could be improved.
 - C describes a library book she's read recently.
- 3 You hear two friends discussing a concert they've just been to. What do they agree about it?
 - A The band didn't play enough well-known songs.
 - B One player's performance wasn't what they'd expected.
 - C The venue wasn't ideal for the event.
- 4 You hear a teacher telling her class about a design task they are going to work on. What is she doing?
 - A advising them which kind of designs will work best
 - B reminding them of the possible risks of using the machines
 - C suggesting key steps for achieving their goal
- 5 You hear a girl leaving a voicemail message for her friend. Why is she calling her?
 - A to apologise for not ringing her as arranged
 - B to propose ways of helping her while she's off sick
 - C to try and find out the details of her injury
- 6 You hear a boy talking to a friend about a meal he cooked for his family last night. What does he admit about the meal?
 - A He hadn't realised how little food the recipe would make.
 - B He should have checked that his family would like the meal.
 - C He was too ambitious in his choice of recipe.
- 7 You hear a girl talking about her first piano lesson. How did she feel about it?
 - A confident that she'd pick it up quickly
 - B concerned at the extent of the task ahead
 - C surprised at how unfamiliar the instrument was
- 8 You hear two friends talking about a new music shop in their town. What do they think is unusual about the shop?
 - A It offers huge reductions on some items.
 - B It stocks music from their parents' era.
 - C It has regular visits from famous musicians.

Test 6

Listening • Part 2



You will hear a boy called Jack giving a talk about his visit to a castle in the summer holidays. For questions 9–18, complete the sentences with a word or short phrase.

A castle visit

Jack's route to the castle involved a path near the edge of a (9)

Jack uses the word (10) to describe his first impression of the castle.

Jack discovered that the remains of an earlier castle made of (11) could still be seen.

Jack was surprised by the (12) of the castle walls as they walked along the top of them.

Jack was amazed at the view from the part of the castle called the (13) that he visited.

Jack learnt that many improvements to the castle had been made by the (14) of a previous owner.

Jack's father most enjoyed seeing the restored (15) inside the castle.


Jack decided he didn't believe the guide's story about (16) in one area of the castle.

Jack and his family were impressed by the (17) display that they saw.

Jack felt the (18) in one of the gardens created a peaceful atmosphere.

Test 6

Listening • Part 3

 45 You will hear five teenagers talking about their favourite wildlife programmes. For questions 19–23, choose from the list (A–H) what each speaker particularly likes about the programme. Use the letters only once. There are three extra letters which you do not need to use.

A It's made me aware of threats to our environment.

B It's presented by wildlife experts.

Speaker 1 19

C It has beautiful photography.

Speaker 2 20

D It's taught me about some unusual species.

Speaker 3 21

E It's inspired me to get involved with nature.

Speaker 4 22

F It helps me with my schoolwork.


G It promotes research into conservation.

Speaker 5 23

H It features wildlife from my area.

Test 6

Listening • Part 4

 46 You will hear an interview with a student called Katie Cross, who is talking about her hobby of kitesurfing. For questions 24–30, choose the best answer (A, B or C).

- 24 Katie says that for her, kitesurfing
- A is something she wishes she could do more of.
 - B is great motivation for completing her school work.
 - C is a better alternative for keeping fit than running.
- 25 What advantage of the sport does Katie point out?
- A It's relatively low-cost at the beginning.
 - B It's easy to find somewhere to do it.
 - C It's possible to transport the kit yourself.
- 26 What surprised Katie about the sport the first time she tried it?
- A It didn't require as much strength as she'd expected.
 - B It wasn't only a sport for young people.
 - C It didn't seem as tiring as people had told her.
- 27 What does Katie suggest about her rapid progress in kitesurfing?
- A She thinks she was naturally talented at it.
 - B Her rate of improvement wasn't unusual.
 - C She succeeded due to her determination.
- 28 What does Katie particularly appreciate about kitesurfers she's met?
- A They encourage her to improve by being so competitive.
 - B They're all very friendly towards each other.
 - C They tend to have a lot of experience in watersports.
- 29 Katie recommends that people who want to try kitesurfing should
- A learn how to deal with different sea conditions.
 - B learn to control the kite they're using properly.
 - C learn from a professional instructor.
- 30 Katie is currently preparing to
- A take part in some competitions.
 - B go abroad on a kitesurfing holiday.
 - C train to teach others how to kitesurf.