

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 change B difference C variation D contrast

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

Child's play?

Imagine a restaurant, but with a (0)..... . The restaurant is run (1)..... by children aged under 11; they cook and serve the food, and then wash up. The children even bring the bill at the end of the meal, all with a little help from the (2)..... staff of course. There are always four adults on hand to (3)..... the youngsters. There's a set menu with a main course and dessert, and everything is made from fresh (4)..... . The food is healthy and prices are (5)..... and so, not surprisingly, the restaurant is very popular. This means that a reservation is usually necessary to be (6)..... of getting a table. The (7)..... idea is to help parents by providing childcare, and to help children learn to be responsible. This is done by giving them independence in a fun and child-friendly (8)..... . Is this the stuff of dreams? No, it's the new reality of the 21st century.

- 1 A entirely B all C substantially D thoroughly
- 2 A rising B increased C grown-up D expanding
- 3 A command B order C demand D supervise
- 4 A flavours B ingredients C courses D components
- 5 A low B small C little D minor
- 6 A sure B definite C truthful D known
- 7 A easy B elementary C introductory D basic
- 8 A position B neighbourhood C environment D region

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 the gap. Use only **one** word in each gap. There is an example at the beginning (0).

Write your answer **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

| | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 0 | S | I | N | C | E | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

My uncle the skateboarder

I'm 14 now, and like my mates, I really love skateboarding. I've been into it (0) I was 11. So my family have got (9) to me talking about it all the time! I knew that my dad and his brother also spent a lot of (10) teenage years riding around on skateboards, so I guess it's a family thing. My dad had to give it up when he injured his back in a fall. But (11) surprised me was finding out recently that my uncle still does it. We met at our annual family reunion and I couldn't believe what he was saying, especially as he's no less (12) 52 years old. He says his skateboard is his favourite (13) of getting to his office every day. He uses it in (14) to save time, which makes sense, as walking takes much longer. Plus it must be easily the (15) enjoyable form of transport. I hope I'm still doing it (16) I'm 52!



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 answer **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 A L L O W E D

Smartphones at school

Some of the schools in my home town are really strict and students are not (0) to use their smartphones at school. Mine is different – there's a much more (17) policy. In break times, it's (18) to use our smartphones. But in lessons, it's the individual teacher's (19) whether we can use them or not. For some pieces of work, like a timed writing task, they're completely (20) Of course it's our (21) to follow the rules, which we do. In some lessons, the teachers actively encourage us to use our phones when they think it'll be (22) to us. There are lots of really good ways to use smartphones in class, and I'm in favour of these. One example is games, where we choose multiple-choice answers on our phones. I'm really (23) , so love doing those. Although it can be a bit (24) , when everyone just uses their phone instead of talking.

ALLOW
RELAX
ACCEPT
DECIDE

FORBID
RESPONSIBLE

BENEFIT

COMPETE
SOCIAL

Test 3**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 |
|---|------------------------|

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

25 It's a shame I arrived late at the party.

TURNED

I wish late to the party.

26 Provided that you help me with my project, you can borrow my book.

LONG

I'll lend as you help me with my project.

27 You need to do your homework now.

TIME

It homework done.

28 I must get a haircut this week.

NEEDS

My this week.

29 It's possible that I didn't bring my books with me this morning.

MIGHT

I behind this morning.

30 During the lesson, I tried as hard as I could.

BEST

I during the lesson.

You are going to read a blog post in which a teenage boy describes his relationship with his parents. 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.

Teenagers and parents – it's the same old story...

Many readers have described the ups and downs of living with teenage children.

This week, we hear from Barry Davros, 15.

OK, I'll admit it. Things haven't been so easy at home in the last couple of years. I'd like to think I'm old enough and wise enough to know that it's almost certainly because I'm a teenager now. Teenagers complain to their friends about their parents. And I think we can be pretty certain that the parents do the same about their kids. I argue with mine. We don't talk as much as we did when I was a kid. It's not that this is the way I want it – I'd prefer it if we never argued, but found a way to talk about what was bothering us. That would be so much better, not just for me and my mum and dad, but for any teenager and their family. So I've been reading a lot – books like *The Teenage Brain*, and lots of online stuff. And I'm sure that if people understood more about what goes on inside a teenager's mind, half of the arguments over the dinner table wouldn't even start in the first place. So I'd like to share what I've learnt.

There are so many things that parents have a go at their teenagers for that it's almost impossible to know where to start. So let's just pick mornings. Mornings are for sleeping. For as long as you need to, or at least as long as you can. Every teenager knows that. But not parents – they think that we should get up at 7.30, just because they get up at 7.30, ready for another busy day. So who's right? Well, the science says that an adolescent's body clock isn't programmed in the same way, and is on a schedule about three hours behind that of older adults (that means both going to bed and getting up).

Another 'issue' that parents make a big deal about is tidiness. Clothes dumped on the bathroom floor, an old plate of food under the bed, house keys lost. OK, I admit, I've been guilty of all of these things recently (but at least

I owned up!). Sorting stuff like this takes planning, and the way the teenage brain develops means that it's just not our strong point. Sorry! The brain develops a chemical called myelin, and it's created over time. Until it's fully developed in all parts of the brain, it does unfortunately mean that even very bright teens can do really stupid things. So just bear with us guys!

Because as already mentioned, the teenage brain goes through all sorts of changes, sometimes teenagers can get angry. This usually makes parents angry. Which makes us angrier, which... OK, you get the picture. But parents need to understand more about what's going on inside our heads. Like, there might be a perfectly understandable (to us) reason why we don't want to do that maths homework this instant. So, listen parents out there, try and understand! Don't always respond to us by getting angry. Just don't! Calm down, count to ten and think twice. line 49

Communication. That's a big one. Sure, teens and parents need to hang out together too, not live in separate worlds. But I'm 15, so the topics of conversation I was into when I was 11 don't work for me now. Same for all kids my age. The sooner parents realise that, the better. It's not that we stop loving them just because we're in our teens, it's just that we need more space. To grow up and find out who we are. line 54

Here's a tip – if there's something that needs to be discussed, do it on a car journey. Whether it's the whole family together or just two of you, the fact that you're in a car means that you're gazing ahead, rather than staring at each other. For me, it just makes it easier to talk somehow, because I sometimes feel they're judging me or something if they're observing me. Try it. It works. And you heard it from me.

- 31 Why shouldn't parents be surprised if their teenagers sleep late?
- A Many teenagers find their busy schedule tiring.
 - B Some teenagers need more hours of sleep than adults.
 - C Teenagers prefer not to see their parents in the mornings.
 - D It's natural for teenagers to have different sleep patterns from adults.
- 32 In the third paragraph, the writer admits that teenagers tend not to be very
- A honest.
 - B organised.
 - C confident.
 - D intelligent.
- 33 What does the writer mean when he advises parents to 'count to ten' in line 49?
- A don't react too quickly
 - B repeat what you have said
 - C find ten reasons for the behaviour
 - D don't tell teenagers things they already know
- 34 What does 'that' refer to in line 54?
- A Teenagers need to spend time away from their parents.
 - B Teenagers love their parents less than they did as children.
 - C Teenagers want to talk about different things as they mature.
 - D Teenagers need to spend more time talking to their parents.
- 35 Car journeys are a good opportunity to speak because
- A the speakers don't need to look at each other.
 - B the vehicle provides more privacy.
 - C families can travel somewhere nice together.
 - D teenagers cannot avoid their parents when they are in the same car.
- 36 Why has Barry written this blog post?
- A to help families get along better
 - B to explain why his parents annoy him
 - C to encourage parents, doctors and teachers to read more about teenagers
 - D to suggest that it is important for teenagers to be responsible

You are going to read an article about sports shoes. 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**.

Sneakers

Sneakers, or shoes designed mainly for sports and other outdoor activities, are worn in almost every country in the world. Arguably they have become a symbol of globalisation itself.

Yet there are some variations, not least in what they are called. In the US, they have always been 'sneakers', at least ever since the *Boston Journal* explained it to its readers as being 'the name boys give to tennis shoes' back in 1887. **37** However, in Britain, the word 'trainers' is much more common. Other names include 'daps' and 'plimsolls', which itself dates back to the 1870s. They are also known as 'rubber shoes' in the Philippines, 'tennies' in South Africa, 'running shoes' in Australia and 'canvas shoes' in Nigeria.

During the late 19th century, sneakers were worn by holidaymakers, as well as by sports players on the tennis court. The main advantage of wearing these shoes was that they enabled the wearer to move around quickly. **38** Later designs for sports players made this even more effective by also adding metal spikes which would dig into the ground.

British company JW Foster and Sons produced the first shoes made specifically for running in 1895, and the spikes allowed for greater acceleration and speed. **39** There, runners Harold Abrahams and Eric Liddell won their 100 metre and 400 metre running races while wearing these shoes. Doubtless Foster and Sons were delighted. The fortunes of Abrahams and Liddell were memorably portrayed in the Oscar-winning 1981 film *Chariots of Fire*.

During the 1920s and 1930s, sports became associated with building moral character and raising national pride. Demand for sneakers rose as a result, so manufacturers

could afford to make the designs more varied. **40**

All around the world, different shoes were also being produced

for different sports. In France, a brand called Spring Court marketed the first canvas tennis shoe, complete with eight little holes for ventilation on the side of their rubber soles.

During the 1950s, people in America and Europe began to have more free time, more leisure opportunities, and often more money to spend. There were great changes in the attitudes and habits of the new generation. **41**

Previously, they had simply worn the same things as adults, but in smaller sizes. Dress codes relaxed, and fashion items from sneakers to jeans became more and more popular.

Many were interested in what people such as US pop singer Elvis Presley and sporting heroes were wearing, and then wanted the same for themselves. Now it is common for sports stars to endorse (be seen to recommend) and advertise a particular brand of sneaker: recent examples include tennis ace Roger Federer and basketball star LeBron James. But did you know that this is a long-standing tradition, and that perhaps the bestselling sports shoe ever, the Converse All-Star was endorsed by basketball player Chuck Taylor as long ago as 1923?

Sneakers continued to become more and more popular. **42** This made sneakers the cheaper option, which in turn made young people even more likely to buy them instead of an alternative which seemed old-fashioned and was more expensive.



A This was one of the main problems with wearing sneakers.

B This was achieved by the use of an engraved piece of rubber on the underside of the shoe, which improved grip.

C For example, men's sneakers now became distinct from women's.

D In fact, sales grew so much that they negatively affected sales of traditional leather footwear.

E For perhaps the first time, children and teenagers everywhere were choosing for themselves what to wear.

F They became very popular with athletes, including at the 1924 Olympics.

G The term is also the standard name in Canada.

Test 3

Reading and Use of English • Part 7

You are going to read an article about four people who achieved great things when they were teenagers. 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**.

Which person

wrote a book?

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

found a way to enable people to do something more quickly?

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

looked older than he was?

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

now visits other countries?

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

chose an unexpected career?

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

broke a record for raising money?

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

was surprised by his own popularity?

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

inspired other teenagers to succeed?

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

was looked after by a well-known person?

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

used feedback to improve an idea?

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

Teenage success stories

A Balamurali Ambati, doctor

Balamurali Ambati was clearly very talented as a boy, studied hard at school and did well. Along with his older brother, he co-authored a medical manual aged just 11 aimed at would-be doctors. It was already obvious what he wanted to become – a doctor, and so he worked hard to achieve his dream. He graduated from New York University when he was 13, began medical school when he was 14, attending the Mount Sinai School of Medicine, also in New York. Being very tall (over 1 metre 20 centimetres), he didn't stand out as being different, and so people assumed he was the same age as the other students on his course. He graduated aged just 17, becoming the world's youngest doctor, a record which he still holds. These days, Ambati is now Professor of Neurobiology at the University of Utah, and works as a volunteer with the ORBIS Flying Eye Hospital, practising and teaching in developing nations across the globe.

B Nick D'Aloisio, computer programmer

Aged just 15, Nick D'Aloisio made headlines with the app he created, Trimit, which reduced news content into short summaries that could be processed in much less time than would be needed to process the original text. When his app received funds from Hong Kong, Nick became the youngest person ever to have received investment of this kind. This helped Nick used to identify criticisms of Trimit's using user comments, and then to redesign the app as Sumly, which was released to much praise in December 2011. Since then, he has published academic articles, studied for an Oxford University degree, and continues to develop his business.

C Luka Sabbat, model

When you look at the Instagram feed of model, influencer and internet sensation Luka Sabbat, it's easy to see why he's been called 'the internet's coolest teenager'. When he started using social media, his name spread very quickly. 'For some reason, people were really into me. I don't know why' he says modestly. Even as a toddler, Luka was well connected – his babysitter was high-profile model Lara Stone. For Luka and his career, it seems that the only way is up. He models for top brands and it's not unusual for a picture of him just sitting on a chair to get over 30,000 likes in a matter of minutes. When Luka has something to say, the online world sits up and takes notice.

D Boris Becker, tennis player

The German tennis player came to world attention as an unknown 17-year-old when he became Wimbledon champion in London in 1985. His powerful serve, strength and speed on the court enabled him to beat the South African Kevin Curren, then ranked the world's fifth best men's player. The tennis world had never experienced such an extraordinary result. When Becker was a young teenager, becoming a sporting superstar wasn't really on the cards. 'The plan from my parents for me was to finish school, go to university, get a proper degree and learn something respectable. The last thing on everyone's mind was me becoming a tennis professional.' But he turned professional at the age of 16, and the rest is history. Becker's success prompted adolescents all over the world to take up the game, hit the ball hard and try to do their very best. Becker now lives in Switzerland.

Test 3

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 school holidays. Now your English teacher has asked you to write an essay for homework.

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

Some people say that school holidays are too long, and school students should only have a three-week break in the summer. What do you think?

Notes

Write about:

1. how much students need to learn
2. whether having a routine is important
3. (your own idea) (*parents working / boredom during the holidays*)

Test 3

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 Your English teacher has asked you to write a story for the school website.

Your story must begin with this sentence:

Karen didn't wake up until ten o'clock.

Your story must include:

- a problem
- a journey
- Write your **story**.

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

Reviews wanted!

We want to know about the technology that young people use every day. Tell us about one device that is really important to you in your daily life. What do you like about it? How could it be better? Would you recommend it to other teenagers?

We will publish the best reviews next month!

Write your **review**.

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

We want to know what sports you really love. Write an article telling us what sports you enjoy watching. What's the best way to watch them?

Do you think that some professional players are paid too much? Why? / Why not?

The best articles will appear on our website!

Write your **article**.

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

This is part of an email you have received from an English-speaking friend about the set text.




[Reply](#) [Forward](#)

I enjoyed most of the book, but I thought the ending was disappointing. What did you think about the ending? If you could change the ending, how would it be different?

Write your **email**.

Test 3


Listening • Part 1

 31 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 telling a friend about a charity walk she went on.
What does she say about the walk?
 - A There was an unexpected change in the weather.
 - B Some people had to give up due to injury.
 - C The route was more difficult than usual.
- 2 You hear a teacher talking to his class about a play they are going to see at the theatre.
What does he want them to do?
 - A compare their impressions of the play before and after their visit
 - B carefully consider the motives of one of the characters
 - C think about whether the stage scenery is appropriate
- 3 You hear a girl talking about her brother's new job.
Why did he decide to apply for it?
 - A to have a complete change from his former position
 - B to be offered the opportunity to travel
 - C to improve his promotion prospects
- 4 You hear a boy talking to his sister about the meal she's cooking.
How does she respond to what he says?
 - A She objects to his criticism.
 - B She's grateful for his suggestion.
 - C She improves on his idea.
- 5 You hear a boy telling a friend about a toy he played with as a child.
What does he say about it?
 - A He always felt dissatisfied with it.
 - B He made more friends because of it.
 - C His dad felt sad once he stopped playing with it.
- 6 You hear a girl getting advice from a friend about some creative writing homework.
Which advice does she decide to follow?
 - A finding an alternative way of getting inspired
 - B seeking help from a reliable source
 - C taking some time out before continuing
- 7 You hear a teacher telling her class about an exhibition on their city's architecture.
What does she want them to do there?
 - A consider what has influenced changes in the city's architecture
 - B decide to what extent the city has been improved
 - C come up with ideas for further changes to benefit other cities.
- 8 You hear a boy telling his cousin about a skiing trip he went on.
After hearing his story, his cousin
 - A admits that he would have felt the same as him.
 - B agrees that he took the right course of action.
 - C suggests that it isn't entirely true.

Test 3

Listening • Part 2

 32 You will hear a boy called Jamie giving a talk about a family road trip he went on in the United States. For questions 9–18, complete the sentences with a word or short phrase.

Colorado road trip

Jamie says his parents wanted to visit somewhere with a variety of (9)

At the first small town they stayed in, they had a view of a (10)
from their hotel room.

Some towns they passed through had developed as a result of the (11)
that had once been there.

In one town, Jamie bought some (12), which were vintage ones.

Jamie particularly remembers some (13) that he ate on his trip.

The family were interested to see how the landscape slowly changed to
(14) as they drove along.

Jamie was disappointed not to spot any (15) while they were driving.


As Jamie's mum drove them to Aspen, she was concerned about a (16)
that was forecast.

In Aspen, Jamie's parents thought they should try (17) while they
were there.

While swimming in their hotel pool in Aspen, the family were surprised to see a
(18)

Test 3

Listening • Part 3

 33 You will hear five teenage writers talking about the process of creative writing. For questions 19–23, choose from the list (A–H) the advice each speaker gives. Use the letters only once. There are three extra letters which you do not need to use.

A Ask friends to read and comment on your writing.

B Add new characters to make your writing more lively.

Speaker 1 19

C Don't plan your ending too soon.

Speaker 2 20

D Write at speed and then go back and improve your writing.

Speaker 3 21

E Don't become discouraged when you're stuck for ideas.

Speaker 4 22

F Experiment with how your writing sounds.


G Don't get distracted while you're writing.

Speaker 5 23

H Read the work of great writers for inspiration.

Test 3

Listening • Part 4

 34 You will hear an interview with a young guitarist called Tom, whose band has just won a national music competition. For questions 24–30, choose the best answer (A, B or C).

- 24 Tom started playing the electric guitar because
- A he was encouraged to do so by his parents.
 - B he found certain pieces of guitar music appealing.
 - C he failed to make progress on other instruments.
- 25 What did Tom love about his new electric guitar?
- A It filled him with confidence when he performed in public.
 - B It helped him make friends because he could play so well.
 - C It made him look like a rock star in his photos.
- 26 What did Tom realise when he started looking for a personal guitar tutor?
- A He would prefer to be taught by a tutor online.
 - B Progress would depend on his relationship with his tutor.
 - C It would be possible for him to improve quickly without a tutor's help.
- 27 How did Tom feel when he discovered he'd lost his guitar?
- A furious with himself for having been so careless
 - B pessimistic about his chances of getting it back
 - C determined to replace it as quickly as possible
- 28 Once Tom was reunited with his electric guitar, he found
- A the instrument looked more sophisticated than he'd remembered
 - B it was easier than he'd thought to instantly start playing.
 - C the discomfort of playing was far less than he'd expected.
- 29 Tom thinks that in comparison with other instruments, the electric guitar
- A can produce a greater volume.
 - B is easier to transport and practise on.
 - C is more suited to being played in a group.
- 30 What did Tom feel about the response of an audience member during the competition?
- A put off by the way he copied Tom's actions.
 - B flattered that he was so impressed by Tom's playing.
 - C embarrassed that he valued Tom's talent so highly.