

**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 recent B current C latest D present

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

### A very unusual house

As part of an architectural project in 2010 in which people constructed egg-shaped, movable homes, Dai Haifei who was a (0) ..... graduate, decided to build his own portable house in Beijing. (1) ..... for his house to be environmentally-friendly, Haifei (2) ..... use of sustainable materials, including a bamboo frame and a grass-seeded covering. The tiny house also used a solar panel for its energy (3) ..... to a handful of electrical gadgets, and it had wood chips for insulation.

Just two metres tall at its highest point, there was only enough space for a bed, water tank, and table. For three months Haifei (4) ..... in the 'egg house', which had no bathroom or kitchen to cook in. (5) ....., he ate out and showered at the local pool where he paid for an annual membership.

Although Haifei only (6) ..... his egg house for a short period of time, he enjoyed the experience. He (7) ..... that rather than it being a serious project, he had 'just wanted to play,' demonstrating his positive attitude (8) ..... life!

- |   |              |               |             |              |
|---|--------------|---------------|-------------|--------------|
| 1 | A keen       | B glad        | C hopeful   | D interested |
| 2 | A took       | B made        | C got       | D did        |
| 3 | A stock      | B bank        | C store     | D supply     |
| 4 | A occupied   | B lived       | C remained  | D stayed     |
| 5 | A Beyond     | B Furthermore | C Otherwise | D Besides    |
| 6 | A settled    | B lived       | C visited   | D occupied   |
| 7 | A challenged | B argued      | C presented | D defended   |
| 8 | A towards    | B over        | C by        | D around     |

## Test 4

## 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 answer sheet.

Example: 0 

A	S																		
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### The world's smallest frogs

Indian scientists have discovered seven new species of the tiny creatures known (0) ..... night frogs. Some of these are (9) ..... small that they can easily fit onto a coin or fingernail. Indeed, the smallest of the new species is just 12 millimetres long, only a little bigger than the world's smallest identified frog (10) ..... measures an incredibly tiny 7.7 millimetres.

Many of the previously-identified 28 species of night frog have only been discovered in the last few years because locating them (11) ..... be very difficult. (12) ..... is not only because of their size, (13) ..... because they hide away under leaves and other vegetation. They also make calls which sound (14) ..... insects' calls and when scientists draw near, they stop calling altogether.

At the moment, the frogs are fairly widespread in certain regions of India, but they will soon need protecting due (15) ..... an increased human presence near their habitats. Whole populations of the frogs could quickly become extinct (16) ..... these habitats were to suddenly change.



## 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    A V A I L A B I L I T Y   

### The future of food

With the world population rising and (0) ..... of food sources decreasing, what will we be eating in the future? Food science (17) ..... say that by 2050, we will be consuming less meat and more fish. And with food prices rising, another likely result is that more of us will reach the (18) ..... that becoming vegetarian is a good idea. Then there is the (19) ..... that we will eat more seaweed and insects, and perhaps even 'superfood' bars, which would be (20) ..... to the kinds of things astronauts eat in space.

Today's technology could (21) ..... manufacturers to produce what may become known as 'functional' foods. These are foods that are (22) ..... designed for different sectors of (23) ..... This means that there will be foods adapted not only for babies, which we already see in supermarkets, but for teens, women, men and elderly people, too. Because the food will be (24) ..... engineered, we will also be healthier!

AVAILABLE

SPECIAL

CONCLUDE

POSSIBLE

SAME

ABLE

INDIVIDUAL

SOCIAL

SCIENCE



**Test 4****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 Without all your help, I wouldn't have been able to skate.

**HELPED**

I wouldn't have been able to skate if ..... so much.

26 People say it is hard to say goodbye.

**THAT**

It is ..... is hard.

27 They are going to deliver my new bike tomorrow.

**BE**

My new bike ..... tomorrow.

28 Jen always misses the bus – I'm sure she has again today, too.

**HAVE**

Jen ..... the bus again today – she always does!

29 Joseph admitted kicking the football through the window.

**WHO**

'It was ..... the ball through the window,' said Joseph.

30 'You should come swimming with me after school,' Tracy said to me.

**TO**

Tracy said that ..... swimming with her after school.

You are going to read a text about a survival adventure trip for young people in the mountains. For questions 1–6, 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.

### Survival adventure camp

Last summer, I took part in a survival adventure camp in the mountains. It was run by Survive! Adventure Club, and the idea behind it was to give teenagers like me a taste of what it's like to survive in the wild. There were no luxuries such as showers or shops which you find on other adventure camps. That might have bothered some people – not me, though. Our guides were experienced and reassured us they'd be with us every step of the way. They provided tips to help us make informed decisions about things like where to camp, how to make meals from food we'd find ourselves, and how to get around without maps.

The experience began at the Survive! Adventure Club headquarters at the base of the mountains. There, we were divided into teams for the camp. The teams weren't based on age and experience but on our performance in a number of team-building tasks, which was a way for the leaders to put us together based on individual skills and personalities, to ensure a good mix in each team. We were led through a series of fun activities, such as making a raft which floated on water and taking part in a quiz. The activities were aimed at helping us make the most of our strengths, in addition to building confidence before the real survival adventure began.

Once we'd decided that we still wanted to take part after the day's activities, our first night was spent in the cabins at the club's headquarters. We had a proper bed for the night but the evening meal was down to us – I knew there'd be some kind of challenge for us! Our survival expert, Hans, gave us a lesson on finding food, such as plants, in the wild. He warned us that not everything that looks good is safe to eat, and explained that it's vital to identify what you're looking at. Hans not only pointed out what was edible or should be left alone, but also taught us to build a campfire and provided cooking tips. He told us we should use our imaginations, as cooking in the wild was different to cooking at home.

Next morning the real survival adventure began. We'd been advised to take well-fitting hiking boots, warm clothing and waterproofs.



I appreciated the advice because as we soon found out, the weather in mountainous regions can be highly unpredictable. After an initial steep climb, we spent the rest of the morning identifying wildlife and learning to navigate using nature alone. We learned to determine where we were heading and what time it was. We put our cooking skills to the test at lunchtime, which was trickier than we'd imagined, though we eventually came up with something we could all eat! When evening fell, we had to locate a spot to put up our tents in. Although we'd been told there was nothing dangerous in the nearby forest, we still kept away from the edges, which put us at ease.

Over the next two days, we made a shelter, learned to treat minor injuries and built a bridge. I was put in charge of the latter and although I hadn't done anything like it previously and wasn't particularly keen to be given the responsibility, I discovered a new skill in engineering, which I never thought I'd be good at. The tasks were all fascinating and I'd like to do more of that kind of thing.

It was a wonderful adventure. I had no idea what to expect when I signed up and I wasn't an outdoors kind of person, so why I thought it was a good idea, I'm not sure! I don't regret it, though and I'm pleased I didn't quit, even when things got tougher than I ever thought they would. I always knew I was in the capable hands of the leaders and we had such good fun. I hope to be back again at some point in the future!

- 31 What is the writer doing in the first paragraph?
- A describing the kinds of accommodation available on the trip
  - B explaining why she had some concerns about going on the trip
  - C highlighting that the adventure camp she went on was unlike others
  - D offering advice to other teenagers about how to cope with conditions on the trip
- 32 The writer says that the team-building tasks were carried out in order to
- A enable participants to get to know each other.
  - B ensure each group was balanced in terms of ability.
  - C provide some fun before the challenges of the trip started.
  - D select those who would take part in the actual survival adventure.
- 33 What does the writer suggest about the first night's activity?
- A It didn't require too much creativity on the part of participants.
  - B It helped participants decide whether they wanted to carry on.
  - C It equipped participants with some useful knowledge.
  - D It wasn't as relaxing as she had expected it to be.
- 34 How does the writer say she felt when the survival adventure started?
- A proud that she quickly acquired knowledge about getting around
  - B grateful that she had the appropriate gear with her
  - C nervous about the location she chose to camp in
  - D disappointed in her cooking skills
- 35 What does the writer say about the activities they did on the following two days?
- A She found she was good at something she hadn't tried before.
  - B She didn't enjoy some of them as much as she had hoped to.
  - C She liked being put in a position of leadership for one activity.
  - D She felt that experience of doing similar activities helped her.
- 36 How does the writer feel about having taken part in the survival adventure?
- A excited about returning as soon as she can
  - B sorry that she hadn't thought of doing it before
  - C surprised by how much she learned from the leaders
  - D proud of herself for dealing with unexpected difficulties

You are going to read a magazine article about giving advice. 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**.

### Giving advice

*Journalist Nicola Hargreaves discusses whether it's worth giving advice, and if so, how?*

'What do you think I should do?' asks your friend, as she sits down on your bed, eagerly awaiting your advice. This is no easy situation. Say something your friend disagrees with and you might feel you've disappointed her. Tell her what to do and you risk your friend feeling let down if things don't turn out as you hoped.

It's human nature to want to offer solutions when someone comes to you with a problem. It's also easy to fall into the trap of giving advice which you wouldn't take yourself, or simply reassure your friend that 'everything will be OK.' This is not particularly useful for your friend, and may leave you feeling a bit helpless, too.

**37**  This is because we're pleased that our friend has come to us for help, even if we don't really think we're qualified to give it. So, is it a good idea to try to give advice at all? The answer is yes... if it's done in the right way.

In fact, friends often really only want someone to listen to them. It's important, therefore, to try to work out whether they're actually seeking advice, or simply wanting to talk over whatever it is that's going round and round in their head. Doing this can, in fact, make people feel better all by themselves. There's no harm in asking whether they'd like you to suggest a solution or two, even so.

**38**

It's also important to be honest. **39**  Your friend won't be offended, and you can still listen carefully

and try to put yourself in their shoes. Then you can go away and think about things. What might you do if you were to experience the same thing? You can go back to your friend later with a few suggestions if you think of something that might be helpful.

**40**  There's nothing worse than hearing 'What I would have said is ...' or 'What you *should* have tried to do is ...' What's done is done and the only thing to do now is look ahead. Judging never helps anyone! If your friend keeps saying 'If only I'd ...', bring them back to the present and encourage them to think about what they can do to sort things out.

Sometimes a problem doesn't go away overnight.

**41**  They will definitely appreciate it if you just allow them to 'talk it out', though. Maybe they're building up courage to take action, and need to convince themselves they're doing the right thing. Just being there for them whenever they need you may be all you have to do to make things better.

Remember that you don't have to have all the answers, and your friend probably doesn't expect you to. If you're stuck, try reminding your friend of all the great things that are happening in their lives. **42**  We often resolve problems when we're engaged in other activities and not directly thinking about them at all!

- A** If you're unable to think of a way to resolve the situation your friend finds themselves in, just say so.
- B** Why not plan some fun things to do together to help them forget what's going on for a while?
- C** Often we say this kind of thing because we believe we ought to say *something*.
- D** This is the first thing many of us do when we have a problem ourselves.
- E** Then it's up to them to say that they want to hear your ideas (or not, as the case may be).
- F** Can you remember a time when you weren't sure what to do, or thought you'd acted in the wrong way?
- G** It can be hard to listen to your friend going over and over the same thing without being able to help them.



## Test 4

## Reading and Use of English • Part 7

You are going to read an article where four students talk about their dream jobs. 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 student

has done a lot of research into something closely connected to a job?

43	<input type="text"/>
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wants to do the same thing that someone she is close to does?

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

does not know how to get into her chosen profession?

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

understands that she is unlikely to be widely recognised for work she might do?

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

likes expressing her feelings through what she does?

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

enjoys researching details related to the job?

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

hopes to encourage others to take an interest in her subject?

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

became interested in a subject when she was taught about it?

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

enjoys sharing her knowledge of a subject with other people?

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

says the reason she would like to do a job is not what people might expect?

52	<input type="text"/>
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## Dream jobs

We asked four young people what their dream job would be and why. Here are their answers.

### A Ava

'A pilot. That would be my absolute dream job. It isn't because I want to see the world, which everyone immediately thinks when I say what I want to do, though it would be a bonus if I got to spend time on the ground somewhere exotic. I don't think that happens much in reality, though. I don't even like flying that much when I'm stuck in a passenger seat staring out of a tiny window at the clouds. I'd rather be up front taking charge! One of my hobbies is making model aeroplanes with my dad. I know they can't fly, and I know they're nothing like the real thing, but every time we bring a new one home to build, I go online and look up everything I can about it. I've not only built hundreds of models but I've built up my knowledge about planes, too. I'm also really into physics at school and I just think flying is really interesting.'

### B Emily

'I've had hearing difficulties since I was really young, and I often just zone out and stop trying to keep up with things when there's a lot of background noise – it can be tricky trying to keep up with my friends' conversations. My parents are both deaf, so I've been able to use sign language for as long as I can remember. I'm teaching my friends now, so we can communicate more easily if we're somewhere noisy. They love it and I've discovered how much I love teaching them. We have a laugh when one of them gets it wrong and signs something funny by mistake. So my aim is to be a sign language teacher. I'm unsure about how to go about it yet and it's still a pretty new idea but I'm determined to find out what I can about it and make sure I get the right qualifications.'

### C Sophia

'I want to be a poet. I've been writing my own poems for a couple of years. The kind of stuff I do is called 'slam' poetry. It's where you reflect on life experiences. It's emotional and passionate and comes straight from the heart. I got interested in it when a poet came to school and gave us a workshop on it. He taught us about how to make the words flow and how to say it aloud. Slam poetry's performed in competitions and I've won two now. I was so nervous the first time I stood up but then I focussed on the message I wanted to get across to the audience and then it just seemed easy. I'd love to get my poems published and carry on giving performances. People overlook poetry a bit but this is the kind of style that gets noticed!'

### D Mia

'My mum's a research scientist and I hope to follow in her footsteps. I'm pretty good at science at school and I love biology. I think I'd like to work on developing medicines. That's something that can really change the world, make a big difference to people's lives. I'm fairly realistic about it, though. I know I'll have to do years of study and groundwork before I get to any of the really exciting stuff. Even then, I'm probably not going to be a world-famous scientist, like Einstein. I know I'll just be a tiny part of the whole process but I still think it would be amazing to work on the next big discovery, the next big cure. Imagine that! I also want to get more girls into science. A lot of the girls in my class want to be actors or singers but that's not very practical, is it?'

## Test 4

## 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 shopping. 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.

<p><b>'Shops are no longer necessary because people can buy everything they want on the internet.'</b></p> <p><b>Do you agree?</b></p>
<p><b>Notes</b></p> <p>Write about:</p> <ol style="list-style-type: none"><li>1. the time it takes to buy things</li><li>2. how easy it is to choose what to buy</li><li>3. .... (your own idea) (<i>enjoyment, price</i>)</li></ol>

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 see this announcement in an English-language magazine for teenagers.

*Articles wanted*

## Photographs

Why do people take so many photographs? Are photographs the best way of remembering people and events? What do you take photographs of and why?

Tell us what you think. The best article will win a prize!

Write your **article**.

- 3 Your English teacher has asked you to write a story for the school magazine.

Your story must begin with this sentence:

*Harry looked up when he heard the noise and smiled.*

Your story must include:

- a visitor
- a present

Write your **story**.

- 4 You have received this email from your English-speaking friend, Sam.

Hi!

*I live quite near my school and want to walk there every day with my friends. My mum says I have to go in the car with her instead. I get on well with my mum and don't want her to be upset, but I don't want her to take me to school anymore. What should I do?*

Write your **email**.

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

In your English class, you have been discussing the characters in the set text. Now your teacher wants you to write an essay answering the following question:

'The book would be better if the writer had included and described more characters.' Do you agree?

Write your **essay**.

## Test 4

## Listening • Part 1




35 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 new chess club at their school. They both hope that playing chess will
  - A encourage them to reduce their screen time.
  - B improve their problem-solving skills.
  - C help to increase their self-confidence.
- 2 You hear a teacher telling her class about a shelter they are going to build in the woods. What is she doing?
  - A warning them not to make their design too sophisticated
  - B advising them of the best way to approach the task
  - C encouraging them to be as creative as possible
- 3 You hear a boy talking to a friend about seeing his painting displayed in a competition. How does he feel about the competition now?
  - A concerned that the message he tried to put across is too difficult
  - B astonished at the level of entries he's competing against
  - C confident that his work is up to the standard of other entrants
- 4 You hear a student telling his class about a special boat race he took part in. What does he think contributed to his team's success?
  - A the level of their knowledge of engineering
  - B a chance event near the end of their race
  - C their determination to row as hard as possible
- 5 You hear a girl phoning her father. Why is she phoning him?
  - A to ask him to do her a favour
  - B to remind him about what they'd agreed
  - C to give him more information about a plan
- 6 You hear two friends talking about a summer reading project they're involved in. What does the girl say about her progress?
  - A She is further behind schedule than their classmates.
  - B She has struggled to find a book that she's really enjoyed.
  - C She has had too many recommendations to get through.
- 7 You hear a teacher telling her class about a tour of a film studio she has organised for them. What does she think the students will gain from the trip?
  - A a better understanding of the director's influence on the film
  - B a unique insight into where one particular film was made
  - C more appreciation for what happens behind the scenes in a film
- 8 You hear a boy telling a friend about a book he's reading. How does the book compare with his expectations?
  - A The subject matter is more serious.
  - B The quality of the images is better.
  - C The storyline is more complex.

## Test 4

## Listening • Part 2

 36 You will hear a girl called Katie giving a class presentation about a bat-watching trip she went on recently. For questions 9–18, complete the sentences with a word or short phrase.

### Bat-watching trip

Katie and her dad were joined on their trip by a family friend, whose job involves (9) .....

Katie describes the boat they went on as not feeling (10) ..... initially.

Their guide said that one reason bats are important is for helping to spread (11) .....

Katie learnt that a shortage of insects can quickly cause (12) ..... in bats out hunting.

Katie used a machine called a (13) ..... to hear the sounds the bats made.

Katie compares the sounds of bats calling to a strange kind of (14) .....

Katie was grateful for the (15) ..... that had been supplied for the trip.


A number of bats appeared on part of the river with a long (16) ..... on the bank.

Their friend managed to spot some (17) ..... above them during their trip.

Katie was pleased that the money from their tickets was going to a (18) .....

## Test 4

## Listening • Part 3

 37 You will hear five teenagers talking about listening to music while studying. For questions 19–23, choose from the list (A–H) each speaker's opinion about how effective it is for them. Use the letters only once. There are three extra letters which you do not need to use.

A It depends on the kind of studying I'm doing.

B It only works well with certain types of music.

Speaker 1  19

C I've had to accept it doesn't work for me.

Speaker 2  20

D It makes even boring subjects more appealing.

Speaker 3  21

E I do it when I really want to concentrate.

Speaker 4  22

F It's helped me to remember certain things.


G It's easier for me than studying in complete silence.

Speaker 5  23

H It's only really useful during study breaks.

## Test 4

## Listening • Part 4

 38 You will hear an interview with a student called Ella about the work experience she is currently doing as a lighting technician. For questions 24–30, choose the best answer (A, B or C).

- 24 Ella suggests that her interest in lighting started with
- A the lights she once saw at a theatre show.
  - B an outstanding light show at a rock concert.
  - C the effects of a fireworks display.
- 25 Ella says that the work of theatre lighting technicians
- A can vary according to the director they're working with.
  - B can be more complex than she'd initially realised.
  - C can be important for people's understanding of a play.
- 26 Ella thinks that members of a theatre audience
- A only really notice the lighting when something goes wrong.
  - B generally appreciate what good lighting adds to a performance.
  - C rarely react to lighting effects.
- 27 Ella mentions an early lighting plan she made at school that
- A relied on technology that the school didn't have.
  - B was too difficult for anyone to follow.
  - C overlooked a key point about the play it was intended for.
- 28 During her research into theatre lighting, Ella
- A felt disappointed to find that she knew so little about it.
  - B was impressed at what theatres achieved before using electricity.
  - C wondered whether modern lighting has spoiled the atmosphere in theatres.
- 29 After seeing the technology available for modern theatre lighting, Ella
- A is excited by the creative possibilities it offers.
  - B thinks it has made a technician's job easier than it used to be.
  - C has realised it's important not to use it unnecessarily.
- 30 What does Ella feel might be a disadvantage of the job?
- A It will probably always involve long hours.
  - B She may never become famous for what she does.
  - C It could take her years to reach the top of her profession.