

# Test 3

## READING AND USE OF ENGLISH (1 hour 15 minutes)

### 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 thought    B known    C seen    D noticed

0	A o	B ●	C o	D o
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### The glass bridge

There are many bridges in the world, but some are (0) ..... for more than just connecting one place to another. In China, for example, the Zhangjiajie Bridge has already (1) ..... records for being the highest and longest in the world.

The bridge crosses a deep valley, (2) ..... two mountain cliffs, with a (3) ..... of 300 metres below. It is made almost (4) ..... of glass and can carry up to 800 people at a time. They can either walk across it, or the more adventurous can bungee-jump from it. Questions have been (5) ..... about whether the transparent glass floor is safe, but it has been assessed, and (6) ..... have been given that the glass just won't break. In fact a media event was organised, where people were invited to try to (7) ..... the bridge's glass panels with huge hammers. They were unable to.

Everyone who has tried crossing the Zhangjiajie bridge says it's an experience not to be (8) ..... However, tourists do have to book tickets in advance.

- |   |                     |                   |                       |                        |
|---|---------------------|-------------------|-----------------------|------------------------|
| 1 | <b>A</b> made       | <b>B</b> put      | <b>C</b> set          | <b>D</b> taken         |
| 2 | <b>A</b> linking    | <b>B</b> uniting  | <b>C</b> combining    | <b>D</b> attaching     |
| 3 | <b>A</b> descent    | <b>B</b> dip      | <b>C</b> decline      | <b>D</b> drop          |
| 4 | <b>A</b> absolutely | <b>B</b> entirely | <b>C</b> specifically | <b>D</b> particularly  |
| 5 | <b>A</b> enquired   | <b>B</b> raised   | <b>C</b> requested    | <b>D</b> demanded      |
| 6 | <b>A</b> assurances | <b>B</b> reports  | <b>C</b> statements   | <b>D</b> announcements |
| 7 | <b>A</b> harm       | <b>B</b> slam     | <b>C</b> smash        | <b>D</b> crash         |
| 8 | <b>A</b> lost       | <b>B</b> missed   | <b>C</b> passed       | <b>D</b> left          |

## 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															
---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

### 'Read and Ride'

Schools across **(0)** ..... world are always thinking of new ways to keep students active and alert. A school in the USA has recently installed exercise bikes in one classroom and students ride these while reading their books. A staff member at the school, **(9)** ..... enjoys using an exercise bike at the gym and reading at the same time, came **(10)** ..... with the idea for **(11)** ..... he calls the 'Read and Ride' program. Believing this would be a fun way to persuade students to become more active, he placed one in his classroom and encouraged them to use **(12)** ..... during independent reading sessions.

The exercise bike was **(13)** ..... a success that he introduced the Read and Ride program to the entire school. Now the school has a special room full of bikes that **(14)** ..... regularly used by students. Besides **(15)** ..... reading more fun, the program also helps students to exercise at a comfortable pace without experiencing the pressure that comes **(16)** ..... competitive sports.



### 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	N	E	E	D	L	E	S	S									
---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--

### The Real Junk Food Project

In many countries there's a lot of **(0)** ..... food waste.

Some people think this is **(17)** ..... and want to persuade supermarkets to reduce the amount of food they throw away. One reason for the problem is that some customers are very **(18)** ..... , especially when it comes to the **(19)** ..... of the food they buy.

**(20)** ..... , fruit and vegetables that are in any way

**(21)** ..... , perhaps because they're a strange shape, are considered unsuitable for sale.

The Real Junk Food Project was started in the UK by a chef, Adam Smith. He opened a café where the entire menu was produced from ingredients that would have been wasted. There were no fixed prices, customers were simply asked to pay what they felt the food was worth. The project has provided the **(22)** ..... behind similar cafés around the world. Of course, if supermarkets are **(23)** ..... persuaded to stop wasting food these cafés won't survive, but that's been Adam's **(24)** ..... from the start!

**NEED**

**ACCEPT**

**DEMAND**

**APPEAR**

**CONSEQUENCE**

**PERFECT**

**INSPIRE**

**SUCCESS**

**INTEND**



## 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** Prizes are given out when the school year finishes.

#### PLACE

Prize-giving ..... end of the school year.

The gap can be filled by the words 'takes place at the', so you write:

Example:

<b>0</b>	<b>TAKES PLACE AT THE</b>
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Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

- 25** The students couldn't believe they'd lost the football match.

#### IMPOSSIBLE

The students found ..... believe they'd lost the football match.

- 26** I'm sure it was Lucas who ate the last biscuit.

#### MUST

Lucas ..... the last biscuit.

- 27** The students are watching a film about climate change.

#### BEING

A film about climate change ..... to the students.

- 28 Don't take my word for it, check with the teacher.

### BELIEVE

You don't ..... say, check with the teacher.

- 29 This is the best pizza restaurant in the area, in my opinion.

### CONCERNED

As ..... , this is the best pizza restaurant in the area.

- 30 More people have joined the school tennis club this year.

### INCREASE

There ..... in the number of people joining the school tennis club this year.



## Part 5

You are going to read an extract from an interview with a young choreographer, someone who creates and arranges new dances. 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.

## Interview with a young choreographer

*Martin Fields talks to Miranda Ellington about her life and work.*

At 25, Miranda Ellington has already achieved a great deal as a choreographer, creating works for a long list of theatres and dance companies. On top of that, she still dances from time to time. 'Being a dancer again reminds me of what it feels like to be in the studio taking orders from demanding choreographers, and how tense and frustrating that can be. Choreographers can lose sight of what it's like to be rehearsing all day long,' she tells me.

As a choreographer, she is essentially in a teaching role and enjoys working with young students. 'A dancer who's just starting out is often receptive to exploring new ideas. In some ways, working with students is easier than with professionals because they're open to taking risks. They're hungry for success, but they don't yet have a clear sense of their strengths and weaknesses. The incomplete picture they have of their skills ensures they take on board even quite harsh criticism. They might still challenge what I say sometimes, though when they do I welcome their honest feedback.'

When Miranda starts working with a new group, the music dictates what she does. 'There may be a piece of music I'm not keen on, but I still make sure I come up with the best possible dance routine to accompany it. If dancers aren't responding well to a particular composer's music, that can be frustrating, but I'm still required to find solutions. That won't involve going back to the drawing board and selecting a new piece, though. Ideally, I'd like to be more experimental and be given the option of switching to different pieces – it'd certainly help to lift the mood when things get tough in rehearsals. Unfortunately, these days

I'm always working on big productions – the musical score has already been written by the composer and it isn't negotiable.'

The conversation turns to the recent documentary on professional ballet dancers and choreographers. 'This one attempts to give viewers an accurate portrayal of life inside a dance company. There was one scene where a young dancer is getting endless corrections and I smiled in recognition when I saw it. She knows she's not getting it right but just can't make her body do what's required. It's painful to watch but not at all manufactured for the cameras. The amount of work and dedication involved in ballet is underestimated by the public.'

I'm curious to know what makes a great production. 'It's when everything the company has invested in – the music, the costumes, the lighting, and the dancers – all come together. Aiming high is appreciated by audiences and will allow you to get away with a few wrong artistic decisions or choices. I've even been involved in productions where the dance steps are great but something about the costumes or props completely distracts. And that's just disappointing.'

Miranda has done such a range of work I wonder how she sees herself: is she a modern dance choreographer or a ballet specialist? 'People seem to want to put a label on you and I can't quite understand that. And there's the modern tendency to encourage the development of expertise in a narrow area, too. I tend not to go along with that, though the time may come when I'm happy to have a reputation largely for doing one thing. For now, I just want to widen my horizons.'



- 31** Miranda says that she dances occasionally so that she
- A** can convince other choreographers to be more understanding.
  - B** can find ways to reduce the workload for everyone involved.
  - C** responds appropriately to any guidance she is given.
  - D** remains aware of the pressures dancers face.
- 32** What does Miranda say about the students she works with?
- A** Their lack of confidence means they rarely question instructions.
  - B** Their inexperience makes them willing to listen.
  - C** Their determination to succeed can sometimes cause misunderstandings.
  - D** Their enthusiasm sometimes means they do not see their faults.
- 33** When discussing the music she works with, Miranda points out that
- A** she is unable to ask for changes to be made.
  - B** she often varies it to create a happy atmosphere.
  - C** she sometimes gets annoyed with the attitude of the composer.
  - D** she produces a better dance routine if she appreciates the music.
- 34** What does Miranda feel about the scene in the TV programme she mentions?
- A** She is unhappy about the way the dancer was treated.
  - B** She is worried that it exaggerates how hard dancing can be.
  - C** She is pleased that it reveals the truth about being a dancer.
  - D** She is proud of the dancer's attempts to improve herself.
- 35** Miranda says that productions she's worked on can sometimes
- A** combine too many elements in one performance.
  - B** be spoilt by a problem outside her control.
  - C** fail to win people's complete approval.
  - D** lack the resources that she expects.
- 36** In the final paragraph Miranda says that she
- A** resists attempts to define her in a particular way.
  - B** feels that others may have the wrong opinion of her.
  - C** is confused by the number of career options available to her.
  - D** doubts that specialising will benefit her in the long term.



## Part 6

You are going to read a newspaper article about a competition between a human and a machine. 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.

## Machine defeats man in complex board game

Recently, millions of people watched a man play a computer in a game called 'Go', one of the oldest board games in the world. The game involves two players placing black and white counters on a board, and gaining ground by 'capturing' their opponent's counters. It is thought to be the most complex game ever devised. A human-looking robot called AlphaGo, which was trained by a company called Deep Mind, played five games against Korean Lee Sodol, one of the world's leading players. Surprisingly, the computer won the opening game with ease.

A fellow professional player of the game, Myung-wan Kim, was interviewed soon after the result was announced. He admitted that, although he had expected that the computer would perhaps manage to win a game at some point in the tournament, he never imagined that it was going to be the very first one. **37**  However, it got considerably worse, as he went on to lose the next two games.

The computer revealed its calculating nature towards the end of one of the games, when it appeared to have made a mistake that allowed Lee to capture several of AlphaGo's counters. **38**  AlphaGo had thought ahead and made a clever tactical move. This proved it was capable of doing whatever would maximise its chances of ultimately winning. At this stage, Lee felt embarrassed about the fact that he was now losing 3-0 and stressed it was his personal defeat and not an indication that a computer like AlphaGo would always win against a human.

Lee started to fight back in the middle of the fourth game by making some astonishing moves of his own, and spectators believed he might finally get his revenge. One of Lee's old rivals, who was in the audience, praised him for the quality of his performance. Meanwhile, the assembled journalists began to take notice, as AlphaGo seemed to be struggling. **39**  This led some to speculate that the software was seriously malfunctioning.

Lee was now minutes away from his first victory over AlphaGo, and was calm and fully focused at this crucial moment. **40**  Then a message appeared on AlphaGo's screen confirming that it had conceded defeat for the first time.

**41**  Instead, his focus was on the board and on the game he'd just won. In Go, it's customary to review the match with your opponent and to share your thoughts. Such a dialogue was not possible because across from Lee sat only the computer programmer, who was totally unable to explain the mistakes that AlphaGo had made on this occasion.

Despite this setback for AlphaGo, the overall result was still a 3-1 win for the machine. It was a significant moment in the development of artificial intelligence. **42**  This time, however, AlphaGo had learnt moves as a result of practical experience and had worked out the complex rules for itself – a very impressive achievement, as everyone acknowledged.

- A** It was starting to make increasingly erratic and strange moves, which nobody could explain.
- B** Although it is quite advanced, it is only by trial and error that the machine can learn in this way.
- C** But if Lee was quietly congratulating himself for this victory, it was barely noticeable.
- D** Lee felt much the same, expressing disbelief that a mere machine could play the game so skilfully.
- E** In past experiments, computers had been programmed with information about the game before they faced their first human opponent.
- F** Meanwhile, the computer's programmer, who was responsible for moving counters on the board in response to instructions from the little machine, looked tense and worried.
- G** Lee thought this could be a turning point, but that was not the case.



## Part 7

You are going to read an article about young people's experiences of learning to surf. 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

admits to being in need of praise from other people?

**43**

says that despite having some ability they didn't wish to continue?

**44**

describes an anxiety that held them back for some time?

**45**

mentions that a previous experience could have discouraged them from trying again?

**46**

says that other distractions prevented them from trying surfing earlier?

**47**

describes how someone else's enthusiasm made a big difference?

**48**

says they appreciated learning in a methodical way?

**49**

explains how surfing failed to have the emotional impact that others had predicted?

**50**

mentions how the absence of spectators on the day proved helpful?

**51**

expresses appreciation of people's tolerance?

**52**



# Young surfers

## A Jessica Lee

I've always had an emotional attachment to the sea which I can't quite explain. I've watched it for years, appreciating its beauty and power. But I'd never actually dared to go in. I could swim, yet something about the sea made me nervous. I knew I needed to overcome this if I wanted to fulfil my ambition of surfing. One year I finally went for it when I was on holiday. The beach was almost deserted, which was ideal as I was feeling incredibly self-conscious. The coach was so positive about everything and that really filled me with confidence. But I was so focused on remembering what to do, that by the time I finally got into the water I was no longer feeling nervous. It took a few attempts, but then suddenly I was on my feet, gliding along, so thrilled that I'd actually caught my first wave. To my astonishment, for the first time ever, I had a genuine passion for something and this took up all my spare time and completely changed my outlook on things.

## C Chloe Emery

The welcome from all the staff couldn't have been warmer. It would have been easy for them to look down on clueless beginners like myself. To my relief, they seemed genuinely delighted when someone finally made a breakthrough and could actually do the basics. I was very aware that I was barely keeping up with my classmates, who got the hang of the technical side surprisingly quickly. What I also found difficult was that the board was so much heavier than I'd expected and this held me back for a while. I can't really remember the first time I rode a bicycle without stabilisers, but I do remember feeling proud the first time I managed to balance independently and looked round at my father for a nod of encouragement. When I mastered the considerably more difficult skills required for surfing, I had a similar feeling. I almost felt like shouting out, 'Look, I'm doing it!' The wish to gain approval, I'm embarrassed to say, was overwhelming.

## B Robert Morgan

My first attempt at surfing had consisted of two miserable hours on my own getting battered by the waves, while trying to cling onto my board. This should have put me off but somehow it didn't. I decided to have another go and booked some lessons this time. The first lesson wasn't too promising, actually, because there was a whole set of warm-up exercises to do, which irritated me, but the instructor explained that without them there was a real chance of cramp and getting into difficulty in the water. Then he talked us through the basics – catching waves and controlling the board while lying on it – then sent us out into the water. When we'd mastered all that, we returned to the beach to learn the next skill. This progressive tuition was great for building confidence – attempting too much in one go would have been overwhelming. Before long, I'd got to grips with catching waves, although standing on the board out at sea proved to be rather tricky. In fact, after that initial session, I was totally exhausted and even had trouble standing up on dry land!

## D Leo McIntyre

I'd always had glamorous images of surfing in my mind but I found that this romantic picture wasn't very accurate. Perhaps I didn't want to burst the bubble and learn how tough it was. I'd lived near the coast for a long time but couldn't tear myself away from the volleyball court long enough to take up any other sports. I loved the ocean and swam daily but somehow surfing just seemed as if it should be for super-fit, trendy people who had great balance and no fear. When I managed to surf my first wave, I was too astonished to enjoy the moment. Feelings of exhilaration and freedom are supposed to hit you – at least, that was what all my surfing friends had repeatedly told me. I didn't seem to be following the script because I felt strangely uninvolved in the experience, so this wasn't something I was going to take any further – apparently I actually showed promise but that didn't change anything.



**WRITING** (1 hour 20 minutes)**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 doing things on your own and with other people. 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 people think that it's better to do certain things alone.  
Do you agree?**

**Notes**

Write about:

1. going shopping
2. studying
3. .... (your own idea)



## Part 2

Write an answer to **one** of the questions **2–4** 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 notice on a film website for teenagers.

### Reviews wanted

#### Animal films

We're looking for reviews of films which have animals in them. The animals can be real or they can be cartoon characters. Explain what the film is about. Say what you think of the film and whether you'd recommend it to other young people.

Write your **review**.

- 3 You receive this email from your English friend, Kit.

Hi

It's my parents' wedding anniversary next month and my brother and I want to organise something really nice to celebrate it. But we want to keep it a secret from them before the day itself. What could we do to celebrate? And how can we keep it a secret?

Thanks

Kit

Write your **email**.

- 4 You have seen this announcement in an international magazine for teenagers.

### Stories wanted

We are looking for stories for our new English-language magazine for teenagers. Your story must **begin** with this sentence:

*When Jake looked over the edge he could see a frightened dog on the cliffs below.*

Your story must include:

- a rescue
- a reward

Write your **story**.



## LISTENING (approximately 40 minutes)

### Part 1

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



Listening test audio

- 1 You hear a girl talking about making online videos.  
What does she say about her experience of making online videos?  
**A** She tried not to worry about what other people thought.  
**B** She believes that using good quality equipment is essential.  
**C** She was successful because she kept experimenting.
  
- 2 You hear a girl talking about some photos her dad has taken.  
She suggests her dad put the set of photos together in order to  
**A** assess the development of his skills.  
**B** keep a record of important memories.  
**C** provide him with work to display in public.
  
- 3 You hear a young man talking about being an inventor.  
How does he get ideas for new inventions?  
**A** They are the result of observing daily life carefully.  
**B** They come to him because he has a natural talent.  
**C** They are related to things he has researched online.
  
- 4 You hear a teacher giving a talk to her class about bats.  
What is the teacher doing during the talk?  
**A** comparing the ways in which bats communicate  
**B** explaining the diets that various species of bats require  
**C** highlighting the methods bats use in order to survive



- 5 You hear a boy talking about going to take part in an archaeology project in Italy.  
Why did he decide to join the project?
- A to find out whether the subject would suit him as a career
  - B to establish whether his family has historical links with the area
  - C to contribute to what could be an exciting discovery
- 6 You hear a guide at a science museum talking about a new virtual reality device that visitors can try.  
What does he think will impress them about the device?
- A It offers them a range of different options.
  - B It gives them an alternative view of things.
  - C It provides them with a convincing experience.
- 7 You hear two students talking about some research on listening to music while studying.  
What do they agree about?
- A the effect of listening to music with lyrics
  - B the value of doing research into a subject like music
  - C the way lively music can motivate you to work hard
- 8 You hear a radio presenter talking about something that happens in space.  
What is his aim?
- A to give information about it
  - B to explain how scientists discovered it
  - C to encourage people to look out for it

## Part 2

You will hear a girl called Alison giving a class presentation about a holiday she had on a traditional sailing ship. For questions 9–18, complete the sentences with a word or short phrase.



Listening test audio

### Holiday on a traditional sailing ship

Alison's holiday was paid for by an organisation that encourages young people's interest in

(9) .....

The ship's captain said that people he referred to as

(10) ..... were not welcome on the ship.

Alison was worried that she might not have the

(11) ..... required.

People on board the ship use the term (12) .....

to mean a four-hour period of work.

The lack of (13) ..... was the hardest thing

for Alison to get used to.

Alison overcame her fear of (14) ..... during the holiday.

Alison says that (15) ..... was the most popular

free-time activity on the ship.

Alison was disappointed to miss a (16) .....

in a port where the ship stopped.

Alison wasn't expecting to see so many (17) .....

when she was at sea.

Alison regretted not packing more (18) .....

clothes for the voyage.





## Part 3

You will hear five short extracts in which teenagers are talking about making a new friend. For questions **19–23**, choose from the list (**A–H**) what each speaker says. Use the letters only once. There are three extra letters which you do not need to use.



Listening test audio

**A** My first impressions of this person were wrong.

**B** I had often noticed this person before.

Speaker 1

	<b>19</b>
--	-----------

**C** We were introduced by a neighbour of mine.

Speaker 2

	<b>20</b>
--	-----------

**D** We became close because of a difficult shared experience.

Speaker 3

	<b>21</b>
--	-----------

**E** This person reminded me of someone else.

Speaker 4

	<b>22</b>
--	-----------

**F** We were surprised to discover we had several things in common.

Speaker 5

	<b>23</b>
--	-----------

**G** We'd been in touch before we actually met.

**H** I nearly caused this person a problem.

**Part 4**

You will hear an interview with a young man called Oliver Stanford, who is talking about how he became a professional gardener. For questions **24–30**, choose the best answer (**A**, **B** or **C**).



Listening test audio

- 24** Oliver first became interested in his family's garden when
- A** he saw how his mother's work had transformed it.
  - B** he was given complete responsibility for it.
  - C** he realised that no one else really cared about it.
- 25** Once Oliver had decided to become a professional gardener, he was
- A** disappointed not to find an appropriate university course.
  - B** surprised at the amount of work involved in the training.
  - C** unwilling to request financial help from his parents.
- 26** What does Oliver say about his job at a garden centre?
- A** He was determined not to be put off by the physical hardships.
  - B** He found seeing the results of his work there very rewarding.
  - C** He felt it was the most valuable career preparation he could have.
- 27** Oliver was confident he could be a successful gardener because he had
- A** developed the necessary organisational skills.
  - B** shown a talent for designing gardens that people liked.
  - C** learnt a lot about plants from other gardeners.
- 28** What has Oliver found while working as a gardener in a city?
- A** It is difficult to get his equipment into people's gardens.
  - B** The deadlines he has to work to are tight.
  - C** His customers' expectations are unrealistic.



- 29 Oliver describes one gardening job he disliked, because he had to
- A use plants that he knew weren't right for the soil.
  - B dig up plants that were home to wildlife.
  - C replace an area of grass with large stones.
- 30 What does Oliver particularly value about his work?
- A turning an unattractive place into somewhere beautiful
  - B having the opportunity to work with other people
  - C earning enough money to have a small garden of his own