

PART 1:

Look at the text in each question. What does it say? Put a cross x on the letter next to the correct explanation - A, B or C

1. **SCHOOL PLAY**

Actors urgently required by director; previous experience welcome but not essential as training will be provided if needed.

- A. It is essential to have more actors even if they haven't acted before.
- B. It is important for all actors to have training before involved in the play.
- C. It is necessary to find a new director to train the actors.

2. Hi Jane,
About the school party - can we invite friends who aren't pupils there? Maybe there'll be too many people - but my friend Toni would love to come!
Sarah

Sarah is asking whether Jane

- A. is bringing any friends to the party with her.
- B. knows how big the party is going to be.
- C. thinks anyone from outside school can attend the party.

3. Michaela
John's party starts at 6 tonight, so Dad and I will pick you up at 5.30.
Be ready!
Shaz

Shaz is texting Michaela to

- A. ask her for a lift to the party.
- B. explain the travel arrangements to the party.
- C. tell her what time she'll see her at the party.

4. **LAKESIDE POOL**

NON-SWIMMERS SHOULD STAY IN THE SHALLOW END WHILE WAVE MACHINE IS OPERATING

While the wave machine is working

- A. people who can't swim should leave the water.
- B. people should go to shallow water to enjoy the waves.
- C. people shouldn't go into deeper water if they can't swim.

5. **NOTE TO SWIMMING TEACHERS**
Swimmers in your classes will be asked to leave this public pool if they run along the side or jump in.

- A. Swimmers may only practise jumping into the pool if they are with a teacher.
- B. Swimmers who break the rules may not continue the class with their teacher.
- C. Swimmers and their teachers must only use this side of the pool for classes .

6. **To: Mr Smith's students**
Subject : Film club
This Friday, Film Club is showing the English film *Highway*, based on the book we are studying this term. It's free- just up early to get a seat!

- A. Students should book to see *Highway* at Film Club on Friday.
- B. You won't get into Film Club on Friday unless you take some money.
- C. If you're in Mr Smith's class, it's a good idea to attend Film Club on Friday.

7. **To: all students**
From : Mrs Draper, dance teacher
Well done, everyone, for the dance performance for parents last night. You did everything right! Only two more performances to go and then you can relax!

Mrs Draper is emailing to

- A. inform all students when the last dance performance will be.
- B. suggest ways of improving the dance performance.
- C. encourage students to keep up their good work.

8. Hi Jon.
Your friend Mark came to the house earlier to see if you were in. Can you ring him back before 5.30 tonight? He's going to football practice then.
Mum

Mum is texting Jon to

- A. tell him to contact his friend.
- B. remind him that it's football practice tonight.
- C. ask if he'll be home before 5.30.

9.

Students Support Recycling!
Get rid of your unwanted clothes
Collection Monday morning –
Main Hall

What should students do on Monday?

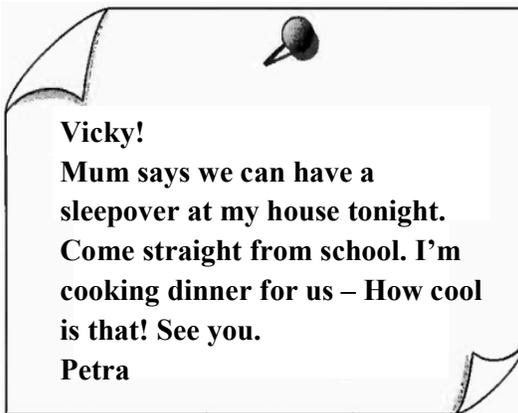
- A. Take anything they don't want to wear any more to the Main Hall.
- B. Go to school uniform sale in the Main Hall.
- C. Collect all their old school clothes to take home with them.

10.

Hollins Farm Campsite
No groups of 4 or more
unless by previous
arrangement

- A. All campers must reserve a place in advance.
- B. Groups bigger than four are not allowed on this site.
- C. Groups of more than three should contact the campsite before arriving .

11.



Vicky!
**Mum says we can have a
sleepover at my house tonight.
Come straight from school. I'm
cooking dinner for us – How cool
is that! See you.**
Petra

Why has Petra sent this text?

- A. She's inviting Vicky to stay with her.
- B. She wants to meet Vicki at school.
- C She's hoping Vicky will cook dinner.

12.

SPECIAL OFFER
**TWO MEALS FOR THE
PRICE OF ONE –
BURGER, FRIES AND
DRINK!**

- A. It's as cheap for two people to eat here as one.
- B. Two people can choose whatever they want to eat and still pay less.
- C. Special meals are twice the normal size.

13.

Hi Sam,
I'm waiting for you here at the swimming pool with Jamie- where are you? Did you forget? Or is your bus late again? Hurry up!
Alex

- A. Sam is expecting to turn up late to meet his friends at the pool.
- B. Alex is impatient for Sam to join him and Jamie at the pool.
- C. Sam's friends are worried that he's changed his mind about going to the pool.

14.

ART ROOM

No classes here for students until further notice – workmen are painting the room

- A. See the noticeboard nearby for details about the art classes.
- B. Students should only go into this room if they wish to do some painting.
- C. Classes will not be held in here until the painting is finished.

15.

FOR SALE!
FOOTBALL BOOTS
Size 42
NEVER WORN!

25 euros or nearest offer
See Jack – classroom 15B

- A. Jack's football boots are probably not in a good condition.
- B. Jack may be prepared to accept less than 25 euros for his boots.
- C. Jack is keen to obtain some new football boots in size 42.

PART 2

Choose the word or phrase among A, B, C and D that best fits the blank space in the following passage.

TEST 1

BUILDING CONFIDENCE IN TEENS

Confidence is one's belief in their own ability. Confident people rationally believe they are (1) _____ of doing things well and therefore aren't afraid to do those things or even (2) _____ new things. Teens who are confident to grow up have a good (3) _____ of self and become happy

adults. Parents can help teens (4) _____ their confidence throughout their adolescence by following these tips:

+ Be trustworthy. Be there when your teen needs you. Provide a safe home environment and firm but fair discipline. This is a (5) _____ that your teen's confidence can stand on.

+ Give your teen choices. One of the things that confidence helps teens do is making a decision. You can help teens make decision by (6) _____ them choices as often as possible.

+ (7) _____ your teen to try new things. Be available to take them where they need to go and do so without complaining.

+ Become your teen's biggest fan, (8) _____ it is in sports, or in school.

+ Allow your teen to fail, do not fix their problems for them. If they need you to help talk the problem through, ask open ended questions so that they (9) _____ to their own conclusions.

+ Praise your teen when praise is suitable. We know that too much praise is not good (10) _____, but suitable praise is necessary for your teen's self- confidence.

- | | | | |
|------------------|------------------|---------------|--------------|
| 1. A. able | B. capable | C. suitable | D. aware |
| 2. A. try | B. examine | C. decide | D. use |
| 3. A. feeling | B. state | C. sense | D. ability |
| 4. A. create | B. make | C. lose | D. build |
| 5. A. foundation | B. establishment | C. layer | D. basic |
| 6. A. saying | B. offering | C. explaining | D. making |
| 7. A. Believe | B. Prefer | C. Like | D. Encourage |
| 8. A. either | B. or | C. whether | D. but |
| 9. A. come | B. reach | C. draw | D. bring |
| 10. A. neither | B. together | C. either | D. whether |

TEST 2

WATER

You're thirsty and you get yourself a glass of water. Do you ever (1) _____ how old that water really is? The glass of water that you're (2) _____ to drink may have fallen from the sky as rain only last week. However, water itself has been around pretty much as (3) _____ as the earth has! In fact, (4) _____ oceans, seas and rivers cover 70% of the earth, there is a (5) _____ supply of water, which keeps on moving round the earth. This is (6) _____ of what's known as the water cycle. The sun heats up water and it turns into clouds, which are (7) _____ from water vapour. When the clouds become (8) _____, the water falls back onto the earth as rain.

Of course, clean water is absolutely essential for good health. The amount of safe drinking water has gone up around the world, but (9) _____ one billion people still lack easy (10) _____ to clean water.

- | | | | |
|---------------|-----------------|------------------|------------|
| 1. A. decide | B. enquire | C. wonder | D. suggest |
| 2. A. around | B. ahead | C. along | D. about |
| 3. A. soon | B. far | C. early | D. long |
| 4. A. unless | B. although | C. until | D. despite |
| 5. A. limited | B. narrow | C. slim | D. lacking |
| 6. A. except | B. due | C. because | D. instead |
| 7. A. risen | B. formed | C. raised | D. found |
| 8. A. strong | B. heavy | C. complete | D. broad |
| 9. A. mostly | B. particularly | C. approximately | D. totally |
| 10. A. access | B. admission | C. entry | D. contact |

TEST 3

SPACE EXPERIMENT

Some exciting photos of space have recently appeared on the internet – all taken by teenagers! Using a cheap camera and a simple balloon, some school students got a large (1)_____ of amazing photos from 15 miles (2) _____ Earth.

The teacher said, “(3)_____ carried out an experiment to explore what different (4)_____ on the Earth look like from space – and prove that you don’t have to use expensive equipment as the textbooks say”

Seventeen-year-old student Miguel reported, “We’d spent long (5)_____ working on the experiment after school, but then had to put it (6) _____ due to the weather. Then we were worried that the balloon (7)_____ rise higher than 10,000 metres, which wasn’t (8)_____ high enough for our experiment. But in the end it wasn’t a problem. And (9)_____ the balloon had travelled so far, it was still working when it returned! So we’ve learned that in (10)_____ life, experiments don’t always have to follow the textbooks!”

- | | | | |
|-----------------|--------------|------------|----------------|
| 1. A. amount | B. sum | C. number | D. total |
| 2. A. among | B. above | C. about | D. along |
| 3. A.It | B. There | C. These | D. They |
| 4. A. positions | B. distances | C. areas | D. backgrounds |
| 5. A. times | B. hours | C. ages | D. days |
| 6. A. off | B. down | C. out | D. up |
| 7. A.shouldn’t | B. needn’t | C. mustn’t | D. wouldn’t |
| 8. A. quite | B. so | C. rather | D. very |
| 9. A. unless | B. although | C. because | D. if |
| 10. A. true | B. actual | C. normal | D. real |

PART 3.

- A. honest B. mischievous C. well- behaved D. obedient
18. “ *I would study English if I were you.* ” Mai’s Friend said.
 A. Mai’s friend said that she was like Mai. C. Mai’s friend advised her to study English.
 B. Mai told her friend to study English. D. Mai’s friend advised her to have studied English
19. *It was not _____ he took off his dark glasses _____ I realized he was my old friend.*
 A. until – which B. until – that C. when – that D. when – then
20. *He dragged him into the bushes. He _____ .*
 A. carried him B. threw him C. pull him along the ground D. took him
21. *Lucy is my best friend. Even if we move to different countries, we’d always stay _____ .*
 A. together B. our friendship C. in common D. in touch
22. *My father’s friend said that he _____ .*
 A. is living in the capital now C. has lived in the capital for ten years
 B. will move to live in the capital D. lived in the capital
23. *You look so depressed. You look _____ you didn’t have a friend in the world.*
 A. although B. as if C. if only D. even if
24. *Good friendship should be based on mutual _____ .*
 A. sympathy B. trust C. understanding D. All are correct
25. *Everyone knows about pollution problems, but not many people have _____ any solutions.*
 A. come up with B. got round to C. looked into D. thought over
26. ***Due to*** pollution, a lot of fish in the lake became sick and died.
 A. As if B. Because of C. Because D. In spite of
27. *The pollution problem is very **complicated** to solve.*
 A. prompt B. complex C. easy D. quick
28. If we _____ forest years ago, we _____ from floods and pollution.
 A. do not destroy/ will not suffer C. did not destroy/ would not suffered
 B. had not destroyed/ would not suffer D. had not destroyed/ would not have suffered
29. *Many sea animals are at _____ due to hunting and water pollution.*
 A. danger B. loss C. death D. risk
30. *Would you mind _____ , please?*
 A. to answer the telephone C. answer the telephone
 B. answering the telephone D. to the telephone answering

PART 4

Read the following passage and cross the letter A, B,C or D to indicate the correct answer to each of the following questions.

TEST 1

The Car

Let me tell you about a young boy who made a model car all on his own. The boy is me, six years ago when I was just 11 and the car was small and simple but in my imagination it was a high-speed, formula 1 racing car, speeding along the race track.

It was during the school summer holidays and workmen were building a new drive and garage beside our house. While watching the workmen I had an idea. I'd build a car to drive into the garage in celebration of the new addition to our home. I told my mother and drew up complicated plans but I couldn't find the right materials, so I gave up and spent a miserable couple of days doing nothing. My mother noticed that I'd stopped working and asked me why. I explained and she suggested that maybe I should change my plans to fit the materials I did have, rather than give up.

And that's just what I did. I found small pieces of wood in my father's workshop and made my car from anything that was lying around the house. When I found a small engine from an old model plane of mine I added that. The power came from a battery attached with some wire I found in a cupboard.

By the time the garage was finished, so was my car. I called my family together outside the house, connected the wires, started the engine and placed the car on the driveway. It was fast and I had to run to the garage to rescue it before it crashed into the new door. My family began to clap and I smiled proudly. Thanks to my mother I learned the value of seeing a project through to its end. Soon I was making plans for my next project: a helicopter!

1. *What is the writer trying to do in this text?*
 - A. suggest that everybody should try making something
 - B. recommend a type of car that is easy to make
 - C. explain how he learned not to give up on an idea
 - D. give information about where to find good model cars
2. *Why did the writer start building the car?*
 - A. to show the workmen that he could build something too
 - B. to pass the time during the school holidays
 - C. to give to his mother as a special present
 - D. to celebrate the family's new garage
3. *How did the writer feel about the first car he planned?*
 - A. sad that he was unable to find suitable things to build the car with
 - B. annoyed that his father wouldn't let him borrow any materials
 - C. frustrated by how much time he'd wasted on the project
 - D. embarrassed by the poor quality of the car plan he drew

4. *What do we find out about the car the writer finally made?*
 - A. It was completed shortly after the garage was built.
 - B. It was powered by an old electric motor
 - C. It went up the driveway too quickly and hit the garage.
 - D. Its design needed some improvements
5. *What advice might the writer give about making something?*
 - A. Always try to keep to your plans rather than change them halfway through your project.
 - B. When you start a project you need as much help as you can get, so ask your friends and family to get involved.
 - C. Look carefully around you to see what's available and what things you can reuse for your project.
 - D. Don't make a car for your first project- they're difficult to get right and may not work.

TEST 2

Ad Gardner – Airline Pilot

At 20, Ed Gardner is too young to drive a bus in some countries. Yet he regularly flies tourists to their holiday destinations.

Ed started flying at 14 - you can't be any younger than that – before he could even drive a car. He flew unaccompanied at 16, and got his private pilot's licence on his 17th birthday. His dad's an airline pilot too, and Ed has flown with him on passenger flights since Ed became a pilot. “ He never pushed me to become a pilot, but as soon as I said I wanted to do it, he was pleased. And Dad gave me money for my training, and now I'm paying him back. He's been very helpful.”

After training, he immediately started work as a pilot for a commercial airline. The captain is the boss, but Ed's allowed to do almost the same work apart from operating the plane on the runway at the airport. When Ed first joined the airline he flew mail to different places. Then he changed to passenger flights. “ I was excited, but you don't really get to talk to the passengers. The captain is in charge, but if they fly out on a short trip, you fly the plane back, for example.”

There are other pilots around Ed's age, but they are a bit older because they're done something else before they came to flying. But it's not everyone that can get a job so soon. Ed, who now flies regularly to Europe and Africa, says simply, “ I think I just came along at the right time!”.

1. *What is Ed Gardner trying to do in the text?*
 - A. explain why pilots should start training early for their careers
 - B. tell readers why he chose to be a pilot
 - C. describe the work involved in becoming a pilot
 - D. discuss whether teenagers should be allowed to fly planes
2. *Ed's father, who is also a pilot, helped Ed by*

- A. agreeing to fly with him on some passenger flights.
 - B. offering to pay for all of his training.
 - C. encouraging him to choose the right career for him.
 - D. letting him improve his skills in his small plane.
3. *As a pilot, Ed was disappointed at first that*
- A. he couldn't do everything the captain did on the plane.
 - B. he had very little contact with his passengers.
 - C. he sometimes got no time off before return flights.
 - D. He was asked to transport mail instead of people.
4. *What does Ed say about his achievements at such a young age?*
- A. He feels he's been lucky to join a company very quickly.
 - B. He thinks what he's done may be very unusual.
 - C. He's very proud of the position he's got to.
 - D. He wishes he'd tried something else before he started flying.
5. *What would Ed write in an email to an old schoolfriend?*
- A. I last saw you at my party on my 17th birthday- sorry it finished early, but I was getting my pilot's licence the next day.
 - B. I used to travel miles to my first flying lessons, didn't I? Luckily I'd got my driving licence by then.
 - C. I've checked the flight you're on tomorrow- and I'll be one of your pilots! Hope you enjoy it!.
 - D. Mum was worried when I flew on my own for the first time- she even tried to convince me not to go.

TEST 3

WILDLIFE ART

By Isabelle Ramirez, aged 15

Go Wild! Is a touring exhibition of wildlife photos and paintings by young artists. Its last stop has been in my city, and I went last week.

The pictures were produced by teenagers living in countries as far apart as Asia and Canada. There were often humans and animals working together in the pictures, and to me that was the message behind them. In one painting, for example, a girl was resting her head on an elephant. Some wildlife experts say this doesn't show animals as they really are in the wild, and I agree. But that didn't stop the pictures being beautiful. One artist, for example, had filmed videos of animals through coloured glass and another had added music- they worked really well.

There were also action photos. One was of a bear that had climbed up a tree in a garden in Canada and refused to come down. Wildlife experts sent the bear to sleep with a special vet's gun- and a brilliant young photographer saw a great opportunity. He took a photo showing the bear falling out of the tree, fast asleep, onto a rubber mat on the ground, as if it was jumping like a gymnast! The bear was later returned to the wild. And there were lots more amazing pictures like that!

Another young photographer took a photo while swimming with an elephant- although she almost got kicked as a result. I was glad I didn't know that when I first saw the picture! It reminded me that the animals in the pictures were still wild animals, and shouldn't be trusted. But this photographer clearly felt the photo was worth the danger.

1. *What is Isabelle Ramirez trying to do in the text?*
 - A. say who had done the best pictures in the exhibition
 - B. encourage young people to take up wildlife photography
 - C. give her opinion of different work in the exhibition
 - D. show that wildlife photography isn't as dangerous as it looks
2. *What does Isabelle think the artists are trying to show?*
 - A. that animals and people can live peacefully with each other
 - B. that wild creatures living in nature are very beautiful
 - C. that animals live very differently in different countries
 - D. that films of wildlife are more attractive than photos or paintings
3. *What does Isabelle say about the photo of the bear?*
 - A. It didn't look very believable.
 - B. It showed one photographer's quick thinking.
 - C. It made her worry about what happened to the bear.
 - D. It was the most unusual photo in the exhibition.
4. *When Isabelle saw a girl's photo of an elephant, she*
 - A. thought it was worth the girl's swim to get the photo.
 - B. was sure that the girl had disturbed the elephant.
 - C. felt it proved animals don't make good subjects for photos.
 - D. was pleased she only learned the story behind it later.
5. *What might people visiting the exhibition in Isabelle's city say about it?*
 - A. I'm sure some of these photos aren't real - a girl couldn't really stand so close to an elephant like that!
 - B. These young people have been really lucky to travel so much- it's a pity they didn't take any photos in their own countries.
 - C. I like the way people have added special effects to their work- really clever!
 - D. I'm glad it's a touring exhibition - that means members of my family can see it when it gets to their city.