

Part 3 4 minutes [5 minutes for groups of 3]

Interlocutor Now, I'd like you to talk about something together for about two minutes.

I'd like you to imagine that a school would like to organise an end-of-year event for students and parents. Here are some of the ideas for the event and a question for you to discuss. First you have some time to look at the task on page C21 of the Speaking appendix.

Now, talk to each other about why these ideas would be good for both parents and students.

Candidates

⌚ 2 minutes (3 minutes for groups of three)

Interlocutor Thank you. Now you have about a minute to decide on an end-of-year event that would be enjoyable for both the parents and the students.

Candidates

⌚ 1 minute (for pairs and groups of three)

Interlocutor Thank you.

Part 4 4 minutes [6 minutes for groups of 3]

Interlocutor

- What's the most enjoyable school event you've ever been to? (Why was it so good?)
- How important do you think it is for schools to organise after-school activities?
- Do you think it's better for after-school events to be for just one age group or for all ages of student? (Why do you think that?)
- When do you think is the best time of year for schools to organise after-school events? (Why?)
- Some people say schools shouldn't organise extra events for their students, they should just teach lessons. Do you agree?
- Should parents know about everything that happens in lessons at school? (Why? / Why not?)

**What do you think?
Do you agree?
And you?**

Thank you. That is the end of the test.

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 engaged B absorbed C occupied D employed

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

Young people help society

Young people tend to spend most of their out-of-school hours (0) with homework and other school commitments. These keep them so busy that they have no time to (1) for other major projects. But there are some remarkable exceptions to this (2)

Some use any free time they have to (3) themselves to environmental issues. Ava Lang, for example, is only 14 but at weekends she goes round restaurants to persuade the owners to (4) her with their used cooking oil. She then arranges for this to be (5) into biodiesel.

Another youngster who does a considerable (6) to help others is Tim Fried. He races go-karts as a (7) of raising money for charitable causes. In this way he manages to (8) his love of sport with some socially useful work.

- | | | | | |
|---|---------------|--------------|-------------|---------------|
| 1 | A spend | B waste | C pass | D spare |
| 2 | A case | B rule | C set | D test |
| 3 | A dedicate | B contribute | C reserve | D involve |
| 4 | A provide | B offer | C donate | D give |
| 5 | A substituted | B adapted | C converted | D exchanged |
| 6 | A degree | B extent | C deal | D amount |
| 7 | A chance | B kind | C means | D possibility |
| 8 | A adjust | B combine | C join | D merge |

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 R E

Website for tigers

If you are interested in the environment, (0) is an excellent website called Tigernation. The website was set (9) to help with the conservation of tigers. It focuses its work particularly on India, a country (10) many thousands of tigers once lived. There are now thought to (11) fewer than 2,000 remaining there.

Did you know that a tiger's stripes are like a person's finger prints (12) the sense that every individual is unique? This makes (13) possible for the website to track the tigers as it recognises them by the pattern of their stripes. If someone is lucky (14) to catch sight of a tiger, then they take a picture and upload it to the website. The website is gradually collecting a large quantity of photos, (15) enables researchers to identify how the animals move from one place to (16) The hope is that an improved understanding of how tigers live will help us to ensure their survival.



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 B A L A N C I N G

The first bicycle

The first vehicles with two wheels used for transporting people and requiring riders to develop (0) skills appeared in Germany in the early 19th century. The design was registered in 1818 and it was the first (17) successful vehicle which, although it did not have pedals and was not called a bicycle, has a clear (18) to the vehicle we know as a bicycle. It was popular for several decades but the (19) of accidents resulting from its use led to its eventual (20) in some European cities.

There is some (21) as to who exactly invented the pedal-powered bicycle, but its (22) began in France in the 1860s. Designs gradually improved its speed and (23) then, as road surfaces also got better, its use became widespread.

We usually think of the bicycle as just a means of transport but its role in the emancipation of women should not be (24) , as it allowed them a freedom of movement that they had not previously enjoyed.

BALANCE

COMMERCE
RESEMBLE

FREQUENT
PROHIBIT

AGREE
PRODUCE
SAFE

ESTIMATE

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 Karen didn't really want to go to the party.

FORWARD

Karen wasn't really to the party.

The gap can be filled by the words 'looking forward to going', so you write:

Example: 0 LOOKING FORWARD TO GOING

25 I can't talk for long as my parents think I'm doing my homework.

SUPPOSED

I can't talk for long as I my homework.

26 Mum didn't expect the tickets to be so expensive.

LESS

Mum thought the tickets they did.

27 The path down the mountain was so slippery that it was hard for us to stay on our feet.

DIFFICULTY

The path down the mountain was so slippery that on our feet.

28 James is the best goalkeeper at the school.

THAN

James is a else at our school.

29 Sam is too young to learn to drive.

ENOUGH

Sam isn't driving lessons.

30 The teacher said we didn't need to spend too long on the exercise.

WORTH

The teacher told us too long on the exercise.

You are going to read a teen magazine article about teenagers and their use of the latest technology. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

TECHNOLOGY AND US!

by Rowena James

Like me, you've probably read newspaper articles in which adults are talking about the bad effects that technology such as computers and mobiles are having on teenagers like us! In fact, it sometimes seems as if our digital lives are under constant scrutiny from the older generation. According to some adults, our online socialising is creating a culture where everything is very trivial, and we're in danger of losing our social skills completely. Of course, we can probably all think of friends that spend virtually all their time online. But I think we'd also agree those people are in the minority, and that the majority of us have learnt to use technology in a responsible and useful way.

Anyway, our parents would probably admit that any advances in technology, such as the radio or the record player, have always caused concern among parents, because they worry about the harmful effects on young people, and want to protect them. But if the same technology had been available when they were young, they would have used it just as we do now, to socialise and establish independence from *their* parents. Of course, there have been extremely rapid developments since our parents were young – but then every generation says that when they look back, I guess.

One of the main things that teachers worry about is that our over-use of technology is having a bad effect on our education, particularly in our literacy. Teachers say teens are using language that's too casual, like we use in texts, even when we're writing formally, and that the influence of texting is producing far more mistakes in our writing than young people made in the past. However, some researchers say these thoughts are based on what they're
 line 33 calling 'misguided nostalgia'. When they looked back at student composition papers, even a hundred years ago, they found they contained just as many errors as students' work today.

As I said, though, we can all think of someone we know who spends half their lives in front of a computer. But those people might still be gaining benefits from that time. Take my friend Luke, for example. In his early teens he was very keen on one particular TV series, and began to follow a fan page online, which he started spending all his free time on. It wasn't long before he got more involved, and was soon editing other teenage fans' contributions, which he became skilled at. That led to an interest in publishing as a career.

Teachers have also realised the huge potential of technology in their classes, no matter what field they're in. Computer teachers at my school now encourage us to use up-to-the-minute software to get us to explore and develop our own talents – with great results. One guy in my class who wasn't interested in school at all, suddenly discovered he was really good at producing elaborate sketches of buildings around the city. He's now considering training to be an architect – a real turnaround for someone who once hated coming to school.

Of course, much as I hate to admit it, there are downsides to advances such as the Internet. One of them is distraction – flicking onto a favourite website in the middle of doing a homework assignment. You'd have to be pretty skilled to achieve good results by trying to do several things at once in that way. There's also a tendency for teenagers not to question whether the sources of information they get online are actually reliable, and just to take what they find there at face value. And I hardly dare mention the effects on sleep patterns – that's one area where my parents have to step in and set boundaries, otherwise I'd be up all night. But as we mature, I reckon we'll get better at learning to moderate that sort of thing ourselves – just as we'll need to in all other aspects of our lives.

- 31 In the first paragraph, what is Rowena's purpose in writing about adults and their views on teens' use of technology?
- A to say which of their views she thinks are justified
 B to suggest reasons why older people may hold such opinions
 C to demonstrate how much exaggeration she thinks they contain
 D to explore how different she is from the majority of teenagers
- 32 In the second paragraph, Rowena suggests that new technology
- A makes young people's lives easier than their parents' lives were.
 B has always tended to cause concern among older generations.
 C allows young people more independence than their parents had.
 D has developed much faster than for previous generations.
- 33 Which mistaken belief do researchers mean when they refer to 'misguided nostalgia' in line 33?
- A using the present as a guide to understanding the past
 B trusting that the present is a great improvement on the past
 C being unable to see any difference between the present and the past
 D thinking everything was much better in the past than it is in the present
- 34 Rowena gives the example of her friend Luke to demonstrate
- A the advantages of becoming absorbed in online activity.
 B the opportunities offered by online sites to become more creative.
 C the benefits of publishing one's own writing online.
 D the possibilities of finding paid work online.
- 35 What is implied about the computer teachers at Rowena's school in the fifth paragraph?
- A They are unwilling to give up on students who find it hard to fit in.
 B They are quick to spot undeveloped talents in their students.
 C They are keen to use technology to help students discover themselves.
 D They are leading the field in computer-assisted learning.
- 36 In the final paragraph, what does Rowena say is a disadvantage of new technology?
- A It has created a generation of teenagers that is always multi-tasking.
 B It can tempt teenagers away from what they should be focusing on.
 C It makes teenagers realise their parents are still continuing to monitor them.
 D It discourages teenagers from using a range of information sources.

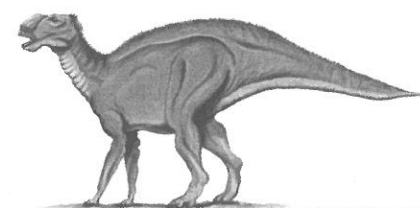
Test 6

Reading and Use of English • Part 6

You are going to read a magazine article about the discovery of some dinosaur bones. 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.

New dinosaur discovery



Gryposaurus monumentensis

The dinosaur species known as Gryposaurus monumentensis lived seventy-five million years ago but people only

learnt of its existence at the beginning of the twenty-first century. Its name means 'hook-beaked lizard of the monument', with 'monument' referring to the place in the US state of Utah where this dinosaur's bones were found by a team of archaeologists.

37 . It had an enormous bill resembling that of the duck-billed platypus, a curious egg-laying mammal native to Australia. The dinosaur, which existed on a diet of leaves, would have found this extremely useful when it wanted to pull something to eat off a nearby plant.

However, the archaeologists who discovered the dinosaur's bones were even more amazed by what they found inside the skull. 38 . There was also evidence of many extra ones waiting to drop into place as others wore out.

Taking all the replacements into account, it is estimated that the dinosaur managed to get through approximately 800 teeth during its lifetime. This indicates that Gryposaurus monumentensis chewed its way through a substantial quantity of leaves every day of its life.

39 . Tyrannosaurus rex, the enormous meat-eating dinosaur, for example, seems to have got by with considerably fewer.

The unusual number of teeth found in the skull suggest that the Gryposaurus monumentensis was a particularly

large species of dinosaur. 40 . Other bones were discovered in Utah not far from the skull. These made it possible for scientists to calculate that the creature was at least 90 metres in length. The humerus (the bone of the upper arm), for example, is longer than an adult man's leg.

At the time when Gryposaurus monumentensis lived in what is now Utah, the area had little in common with its appearance today. 41 . Nowadays the region tends to receive relatively little rain and not much grows there.

Dinosaurs with duck bills have also been found a thousand kilometres further north in Canada but they appear to be rather different from those discovered in Utah. 42 . Some think that there may have been a mountain system making it impossible for them to move between Utah and Canada, while others believe that they simply had no need to leave an area with plenty of food. However, others are not convinced by either theory. Certainly a great deal more remains to be learnt about Gryposaurus.



Duck-billed platypus

A It is known to have been wet and swampy there then and the land was covered by plants.

B The creature was seen to possess at least 300 teeth, making it easy for it to grind up the leaves that it ate.

C And there is evidence to show that this was indeed the case.

D This is in striking contrast to the habitats where other dinosaur bones have been found.

E Scientists are puzzled as to why they do not bear more resemblance to each other.

F The outside of the skull (the bone of the head) that the Utah archaeologists discovered was unusual.

G Otherwise it would never have worn out quite so many of them.

Test 6

Reading and Use of English • Part 7

You are going to read a magazine article about a young Japanese snowboarder taking part in a major competition called 'X Games' in Aspen in the USA. For questions 43–52, choose from the sections of the article (A–D). The sections may be chosen more than once.

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

Which section of the article

describes some negative attitudes towards Hirano's lifestyle?

43

comments on Hirano's lack of fear?

44

shows how easy Hirano finds it to ignore noise?

45

outlines Hirano's early experience of the sport?

46

mentions some advice Hirano has been given?

47

describes how snowboarders relax between competitions?

48

compares how Hirano is thought of in different places?

49

shows how ambitious Hirano is?

50

mentions that Hirano is unaware of his reputation?

51

explains Hirano's growing popularity?

52

Ayumu Hirano, Young Snowboarding Star

A The room was hopping. Seemingly everywhere you looked, X Games athletes were eating, laughing and enjoying a few minutes out of the spotlight. Some played video games. Others received a massage. And the rest were glued to the Women's Snowboard final on one of the oversized flat screen televisions in the room. Except for one person, that is. On this night in the X Games athlete lounge, the youngest competitor at this week's X Games Aspen, 14-year-old Japanese snowboarder Ayumu Hirano, was oblivious to everything going on around him. Tucked into the corner of a couch, he sat slumped on his side, his head resting on a white pillow while his ski cap was pulled over his eyes. The kid was sound asleep. Even when the room erupted after Elena Hight landed the first double rodeo in the Women's final, Hirano didn't budge.

B On Sunday night, Hirano will hopefully be able to stay awake long enough to join six other competitors who will try to keep the current champion from winning his record sixth consecutive gold medal. In Thursday night's elimination, the 1.5-metre eighth grader became a fan favorite thanks to his trademark big air jump. His top score of 78.66 placed him sixth. He is quite clear about his goals for Sunday night's finals. "I want to be on that podium," he said through a translator.

Not much is known about Hirano, who has followed in the footsteps of fellow Japanese snowboarder Kazuhiro Kokubo, who also emerged onto the scene in his early teens. Now 24, Kokubo has served as a mentor to Hirano, who spends about 60 per cent of his year in Japan and 40 per cent training in the United States. Kokubo's tips come on and off the hill, covering everything from how to be a good person to how to land a particular trick.

C This week, Hirano has been joined by his parents, who are visiting the United States for the first time. Hirano was introduced to action sports through his father, Hidenori, who owns a surf shop and a skate park in a small city on the coast of Japan. When a family friend gave his older brother a snowboard, Ayumu followed along. At the time, he was just 4 years old. Hirano doesn't remember that day. His earliest snowboarding memory is competing in a junior competition when he was 6.

Luckily for Hirano, he has little idea what the U.S. press is saying about him. "He doesn't even realize it," Hirano's manager, Carl Harris, said. "It's probably better that way. There isn't a lot of pressure. He's just the coolest kid in the competition. He goes out there and is like, 'Whatever. I'm just here to ride.' When asked this week what scares him, Hirano struggled to answer, pondering the question for several minutes before finally confessing "Nothing comes to mind."

D Hirano's parents have some concerns about the fact their son has missed so much school to chase his snowboarding dreams. Hirano attends classes whenever he is in Japan, but that is only 60 per cent of the year. Friends have questioned why Hirano's parents were letting their son miss such an important part of his life. "Not everyone has the same chance that he has," said Hirano's father, Hidenori. "Because he is doing so well and trying so hard we don't want to take it away from him. Although sometimes people can get duped if they don't have a good education, I feel, if he can try this hard at snowboarding, nothing can stop him."

While Hirano's popularity is growing in the United States, back in Japan he's just another kid. "He's a nobody back home," his dad said. "Just another middle schooler who misses a lot of class." But come Sunday night, that nobody will find himself under the bright lights in the final event of X Games Aspen. If he can keep awake.

Test 6 Writing • Part 1

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

- 1 In your English class you have been talking about language learning. 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.

Learning a foreign language is very useful for young people today.	
Notes	
Write about:	
1.	travel
2.	work and studies
3. (your own idea)

Test 6 Writing • Part 2

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

- 2 You see this announcement in an English-language magazine for young people.

Articles wanted!

We are preparing a special issue about travel and would like readers to send us articles about a special journey they have made. Where did you go? Who did you travel with? What made the journey particularly interesting for you?

Write your **article**.

- 3 This is part of an email you have received from an American friend.

I'd like to learn more about your country by watching a film from there. Can you tell me about a film that you'd recommend? In what ways would it help me learn about your country? And how typical is it of films from your country?

Write your **email**.

- 4 The school where you study English has asked students to write short stories for an English language competition. The short story must **begin** with the words:

When Chris woke up, he expected the day to be like any other one.

Your story must include:

- a famous person
- an invitation

Write your **story**.

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

Your English class has had a discussion about the set text. Now your teacher has asked you to write a review of the set text. Your review should focus on explaining why the text would or would not be a good one to take on holiday with you.

Write your **review**.

Test 6 Listening • Part 1

 05 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 classic car show. What do they agree about it?
A There was more to see than they expected.
B They spent more than they had intended.
C Some of the exhibits were more interesting than others.
- 2 You hear a teacher talking about a visitor coming to school. Before the visitor comes, the teacher wants the class to
A find some information about the visitor.
B create a display for their visitor in their classroom.
C make something to present to the visitor.
- 3 You hear two friends talking about doing up a room. What does the boy want to do?
A get some new furniture for his room
B exchange rooms with his sister
C redecorate his room himself
- 4 You hear two friends talking about a film they would like to see. What do they know about it?
A It is based on a true story.
B The actors are unknown.
C It has some comic moments.
- 5 You hear a radio report about a zoo. What is the zoo planning to do?
A extend its opening hours
B put some information online
C organise an event for schools
- 6 You hear two friends talking about doing presentations in class. How did the boy feel about his presentation?
A relieved his teacher liked it
B pleased by his classmates' response
C confident he has learnt from the experience
- 7 You hear a father talking to his daughter about plans for her birthday. The girl says she would like to spend her birthday
A paying a visit to someone special to her.
B going to a town where she has never previously been.
C doing what she did on her last birthday.
- 8 You hear two friends talking about a cake they have made. What do they agree about?
A They would do something differently if they made the cake again.
B The boy made a useful suggestion when they were making the cake.
C It was one of the most delicious cakes they have ever tasted.

06 You will hear a man called Nigel telling some students about his experiences in Antarctica. For questions **9–18**, complete the sentences with a word or short phrase.

Working in Antarctica

Nigel first became interested in Antarctica after enjoying a **(9)** about it when he was ten.

The year that the first person arrived in Antarctica was probably **(10)**

The subject Nigel studied at university was **(11)**

Nigel first went to Antarctica to do research on **(12)**

Nigel arrived in Antarctica by **(13)**

Nigel did a lot of work in Antarctica with a scientist from **(14)**

The main problem in Antarctica for Nigel was the **(15)** there.

In their free time Nigel and his colleagues in Antarctica spent a lot of time **(16)**

When he got back home Nigel missed the **(17)** in Antarctica.

Nigel has written a novel called **(18)** based on his time in Antarctica.

07 You will hear five teenagers talking about school trips to different museums. For questions **19–23**, choose from the list **(A–H)** the opinion each speaker expresses. Use the letters only once. There are three extra letters which you do not need to use.

A It was more enjoyable than a previous school trip.

B We spent too much time preparing for the trip.

C It was far better than going round the museum on my own.

D A member of staff organised some original activities for us.

E It was a good idea to concentrate on just one part of the museum.

F There will be another trip to the same place in a few weeks' time.

G The best part of the trip was a DVD we watched there.

H Something that I had hoped to see there was not on display.


Speaker 1 **19**

Speaker 2 **20**

Speaker 3 **21**

Speaker 4 **22**

Speaker 5 **23**

 08 You will hear an interview with a young man called Mark Collins who spends his spare time playing in a band that is gradually becoming well-known in his local area. For questions 24–30, choose the best answer (A, B or C).

- 24 How did Mark and his friends choose the name for their band?
 A They based it on their own names.
 B They took it from a place that was special to them.
 C They picked it by chance from something they overheard.
- 25 How has Mark's band changed since it first started?
 A It features a different lead singer.
 B It uses a wider range of instruments.
 C It has more members than it used to.
- 26 What does Mark say about the music his band plays?
 A They mainly do numbers they have written themselves.
 B They like to experiment with different styles of music.
 C They attach importance to the words of their songs.
- 27 Mark says he admires the singer Flora Hernandez because
 A she has helped many young musicians.
 B she has overcome many difficulties.
 C she performs in a very original way.
- 28 What does Mark say about the performances his band does?
 A They often play in small venues.
 B They rarely refuse an invitation to play.
 C They frequently travel long distances to play.
- 29 Mark says that when his band did a foreign tour
 A they found it less enjoyable than they expected.
 B they learnt what their particular strengths were.
 C they failed to make any profit from their performances.
- 30 Mark thinks that in the future his band
 A will focus on playing at summer festivals.
 B will mainly perform at local clubs.
 C will work hard at becoming well known.

Part 1 2 minutes [3 minutes for groups of 3]

Interlocutor First we'd like to know something about you. Where are you from?

Weekends

- What sports do you like to do at the weekends? (Why?)
- Who do you usually spend your weekends with? (What do you do together?)
- How much time do you spend studying at the weekend? (Do you think that's enough?)
- Tell us what you did last weekend.
- Do you do different things at the weekends at different times of the year?

Part 2 4 minutes [6 minutes for groups of 3]

Interlocutor In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs.

(Candidate A), it's your turn first. Here are your photographs on page C22 of the Speaking appendix.

They show people painting in different situations.

I'd like you to compare the photographs, and say **why you think the people are painting in these situations.**

All right?

Candidate A

 1 minute

Interlocutor Thank you.

(Candidate B), **which kind of painting would you prefer to do? (Why?)**

Candidate B

 Approximately 30 seconds

Interlocutor Thank you.

Now, (Candidate B), here are your photographs on page C23 of the Speaking appendix. They show **people with animals in different situations.**

I'd like you to compare the photographs, and say **what the people are enjoying about being with animals in these situations.** All right?

Candidate B

 1 minute

Interlocutor Thank you.

(Candidate A), **which of these two situations would you prefer to be in? (Why?)**

Candidate A

 Approximately 30 seconds

Interlocutor Thank you.