

## Parts 3 and 4

## Healthy eating

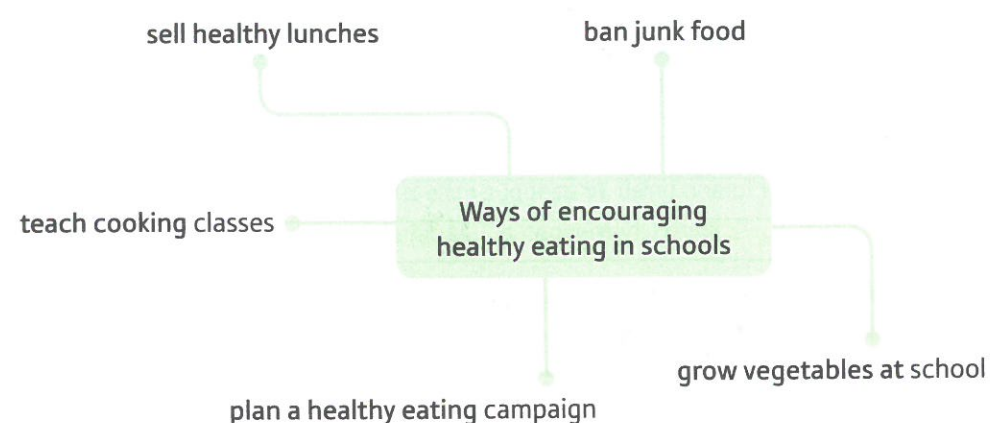
## Part 3

Look at the diagram below. Here are some ideas which might encourage students to eat more healthily. Talk to a partner about how important you think it is to eat healthily.

*In the exam, Candidates A and B discuss this together for 2–3 minutes.*

Now you have about 1 minute to decide which two ideas you think would be most likely to persuade students to eat more healthily.

*In the exam, Candidates A and B discuss for about 1 minute.*



## Part 4

## TIP

In the exam, the examiner will ask you and your partner follow-up questions in Part 4. After your partner answers a question, the examiner will ask you one of the following:

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

Answer the following questions:

- Do you think a healthy eating scheme at school would be popular with students? (Why/Why not?)
- Why do you think fast food is often popular with students?
- Do students in (candidate's country) get a choice of what to eat at school? (Why/Why not?)
- Is breakfast an important meal of the day for students? (Why/Why not?)
- Do schools have a responsibility to teach students about good health? (Why/Why not?)
- How important is it for young people to be able to cook? (Why?)

*In the exam, Candidates A and B answer selected questions for about 4 minutes.*

## Preparation • Reading and Use of English

## Part 1

In addition to checking your knowledge of collocation, this part of the Reading and Use of English paper tests your knowledge of idioms and phrasal verbs.

## Idioms

1 Try to complete the common idioms in these sentences.

- a Before they made their decision, they discussed all the \_\_\_\_\_ and cons.
- b She walked into the road without looking and nearly got hit by a car. It was a very \_\_\_\_\_ shave.
- c Don't believe everything Maggie says. She's always telling \_\_\_\_\_ stories.
- d I don't have much time to finish my essay. I'm working against the \_\_\_\_\_.
- e It's a/an \_\_\_\_\_ secret meeting. They're having it behind \_\_\_\_\_ doors.
- f Sally's really \_\_\_\_\_ the moon. She's passed her \_\_\_\_\_ test.
- g He can't decide whether to go to university. He's in two \_\_\_\_\_ about it.
- h Don't spend all your money at once. Save some for a/an \_\_\_\_\_ day.
- i James was nearly late for school – he arrived at the very last \_\_\_\_\_.
- j It is generally agreed that regular exercise does you \_\_\_\_\_.

2 Compare your answers with a partner, then look at the pairs of words in this list. One word in each pair is the correct choice for one of the sentences in exercise 1.

above / over clock / time driving / car good / well high / tall  
minds / thoughts near / close pluses / pros rainy / stormy  
shut / closed time / minute top / high

3 Here are some more idioms to complete. All the missing words are nouns.

- a Our new maths teacher is great. After the last one, he's a real breath of fresh \_\_\_\_\_.
- b £100,000 is just a/an \_\_\_\_\_ in the ocean. It certainly won't pay for a new school building.
- c We had to swerve to avoid another car. I'd say we had a narrow \_\_\_\_\_.
- d Paul is having second \_\_\_\_\_ about applying for that job.
- e I doubt if I'll get the work finished by tomorrow. That's a very tall \_\_\_\_\_.
- f Your interesting suggestion has certainly given me \_\_\_\_\_ for thought.
- g Before signing any important documents, you should always read the small \_\_\_\_\_.
- h I was so nervous before my interview. I got cold \_\_\_\_\_ and nearly pulled out.
- i I'm afraid we can't stay long – this is just a flying \_\_\_\_\_.
- j Tim doesn't like parties because he is not very good at small \_\_\_\_\_.

## Phrasal verbs

4 Read the text and decide which answer best fits each gap.

## An unusual habit

At a time when most people contact each other by email or text, writing letters is an old-fashioned habit which is dying **1** \_\_\_\_\_, but Gerry **2** \_\_\_\_\_ up this unusual habit at the age of 12.

He first came **3** \_\_\_\_\_ traditional letters when he was staying with his grandparents. He noticed that the postman brought them two or three letters every week, from friends who lived in other parts of the country. When he got home, he went **4** \_\_\_\_\_ and bought a pen and some writing paper.

He **5** \_\_\_\_\_ off by writing to one of his cousins who lived in Canada and to an old school friend who had moved to Japan. He was used to getting immediate replies to his emails or texts, but writing letters was completely different. He actually looked **6** \_\_\_\_\_ to getting replies from the people he had written to.

When his friends **7** \_\_\_\_\_ out that he was writing letters, they laughed at him, but Gerry really enjoyed letter writing and wouldn't let them **8** \_\_\_\_\_ him off.

- |             |               |              |           |
|-------------|---------------|--------------|-----------|
| 1 A off     | B up          | C out        | D custom  |
| 2 A took    | B got         | C taking     | D made    |
| 3 A written | B by          | C up         | D across  |
| 4 A out     | B on          | C away       | D town    |
| 5 A began   | B immediately | C started    | D brought |
| 6 A in      | B forward     | C happy      | D up      |
| 7 A finding | B knew        | C discovered | D found   |
| 8 A get     | B put         | C persuade   | D putting |

## TIP: Try to eliminate wrong options

Before making your final choice, try to eliminate any options that are not possible from a grammatical point of view.

5 Look back at exercise 4. One of the four possible answers in each question is grammatically incorrect. Which one?

## Practice Test 2 • 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.

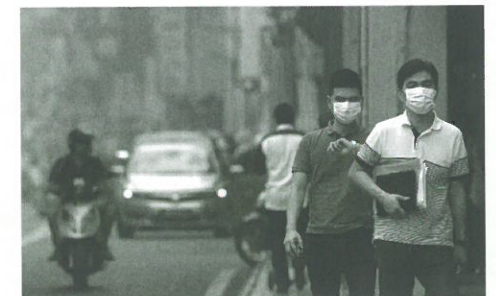
Example:

0 A point      B truth      C detail      D fact

0    A    B    C    D

## Protection from air pollution

Air pollution is a **0** \_\_\_\_\_ of modern life, especially in large cities, and most people are aware of the danger to health from poor air **1** \_\_\_\_\_. For this reason, we need to know how we can minimize the risk to our health. The first thing we should do is **2** \_\_\_\_\_ the pollution forecasts in the same way as we pay **3** \_\_\_\_\_ to weather forecasts.



Unless people have heart or breathing problems, average levels of air pollution are **4** \_\_\_\_\_ to cause problems. If experts **5** \_\_\_\_\_ higher levels, older people and anyone with known health problems should **6** \_\_\_\_\_ activities which require too much energy. At very high levels, nobody should be making too much physical effort.

Finally, if you have to go out and **7** \_\_\_\_\_ levels of pollution are forecast, think about the best route. Very busy roads, which regularly have high volumes of **8** \_\_\_\_\_, will be worse than quieter, less popular ones.

- |               |             |               |                |
|---------------|-------------|---------------|----------------|
| 1 A state     | B condition | C quality     | D freshness    |
| 2 A check     | B assess    | C listen      | D test         |
| 3 A notice    | B thought   | C awareness   | D attention    |
| 4 A doubtful  | B unlikely  | C improbable  | D questionable |
| 5 A guess     | B calculate | C predict     | D decide       |
| 6 A block     | B prevent   | C escape      | D avoid        |
| 7 A harmful   | B hurtful   | C destructive | D poisonous    |
| 8 A transport | B traffic   | C vehicles    | D circulation  |

## Preparation • Reading and Use of English

### Part 2

In addition to knowledge of 'grammar' words, this part of the Reading and Use of English paper tests your knowledge of fixed phrases, phrasal verbs and linking expressions.

#### TIPS: Check meaning and accuracy

- If you use a fixed expression, make sure it is absolutely correct – this includes correct spelling.
- When you have decided which words are missing, read through the text to check it makes sense with the words you have chosen.

- 1 The words underlined in these sentences are part of fixed phrases. Complete them with words from this list. There are ten words you do not need to use.

agreement air blue brain by came common easy favour felt  
foot granted in leg mind normal part place sight view

- a I've always wanted to act. When I was at school, I took \_\_\_\_\_ in lots of plays.
- b It \_\_\_\_\_ as a surprise to my parents when I told them I didn't want to go to university.
- c I thought you'd decided what to do. You can't change your \_\_\_\_\_ now.
- d Many people are not in \_\_\_\_\_ of sports which are cruel to animals.
- e As they came round the corner, they caught \_\_\_\_\_ of their teacher.
- f If it's raining, it's \_\_\_\_\_ sense to wear a coat or take an umbrella.
- g Some children take it for \_\_\_\_\_ that their parents will give them money whenever they need it.
- h In the past children used to have to learn many things \_\_\_\_\_ heart at school.
- i I applied for the job months ago but heard nothing. Then, today I had an email out of the \_\_\_\_\_ telling me they wanted me.
- j At first, I believed what you said, then I realized you were pulling my \_\_\_\_\_.
- 2 The underlined phrases in the sentences are fixed expressions, but seven of them are not correct. Identify and correct these seven expressions.
- a He didn't think about it for long. He decided on the point of the moment.
- b When Jon's friends heard he had won the competition, they all gave three cheers.
- c If I were in your boots, I'd just accept the situation.
- d There are many people today who live in fright of losing their job.
- e He'd had a very busy day, so he fell sleeping as soon as he went to bed.
- f I don't need to read the official report. Tell me in your own ideas what happened.
- g You're driving too fast – please slow down.
- h She's worn the same coat for as long as I can remember.
- i Could everyone listen, please. I'd like to attract your attention to the email I sent yesterday.
- j Her mother tried to help, but Laura kept saying, 'Leave my alone.'

- 3 There are many fixed expressions which include the word *and* – for example, *pros and cons*. Match a word in list A with another in list B to make a fixed expression.

A		B
a by	and	clear
b ins	and	downs
c law	and	ends
d loud	and	large
e neat	and	order
f odds	and	outs
g peace	and	quiet
h sick	and	tear
i ups	and	tidy
j wear	and	tired

- 4 Now read the text below and think of the word which best fits each gap. Use only one word in each gap. You can use a few of the phrases from exercises 1, 2 and 3.

#### Listening to music

Today we take it for **1** \_\_\_\_\_ that we can listen to any kind of music we want, at **2** \_\_\_\_\_ time of the night or day. Just turn on your computer, type the name of your favourite band into a search engine and within seconds the music you have asked for will be coming out of your speakers **3** \_\_\_\_\_ and clear.

Things were not always so easy. During the first part of the twentieth century, most people listened to music **4** \_\_\_\_\_ their radios or records made of plastic which they bought from their local music shop. Later, cassettes and then CDs took **5** \_\_\_\_\_ from records, and people started listening on headphones. This meant that other people had peace and **6** \_\_\_\_\_ because they didn't have to hear other people's music, which might not be **7** \_\_\_\_\_ their taste.

Now the majority of people listen to music on their computers or smartphones, and often pay nothing at all **8** \_\_\_\_\_ it. Cassettes have disappeared completely and CD sales are falling. Interestingly, however, vinyl discs are now making a comeback.

# Practice Test 2 • 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 separate answer sheet.

Example: 0 T H E

Practice Test 2

## Living in space

The International Space Station has been in orbit around 0 \_\_\_\_\_ Earth since 2000. During that time, it has 9 \_\_\_\_\_ visited by hundreds of people of many different nationalities. Most say it was the best experience 10 \_\_\_\_\_ their lives, even though living with strangers for up to six months and in 11 \_\_\_\_\_ restricted living space is far from straightforward.



Because things can 12 \_\_\_\_\_ seriously wrong in space, cooperation between astronauts on the ISS 13 \_\_\_\_\_ essential and, to ensure that tensions do not build up, astronauts go 14 \_\_\_\_\_ intensive training to help them cope 15 \_\_\_\_\_ potential future crises and to help them form good relationships. To prepare them for the loneliness they will feel in space, astronauts spend time in an isolated room 16 \_\_\_\_\_ they can see nothing.

# Preparation • Reading and Use of English

## Part 3

### Suffixes and prefixes

- What kinds of words can end with these groups of suffixes? Choose from this list: adjective, adverb, noun, verb.  
**A** -ness -ship -ion -hood -ance -ment  
**B** -able -ible -ish -ful -less -ant  
**C** -ize -ify -ate -en

### TIPS

- Root words are often related to many other words. Don't choose the first answer you think of without considering other options.
- When you have finished, read the text with the word you have chosen. Does the text as a whole make sense?

- Add suffixes from each group in exercise 1 to these words.  
 appear child friend good govern hesitate boy break  
 horror pain please use active electric real short
- Add one of these prefixes to the list of words below to make a word with the opposite meaning. Each prefix can be added to at least two words.  
 dis- il- im- in- ir- mis- un-  
 able advantage convenient formal honest legal logical  
 necessary patient probable regular relevant spell understand
- Complete these sentences with one of the words below.
 

a Students' use of mobile phones in class is a _____ problem for some schools.	<b>GROW</b>
growth / growing / grown	
b In hot countries it is _____ unnecessary to wear a coat or carry an umbrella.	<b>COMPLETE</b>
completion / completely / completed	
c I never had any serious _____ with my parents until last year.	<b>AGREE</b>
agreement / agreements / disagreements	
d In some countries it is _____ to ride a bicycle if you are not wearing a helmet.	<b>LEGAL</b>
legally / illegally / illegal	
e If you're arranging to go to the cinema, I can recommend the online _____ system.	<b>BOOK</b>
booked / bookers / booking	
f Some countries make a lot of money from _____.	<b>TOUR</b>
tourism / tourist / touring	
g Don't leave your bag or any other _____ behind when you get off the bus.	<b>BELONG</b>
belonging / belongings / belonged	
h This week, our school is organizing a _____ for a local charity.	<b>COLLECT</b>
collecting / collection / collector	

Preparation

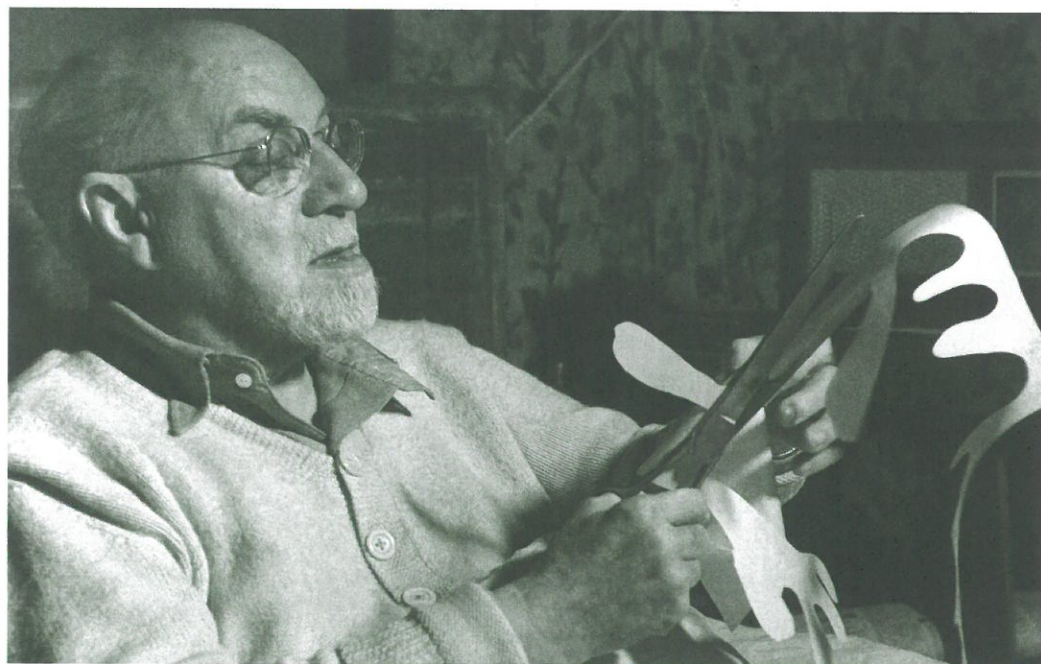
## Practice Test 2 • Reading and Use of English

## 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 F A M O U S



HENRI MATISSE

Along with Pablo Picasso, Henri Matisse is one of the most 0 \_\_\_\_\_ painters and sculptors of the 17 \_\_\_\_\_ century. In his early years, he painted a wide 18 \_\_\_\_\_ of colourful portraits and landscapes. However, in his later years, 19 \_\_\_\_\_ prevented him from continuing the conventional painting he had practised all his life. Matisse was still full of 20 \_\_\_\_\_ ideas, so he invented a new artistic style: using scissors, he cut painted paper into shapes to make 21 \_\_\_\_\_ works of art. In 2014, London's Tate Modern gallery put on an 22 \_\_\_\_\_ of over a hundred of these spectacular cut-outs, made between 1936 and 1954, and brought together for the first time ever from public and private 23 \_\_\_\_\_ all over the world. The show attracted over half a million 24 \_\_\_\_\_, who enjoyed a once-in-a-lifetime experience.

FAME  
TWENTY  
VARY  
ILL

CREATE  
ORIGIN  
EXHIBIT

COLLECT  
VISIT

## Preparation • Reading and Use of English

## Part 4

## TIPS

- Don't leave any questions unanswered. There are two marks for each correct sentence, so you might still get one mark even if your answer isn't completely correct.
- To help prepare for this part of the Reading and Use of English paper, check your knowledge of these areas of grammar:
  - converting active sentences to passive, and passive to active
  - modal and other auxiliary verbs
  - comparative and superlative adjectives and adverbs
  - conditional sentences: 1st, 2nd and 3rd
  - converting direct speech to indirect, and indirect to direct
  - using past tense verbs to express 'unreal' meaning
  - phrasal verbs and verbs with the same meaning

1 The second sentences in this exercise have been completed. Candidates would have got one mark instead of two for each of these answers. Read the sentences and make the necessary corrections.

- a So that I'm fit for next month's trekking expedition, I'm going to the gym every day.  
**ORDER**  
I'm going to the gym every day in order to being fit for next month's trekking expedition.
- b I'm sure Mandy hasn't gone on holiday. I saw her in town this morning.  
**HAVE**  
I saw Mandy in town this morning because she can't have gone on holiday.
- c On hearing about the accident, I immediately phoned my brother to check he was OK.  
**SOON**  
I phoned my brother as soon I heard about the accident, to check he was OK.
- d Ben had to tidy his room before he went out.  
**UNTIL**  
Ben couldn't go out until he tidied his room.
- e Ellie is the best singer in our class.  
**THAN**  
Ellie is a better singer than someone else in our class.
- f It's not worth running for the bus. You won't catch it.  
**POINT**  
There is no point to run for the bus. You won't catch it.

2 In this exercise two possible second sentences are suggested. Only one is correct. Choose the correct second sentence, and think about why the other second sentence is wrong.

1 I may want to contact you, so could you give me your email address?

**CASE**

- a Could you give me your email address in case of wanting to contact you?  
b Could you give me your email address in case I want to contact you?

2 In spite of having a badly bruised knee, Tom played football yesterday.

**EVEN**

- a Tom played football yesterday even although he had a badly bruised knee.  
b Tom played football yesterday even though he had a badly bruised knee.

3 Can't you do any better than this?

**BEST**

- a Is this the best you can do?  
b Is this best you can do?

4 He'll probably win the competition.

**LIKELY**

- a He is likely to win the competition.  
b He will likely to win the competition.

5 I pay someone to cut my hair every fortnight.

**HAVE**

- a Every fortnight I have my hair cut.  
b Every fortnight I have cut my hair.

6 I use Steve's phone, but he doesn't object.

**OBJECTION**

- a Steve doesn't have no objection to my using his phone.  
b Steve doesn't have any objection to my using his phone.

## Practice Test 2 • 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 Anna does not want to go to the dentist.

**FORWARD**

Anna is \_\_\_\_\_ to the dentist.

The gap can be filled by 'not looking forward to going', so you write:

**Example:** 0 NOT LOOKING FORWARD TO GOING

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

25 I would prefer you not to smoke in my house.

**RATHER**

I \_\_\_\_\_ smoke in my house.

26 Despite not having had much sleep, I stayed awake all through the film.

**EVEN**

I managed to stay awake during the film, \_\_\_\_\_ had much sleep.

27 George is not old enough to vote in the elections.

**TOO**

George \_\_\_\_\_ to vote in the elections.

28 Jenny says she thinks I'm like her brother.

**REMINDE**

Jenny says \_\_\_\_\_ her brother.

29 I took my passport, but nobody wanted to see it.

**NEED**

I \_\_\_\_\_ my passport; nobody wanted to see it.

30 Sam was not allowed to stay out after ten o'clock.

**GET**

Sam \_\_\_\_\_ ten o'clock.

## Practice Test 2 • Reading and Use of English

### Part 5

You are going to read an extract from a short story about a group of schoolgirls visiting Paris. 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.

### I love Paris

Laura and her friends had never been abroad without their parents, but they now found themselves with a free day to explore the sights of Paris. They were on a two-week school trip to the French capital and, as a break from organized excursions and other activities overseen by teachers and other adults accompanying the group of fifteen- to sixteen-year-olds, they had been told to team up in groups of four to explore on their own. They were set free after breakfast on the day before they were to return home and were told, in no uncertain terms, to make sure they were back at the hostel by six o'clock in the evening at the latest. They would be leaving early on the day of their departure and would have to spend the evening packing.

Laura, Jo, Becky and Alexis were excited and a little nervous. They all came from a small town in the north of England and were not used to the noise and bustle of city life. They'd spent the odd day in London or Manchester before, but always with their parents. Now they were on their own. They'd been given a street plan which clearly marked all the important sights, but they also wanted to spend some of their time shopping – mainly for souvenirs to take home for their families. They had also been told that the Metro, the Paris underground system, was the cheapest and simplest way of getting around the city. They'd been on it twice before during their stay, so they knew enough about the ticket system and the different lines and their directions. They'd even spent some time the evening before planning this day out.

It was a bright spring morning, and the girls started off walking at a brisk pace. After fifteen minutes or so, Becky suggested they should stop at one of the many cafés and

order drinks. They felt very grown up and sophisticated as they ordered their coffee or hot chocolate in their best French. They were slightly surprised when the waiter replied in fluent English, but they weren't upset. They paid and set off on foot again, making their way to the nearest Metro station. They already had their travel passes, so they didn't need to buy tickets. Jo wanted to see Notre Dame, the famous Paris cathedral, so they looked at the map once more to check the line and the direction they needed. Ten minutes later, they were there, outside the magnificent cathedral.

They didn't want to spend too much time there, so they just admired the building from the outside and took a few photos. 'Let's do our shopping now,' said Alexis. 'We could try one of the big department stores like Galeries Lafayette. It's not too far.' They agreed, and soon they were in the shop, choosing the presents to buy for their mothers, fathers, brothers and sisters. The girls all bought 'I love Paris' T-shirts for themselves. After that, they had lunch at a cute little restaurant, again ordering in their best French. They had practised ordering in a restaurant before their visit, so they felt quite confident. This time, the waiter replied in French. 'Success!' Laura whispered.

For the next two hours, they walked around the city streets, looking in shop windows and buying a few odd things. Whenever they stopped for more than a few minutes, they texted their friends or sent them messages on social media. They expected their friends to be impressed to receive communications from Paris. They walked as far as the Eiffel Tower, but decided not to go up it. It was quite expensive and

they didn't want to spend any more money. Jo didn't have a head for heights, so she wasn't disappointed by this decision.

'Is that the time?' said Laura suddenly. It was 5.15 p.m. and they had to be back by 6.00 p.m. They asked a passer-by where the nearest Metro station was and followed the directions they were given. They ran as quickly as they could and got on the train, just as the doors were closing. The train wasn't busy, so they sat down and looked at their map of the Metro. When they came to

the first stop, Jo said, 'That's not the right station!' But no sooner had she said this than the doors closed and the train started moving again. 'Are we on the wrong line?' Alexis suggested. 'No,' said Becky, 'but I think we're going the wrong way.' They got off at the next station, changed platforms and caught the next train going the other way. It was nearly six o'clock before they arrived back at their hostel, just as their teachers were discussing what to do.

31 What does the writer mean by the use of the phrase *they were set free* in the first paragraph?

- A The girls were told to choose what they wanted to do.
- B The girls were allowed to do what they wanted.
- C The girls were being sent away for the day.
- D The girls were not allowed to stay at their hostel.

31

32 Why were the four girls nervous?

- A They had no idea where to go or what to do in Paris.
- B They didn't understand how the underground train system worked.
- C They found Paris too noisy.
- D They had never spent time unsupervised in a big city before.

32

33 What did the girls think when the waiter spoke to them in English?

- A They thought he didn't understand them.
- B They were offended.
- C They didn't take it too seriously.
- D They were astonished.

33

34 What was the main reason the girls went to the department store?

- A They wanted to buy gifts.
- B They wanted to buy fashionable clothes.
- C They wanted to buy souvenirs of their visit.
- D They wanted to look but not buy anything.

34

35 Why didn't the girls go up the Eiffel Tower?

- A They couldn't afford it.
- B They didn't have enough time.
- C They had already spent enough.
- D They were afraid of going to high places.

35

36 What went wrong on their journey back to the hostel?

- A They chose the wrong line.
- B The train travelled in the wrong direction.
- C They missed their train.
- D Their train didn't stop at the station they wanted.

36

## Practice Test 2 • Reading and Use of English

### Part 6

You are going to read an article about the relationship between teenage girls and their parents. Six sentences have been removed from the article. Choose from 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.

## A worrying time for parents

A psychologist reassures parents who worry about their teenage daughters

For many young people, balancing school work, leisure activities and their social life can be difficult. Here's what fourteen-year-old Stefanie has said: 'As a teenager, you have more independence, but that brings more responsibility and this can cause stress. Your parents and teachers expect more from you, but you want to have a life outside school and home. It can be difficult to find the right balance.'

According to an American psychologist, girls feel these pressures more than boys: 'Girls are more aware than boys of people's expectations and do everything they can to meet high standards in all aspects of their lives.' 37 \_\_\_\_\_ There is also evidence that parents demand higher standards of behaviour and performance from their daughters than from their sons, and many fear the teenage years, worrying that their daughters may become antisocial or simply lose interest in the family.

Modern social media can also increase the pressures on girls to conform. They may be tempted to compare themselves with online friends or even people they don't know to prove that they are more attractive or more popular than each other. 38 \_\_\_\_\_ Newspapers occasionally report instances of girls becoming very depressed because of cruel treatment they receive online.

The psychologist believes that not all teenage girls have difficult lives or make life impossible for their families. She tries to persuade parents to make an effort to understand their daughters, to help them through their teenage years and to become

confident adults. 39 \_\_\_\_\_ These are: the need for independence, the desire to rebel, close friendships, planning for the future, emotional disturbance, and taking responsibility for themselves.

The psychologist reassures parents by telling them that their daughters' difficult behaviour is completely normal. 40 \_\_\_\_\_ It is clear that many parents find it particularly difficult when their daughters start being interested in boys, because they see their daughters as needing protection from what they regard as potential danger.

The psychologist stresses that it is a mistake for parents to exaggerate the dangers of getting involved with boys or make their daughters feel ashamed of their feelings. 41 \_\_\_\_\_ She quotes the case of Sally, a seventeen-year-old girl whose mother advised her to choose a boyfriend who accepts her way of doing things, respects her values and does not try to change her. Sally herself describes her mother as a close friend and accepts her advice and support. 'I don't tell her everything because I don't want her to worry. However, I know that she will help me and give me sensible advice if I have a serious problem.'

Most experts regard modern social media as a useful and generally safe way for girls to express themselves and communicate with their friends, but they accept that it is another cause of worry for parents. 42 \_\_\_\_\_ However, they warn that this should not be an excuse for spying on what their children are doing simply because technology allows them to do this.

- A In extreme cases, this kind of competition can lead to bullying.
- B I don't have much privacy at home and it's something I would definitely like to have.
- C In fact, she suggests that parents can help their daughters to think about what they want from their personal relationships.
- D Not only this, the changes they see in their daughters are actually proof of genuine progress.
- E They do not want to disappoint other people, either in school or in their personal relationships.
- F They suggest that parents should try to keep track of their daughters' online activity to help ensure they are not getting involved in undesirable relationships.
- G To assist parents in achieving this understanding, the psychologist has shown that teenage girls develop in a predictable way involving six fundamental characteristics.



## Practice Test 2 • Reading and Use of English

### Part 7

You are going to read an article about four people who have found different kinds of treasure using metal detectors. For questions 43–52, choose from the reports (A–D). The people may be chosen more than once.

Mark your answers on the separate answer sheet.

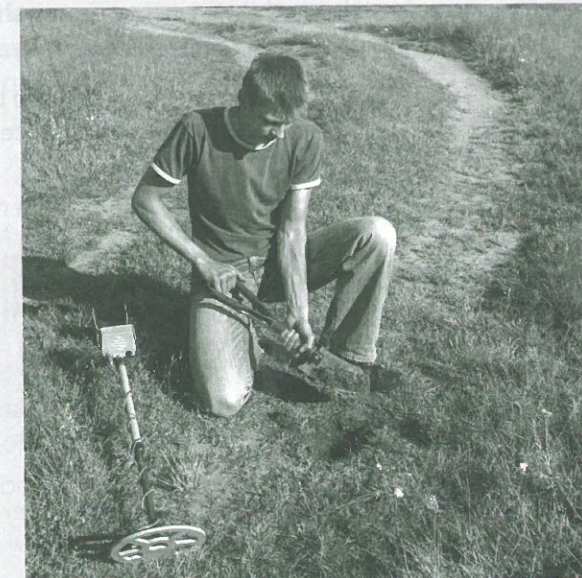
Who

- didn't want to spend too much on their first metal detector?  43
- followed up on a historical news item they came across as a child?  44
- detected something much more valuable than they had expected?  45
- searched an area thought by other people to be worth searching?  46
- is optimistic about finding something valuable in the future?  47
- spent time looking for money stolen in a crime?  48
- will return to the same place to look for more treasure?  49
- received a metal detector as a gift?  50
- implies that there is money to be made from metal detecting?  51
- found a few worthless objects on their initial search?  52

## Searching for metal

### A Megan

Last year, I was on holiday on the south coast with my parents. I'd taken the metal detector I'd been given as a birthday present with me, so I decided to start looking for things people might have lost on the beach. I looked everywhere, even under rocks and along the edge of the sea wall, but I didn't find anything of any value, which was very disappointing. I actually found three coins and some bottle tops buried in the sand, and a tent pole, which must have belonged to a person or a family who had been camping on the beach the previous summer. I really enjoyed the search and I suppose it was better than finding nothing at all. I certainly won't stop hunting; perhaps I'll be luckier next time.



### B Paul

After regularly watching metal detecting programmes on TV, I decided to give it a try myself. I had no idea whether I'd enjoy it or not, so I bought an inexpensive machine. I thought I'd try searching in a run-down area near to my home and I didn't really expect to find much apart from the odd coin and maybe a bit of broken machinery. You can imagine my astonishment when on that first hunt I found a small collection of silver coins, a gold necklace and part of what looked like a knife. I was so excited that I made a short video of these first finds and put it on YouTube to encourage other people to take up this fantastic and profitable hobby. I'll probably buy a more advanced machine fairly soon.

### C Ed

As a young boy, I remember reading a story about a robbery that took place in our town over a hundred years earlier. Apparently, an employee of the local ironmonger's shop had stolen a cash box, which contained all the money earned by the shop that week. The thief was

arrested the next morning and taken to the town jail to await trial, but by that time, he'd buried the cash box and wouldn't say where it was. At the time, several townspeople suggested a particular site where the box might have been buried. As soon as I got my first metal detector, I hunted in this place, but – sadly – found no trace of the box or the gold and silver coins which it must have contained.

### D Sally

My dad introduced me to metal detecting when I was about twelve. He always stressed to me that patience would pay off in the end, and it did. Finally, after three years of searching, I found an area in my home town which had probably been the site of an old well. My dad had told me that one day I would find a precious gold coin. Well, amazingly, not only did I find one, but I found more: three gold coins, five silver ones and various other old artefacts – all in the area around the well. The best thing is, I've only hunted this particular area for two months and have found more old coins and valuable things in this area than all the other places I've searched put together. You can be sure I'll go on hunting there.