

Questions 1 – 8

You are going to read an extract from a novel about two schoolboys called Eric and Anthony. For questions 1–8, 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.

School trip? No thanks!

With just three more days until the Upward Bound school trip, Jeff Benson, Eric and Anthony's teacher, was trying hard to teach maths, but was making little progress. 'Why,' Jeff thought, 'do we even bother having a week of school before the annual trip? I've been here for three years and it's always the same. And who can blame the kids for being so excited? I sure would have been at their age. They do so many different sports on the trip, and face so many physical challenges in the mountains – most of them just love it.' Mr Benson tried to maintain the class's attention, but when the bell rang for break his sigh of relief was as loud as that of his students.

A few minutes later, while most of the kids set off towards the basketball courts, Anthony and Eric sat in the far corner of the playground.

'You really think it will work?' Anthony asked his friend, hopefully. 'I don't know,' Eric replied, 'but it's worth a try. What have we got to lose?'

'Nothing.'

'Exactly.'

'Exactly,' Anthony repeated. 'So, when should we ask him?' 'Today. Right after school,' Eric answered. Anthony nodded in agreement. Today after school it would be. Five long hours from now.

Finally, after an incredibly long wait, the final bell sounded and as the class ran for the door, the two boys ran to Mr Benson. 'Mr B.,' they announced breathlessly, 'we have to speak to you.'

Mr Benson looked at them curiously. 'What's up, guys?'

Hesitating for a moment, the boys looked at one another. Then Anthony made up his mind to speak. 'Mr B., I think you know my feelings about Upward Bound.'

'Ah, I think you could say that, Anthony. In fact, I think the whole school is quite familiar with your feelings about Upward Bound.' Okay, fine,' Anthony said. 'I know most kids love Upward Bound and good for them. It isn't a bad trip, but it sure isn't for me.' Mr

34 Benson couldn't disagree with that. Indeed, it was completely obvious. 'So,' Anthony continued, 'we've got an idea ...'

A few minutes later, having finished his speech, Anthony examined Mr Benson's face, seeking confirmation that his teacher had been persuaded by their proposal, but to Anthony's disappointment his

teacher's expression was decidedly neutral. 'Eric, what do you think of all this?'

Mr Benson asked. 'He's fine with it,' Anthony quickly responded.

'Oh, is that right, Eric?'

Mr Benson said, good-naturedly. 'Sorry, Mr B.,' Anthony apologised.

47 Mr Benson returned his attention to Eric. 'So, what do you think?' 'I think it's a great idea,' Eric said matter-of-factly. 'Actually, it was my idea.'

'Hmm,' Mr Benson said, 'I'm kind of surprised to hear that. I thought you'd never want to miss out on an Upward Bound trip.'

And also, well, to be honest, Eric,' he said as he turned his gaze to the now silent Anthony, 'you look a lot less excited by this proposal than Anthony does.'

As Eric considered his reply, he looked admiringly at his teacher who, in many ways, resembled his students more than his colleagues. In his mid-twenties and not long out of university, Mr Benson was by far the youngest teacher in the school and, compared to many of his fellow teachers, was clearly more knowledgeable about his students' interests. They enjoyed the same music, watched the same movies and had the same taste in clothes. Mr Benson had encouraged his class to call him 'Mr B.,' which he thought nicely combined equal measures of informality and respect. 'Mr B.,' Eric finally said, 'I can tell that you think that

66 Anthony is twisting my arm to say I don't want to go to Upward Bound.' Mr Benson nodded unconsciously. 'And, to tell you the truth, I would like to go ...'

Anthony, surprised and hurt by the admission, turned towards Eric, who said, 'I know kids in some other schools that went last year and they had a great time. So I'm not going to pretend that I wouldn't miss it if I didn't go, but I think that Anthony's right. He'd hate it. So I don't see the point in forcing him to go. And if he's not going, I don't want to go either. Besides, I think our plan will be great.' Mr Benson couldn't disagree with that. Indeed, he felt quite curious about the boys' proposal.



- 1 What does Jeff Benson think while he is teaching the maths lesson?
 - A The school should arrange a different type of trip for a change.
 - B Somebody should tell the students off for not concentrating.
 - C The timing of the trip means that some class time is wasted.
 - D He himself would never have behaved like the students.

- 2 What do Anthony and Eric agree about in the playground?
 - A They will probably be successful.
 - B They may as well make an attempt.
 - C They already have a bad reputation.
 - D They need to talk to someone immediately.

- 3 When Anthony and Eric go to see Mr Benson,
 - A Mr Benson already knows what they are going to talk about.
 - B the boys don't know exactly what they are going to tell him.
 - C Anthony is determined to speak before Eric does.
 - D the boys are not sure how to start the conversation.

- 4 What does 'that' refer to in line 34?
 - A Most students enjoy the Upward Bound trips.
 - B Anthony understands why other students like the trips.
 - C Upward Bound is not a poor-quality trip.
 - D Anthony would not enjoy an Upward Bound trip.

- 5 Anthony apologises in line 47 because
 - A he has spoken instead of Eric.
 - B he has annoyed Mr Benson.
 - C he has been dishonest.
 - D he has upset Eric.

- 6 What are we told about Mr Benson in the penultimate paragraph of the text?
 - A He is similar to his students because he lacks experience.
 - B He does his job better than the other teachers at the school.
 - C He manages to be both friendly and professional.
 - D He has to make an effort to understand his students.

- 7 What does 'twisting my arm' mean in line 66?
 - A persuading me to do something I don't want to do
 - B threatening to hurt me if I don't agree
 - C trying to stop me from doing something
 - D pretending to agree with me when he doesn't

- 8 What do we learn about Eric in the final paragraph?
 - A He dislikes the same sorts of activities as Anthony does.
 - B He does not enjoy doing things without his friend.
 - C He rarely does what Anthony tells him to do.
 - D He believes their proposal will be more fun than Upward Bound.

Questions 9 – 15

You are going to read an article about an activity called geocaching. Seven sentences have been removed from the article. Choose from the sentences A – H the one which fits each gap (9 – 15). There is one extra sentence which you do not need to use. Mark your answers on the separate answer sheet.

Why don't you try geocaching?

According to legend, pirates hid their treasure and marked the spot on a map so that they could find it again. Geocaching (pronounced: geo – caching) is a modern game which works in a similar way. This is how you play: you have to find boxes of treasure – known as caches – which have been hidden around the world. Information about their exact location has been uploaded to geocaching websites along with details and clues. In order to find a cache, players use something called a GPS (Global Positioning System) device. This is a piece of equipment which receives signals broadcast from satellites and then uses these signals to determine where exactly it is on the earth. The GPS devices used for geocaching can range from simple ones in mobile phones to highly sophisticated models. **9** So when you put information about a cache into a GPS device, it will guide you to the exact place where the cache has been hidden.

The treasure usually consists of small plastic toys or key rings. **10** If players take any of the treasure from the cache, they leave something behind for the next person to find. There is also some paper and a pencil in the box, so players can write down their names and make comments if they want to.

You'll need to resist the temptation to set off on a trip the moment you load information about the cache into your device. A successful geocaching adventure takes a little planning to keep things safe and fun. Start by reading the description and online records for the cache you've chosen to hunt. Look to see if anyone has had difficulties finding the cache lately. **11**

Also take a moment to consider what you need to pack. In order to find some caches, all you need is your GPS. **12** Here are a few things you might

want to consider taking along: walking shoes, sunscreen, pen and notebook, plenty of water, some snacks, something to leave behind in the caches if you want to take something out.

It's really as simple as that. As long as you use a little common sense and behave well, you can ensure a successful trip for yourself and those who come after you. Here are a couple of things to keep in mind: Whenever you take something from a cache, leave something in return. **13** Never leave any of that behind. No digging is ever allowed, and you must always respect local laws.

Go from being the hunter to being hunted by hiding your own cache. After you've found a few on your own, you'll have a good idea of what will give people a great day out. **14** As you do this, just remember to follow a few simple steps, and you'll be hiding great caches in no time. On public land, check with the authority that manages the land before you hide anything. If you're on private land, ask permission of the landowner and never ignore any 'Keep Out!' signs or fences.

15 Caches should be placed at least 150 metres from each other to help with this. Your container should be weatherproof. Mark the container so it can be identified as a geocache and not rubbish. And if you and your friends or family do try geocaching, have a wonderful time!



- A Others, however, might take more gear.
- B In that case you would need a waterproof container like the plastic ones used for sailing.
- C It's also important that your cache is not confused with one that someone else has hidden.
- D Most of them are accurate to within a few metres.
- E That might mean that it's no longer there.
- F Unless it's litter, of course.
- G Using what you've learned, you can start planning where you'd like to leave something for others to find.
- H It can be any object that is safe and appropriate for all the family.

Test 4 Use of English • Part 2

For questions 13 – 24, 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 your answer sheet.

Example: 0 T H A N

Teenagers need their sleep



Most teenagers need from about eight and a half to more (0) nine hours of sleep each night. The right amount of sleep is essential for anyone (13) wants to do well at school or play sports without tripping (14) their feet. Teenagers often used to (15) criticised for staying up late and falling asleep in class. But studies (16) shown that adolescent sleep patterns actually differ from (17) of adults or kids.

These studies show that during the teenage years, the body's *circadian rhythm* (a sort (18) internal biological clock) is temporarily reset, telling a person (19) fall asleep later and wake up later. These changes come at (20) busy time in our lives. For most teenagers, the pressure to do well in school is getting stronger, and it is more difficult to manage without studying hard.

So (21) can we do? Regular exercise may help you to sleep better, but try (22) to exercise right before bed as that can make it harder to fall asleep. Finish exercising at (23) three hours before bedtime. Staying (24) from bright lights (including computer screens!) for an hour before you go to bed can also help your body relax.

Test 4 Use of English • Part 3

For questions 25 – 34, 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 your answer sheet.

Example: 0 E X T R E M E L Y

Cactus

The cactus is a well-known native plant of deserts in the Americas which has adapted well to life in (0) dry areas. The leaves of cactus plants are needles, which in (25) to allowing less water to evaporate from them than ordinary leaves, also provide the cactus with a (26) against water-seeking animals. Cacti can also store enough water to (27) them to survive for long periods without any rainfall.

There are around 1200 different (28) of cactus and they come in a wide range of shapes and sizes. Contrary to popular (29), most cacti flower every year. Many smaller types of cactus are considered (30) and grown as houseplants, and some also have fruit that can be eaten.

The largest cactus in the world is the giant *cardon*. It (31) reaches 200 years of age, and a (32) of 20 metres. An individual *cardon* plant's (33) depends on the temperature remaining above 0°C. Over a period of 3 – 4 weeks in spring, the *cardon* cactus (34) a large number of flowers, each of which remains open for about 24 hours. This means that the flowers can be visited by bats at night and by bees during the daytime.

- EXTREME
- ADD
- DEFEND
- ABLE
- VARY
- BELIEVE
- DECORATE
- OCCASION
- HIGH
- SURVIVE
- PRODUCT



