

# Test 1

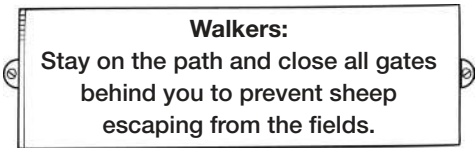
## READING (45 minutes)

### Part 1

#### Questions 1–5

For each question, choose the correct answer.

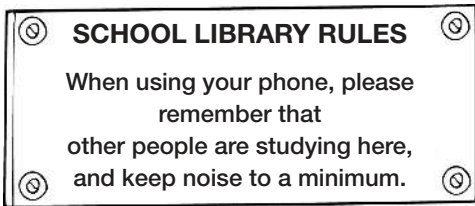
1



**This notice is**

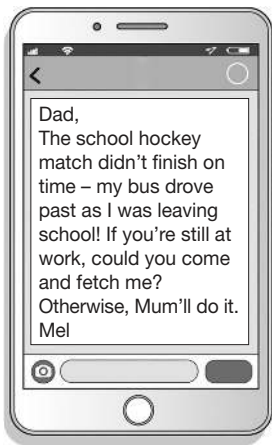
- A** telling walkers which of the paths to use.
- B** explaining where walkers can see farm animals.
- C** giving walkers instructions on how to behave.

2



- A** You can only use your phone in the library to do your schoolwork.
- B** Make sure you use your phone as quietly as possible in the library.
- C** You must ask for permission to use your phone in the library.

3



- A** Mel may already be too late to get a lift home with her dad.
- B** Mel is worried that neither of her parents can pick her up from school.
- C** Mel's bus left while she was still playing a hockey match after school.

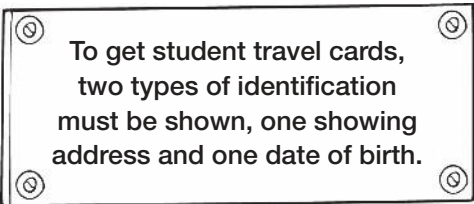
Reading

4



- A** The owner first noticed the cat was missing on Saturday.
- B** People should look for the missing cat in their garage.
- C** The cat has never been lost before.

5



- A** Students need to prove their age and where they live to receive travel cards.
- B** Students need to carry ID cards as well as travel cards when travelling.
- C** Students need to write their address and date of birth on their travel cards.

Test 1

Part 2

Questions 6–10

For each question, choose the correct answer.

The young people below are all interested in visiting an event at a science festival.  
On the opposite page there are descriptions of eight science festival events.  
Decide which event would be most suitable for the young people below.

6



Paula wants to know about experiments carried out in cold conditions, and would love to meet someone with experience of this. She's also interested in history and seeing scientific equipment used in the past.

7



Sam would like to find out about important scientific discoveries by watching something that's fun and exciting. He also wants to get some information about interesting science websites for teenagers.

8



Jen wants to know about developments in technology that could affect her life, and is interested in ideas that scientists have got from nature. She'd also like to see science projects that are designed by young people.

9



Filip would like to know how science is used to find out about ancient people and cultures, and he wants to watch a film about important scientists. He'd enjoy completing a fun challenge too.

10



Sara wants advice about becoming a scientist, and ideas about experiments to do at home. Also, because she likes cooking, she'd like to know how science is used in the food industry.

## Science Festival Events

### A Imagine-it

Visit *Imagine-it* to see experiments that teenage scientists have planned themselves for this year's Science Festival. You'll also find out about exciting new things arriving in shops soon, like clothes that can charge your phone, and discover how scientists were inspired by plants to produce light material that copes with the coldest conditions.

### B Global Science

Science is a fun and challenging career for any young person. Come and find out about the different roles science plays in our everyday lives, from what we wear and eat to how we use technology to communicate. You'll soon be seeing science in use everywhere you look!

### C Discovery Zone

Spend an hour with Professor Max, and hear about the experiments that helped people develop new scientific ideas that changed the world. Expect music, jokes and silly costumes – and the chance to get on stage and do an experiment yourself! Max has lots of tips for getting information online, specially aimed at school-aged scientists.

### D Science World

Ever wondered what the day-to-day life of a scientist working in difficult conditions is like? How do they cook food in the extreme temperatures found in the North Pole or deserts? Watch a presentation from a leading scientist who has funny stories to share about the challenges she's faced.

### E Research Lab

Learn to use a range of equipment to measure things like temperature and strength, and discover how to use everyday items to test scientific ideas. Find out about the research done to produce the tasty things you find on supermarket shelves. You can also ask an actual researcher about the best way into a fascinating career like theirs.

### F Research Centre

Discover the techniques used to study pieces of cloth and bone that are thousands of years old, to give us an idea of life in the past. Then race to identify different items in teams! After that, enjoy a video about the lives of the world's top researchers, and find out what attracted them to science.

### G Explore!

Look at the machines that were taken on early expeditions to Antarctica to measure the ice, and learn about the technology that has replaced them. Best of all, talk to researchers who've actually used this technology during trips to this icy environment. Find out about what they were doing there and why it's important.

### H Green Zone

Find out how scientists make discoveries about the natural world, challenging our ideas about what animals understand, and how intelligent they are. You can get involved in certain projects yourself, by collecting data and uploading it to our website.

Test 1

Part 3

Questions 11–15

For each question, choose the correct answer.

**Creating a school garden**

*by Rosie Banks*

Last spring, our teacher had the idea of creating a garden at school. She suggested using some land next to the sports field. She said there would be a fence round the garden, so footballs wouldn't be a problem! Nobody apart from me seemed especially excited when our teacher first mentioned the garden in class. Perhaps they were thinking that gardening's something only grown-ups do. Anyway, when the teacher asked for volunteers to help in the garden after school, I was the first to sign up. Later on, some of the other students became interested, too.

Our teacher gave us a choice of what to plant. We talked about growing flowers, which we'd be able to give people as gifts, but then we decided it would be better to grow food to eat. Different fruits and vegetables grow at different times of the year, so there would often be something exciting happening in the garden. Our teacher ordered what we needed, and we got started. We carefully prepared the ground. I saw lots of insects and small animals as we were doing that!

Then we watched and waited. Of course, we watered the ground and removed wild plants we really didn't want amongst our vegetables. It was pretty dull at first, to be honest, until the young plants started appearing. I'm not a particularly patient person, but even I was impressed by the changes that took place from one week to the next. At first there would just be a few tiny leaves, and then suddenly a whole plant! We wondered whether insects might eat some of the young plants, but we were lucky.

Eventually, some of the first colourful vegetables were ready to pick. Over the next few months, we sometimes had loads of one kind of vegetable, and then, a few weeks later, a lot of another. So we couldn't use them together in the same dish, as I'd originally imagined, which was a shame. But our teacher told us about tasty things we could make with each kind of vegetable and we took them home when they were ready to eat. I gave mine to my mum – I'll learn to cook when I'm older!

Reading

- 11 When Rosie’s teacher suggested creating a school garden, Rosie
- A was annoyed by her classmates’ lack of interest in the idea.
  - B had doubts about the location that the teacher had chosen.
  - C decided straight away that she would like to take part.
  - D was pleased to hear that adults would be involved too.
- 12 When the students were deciding what to put in the garden,
- A they had to think about the best season for each plant.
  - B their teacher told them what would grow best.
  - C they wanted plants that would bring wildlife to the garden.
  - D they agreed about what would be most interesting to plant.
- 13 As the plants grew, Rosie was surprised
- A by how quickly they developed.
  - B that some of them never became very big.
  - C by how difficult it was to keep the garden tidy.
  - D to discover that she enjoyed looking after them.
- 14 How did Rosie feel about the vegetables in the garden?
- A worried that she might waste them
  - B amazed by how beautiful they looked
  - C pleased about how delicious they tasted
  - D disappointed with the variety available at any one time

- 15 What would Rosie’s teacher say about her?

A

She already knew some things about growing fruit and vegetables and was happy to share her knowledge.

B

She was keen to find out how to do things in the garden and joined in well with all the activities.

C

She suggested things that the class could do with the flowers and vegetables they had grown.

D

She enjoyed working in the garden a lot, but she’s decided not to carry on with it for now.

Test 1

Part 4

Questions 16–20

Five sentences have been removed from the text below.  
For each question, choose the correct answer.  
There are three extra sentences which you do not need to use.

**Nadia Comăneci: the greatest ever gymnast?**

Nadia Comăneci was born in Romania in 1961. She started doing gymnastics at the age of six. **16**  By the age of 13, these things had helped her to win gold medals in almost every gymnastics event at the 1975 European Championships.

A year later, at the Montreal Olympic Games, Nadia got the perfect score of 10.0 for one of the events in which she competed. **17**  And she did it when she was still only 14 years old! Even more amazingly, she scored six more ‘perfect tens’ and won three gold medals! This made her the youngest ever ‘all-around’ champion. At the following Olympic Games in 1980, Nadia won her fourth and fifth gold medals, but finished second in the all-around competition. She won many other medals and competitions, too, but retired from gymnastics aged just 20.

Although Nadia retired so young, she didn’t stop winning awards: in 1984 and 2004 she received the ‘Olympic Order’. This is given to people who work hard to promote the Olympics. **18**  Setting up a gymnastics school in her home town in Romania made this possible. Moreover, she always did her best to encourage young people all over the world to take up gymnastics. **19**  Gymnasts need to be calm and confident, too, which is useful in all sorts of situations in life.

As gymnastics has developed, gymnasts can do more spectacular moves than Nadia once did, but she still keeps her world record. **20**  14-year-olds are no longer allowed to compete in gymnastics in the Olympics: the current minimum age is 16. It is also, according to Nadia, more difficult to get a perfect ten in modern events, because of the way in which scores are given. So perhaps there really never will be another gymnast like Nadia Comăneci!

*Reading*

- A** She knew that by making people strong, it helped with other sports.
- B** Her coach did not agree with this result.
- C** She worked very hard even then and had a natural talent.
- D** That's why nobody expected what happened next.
- E** And it is unlikely that anyone will ever break it.
- F** She was also keen to carry on being directly involved in her sport.
- G** However, her competitors did better on the other equipment.
- H** No one had ever achieved such a total before.



Test 1

Part 5

Questions 21–26

For each question, choose the correct answer.

**What's so good about garlic?**

Garlic, a vegetable in the onion family, comes from Central Asia and northern Iran, and people have eaten it for thousands of years. There are several different **(21)** ..... , such as green garlic and wild garlic. It isn't much of a **(22)** ..... to grow, and this can be done all year round in **(23)** ..... climates.

Garlic has a **(24)** ..... flavour which people either love or hate, and it is used in a lot of dishes around the world, including many pasta dishes and soups.

Garlic isn't just used in cooking, but as a traditional medicine, too, because it has a lot of health **(25)** ..... . Many people believe it can help to **(26)** ..... earaches, coughs and colds. Eating garlic can also improve heart health, and it contains vitamins A and C, too.

- |    |              |              |            |             |
|----|--------------|--------------|------------|-------------|
| 21 | A styles     | B types      | C ranges   | D contents  |
| 22 | A trouble    | B difficulty | C test     | D challenge |
| 23 | A mild       | B soft       | C light    | D fair      |
| 24 | A heavy      | B large      | C strong   | D hard      |
| 25 | A advantages | B rewards    | C benefits | D values    |
| 26 | A solve      | B cure       | C fix      | D mend      |

Part 6

Questions 27–32

For each question, write the correct answer.  
Write **one** word for each gap.

**My part-time job at a bicycle repair shop**

I work part-time in a large bicycle shop at the weekend. The owners are looking for another teenage assistant **(27)** ..... me at the moment, so I hope someone else my age will **(28)** ..... interested in joining me there.

I only work in the shop on Saturdays because the rest **(29)** ..... the week I'm at school. I love being at the shop. Obviously, the bikes are great, but the people **(30)** ..... come into the shop are just as interesting. They tell me all about their cycling adventures while they're waiting for their bikes to be fixed. They've given me lots of tips about great places **(31)** ..... go cycling, too. I also attend cycling events, where I help fix problems the cyclists have with their bikes.

So **(32)** ..... , I've only managed to carry out basic bike repairs, but I'm learning fast and my boss says I'll be a great bike mechanic one day!