

Test 1

**READING AND USE OF ENGLISH** (1 hour 15 minutes)

**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** effects    **B** tricks    **C** skills    **D** talents

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

**BMX racing**

Somewhere in California during the early 1970s, a bunch of kids customised their bicycles so they could do **(0)** ..... on them. They were able to do incredibly **(1)** ..... things like jumping off ramps and making their bikes fly through the air. Then they began racing them along dirt tracks. The kids were recorded on camera and the **(2)** ..... film, which was called *On Any Sunday*, **(3)** ..... the word about the new pastime like wildfire. And so a sport **(4)** ..... by kids for kids was born. Bicycle Motocross was the name given to it, which was soon shortened to BMX. It **(5)** ..... the attention of thousands of kids over one short summer.

Nowadays, BMX racing is recognised as a fun action sport. BMX caters for the individual. Every rider gets to take **(6)** ..... . No one sits on the bench and no one ever gets **(7)** ..... from the team. And statistics have proved that, due to the **(8)** ..... safety requirements, it is one of the safest of all youth sports. Have you ever thought of giving BMX a try?

*Reading and Use of English*

- |   |                      |                     |                     |                     |
|---|----------------------|---------------------|---------------------|---------------------|
| 1 | <b>A</b> exceptional | <b>B</b> impossible | <b>C</b> excellent  | <b>D</b> impressive |
| 2 | <b>A</b> resulting   | <b>B</b> following  | <b>C</b> concluding | <b>D</b> developing |
| 3 | <b>A</b> broadened   | <b>B</b> extended   | <b>C</b> spread     | <b>D</b> passed     |
| 4 | <b>A</b> composed    | <b>B</b> created    | <b>C</b> formed     | <b>D</b> set        |
| 5 | <b>A</b> took        | <b>B</b> earned     | <b>C</b> paid       | <b>D</b> caught     |
| 6 | <b>A</b> place       | <b>B</b> part       | <b>C</b> position   | <b>D</b> play       |
| 7 | <b>A</b> sent        | <b>B</b> left       | <b>C</b> dropped    | <b>D</b> thrown     |
| 8 | <b>A</b> harsh       | <b>B</b> strict     | <b>C</b> firm       | <b>D</b> strong     |