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** swapped **B** varied **C** replaced **D** differed

0	A	B	C	D

Ballet dancer by chance

After five years of karate lessons, Hans Jensen, 13, **(0)** ..... his black belt for ballet shoes. Hans **(1)** ..... his first public performance only a year ago when he danced in 'The Nutcracker' with the local dance school. Hans's mother said 'He was actually helping **(2)** ..... his little sister. She was very shy on stage until her brother was given a small part as a soldier. Hans enjoyed it so much that he **(3)** ..... himself in ballet classes.'

Hans has already **(4)** ..... attention in the ballet world and recently won a scholarship to join the Royal Ballet School. He loves it there and is working hard to increase his **(5)** ..... of dance steps. 'I want to become stronger, **(6)** ..... experience and learn as much as I can,' he said.

His teacher, Yevgen Gregorevic, who has danced professionally in a variety of lead **(7)** ..... , said, 'Hans has natural ability and always works hard.' Hans has **(8)** ..... himself the goal of one day dancing for the Bolshoi Ballet.

LIVEWORKSHEETS

3

1	A	gave	B	showed	C	put	D	passed
2	A	with	B	out	C	off	D	on
3	A	enrolled	B	admitted	C	entered	D	introduced
4	A	paid	B	achieved	C	taken	D	attracted
5	A	range	B	volume	C	total	D	scale
6	A	collect	B	raise	C	add	D	gain
7	A	posts	B	jobs	C	roles	D	places
8	A	set	B	thought	C	decided	D	put

LIVEWORKSHEETS

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** I T S

Camels

The most distinctive feature of a camel is the hump, or humps, on **(0)** ..... back. In these humps camels store fat **(9)** ..... is used as energy when they don't have access to food. They can put **(10)** ..... with very difficult conditions, drinking only a little **(11)** ..... no water for up to seven days. When they reach a place where they can drink, they soak up water **(12)** ..... a sponge – they can drink 135 litres in 13 minutes! And their mouths are **(13)** ..... tough that they can eat most types of plant.

Camels **(14)** ..... thought by many to have poor hearing. But although their ears are small, their hearing is actually very sharp. Camels can be almost any shade of brown, from pale cream to almost black and they have long necks to allow them to reach high branches. Despite the **(15)** ..... that camels can be trained as useful working animals, they don't always do **(16)** ..... is expected!

LIVEWORKSHEETS

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** S K I L F U L

Playing chess

Have you ever played chess? Some say you need to be very **(0)** ..... to play it well but it is quite easy to learn. I started learning when I was only six years old and it helped me develop my powers of **(17)** ..... . If you want to achieve **(18)** ..... as a chess player, the main requirement is an ability to analyse a situation **(19)** ..... . Chess even helped me find various **(20)** ..... to the mathematical problems I was given for homework.	**SKILL** **CONCENTRATE** **SUCCEED** **EFFECTIVE** **SOLVE**
At first, one of my big problems was not having enough **(21)** ..... . Learning chess at school taught me the importance of waiting to make the right move! My teacher was critical of my tendency not to think **(22)** ..... before making a move. I discovered that every single error in chess gets instant **(23)** ..... , enabling your opponent to take control and putting you at a great **(24)** ..... in the game.	**PATIENT** **CARE** **PUNISH** **ADVANTAGE**

LIVEWORKSHEETS

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 Prizes are given out when the school year finishes.

PLACE

Prize giving ..... end of each school year.

The gap can be filled by the words 'takes place at the', so you write:

Example: | **0** | TAKES PLACE AT THE |

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

---

25 It's been over six months since I last saw Dan.

SEEN

I .....over six months.

26 The match went ahead despite the wet weather.

EVEN

The match went ahead ..... raining.

27 "You took the last piece of chocolate!" Hannah said to Paul.

ACCUSED

Hannah ..... the last piece of chocolate.

28 Marian only arrived at the party at 9 o'clock, so her friends were a bit annoyed.

TURN

Marian ..... at the party until 9 o'clock, so her friends were a bit annoyed.

29 I only went to see that film because you told me how good it was.

HAVE

I ..... to see that film if you hadn't told me how good it was.

30 Advance payment isn't necessary for attendance at school clubs.

IN

You don't need..... to attend school clubs.

LIVEWORKSHEETS

Reading and Use of English • Part 5

You are going to read an extract from a novel about an American teenager called Sandy, who is on a skiing trip. 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**.

'How did I ever manage to get myself into this?' Sandy wondered aloud and then groaned, although no one was there to hear her. She looked down again from the top of the slope and quickly shut her eyes to block out the sight. 'Help!' she said pleadingly in barely more than a whisper with her eyes still closed. 'Michael? Anyone? Please, oh please... somebody help me out of this mess!' She was louder the second time, but without anyone nearby to respond – not even Michael, her best friend – it did little to resolve her present dilemma.

At thirteen, short-haired Sandy was quite tall for her age, but thin, which only gave her an appearance of greater height. At the moment, she was dressed in a colorful, thick winter jacket that had a bold bright pink and white design sweeping across a purple background. Her smooth water-repellent pants were the same purple color as her jacket – it was obviously a fashionable, co-ordinated outfit. Warm dark purple gloves covered her hands, and her attire was topped off – literally – with a purple ski hat, scarf and stylish ski goggles. If anyone had been around to see her, dressed the way she was, she would have been clearly visible from a long distance away against the almost solid white backdrop of snow surrounding her.

Sandy opened her eyes and glanced again at the sign posted near her at the top of the slope: it was a triple diamond slope, an expert-level ski run. How had she ended up there? She reproached herself that Michael had at least shown enough sense to get off the ski lift at an earlier opportunity to go down a more moderate slope. Absorbed by the view from near the top of the Sierra Nevada Mountain range in the Lake Tahoe area – shared between California on the west side of the range and Nevada on the east – she had foolishly decided to ride the lift up a little further and had found herself facing this ski slope, one that was well above her slightly more than beginner-level skier abilities.

Sandy sighed deeply, tightly gripped her ski poles in her gloved hands, pointed her skis straight, and pushed back on the poles in her hands enough to cause herself to inch forward as all other avenues seemed to be closed to her. Once more than half of the length of her skis was sticking out into the air – only their back ends were still making contact with the snow at the slope's top – her balance began shifting forward, her skis followed, and she found herself rapidly picking up speed as she headed straight down the excessively challenging slope.

'How am I supposed to slow down?' Sandy shouted, but with the wind whipping by and the trees rushing past on either side of her, she could hardly hear herself. Everything she had learned about skiing in the previous two days seemed to have faded from her mind. Concentrating only on maintaining her balance, she kept her skis pointed straight downhill, which unfortunately only made her pick up more speed on the steep, icy slope.

'Simone would know how to ski expertly down this slippery slope', Sandy thought as she tried to imagine herself as Simone, international spy and heroine of the *Simone LeClerc* adventure series that Sandy loved to read. Coming up ahead of her, Sandy saw the ski lift which Michael had gotten off earlier. She desperately hoped she would find her friend among the skiers and snowboarders waiting there and she would be able to stop.

LIVEWORKSHEETS

31 What is the writer's purpose in the first paragraph?

- **A** to explain why Sandy was in this difficult situation
- **B** to give relevant details of Sandy's character
- **C** to introduce the fact that Sandy was facing a challenge
- **D** to describe how Sandy was planning to solve a problem

32 What does the writer suggest about Sandy's clothes?

- **A** They made it unlikely that she would be spotted.
- **B** She was wearing them because she belonged to a skiing team.
- **C** They were too heavy for the conditions.
- **D** She had chosen them with care.

33 The writer says that Sandy 'reproached herself' in line 33 to show that she

- **A** felt sorry for herself.
- **B** was annoyed with herself.
- **C** was angry with Michael.
- **D** was worried about Michael.

34 Why did Sandy start skiing down the slope?

- **A** She began moving by accident.
- **B** She thought it was the only option she had.
- **C** She didn't realise how fast she would have to go.
- **D** She didn't want to admit it was too difficult for her.

35 How did Sandy try to cope as she skied down the slope?

- **A** She focused on staying upright.
- **B** She asked if anyone could help her.
- **C** She did her best to reach the bottom quickly.
- **D** She remembered advice from her skiing lessons.

36 What do we learn about Sandy in the final paragraph?

- **A** She is an adventurous person.
- **B** She prefers books to sport.
- **C** She admires a character from fiction.
- **D** She wishes she skied better than Simone.

LIVEWORKSHEETS

Reading and Use of English• Part 6

You are going to read an article about a schoolboy who has come up with a clever invention. 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**.

Young Inventor

Schoolboy Tim Freeman has come up with a clever idea to improve the efficiency of school buses.

Tim Freeman was just twelve years old when he came up with a revolutionary idea that would make school buses more energy efficient. This would not only save money, but also help the environment. Five years later, the schoolboy finally saw his dream come true.

It all began when Tim did a short summer course on aerodynamics, the study of the movement of air around objects. **37** He realised that the perfect candidate was his school bus. It had a very square front which meant it did not use petrol efficiently, only travelling 3km per litre, compared to a private car that can average about 8.5km per litre. He decided it was high time the vehicle was improved.

After thinking about it for a while, Tim came up with the idea of attaching a large piece of strong transparent plastic to the front of the vehicle, covering the windscreen. It would help redirect the flow of air around the bus and thus make it move forwards more easily. **38** At least, that was the theory.

While his science teachers loved the idea, Tim needed to find enough money to build a model and test it. **39** Helped by his older sister Alice, he managed to obtain a grant from an organisation that helps young people develop new ideas.

Over the next year, Tim used the money to build a small-scale model of his invention. He did tests on it by attaching it to a mini toy school bus and seeing how it performed in a little wind tunnel he built in his garage. **40** Because of this he knew he now needed to step it up and create a life-sized version that could be put to the test on a real bus.

By the time Tim was fifteen, he had set up a team of young engineers like himself, and been helped by his sister and his local community to obtain another grant to develop his idea further. While Tim and his team were able to build the initial versions, they soon realised that they needed some expert help to really get going. **41** The person who volunteered was the one who had inspired Tim to start thinking about the project in the first place. She had taught him on the summer course when he was twelve. Along with two of her engineering students she worked with Tim through the summer to finally help him realise his dream.

The final version of Tim's invention looks rather different from his original idea. Instead of a transparent piece of plastic that covers the windscreen of the bus, it is a smooth ramp-shaped 'hat' that gets fixed to the roof of the bus. **42** In tests done on virtual and real roads it has helped increase the efficiency of school bus fuel use by 10-20%. Maybe this ingenious device will eventually help other buses and even cars become more fuel-efficient!

LIVEWORKSHEETS

A So they began writing to local universities to see if anyone would provide the advice and knowledge they needed.

B This made it clear to them that the design would have to be changed.

C This prompted him to look for a way to use what he had learned.

D The data from these were good and his idea was looking promising.

E He knew that was the only way to see if his design really worked.

F This design provides the same benefits but costs less to manufacture and install.

G In this way, the bus would become more energy efficient.

LIVEWORKSHEETS