OLYMPIC ENGLISH TEST – GRADE 7

Time allowed: 60 minutes

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name and candidate number on your answer sheet if they are not already there.

Read ALL the instructions carefully.

Answer all the questions.

Read the instructions on the answer sheets.

Write your answers on the answer sheets. Use a pencil.

You **must** complete the answer sheets within the time limit.

PAPER 1 Reading and Writing

Time: 1 hour

INFORMATION

READING

Questions **1–35** carry one mark.

WRITING

Questions **1–5** carry one mark.

PAPER 2 Listening

approx. 30 minutes (including transfer time)

INFORMATION

There are four parts to the test.

Each question carries one mark.

For each part of the test there will be time for you to look through the questions and time for you to check your answers.

LIVEWORKSHEETS

PAPER 1 Reading and Writing

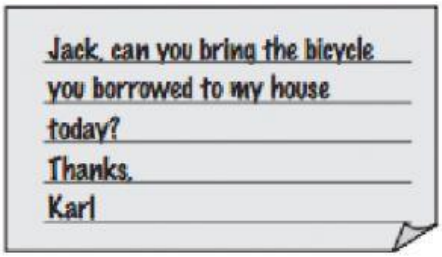
Reading • Part 1

Questions 1–5

Look at the text in each question.
What does it say?
Mark the correct letter **A**, **B** or **C** on your answer sheet.

Example:

0



A Karl needs Jack to lend him a bike.

B Jack has to return the bike that Karl lent him.

C Jack is invited to meet Karl at his house and go cycling.

Answer: | 0 | A | B | C |

1



A It will be 20 minutes before a city centre bus leaves from this stop.

B You can get buses to the centre from here every 20 minutes.

C It takes 20 minutes to get to the city centre by bus from here.

2



Harry is contacting Tom to

A tell him to provide some music for tonight.

B invite him to Harry's house tonight.

C ask him to take food with him tonight.

LIVEWORKSHEETS

3



Ciara is texting Ben to

A warn him he'll be late for the film.

B ask him to contact her about the film.

C confirm the time the film begins.

4



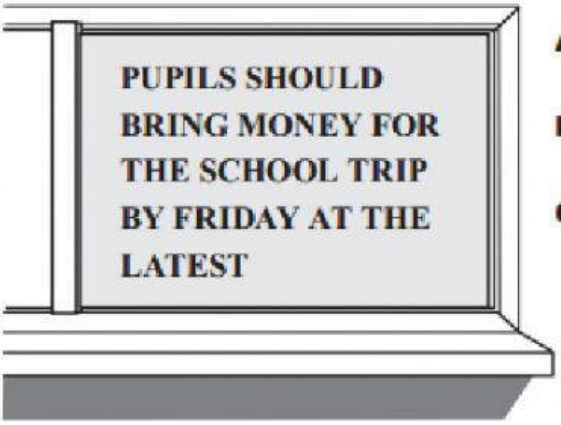
What is Mum reminding Billy to do?

A make sandwiches for his lunch

B take his lunchbox out of the fridge

C add his sandwiches to his lunchbox

5



A Pupils are late paying for the school trip on Friday.

B Pupils have until Friday to pay for the school trip.

C Pupils should bring money to spend during Friday's school trip.

LIVEWORKSHEETS

Reading • Part 2

Questions 6–10

The teenagers below all want to visit a museum exhibition in their city.
On the opposite page there are descriptions of eight different exhibitions to visit.
Decide which exhibition would be the most suitable for the following teenagers.
For questions **6–10**, mark the correct letter (**A–H**) on your answer sheet.

6



Sarah likes inventing useful things and finding out how new inventions are designed and produced. She's good at using computers, and wants to see how they can be used in design.

7



Jake is keen on large vehicles and machines, and would like to go somewhere he can have experience of one actually working. He'd also like to take some good photos.

8



Marta is doing a project on the environment and the effects of waste products we throw away. She wants to learn more about the problem and what individuals can do about it.

9



Tom likes animals and wants to understand more about them. He wants to go somewhere he can take part in activities and buy a souvenir to make at home.

10



Karina is keen on art and photography. She likes exploring areas of the city to see what things she can find for her art, and then put them into her work.

LIVEWORKSHEETS

E **The Allen Centre**

Got a great idea to share? Come and take part in this exhibition about how machines are made, from the idea to the finished product. See how IT can help with plans for models. And come and work on your idea here – the best ones will go into the display!

F **Hampton House**

This technology museum is full of models of engines – and a big wheel! Climb on, sit down and be taken up high enough to see over the rooftops! And don't forget your camera – you'll get some amazing pictures! Model engines are on sale in the gift shop.

G **Bedford Lock**

Come down to the river bank and take photos of this temporary exhibition – 200 kilos of plastic rubbish, collected from our river! Get ideas about how we can each help to tidy up our world – but also don't miss the display of useful plastic items such as computer and machine parts.

H **Camford Museum**

The exhibition here is based around large models showing how living creatures use their amazing skills in the wild. Dress up like a jungle creature to discover how they deal with a changing environment. Or help build a model of a giraffe – and even get one from the shop to take away!

A **Smithson Museum**

Come along and see this exhibition of everything to do with animals – from unusual animal prints to the latest computer designs of cartoon animals for films. Try designing a new and fantastic film creature on the computer – you might even see it appear in a film!

B **The Willis Centre**

Come and join the museum's guided walks along the river bank. You'll collect objects that have come from the river, such as interesting stones and old pieces of wood and machines. And then try making pictures with what you've picked up!

C **Railton Museum**

A visit to this museum all about the city's river includes a 40-minute ride in a huge boat along the water – at great speed! You can also have your photo taken during the trip – but don't even think about trying to take your own. You'll be too wet!

D **Park Pavilion**

Art galleries not usually for you? Then visit this Art in the Park exhibition – young people's art and photography about problems in our environment. There's everything, from art produced on computers to teenagers' wildlife photos. Come and put some of your work in the display!

LIVEWORKSHEETS

Reading • Part 3

Questions 11–20

Look at the sentences below about a girl called Anna and her new school building.
Read the text on the next page to decide if each sentence is correct or incorrect.
If it is correct, mark **A** on your answer sheet.
If it is not correct, mark **B** on your answer sheet.

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11 Anna's school is the first one in her country to be made completely of wood.

12 Anna had mixed feelings about seeing the space cleared ready for building the school.

13 Builders managed to carry on with work on the school despite the weather.

14 There is one room that is kept just for local people to use for meetings.

15 The children find the new changing rooms convenient when they do sports on their field.

16 The inside of Anna's school depends on the people and machines in it to be warm.

17 The new school building has great benefits for people who like to sing.

18 The builders wanted to do something traditional for the school when they'd finished the roof.

19 Pictures of the wind turbine behind the school can now be seen online.

20 The pupils are busy preparing to do a performance for their parents in their new school building.

LIVEWORKSHEETS

Anna's new school



It's been a very exciting week, as we've just moved into our new school building! It's an amazing place, as the builders have used wood for the whole thing, just like in our old school, but it's also one of the first in my country designed to be really environmentally friendly.

The school took months to build, so we saw it all happening. It was really exciting seeing the builders clear the space where it would be, although it also meant that some lovely open land disappeared. And the noise of the building machines was really loud, although the builders often had to stop work because it rained so hard. We all began to think the building would never be finished.

We have five classrooms now, which are enormous – much bigger than in our previous school next door, which was very old. We share one room with people in the town when they want to have meetings and so on. There's a nursery too, a lovely dining room, and really big changing rooms which we're looking forward to using as soon as our new sports field is ready.

When you come into the school, one of the first things you notice is that there aren't any heaters in the building! Instead, the heat for the school comes from all of us inside it – the children, the teachers and the computers we use. The building is so well designed that it holds all the heat inside – and all the sound too, so if we sing inside our classrooms, we can almost believe we're inside a concert hall!

Another thing you'll notice is that the school roof has a tree on top of it! It was put there by the builders once they'd finished the roof, because they said it was the custom in Austria, the country where the roof was made. The electricity for lights and computers comes from a wind turbine on a hill behind the school. We went with our teacher to look at it yesterday, and it goes round really fast. It's so big, it can be seen for miles! We took some pictures which we're planning to put on the website.

Even though we're already using the school building, there are still some parts to be added to it – for example, at the moment we're putting on a play for parents to come and see, but we still have to walk back to our old school hall to do it. The replacement will be ready by next year, though. We're so pleased with our new school, and our teachers say we'll all learn much faster now we're in it!

LIVEWORKSHEETS

Reading • Part 4

Questions 21–25

Read the text and questions below.
For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.



JAZZ

By Katie Atkins, aged 14

I play the trumpet in my school jazz band. Last month we held a jazz competition with bands from local high schools – and our band won!

Each band had their own costumes, ranging from black school uniforms like my band wore, to brightly-coloured T-shirts. We didn't look much like adult professional bands, but all of us were used to performing in competitions, so the quality of playing was amazing, especially considering everyone was so young. Players from each band even created new tunes right there on stage. It was exciting to watch – but even better when my band played on stage!

We have a great jazz band at my school, but not everyone who wants to play in it gets accepted – only about half, in fact. But anyone who's keen to play goes to jazz practice before school, and we often spend time together after school, listening to jazz and learning its language. There are also trips to jazz summer camps across the country – I've been to a couple and learnt a lot.

Adults are often surprised that young people are getting interested in jazz. My music teacher thinks it's because pop music isn't challenging enough for people like me who are serious about music. But I find it exciting because it's both new and old at the same time – you can create your own music, but you also feel you're part of its history, as you're playing on stage in the same way as great jazz performers before you.

My school's really lucky because we have great teachers, and parents who've supported us all the way. Without them, we'd never get anywhere with our music!

LIVEWORKSHEETS

21 What is Katie trying to do in the text?

A encourage young people to try to listen to more jazz

B explain how jazz is becoming popular with young people

C advertise young people's jazz events in her area

D give advice on how to create great jazz music

22 Katie says the bands in her school's jazz competition

A played music they'd written themselves before they came.

B had little experience of playing in public.

C played at a high level despite their age.

D were dressed to look like professional jazz bands.

23 Most people at Katie's school who are interested in jazz

A attend early jazz sessions at school.

B join the school jazz band.

C learn about jazz in after-school classes.

D go to jazz summer camps at the school.

24 Why does Katie enjoy playing jazz so much?

A She finds it easier to learn than other forms of music.

B She thinks it is more serious than pop music.

C She likes the chance to perform with others on stage.

D She feels in touch with jazz players of the past.

25 Which of the following would Katie write to a friend?

A The competition was great, but I think I preferred being in the audience to playing – I was nervous!

B My mum and dad always do all they can to help with my trumpet playing – I couldn't do this successfully without their help.

C One band wore really colourful clothes, but we chose dark costumes. Maybe that's one reason why they won instead of us.

D One music teacher left a while ago and no one's replaced him yet. We just haven't got anyone good to help us now.

LIVEWORKSHEETS