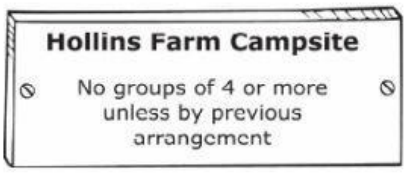
Part 1

Questions 1 – 5

For each question, choose the correct answer.

1

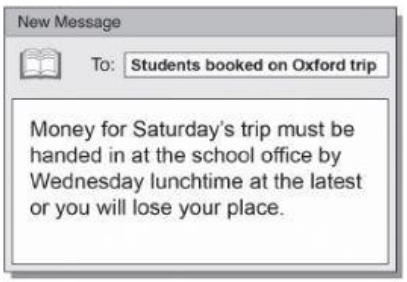


A All campers must reserve a place in advance.

B Groups bigger than four are not allowed on this site.

C Groups of more than three should contact the campsite before arriving.

2



A Those who don't pay punctually won't be able to go to Oxford.

B There are very few places left on the Oxford trip.

C This is the last chance for students to register for the Oxford trip.

3



A You must have signed permission to take part in sports day.

B You have to limit the number of sports day races you take part in.

C You need to write your name here to get more information about sports day.

LIVEWORKSHEETS

4

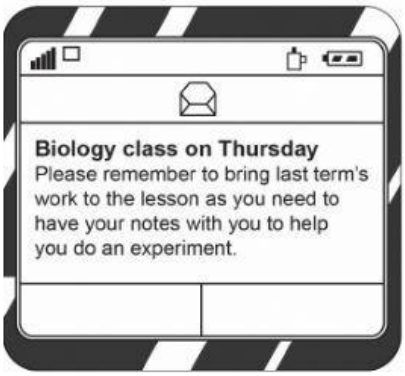


A It is essential to have more actors even if they haven't acted before.

B It is important for all actors to have training before being involved in the play.

C It is necessary to find a new director to train the actors.

5



A Students must write detailed notes on this week's experiment.

B Students should check that their work last term was done accurately.

C Students need to look at previous work while doing an experiment.

LIVEWORKSHEETS

Part 2

Questions 6 – 10

For each question, choose the correct answer.

The young people below all want to do a cycling course during their school holidays.
On the opposite page there are descriptions of eight cycling courses.
Decide which course would be the most suitable for the people below.

6



Nancy is fourteen and cycles quite well. She needs to learn how to cycle safely from her home to school on busy city roads. She's only free at the weekends.

7



Markus is an excellent cyclist and he wants the excitement of riding on countryside and woodland tracks. He'd also like to learn more about looking after his bike. He can't attend a morning course.

8



Ellie is nine and knows how to ride her bike, but isn't confident about starting and stopping. She'd love to meet other cyclists with a similar ability and have fun with them.

9



Leo can't cycle yet, and wants to learn on his own with the teacher. He'd prefer a course with sessions twice a week. He'd also like some practical information about cycling clothes and equipment.

10



Josh is eleven and a skilled cyclist. He's keen to learn to do exciting cycling tricks in a safe environment. He'd like to be with people of a similar age.

LIVEWORKSHEETS

Cycling Courses

A **Two Wheels Good!**

Mountains! Rivers! Forests!

Our 'off-road' course offers you the chance to get out of the city. You'll need very good cycling skills and confidence. You will be with others of the same ability. Expert advice on keeping your bike in good condition also included.

Mondays 2.00 pm–6.00 pm or Fridays 3.00 pm–7.00 pm.

B **On Your Bike!**

Can't ride a bike yet, but really want to? Don't worry. Our beginners-only group (4–10 pupils per group) is just what you're looking for. Excellent teaching in safe surroundings. Makes learning to cycle fun, exciting and easy.

Mondays 9.00 am–11.00 am and Thursdays 2.00 pm–4.00 pm.

C **Fun and Games**

Do you want some adventure? Find out how to do 'wheelies' (riding on one wheel), 'rampers' (cycling off low walls), 'spins' and much more... We offer a secure practice ground, excellent trainers and loads of fun equipment. Wear suitable clothes. Only for advanced cyclists.

(Age 11–12)

Saturdays 1.00 pm–4.00 pm.

D **Pedal Power**

A course for able cyclists. We specialise in teaching riders of all ages how to manage difficult situations in heavy traffic in towns and cities. We guarantee that by the end of the course, no roundabout or crossroads will worry you!

Saturdays 2.00 pm–4.00 pm.

E **Cycling 4 U**

Not a beginner, but need plenty of practice? This course offers practical help with the basics of balancing and using your brakes safely. You'll be in a group of pupils of the same level. Improve your cycling skills and enjoy yourself at the same time! Open to all children up to the age of ten.

Sundays 10.00 am–12.00 pm.

F **Bike Doctors**

Have you been doing too many tricks on your bike? Taken it up mountains and through rivers? Then it probably needs some tender loving care. Bike Doctors teach you to maintain and repair your bike. (Some basic equipment required.)

Ages 11-19 Tuesdays 9.00 am–12.00 pm or Wednesdays 3.00 pm–6.00 pm.

G **Safety First**

We teach cycling safety for the city centre and country lane biker. We'll teach you the skills you need to deal with all the vehicles using our busy roads. All ages welcome from 10+. Thursdays 9.00 am–11.00 am.

H **Setting Out**

A course for absolute beginners needing one-to-one instruction to get off to a perfect start. We also give advice on helmets, lights, what to wear and much more. A fantastic introduction to cycling! Mondays and Tuesdays 9.00 am–11.00 am.

Turn over ▶

LIVEWORKSHEETS

Part 3

Questions 11 – 15

For each question, choose the correct answer.

Play to win

16-year-old Harry Moore writes about his hobby, tennis.

My parents have always loved tennis and they're members of a tennis club. My older brother was really good at it and they supported him – taking him to lessons all the time. So I guess when I announced that I wanted to be a tennis champion when I grew up I just intended for them to notice me. My mother laughed. She knew I couldn't possibly be serious, I was just a 4-year-old kid!

Later, I joined the club's junior coaching group and eventually took part in my first proper contest, confident that my team would do well. We won, which was fantastic, but I wasn't so successful. I didn't even want to be in the team photo because I didn't feel I deserved to be. When my coach asked what happened in my final match, I didn't know what to say. I couldn't believe I'd lost – I knew I was the better player. But every time I attacked, the other player defended brilliantly. I couldn't explain the result.

After that, I decided to listen more carefully to my coach because he had lots of tips. I realised that you need the right attitude to be a winner. On court I have a plan but sometimes the other guy will do something unexpected so I'll change it. If I lose a point, I do my best to forget it and find a way to win the next one.

At tournaments, it's impossible to avoid players who explode in anger. Lots of players can be negative – including myself sometimes. Once I got so angry that I nearly broke my racket! But my coach has helped me develop ways to control those feelings. After all, the judges have a hard job and you just have to accept their decisions.

My coach demands that I train in the gym to make sure I'm strong right to the end of a tournament. I'm getting good results: my shots are more accurate and I'm beginning to realise that with hard work there's a chance that I could be a champion one day.

LIVEWORKSHEETS

11 Harry thinks he said that he was going to be a tennis champion in order to

A please his parents.
B get some attention.
C annoy his older brother.
D persuade people that he was serious.

12 How did Harry feel after his first important competition?

A confused about his defeat.
B proud to be a member of the winning team.
C ashamed of the way he treated another player.
D amazed that he had got so far in the tournament.

13 What does Harry try to remember when he's on the court?

A Don't let the other player surprise you.
B Follow your game plan.
C Respect the other player.
D Don't keep thinking about your mistakes.

14 What does Harry say about his behaviour in tournaments?

A He broke his racket once when he was angry.
B He stays away from players who behave badly.
C He tries to keep calm during the game.
D He found it difficult to deal with one judge's decisions.

15 What might a sports journalist write about Harry now?

A

Harry needs to believe in his own abilities and stop depending on good luck when he plays.

B

Harry has really grown up since his first tournament and discovered that tennis is a battle of minds not just rackets.

C

Harry looked exhausted when he finished his last match so maybe he should think about working out.

D

Harry could be a great player but he needs to find a coach to take him all the way to the big competitions.

LIVEWORKSHEETS

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.

Planting trees

by Mark Rotheram, aged 13

This spring, our teacher suggested we should get involved in a green project and plant some trees around the school. Everyone thought it was a great idea, so we started looking online for the best trees to buy. **16** If we wanted them to grow properly, they had to be the right type – but there were so many different ones available! So our teacher suggested that we should look for trees that grew naturally in our part of the world. **17** They'd also be more suitable for the wildlife here.

Then we had to think about the best place for planting the trees. We learnt that trees are happiest where they have room to grow, with plenty of space for their branches. The trees might get damaged close to the school playgrounds, for example. **18** Finally, we found a quiet corner close to the school garden – perfect!

Once we'd planted the trees, we knew we had to look after them carefully. We all took turns to check the leaves regularly and make sure they had no strange spots or marks on them. **19** And we decided to check the following spring in case the leaves turned yellow too soon, as that could also mean the tree was sick.

We all knew that we wouldn't be at the school anymore by the time the trees grew tall, and that was a bit sad. But we'd planted the trees to benefit not only the environment, but also future students at the school. **20** And that thought really cheered us up!

LIVEWORKSHEETS

A	So we tried to avoid areas where students were very active.
B	However, our parents did offer to help with the digging!
C	That could mean the tree had a disease.
D	But we soon found that choosing trees was quite complicated.
E	It can be quite good for young trees, though.
F	We knew they'd get as much pleasure from them as we had.
G	But at least we were doing it in the right season.
H	That way, the trees would be used to local conditions.

LIVEWORKSHEETS

Part 5

Questions 21 – 26

For each question, choose the correct answer.

This car runs on chocolate!

Scientists have built a 300kph racing car that uses chocolate as a fuel! The project is **(21)** ..... to show how car-making could **(22)** ..... environmentally friendly. The car meets all racing car **(23)** ..... apart from its fuel. This is a mixture of waste chocolate and vegetable oil, and such 'biofuels' are not **(24)** ..... in the sport yet. It has to be mixed with normal fuel so that all parts of the car keep working.

Carrots and other root vegetables were used to make some parts inside and outside the car. Even the mirrors are made from potatoes! The sides of the car **(25)** ..... a mixture of natural materials from plants as well as other recycled materials.

The project is still young, so the scientists have not yet found out how 'green' the car is. They are planning many experiments to compare its **(26)** ..... against that of normal racing cars.

21	**A**	intended	**B**	wished	**C**	decided	**D**	insisted
22	**A**	develop	**B**	move	**C**	become	**D**	arrive
23	**A**	levels	**B**	standards	**C**	grades	**D**	orders
24	**A**	allowed	**B**	let	**C**	ruled	**D**	agreed
25	**A**	store	**B**	involve	**C**	collect	**D**	contain
26	**A**	operation	**B**	performance	**C**	display	**D**	technique

LIVEWORKSHEETS