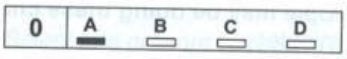
For questions **1–8**, read the text below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap. There is an example at the beginning (**0**).

In the exam, mark your answers **on the separate answer sheet.**

Example:

0 **A** handed **B** brought **C** carried **D** taken



Old skills: new products

If ancient skills which have been **(0)** ..... down from generation to generation are going to survive, then we must find new uses for them. A good example is the cloth **(1)** ..... as Harris tweed, which is produced on an island off the northwest coast of Scotland. A few years ago, there was only one full-time weaver of the cloth left on the island. It was all that **(2)** ..... of an industry that once employed a large **(3)** ..... of local people.

But local producers are now providing material for use in a **(4)** ..... of fashionable handbags, hats and furnishings. This **(5)** ..... in the fortunes of the industry all started way **(6)** ..... in 2004, when a sample of Harris tweed was sent to Nike, the sportswear manufacturer. The company decided to use the material on a trainer called 'The Terminator' to demonstrate how **(7)** ..... a traditional material can be incorporated into a modern product. This **(8)** ..... to a large order for cloth, which involved lots of people on the island rediscovering the ancient skill of weaving.

1	**A**	seen	**B**	referred	**C**	known	**D** regarded
2	**A**	remained	**B**	recalled	**C**	resumed	**D** repeated
3	**A**	extent	**B**	number	**C**	degree	**D** amount
4	**A**	range	**B**	choice	**C**	mixture	**D** pick
5	**A**	turn	**B**	change	**C**	switch	**D** move
6	**A**	ago	**B**	past	**C**	back	**D** since
7	**A**	effectively	**B**	especially	**C**	actually	**D** certainly
8	**A**	followed	**B**	resulted	**C**	caused	**D** led

LIVEWORKSHEETS

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)**.

In the exam, write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example: 0 | O | F | | | | | | | | | | | | | | | | |

Snow-holing

The winter sport of snow-holing developed out **(0)** …….. a survival technique. If you get lost and have to spend the night outside in a frozen landscape, then digging a snow hole to provide **(9)** …….. with warmth and shelter is a good idea. The snow-hole works on the same principle **(10)** …….. the igloos built by Inuit people out of ice.

Snow-holing has now developed **(11)** …….. an adventure sport. Before you try it, however, you need to do a basic snow-skills course, where you also learn how to use an ice-axe and other necessary equipment. But experience of winter hillwalking is also essential in **(12)** …….. to be accepted onto a course. You also work in a team, and **(13)** …….. it in turns to dig out the hole. It is **(14)** …….. something you can do alone.

(15) …….. to people who have tried it, a snow-hole is surprisingly comfortable. Having constructed your hole, you settle **(16)** …….. for the night and wake up to absolute silence and the incredible light of the dawn sun on the ice.

LIVEWORKSHEETS

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**).

In the exam, write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example: 0 | I | M | P | O | R | T | A | N | C | E |

Understanding time

Since the earliest times, civilisations have understood the **(0)** ..... of time. If you want to plan your future, or simply know how long things take to do, then the precise **(17)** ..... of time is a necessity. That's why ancient cultures put such a lot of effort into the development of **(18)** ..... calendars and clocks. **IMPORTANT** **MEASURE** **RELY**

At first, people used the **(19)** ..... of movements in the night sky as a way of predicting annual events. The Ancient Egyptians realised that it would be **(20)** ..... to divide days up into smaller units of time. They were responsible for the **(21)** ..... of the system of twenty-four hours in a day that we still use today. **OBSERVE** **USE** **INVENT**

The first clocks were sundials using the **(22)** ..... of the Sun's shadow to mark the passing of the day. This worked well in sunny countries but was **(23)** ..... for places where the sky was often cloudy. People living there had to wait for the development of the mechanical clock before they could tell the time with any degree of **(24)** ..... . **LONG** **APPROPRIATE** **ACCURATE**

LIVEWORKSHEETS

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 What type of music do you like best?
FAVOURITE
What ..... type of music?

The gap can be filled by the words 'is your favourite', so you write:

Example: | 0 | IS YOUR FAVOURITE |

In the exam, write **only** the missing words **IN CAPITAL LETTERS on the separate answer sheet**.

---

25 I think you should complain about that horrible meal.
WERE
If I ..... a complaint about that horrible meal.

26 Christina had never visited Venice before.
FIRST
It was ..... to Venice.

27 No matter how hard he tried, Victor couldn't open the box.
VERY
Even ..... , Victor couldn't open the box.

28 It isn't really worth trying to fly the kite when there's no wind.
HARDLY
It ..... fly the kite when there's no wind.

29 Oliver says he will only play football if he can be team captain.
UNLESS
Oliver says that he ..... he can be team captain.

30 Dancing was an activity that David had never wanted to do.
APPEALED
Dancing was an activity that ..... David.

LIVEWORKSHEETS

Part 5

You are going to read an article about a man who appeared on a reality TV programme. For questions **31–36**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

In the exam, mark your answers **on the separate answer sheet**.

The fake hairdresser remembers

Some years ago, a British TV company came up with an idea for a reality TV show. People with no experience would be trained in a profession in a very short period of time, then would try and pass themselves off as the real thing with the general public. The show was called *Faking It*, and the format has since been imitated the world over. One of the first contestants was Gavin Freeborn, a twenty-three-year-old farmer's son, who trained with celebrity hairdresser Trevor Sorbie in London. Gavin remembers the experience.

'I was at university, studying for a degree in agriculture, when some friends mentioned that a TV company had advertised for people to take part in *Faking It*. They were looking for someone who'd never picked up a pair of scissors or thought of hairdressing as a career, which I certainly hadn't. I reckoned it would be a laugh. Having spent my school holidays shearing sheep on my parents' farm, I was used to the idea of haircutting, but obviously it's harder doing it on people – because they have an opinion about it!'

'I'd never been to London before and it was so busy that I felt a bit overwhelmed at first. Meeting Trevor for the first time, he seemed really strict, but once he realised I was taking the challenge seriously we got on like a house on fire and they often had to stop filming because we couldn't stop giggling. Fortunately, I didn't have to do any of the washing or sweeping floors other people new to the business have to do. I went straight into blow-drying and cutting instead.'

'At first I practised on a dummy's head, which was a welcome safety net, but I did make a really bad mistake halfway through filming when I was cutting one real man's hair. I'd been shown how to use clippers to get a cropped effect but hadn't been warned to angle the comb. I ended up shaving off a huge patch of hair! He couldn't see what I'd done, but the camera crew couldn't stop laughing, so it was obvious I'd made a mistake. Luckily, I managed to rectify the situation and told the client, who was alright about it, so I forgave them.'

'By the day of my final test, I knew I was capable but I felt sick with nerves. I didn't want to let Trevor down. But even though I failed to convince the client that I was a real hairdresser, she approved of the haircut and the judges were impressed by it, too. It didn't worry me at the time but, looking back now, I think it was a bit unfair that I was penalised for taking too long – an hour-and-a-half – when I'd been taught the most important thing was to ensure your client walks out of the salon feeling like a million dollars.'

'After the programme, I went home for a week but I decided to come back to London because I'd fallen in love with the buzz of the city. People in town kept stopping and staring at me as if *line 33* I was famous. I found this unnerving at first, but with time I got used to it. There were a few comments about me being too full of myself, but I took no notice.'

'When I agreed to do *Faking It*, I had no idea how much I was signing my life away, but I couldn't say I have any regrets. The thing is that I've discovered growing up on a farm doesn't mean I can't work in a creative field. What's more, I've now got choices I didn't realise I had, which is brilliant. Although I still keep in contact with everyone from Trevor's salon, and we all go out when I'm in London, I'm hardly a celebrity anymore.'

LIVEWORKSHEETS

31 Why did Gavin first apply to be on the programme?

- **A** He thought it would be fun.
- **B** He liked the idea of going to London.
- **C** His friends managed to talk him into it.
- **D** He had some experience of hairdressing.

32 How did Gavin feel about the hairdressing mistake he made one day?

- **A** sorry that the client was dissatisfied
- **B** relieved that the client didn't notice it
- **C** pleased that he was able to find a solution
- **D** annoyed by the reaction of the camera crew

33 How did Gavin feel on the day of his final test?

- **A** unsure if he was good enough
- **B** worried that he might not succeed
- **C** unconvinced that the client was really happy
- **D** disappointed by the feedback from the judges

34 Thinking about the final test now, Gavin feels that he

- **A** was too slow in completing the haircut.
- **B** didn't take enough notice of his client's wishes.
- **C** was unjustly criticised for one aspect of his performance.
- **D** should have paid more attention to things he'd been taught.

35 What does the word 'it' in line 33 refer to?

- **A** people making comments about Gavin
- **B** people looking at Gavin in the street
- **C** Gavin feeling proud of himself
- **D** Gavin feeling uncomfortable

36 Looking back on the whole experience, Gavin now

- **A** wishes he'd thought more carefully before applying.
- **B** realises that his life is different as a result.
- **C** appreciates his farm upbringing more.
- **D** accepts that it's helped him socially.

LIVEWORKSHEETS

Part 6

You are going to read an article about gliding. 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.

In the exam, mark your answers **on the separate answer sheet**.

Going up in a glider

Gliders are planes without engines. We sent our reporter to find out what it's like to fly in one.

When I arrive at the London Gliding School, Adrian, a volunteer instructor who has been gliding for ten years, warmly greets me. He immediately takes me off to what's clearly the centre of all operations – the cafeteria. After a quick chat, we drive to the launch base where Dan, my instructor for the day, begins to prepare me on all I need to know. Dan, who is twenty, did his first solo flight at eighteen after joining the club's cadet scheme.

Going through all the theory of how everything works and what to do once airborne seems pretty simple. I'm not so keen, though, on the instructions about what to do in an emergency. **37** ☐ At least I'm wearing a parachute!

The glider is connected by rope to a light aircraft as we're pulled up into the air. A bumpy start along the field and we're off and up. 'I like it when people scream' were Dan's words on the ground. **38** ☐ But I am fiercely gripping my parachute straps and lots of noises are coming from my stomach, which is doing somersaults. Once we're up to around 1,500 feet, the rope is detached with a clunk from the underside of the glider and we're free.

It's a strange feeling – there's a sense of safety when the rope is attached to the aeroplane. **39** ☐ 'I am in control,' Dan tells me. He's not attempting to be heroic; this is glider talk. 'You are in control,' I respond. Thankfully I'm not or I doubt we'd be swooping through the peaceful skies so smoothly and effortlessly. Something you notice straightaway is the lack of an engine, which results in an eerie silence.

The weather conditions aren't ideal, as it's an all-too-familiar grey English day. **40** ☐ But I'm told that, with perfect weather conditions of a clear windy day and lots of cumulus cloud, we'd be able to catch the thermals and rise, staying up in the air for longer. It's possible to glide as far as Scotland and back again with the right conditions!

In a glider both pilot and passenger have a set of controls, so either person can take control. The passenger can also 'follow through' with the controls, basically lightly touching all their own controls and feeling what the pilot is doing. **41** ☐ So when Dan tells me 'You are in control' and I repeat 'I am in control,' I'm glad he can't see the terror in my face. After some jumpy manoeuvres to keep the glider at 'normal gliding attitude,' where the horizon remains at a constant level, I'm just getting into the swing of it when Dan regains control to bring us in for landing.

Landing a glider is much calmer than other types of aircraft. **42** ☐ You descend and approach the landing area, deploying the spoilers (flaps on the wings) to weaken the air flow, and ease the glider lower until the wheels make contact and you're gently bumping along the field. I absolutely loved it and can't wait to get back up in the air.

LIVEWORKSHEETS

A This doesn't make a jot of difference to the experience for me.

B Release the safety belts and jump out seems to be the only response possible.

C This has been the limit of my involvement so far.

D Once it goes, I feel I want to hold onto something in case we start falling to the ground.

E He tells me that it's too cloudy for those acrobatics, however, and relief washes over me.

F I manage not to do this, however.

G It's much less sudden and you notice the absence of engine roar.

LIVEWORKSHEETS

Part 7

You are going to read an article about country walking. For questions **43–52**, choose from the sections (**A–D**). The sections may be chosen more than once.

In the exam, mark your answers **on the separate answer sheet**.

In which section is the following mentioned?

a reason for the writer not going on a country walk	43
the need to achieve something on one particular walk	44
one reason why walkers spend a lot of time looking at paths	45
not enjoying a meal whilst out on a walk	46
walking routes that become hard to follow in places	47
how interesting it might be getting to know strangers on a walk	48
the fact that group walking activities are growing in popularity	49
the amount of work needed to maintain paths for walkers	50
walkers feeling a need to compete with each other	51
paths maybe having been originally made by animals	52

LIVEWORKSHEETS

A good walk

When songwriter and singer Roddy Woomble isn't playing with his band, he loves nothing more than going on long country walks. He tells us about his hobby.

A I'm sure I'm not the only one who occasionally stops to think about the footpaths that carry us over the hills. Who made them? Who was the first to walk that way – the sheep or the shepherd? The dictionary definition of a path is 'a track laid down for walking or made by continual treading' and also 'the direction in which a person or thing moves'. Somewhere in between I think you'll find the mountain path. I am particularly fond of watercolours or photos with paths in them. I also like it when old paths suddenly vanish only to reappear a bit further on, to the frustration of many other walkers. I appreciate also all the effort that has gone into the upkeep of mountain paths, so that they are still available for recreational use.

B Walking in upland areas, you get to know the paths pretty well since a good proportion of your time is likely to be spent head down, gazing at them as you walk. This is never truer than when you're walking into wind and driving rain. That's when your boots have to pick your way over the slippery rocks and muddy puddles that constitute many mountain paths and trails in the winter. But I'm no great fan of walking on my own. Occasionally I'll do it – I'll read a few lines of Rousseau's *Reveries of a Solitary Walker* to get myself mentally prepared, then head out for a day of solitude. The problem is, halfway through I usually get the urge to share my thoughts about things I've noticed along the way. Even if you do bump into other walkers, this is not always something you want to do with strangers. Time on your own is worthwhile, of course, but I think it's better to mix it up with some company.

C On previous solitary rambles I've often reached the summit only to enviously watch a group having a mid-walk picnic, happily chattering away, snapping pictures of the view, while I sat, just out of sight, alone, brooding over a sandwich. I've forgone many days out on the hills in order to avoid this feeling. Sometimes I wonder what it's like to join a group and take to the hills with people you've only just met. It's fascinating to imagine the group dynamics on such initial outings. For example, would there be long awkward pauses in the conversation? Would you feel the need to keep a conversation going from leaving the car to returning to it, or would it become an ego thing about how many hills you've each climbed and how steep the path was?

D On the other hand, is an established walking group a collective of like-minded, interesting, articulate individuals, all enthusiastic for the outdoors? A place where conversation is free-flowing, with long gaps left for each other's thoughts, followed by a shared meal afterwards? I'm assuming it's both since walking clubs seem to be attracting more members than ever. I must think about joining one. Another ambition of mine is to climb the hill in front of me as I write this. I'm sitting at a picnic table outside the club where my band is giving a concert later and, as I eat my lunch, I have an uninterrupted view of the highest mountain in the British Isles, Ben Nevis in Scotland. As I say, I've never been up it, but I have a brilliant photo which a friend took from the summit. It's said to be a vantage point like no other. There may be technically harder mountains in the country, but there are none higher; which means lots of people feel an urge to go to the top of it.

LIVEWORKSHEETS