

Test 3**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 change B difference C variation D contrast

0	A	B	C	D
	☐	☒	☐	☐

Child's play?

Imagine a restaurant, but with a (0) The restaurant is run (1) by children aged under 11; they cook and serve the food, and then wash up. The children even bring the bill at the end of the meal, all with a little help from the (2) staff of course. There are always four adults on hand to (3) the youngsters. There's a set menu with a main course and dessert, and everything is made from fresh (4) The food is healthy and prices are (5) and so, not surprisingly, the restaurant is very popular. This means that a reservation is usually necessary to be (6) of getting a table. The (7) idea is to help parents by providing childcare, and to help children learn to be responsible. This is done by giving them independence in a fun and child-friendly (8) Is this the stuff of dreams? No, it's the new reality of the 21st century.

- | | | | |
|-----------------|-----------------|-----------------|--------------|
| 1 A entirely | B all | C substantially | D thoroughly |
| 2 A rising | B increased | C grown-up | D expanding |
| 3 A command | B order | C demand | D supervise |
| 4 A flavours | B ingredients | C courses | D components |
| 5 A low | B small | C little | D minor |
| 6 A sure | B definite | C truthful | D known |
| 7 A easy | B elementary | C introductory | D basic |
| 8 A position | B neighbourhood | C environment | D region |

Test 3**Reading and Use of English • Part 2**

For questions 9–16, read the text below and think of the word which best fits the gap. Use only **one** word in each gap. There is an example at the beginning (0).

Write your answer **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	S	I	N	C	E														
---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

My uncle the skateboarder

I'm 14 now, and like my mates, I really love skateboarding. I've been into it (0) I was 11. So my family have got (9) to me talking about it all the time! I knew that my dad and his brother also spent a lot of (10) teenage years riding around on skateboards, so I guess it's a family thing. My dad had to give it up when he injured his back in a fall. But (11) surprised me was finding out recently that my uncle still does it. I saw him at our annual family reunion and I couldn't believe what he was saying, especially as he's no less (12) 52 years old. He says his skateboard is his favourite (13) of getting to his office every day. He uses it in (14) to save time, which makes sense, as walking takes much longer. Plus it must be easily the (15) enjoyable form of transport. I hope I'm still doing it (16) I'm 52!



Test 3 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 answer **IN CAPITAL LETTERS** on the separate answer sheet.

[illegible]

Smartphones at school

Some of the schools in my home town are really strict and students are not (0) to use their smartphones at school. Mine is different – there's a much more (17) policy. In break times, it's (18) to use our smartphones. But in lessons, it's the individual teacher's (19) whether we can use them or not. For some pieces of work, like a timed writing task, they're completely (20) Of course it's our (21) to follow the rules, which we do. In some lessons, the teachers actively encourage us to use our phones when they think it'll be (22) to us. There are lots of really good ways to use smartphones in class, and I'm in favour of these. One example is games, where we choose multiple-choice answers on our phones. I'm really (23) , so love doing those. Although it can be a bit (24) , when everyone just uses their phone instead of talking.

ALLOW

RELAX

ACCEPT

DECIDE

FORBID

RESPONSIBLE

BENEFIT

COMPETE

SOCIAL

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 I haven't seen you for ages!

TIME

It has I saw you!

The gap can be filled by the words 'been a long time since', so you write:

Example:

0 BEEN A LONG TIME SINCE

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

25 It's a shame I arrived late at the party.

TURNED

I wish late to the party.

26 Provided that you help me with my project, you can borrow my book.

LONG

I'll lend as you help me with my project.

27 You need to do your homework now.

TIME

It homework done.

28 I must get a haircut this week.

NEEDS

My this week.

29 It's possible that I didn't bring my books with me this morning.

MIGHT

I behind this morning.

30 During the lesson, I tried as hard as I could.

BEST

I during the lesson.

You are going to read a blog post in which a teenage boy describes his relationship with his parents. 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.

Teenagers and parents – it's the same old story...

Many readers have described the ups and downs of living with teenage children.

This week, we hear from Barry Davros, 15.

OK, I'll admit it. Things haven't been so easy at home in the last couple of years. I'd like to think I'm old enough and wise enough to know that it's almost certainly because I'm a teenager now. Teenagers complain to their friends about their parents. And I think we can be pretty certain that the parents do the same about their kids. I argue with mine. We don't talk as much as we did when I was a kid. It's not that this is the way I want it – I'd prefer it if we never argued, but found a way to talk about what was bothering us. That would be so much better, not just for me and my mum and dad, but for any teenager and their family. So I've been reading a lot – books like *The Teenage Brain*, and lots of online stuff. And I'm sure that if people understood more about what goes on inside a teenager's mind, half of the arguments over the dinner table wouldn't even start in the first place. So I'd like to share what I've learnt.

There are so many things that parents have a go at their teenagers for that it's almost impossible to know where to start. So let's just pick mornings. Mornings are for sleeping. For as long as you need to, or at least as long as you can. Every teenager knows that. But not parents – they think that we should get up at 7.30, just because they get up at 7.30, ready for another busy day. So who's right? Well, the science says that an adolescent's body clock isn't programmed in the same way, and is on a schedule about three hours behind that of older adults (that means both going to bed and getting up).

Another 'issue' that parents make a big deal about is tidiness. Clothes dumped on the bathroom floor, an old plate of food under the bed, house keys lost. OK, I admit, I've been guilty of all of these things recently (but at least

I owned up!). Sorting stuff like this takes planning, and the way the teenage brain develops means that it's just not our strong point. Sorry! The brain develops a chemical called myelin, and it's created over time. Until it's fully developed in all parts of the brain, it does unfortunately mean that even very bright teens can do really stupid things. So just bear with us guys!

Because as already mentioned, the teenage brain goes through all sorts of changes, sometimes teenagers can get angry. This usually makes parents angry. Which makes us angrier, which... OK, you get the picture. But parents need to understand more about what's going on inside our heads. Like, there might be a perfectly understandable (to us) reason why we don't want to do that maths homework this instant. So, listen parents out there, try and understand! Don't always respond to us by getting angry. Just don't! Calm down, count to ten and think twice. line 49

Communication. That's a big one. Sure, teens and parents need to hang out together too, not live in separate worlds. But I'm 15, so the topics of conversation I was into when I was 11 don't work for me now. Same for all kids my age. The sooner parents realise that, the better. We don't stop loving them just because we're in our teens, it's just that we need more space. To grow up and find out who we are. line 54

Here's a tip – if there's something that needs to be discussed, do it on a car journey. Whether it's the whole family together or just two of you, the fact that you're in a car means that you're gazing ahead, rather than staring at each other. For me, it just makes it easier to talk somehow, because I sometimes feel they're judging me or something if they're observing me. Try it. It works. And you heard it from me.

- 31 Why shouldn't parents be surprised if their teenagers sleep late?
- A Many teenagers find their busy schedule tiring.
 - B Some teenagers need more hours of sleep than adults.
 - C Teenagers prefer not to see their parents in the mornings.
 - D It's natural for teenagers to have different sleep patterns from adults.
- 32 In the third paragraph, the writer admits that teenagers tend not to be very
- A honest.
 - B organised.
 - C confident.
 - D intelligent.
- 33 What does the writer mean when he advises parents to 'count to ten' in line 49?
- A don't react too quickly
 - B repeat what you have said
 - C find ten reasons for the behaviour
 - D don't tell teenagers things they already know
- 34 What does 'that' refer to in line 54?
- A Teenagers need to spend time away from their parents.
 - B Teenagers love their parents less than they did as children.
 - C Teenagers want to talk about different things as they mature.
 - D Teenagers need to spend more time talking to their parents.
- 35 Car journeys are a good opportunity to speak because
- A the speakers don't need to look at each other.
 - B the vehicle provides more privacy.
 - C families can travel somewhere nice together.
 - D teenagers cannot avoid their parents when they are in the same car.
- 36 Why has Barry written this blog post?
- A to help families get along better
 - B to explain why his parents annoy him
 - C to encourage parents, doctors and teachers to read more about teenagers
 - D to suggest that it is important for teenagers to be responsible

You are going to read an article about sports shoes. 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**.

Sneakers

Sneakers, or shoes designed mainly for sports and other outdoor activities, are worn in almost every country in the world. Arguably they have become a symbol of globalisation itself.

Yet there are some variations, not least in what they are called. In the US, they have always been 'sneakers', at least ever since the *Boston Journal* explained it to its readers as being 'the name boys give to tennis shoes' back in 1887. **37** However, in Britain, the word 'trainers' is much more common. Other names include 'daps' and 'plimsolls', which itself dates back to the 1870s. They are also known as 'rubber shoes' in the Philippines, 'tennies' in South Africa, 'running shoes' in Australia and 'canvas shoes' in Nigeria.

During the late 19th century, sneakers were worn by holidaymakers, as well as by sports players on the tennis court. The main advantage of wearing these shoes was that they enabled the wearer to move around quickly.

38 Later designs for sports players made this even more effective by also adding metal spikes which would dig into the ground.

British company JW Foster and Sons produced the first shoes made specifically for running in 1895, and the spikes allowed for greater acceleration and speed. **39**

There, runners Harold Abrahams and Eric Liddell won their 100 metre and 400 metre running races while wearing these shoes. Doubtless Foster and Sons were delighted. The fortunes of Abrahams and Liddell were memorably portrayed in the Oscar-winning 1981 film *Chariots of Fire*.

During the 1920s and 1930s, sports became associated with building moral character and raising national pride. Demand for sneakers rose as a result, so manufacturers

could afford to make the designs more varied. **40**

All around the world, different shoes were also being produced

for different sports. In France, a brand called Spring Court marketed the first canvas tennis shoe, complete with eight little holes for ventilation on the side of their rubber soles.

During the 1950s, people in America and Europe began to have more free time, more leisure opportunities, and often more money to spend. There were great changes in the attitudes and habits of the new generation. **41**

Previously, they had simply worn the same things as adults, but in smaller sizes. Dress codes relaxed, and fashion items from sneakers to jeans became more and more popular.

Many were interested in what people such as US pop singer Elvis Presley and sporting heroes were wearing, and then wanted the same for themselves. Now it is common for sports stars to endorse (be seen to recommend) and advertise a particular brand of sneaker: recent examples include tennis ace Roger Federer and basketball star LeBron James. But did you know that this is a long-standing tradition, and that perhaps the bestselling sports shoe ever, the Converse All-Star was endorsed by basketball player Chuck Taylor as long ago as 1923?

Sneakers continued to become more and more popular.

42 This made sneakers the cheaper option, which in turn made young people even more likely to buy them instead of an alternative which seemed old-fashioned and was more expensive.



- A** This was one of the main problems with wearing sneakers.
- B** This was achieved by the use of an engraved piece of rubber on the underside of the shoe, which improved grip.
- C** For example, men's sneakers now became distinct from women's.
- D** In fact, sales grew so much that they negatively affected sales of traditional leather footwear.
- E** For perhaps the first time, children and teenagers everywhere were choosing for themselves what to wear.
- F** They became very popular with athletes, including at the 1924 Olympics.
- G** The term is also the standard name in Canada.