

Use of English and Reading

Task 1

Read the article and decide which answer (A, B, C or D) best fits each gap.

Cadiz, in the south of Spain is a (1) destination for Spanish and (2) tourists. In February, the residents of Cadiz (3) Carnival for two weeks and the city has to cope (4) huge numbers of holidaymakers. The old town becomes full of people dressed (5) in exotic costumes and bands that sing carnival songs. This sort of tourism (6) money, but it has a negative (7) , too. The next morning, the streets are filled with rubbish and the bin men have to clean up the streets as the partygoers aren't concerned with responsible (8) disposal. In summer, tourism is centred around the new town and Victoria beach. Families and friends (9) most of their time sunbathing on the sandy beach, eating and drinking at the cafes and restaurants, and swimming in the cool sea. Cadiz should be at the (10) of anyone's list if they want a fun or beach holiday.

- | | | | |
|------------------|--------------|----------------|---------------|
| 1 A mass | B public | C popular | D social |
| 2 A neighbouring | B exotic | C local | D foreign |
| 3 A celebrate | B party | C entertain | D festival |
| 4 A for | B with | C on | D from |
| 5 A to | B into | C up | D over |
| 6 A brings in | B brings off | C brings under | D brings into |
| 7 A shock | B meeting | C contact | D impact |
| 8 A mess | B waste | C basket | D destruction |
| 9 A involve | B run | C spend | D invest |
| 10 A top | B summit | C capital | D roof |

___/10

Task 2

Read the text and complete with one word only.

Which job?

In my school, our teachers often talk about (11) future and what we will do when we are older. Sometimes, they ask someone's mum or dad to come and talk to us about their job. Most of us have an idea of what we want to do, but a (12) students don't know this. So it's great to hear about different jobs. Astrid's dad is an engineer and he came and gave a presentation about his job last week. He told us about the exams you need to do to work in airports or in a (13) of places where engineers work. I'm not at all keen on the idea of working as an engineer as I'm hopeless at maths and science. I'm much (14) at art and music and I enjoy working in a much (16) creative way. I never run out of ideas! I'm hoping to work in an art gallery or possibly even the music industry when I leave school.

___/10

Task 3

Use the word given in capitals at the end of some lines to form a word that fits in the gap in the same line.

What is parkour?	
Parkour is a non- (17)..... activity that developed from army training in the	COMPETE
1980s which was designed to improve (18)..... Those who do it aim to get	FIT
from one point to another as quickly and efficiently as possible. They do this by only	
using their physical (19)....., through running, jumping and climbing.	ABLE
Basically, any movement that only uses the body is (20).....	ACCEPT
Parkour develops strength, spatial (21)..... and creativity. The sport	AWARE
aims to build (22)....., self-discipline and self-reliance as well	CONFIDENT
as (23)..... for one's actions. It encourages respect for others and	RESPONSIBLE
one's environment and highlights the importance of play, discovery	
and (24)..... at all times. As with many sports and physical activities, there	SAFE
is a risk of (25)..... or even death and those doing parkour need to accept this	INJURE
risk. But the sense of (26)..... that free runners feel after completing	ACHIEVE
a course cannot be matched.	

___/10

Task 4

Complete the second sentence so that that is has a similar meaning to the first sentence using the word given. Do not change the word given. Use between two and five words, including the word given.

27 Harry can't swim as fast as Joe.

SWIMS

Harry Joe.

28 I am worse at sport than my brother.

GOOD

I am not my brother.

29 I've never been so angry.

EVER

That's the been.

30 I couldn't understand the guide because he spoke too quickly.

SLOWLY

The guide didn't speak understand him.

31 The film was too dull to watch again.

INTERESTING

The film was to watch again.

32 Tina arrived late so she didn't see the start of the play.

TOO

Tina arrived..... the start of the play.

33 Lisa got that laptop when she was fourteen.

HAS

Lisa she was fourteen years old.

34 Delivering newspapers is less boring than I thought it would be.

AS

Delivering newspapers I thought it would be.

35 It's necessary to be very energetic to be a dancer.

DEAL

You need to be a dancer.

36 I met lots of people who interested me in my last job.

SO

I met people in my last job.

___/10

Reading

Task 1

Read the article and choose the answer (A, B, C or D) which you think fits best according to the text.

- 37 In the first paragraph, what is the writer's main point about the school?
- A Its policy on technology is going against a trend.
 - B Its teachers dislike the use of technology in class.
 - C Parents should be involved in decisions it makes.
 - D Students like to conform to its rules.
- 38 What is James Bishop doing in paragraph 2?
- A explaining the effect of too much technology on children
 - B justifying the school's approach to technology
 - C describing the school's policy on use of the internet
 - D illustrating the kind of problems technology can cause
- 39 What does 'it' refer to in line 35?
- A their tablet
 - B social media
 - C the study
 - D disruptive behaviour
- 40 In paragraph 4, what does the internet is 'out of bounds' mean?
- A its use is partially restricted
 - B it's part of a package of rules
 - C it's banned completely
 - D it's a useful tool for some people
- 41 What do Ann and Isobel disagree on about the ban on technology in paragraph 5?
- A It has reduced social pressure to conform.
 - B It causes problems with friends from other schools.
 - C It has made her more creative.
 - D It can be difficult to accept at times.
- 42 What is Richard's attitude towards the school's policy for his children?
- A He regrets his children's lack of technical expertise.
 - B He is unconvinced that they are benefiting from their general education.
 - C He is not concerned about the range of general skills they will need in future.
 - D He understands that technology is moving too quickly for them to keep up.

The no-tech school that is getting results

These days, it is commonplace to hear about schools investing heavily in technology and even having 'cyber-school' days, when pupils work remotely from home using their computers. But one school has
5 bravely rejected the use of technology for its pupils. At a school in the north of England, pupils aren't allowed to use smartphones or computers and they can't watch TV at home even during the holidays. In the school, there are no iPads, no smartphones and no television
10 screens. Parents who choose to send their children to this fee-paying school have to follow the same strict programme at home, with no television, computers or films, both during term-time and during holidays.

The school opened in 2011. It charges high annual
15 fees so it is only for families with money, and it is taking advantage of recent doubts about how much using technology in schools promotes learning. James Bishop, who is chair of the school board of directors, explained the ban on technology as a way to give
20 children the space to grow. He believes children today can rely too much on technology and television feeding them stimulation rather than learning to create their own activities and entertainment. Therefore, the aim of the school is to encourage creativity so that the
25 children are active creators not passive consumers. In September 2015, a global study found that schools that had spent a lot of money on computers and technology did not have improved results. In fact, the exact opposite was the case.

30 Another study revealed children are too busy playing games on their tablets to spend time in the sun during holidays, which could have negative effects on their physical health. Other reports highlighted the potentially negative effect of social media, with one
35 finding that nearly a quarter of students were on it at night, thus reducing the hours spent asleep. There is also a concern that allowing students to use mobile phones and iPads in the classroom leads to disruptive behaviour and poor concentration.

40 The school is against the use of all forms of electronics by small children and only gradual integration in adolescence. Many parents accept that following this edict means an agreement on their part to reduce the use of screen time at home. According to school
45 rules, children are not allowed to watch television at all before they are twelve, when they can watch documentaries that have been viewed and approved by their parents. Films are banned until fourteen and the Internet is out of bounds for anyone under sixteen.
50 Following these require great commitment on the part of all concerned.

Ann Springer, whose daughter Isobel, eleven, joined the school two years ago, believes the ban asks a lot of both parents and children. But she has no doubts that
55 it is worth the effort. In her view, reduced exposure to screens has resulted in less social pressure on Isobel to be like other children and behave in certain ways. Isobel, herself, says she was 'a bit annoyed' when she found out about the no-technology rules and that she
60 sometimes finds it difficult when she plays with her friends who go to other schools, which stresses her out. She reports that it can be a problem that she can't share viewing experiences with her friends and can't join in conversations based on what they have seen and heard.
65 But she claims the no-technology rule has resulted in her having a better imagination.

Another parent, Richard Atkins, who works in IT, enrolled his two children in the school after seeing a friend's children do really well at a similar school
70 without new technology. He says both he and his wife completely approve of technology on condition it is age-appropriate as it is detrimental if it is introduced too soon. When asked if he, especially as someone employed in the technology industry, is worried he is
75 taking away the opportunity for his children to learn important skills for a digital future, his response is unconcerned. 'Technology is growing and developing at a huge rate, so the future is likely to see this accelerate even further. Anything we teach our children now will
80 be out of date very soon indeed.'

Task 2

Read the article. Choose from the sentences (A–G) the one which fits each gap (11–16). There is one extra sentence which you do not need to use.

- A It is proof of your ability to work as part of a team and develops you as a person.
- B Once there they have started to set up camp.
- C 'I have met people I would never have met had I not done the award.'
- D As well as team work, going on an expedition allows young people to develop route planning and map-reading skills.
- E It's day two of their expedition and, so far, they have walked 35 km.
- F It sounded really interesting and a good way to meet people, which for me meant a way to overcome my shyness.
- G 'I've already decided I want to go on and do my Silver Award next year.'

Going for Bronze

- It's ten in the morning, it's raining heavily and Rita and a small group of her classmates have been hiking for four hours. (11) They are doing their Bronze level of the Duke of Edinburgh (DofE) award and to achieve the award they have to complete an expedition of two days and one night. Last night they camped under some trees and they were woken at 5 a.m. by the birds singing. They haven't had much sleep, but that hasn't had a negative impact on their good spirits.
- 10 'Yesterday we walked for twenty-five kilometres so we were really tired at the end of the day,' says Rita. 'We set up camp under some trees, then we made a camp fire and cooked dinner – we had sausages and baked beans. Everyone helped out and then we sat round the fire and sang camp songs. It was really good fun.' For many, such as Dan, one of the benefits of doing the DofE is the friendships that develop out of a shared experience. (12) 'When it's pouring with rain and you still have to walk ten kilometres, the team spirit keeps you going and determined to finish,' adds Rita.
- (13) 'We got a bit lost yesterday and walked five kilometres more than we should have, but we were able to find our way again using the map and a compass,' says Dan. Participants also learn how to pitch a tent and start a camp fire. In addition to this, many young people grow in self-confidence and self-belief. 'Before starting my DofE award, I didn't think I could do many things,' says Tanya. 'Now I feel I can tackle most things.'
- 'I've been working towards my bronze DofE award for three months now,' says Rita. 'I first heard about it when a leader came to our school to tell us about the award. (14) The leader explained that you also have to volunteer, do a physical activity and learn a new skill. I have always wanted to work with children so I offered to help at a local play scheme where I coached netball and helped the children with their arts and crafts. I love dancing so for my physical activity I started flamenco dancing classes and for my skill I started playing the clarinet in the school orchestra.
- 40 'Doing the DofE gives you much more than something that looks good on your CV. (15) ' says Rita. 'It can be challenging at times, but by persevering through tough times on expeditions and juggling my DofE commitments with studies, I've learnt about commitment and a determination to achieve my end goal.' Rita continues, 'The DofE programme helps young people get a sense of discipline and structure. It encourages children with disabilities to take part and they go on to complete their expeditions and experience a huge sense of achievement.'
- 50 (16) Rita is not alone. In 2017/18, more than 275,000 young people started their DofE – that's up 2% on 2016/17. Awards achieved also increased with over 142,000 gaining a Bronze, Silver or Gold Award, up 7% from the previous year. In 2017/18, 62,998 disadvantaged young people started their DofE, 23% of all new participants. For these young people, the benefits will be even greater; levelling the playing field and opening doors that may have been closed.

Task 3

You are going to read an article about four young people who have volunteered to help on different projects. For questions 11–17, choose from the people A–D. The people may be chosen more than once.

Which person/people:

- 49 was determined to assist the victims of a natural disaster?
- 50 refers to the negative effects of mass tourism on native species?
- 51 reports that some people in the community recognise how the project helps them?
- 52 describes a regular commitment to volunteering with children?
- 53 mentions the requirement to help to tidy up the environment?
- 54 had the opportunity to educate the next generation about conserving their environment?
- 55 reports that similar conditions had not been seen for generations?

Young volunteers

Four young people talk about the projects they volunteered on.

A

Last year, I went to help with the conservation of endangered species in the Galapagos Islands. I've always been fascinated by the animals that live there. Unfortunately, the fact that over 80,000 tourists visit the islands each year means that the rubbish that they leave on beaches can harm the giant tortoises and seabirds. At first, I monitored the Galapagos Petrel, which builds its nests where the native miconia plants grow. Humans have introduced non-native plants, like the guava tree, which stop miconia from growing freely and so are a threat to this unique bird, as are the black rats that live in the rubbish-strewn urban areas on the islands. After a week of counting, tagging and measuring these birds, I then worked in the giant tortoise breeding centre. This is the only protected area on the islands and tortoises are bred and kept safe here. I helped repair nests and ponds and also fed the tortoises. They eat the otol plant, so we planted lots of these. I also went into local schools to talk about how schoolchildren can help this endangered species to survive.

B

As part of my Duke of Edinburgh Gold award, I went on an expedition to Base Camp at the foot of Mount Everest to clear up the rubbish left by many groups of climbers. Each year, around 100,000 walkers and climbers visit the area and damage the precious ecology of the mountain. Since 2014, climbers have had to fill canvas bags left on the mountain with the rubbish left by previous visitors to the area. The bags are then taken away by helicopters at no extra cost as these fly to the mountain to drop climbing ropes and used to return empty. To date, over sixteen tonnes of waste including oxygen tanks, tents, eating utensils and other camping materials have been taken away, but there is still more to do to return this famous location to its pure and clean condition of earlier times.

C

Most people think it rains all the time in Britain, which isn't true, but at times it can seem like it does. Sometimes we get too much rain and it floods. In December 2015, the city of Carlisle and the surrounding villages in the north of England experienced devastating floods after Storm Desmond hit the area. Luckily, my family lives in a village on a hill so we weren't affected. But when I saw that local children had had to leave their homes with their parents and sleep in the sports hall of their school, I decided to do something to help. I went to the flood relief centre and distributed hot meals that other volunteers had cooked. I am a bit of a whizz at building websites, so I made one that asked people to donate clothing, shoes, food and toys to be given to flood victims. There were also a lot of elderly people whose homes were flooded and they said it was the worst flooding they had seen since 1947.

D

I live in a town near London, but my uncle and aunt live on a farm in Devon and I go to visit them in the school holidays. I love helping to feed and care for the animals, so when I heard that Hackney City Farm in the centre of London was looking for volunteers, I jumped at the chance. I like working with children so I help at the Mini Farmers Club every Saturday morning. We make arts and crafts and get to know the animals. Some children have never seen a live farm animal until they come to the farm so it is wonderful to see their faces light up when they can stroke the goats and cows. They also learn about where foods like milk, cheese and meat come from as some think they are made in supermarkets! It's not just the children that we help – adults who want to learn how to grow fruit and vegetables come to gardening sessions. I can only help on these during the school holidays, and I meet a lot of retired people. Some of them tell me they feel isolated and like getting out and meeting people. The farm is always looking for volunteers, so what are you waiting for?