Test 7

LIVEWORKSHEETS

READING AND USE OF ENGLISH (1 hour 15 minutes)

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** settled **B** established **C** installed **D** found

0	A	B	C	D

A new partnership

In 1884, a small engineering firm was **(0)** ..... in a part of Manchester. Its owner had **(1)** ..... to complete only two years in formal education yet was still successfully **(2)** ..... a business. In 1903, he bought his first car but it did not meet his high **(3)** ..... and, being an engineer, he could not **(4)** ..... having a go at improving it. By the following year he had designed a new car himself, and then started manufacturing this model. One of his cars came to the **(5)** ..... of a wealthy car salesman from an aristocratic background. He was **(6)** ..... impressed by the car and a meeting was **(7)** ..... between the two of them at the Midland Hotel in Manchester. The meeting was a success and the two men decided to go into business together. The name of the manufacturer was Henry Royce and that of the wealthy aristocrat, Charles Rolls – and so the world-famous brand, the luxurious Rolls-Royce, was **(8)** ..... .

LIVEWORKSHEETS

1	**A**	passed	**B**	achieved	**C**	managed	**D**	allowed
2	**A**	arranging	**B**	running	**C**	working	**D**	dealing
3	**A**	standards	**B**	rates	**C**	levels	**D**	ranks
4	**A**	obstruct	**B**	resist	**C**	oppose	**D**	refuse
5	**A**	attention	**B**	view	**C**	interest	**D**	attraction
6	**A**	widely	**B**	mainly	**C**	greatly	**D**	fully
7	**A**	put out	**B**	turned up	**C**	taken out	**D**	set up
8	**A**	brought	**B**	originated	**C**	discovered	**D**	born

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**).

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

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

The importance of reading

Reading is good **(0)** ..... us. In fact, there is plenty of evidence that reading for pleasure is more than just another leisure pursuit – it actually improves our mental and physical health. Reading extended texts **(9)** ..... as novels or biographies, **(10)** ..... requires intense concentration for a considerable period of time, helps to lengthen attention spans in children and improves their ability to think clearly. However, experts say **(11)** ..... is essential to acquire the habit of reading extensively **(12)** ..... a small child, while the brain is still developing.

Reading can undoubtedly **(13)** ..... beneficial to our mental well-being. Reading not **(14)** ..... helps combat feelings of loneliness, it also allows people to relax and forget their problems for **(15)** ..... while. The concentration required during the act of reading seems to ease muscle tension and slow the heart rate. Researchers have found that just six minutes of reading can reduce stress levels by as **(16)** ..... as two-thirds.

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**).

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

Example: 0 | E | X | P | E | N | S | I | V | E |

The price of meals

When a meal is **(0)** ..... , do people say they enjoy it simply because it costs a lot of money? There is some **(17)** ..... from an experiment in a New York restaurant which suggests that this might be so. **EXPENSE** **EVIDENT**

The restaurant served diners a meal but charged some **(18)** ..... as much as others, even though the meals were identical and taken in the same **(19)** ..... with the same level of service. After the meal everyone was asked what they thought of the meal. One might think that the people who had paid least would be the most impressed with the meal. **(20)** ..... though, it was those who had paid most who gave it the highest **(21)** ..... . **TWO** **SURROUND** **SURPRISE** **RATE**

According to a well-known **(22)** ..... the reason for this finding is that a high price for a meal is very **(23)** ..... in convincing people that a meal is good. One wonders if this might **(24)** ..... restaurant owners to keep their prices high. **PSYCHOLOGY** **SIGNIFY** **COURAGE**

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 A very friendly taxi driver drove us into town.

DRIVEN

We ..... a very friendly taxi driver.

The gap can be filled by the words 'were driven into town by', so you write:

Example:	**0**	*WERE DRIVEN INTO TOWN BY*

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

---

25 Last Saturday my friend asked me, 'Do you want to see a film tonight?'

WHETHER

Last Saturday my friend asked me ..... a film that night.

26 The journey was shorter than I had expected.

LONG

The journey was ..... I had expected.

27 'There's been a rise of over ten per cent in the price of the tickets,' said Sue.

GONE

Sue said that the price of the tickets ..... than ten per cent this year.

LIVEWORKSHEETS

28 He sings in the show and dances in it as well.

ONLY

Not ..... in the show, he also dances in it.

29 My mother thought it would be good for me to live abroad for some time.

BENEFIT

My mother thought that I would ..... abroad for some time.

30 I am sorry I didn't contact you, but I was very busy.

TOUCH

I apologise for ..... you, but I was very busy.

LIVEWORKSHEETS

Part 5

You are going to read an extract from a book about a cycle ride from Russia to the UK. 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**.

Cycling Home from Siberia, by Robert Lilwall

We had been flying east all night and I awoke to notice that it was already daylight. Looking out of the window onto the empty landscape below, the dark shades of brown and green reassured me that, although it was mid-September, it had not yet started snowing in Siberia. I could see no sign of human life and the view rolled away in an otherworldly blend of mountains, streams and forests to an endless horizon.

My Russian neighbour Sergei woke up and smiled at me sleepily. I had told him that I was flying to the far-eastern Siberian city of Magadan with only a one-way ticket because it was my intention to return home to England by bicycle. 'But, Robert,' he had reasoned with me, 'there is no road from Magadan; you cannot ride a bicycle.' I explained that I had reason to believe that there was a road, though not many people used it these days.

'Alone?' he asked, pointing at me.

'No, I will be riding with a friend called Al.'

'Just one friend?'

'Yes just one,' I nodded. Sergei still looked unconvinced and with just one word 'Holodna' (cold) he pointed outside. I tried to
line 27 bolster my case by explaining to Sergei with hand gestures that I had a lot of warm clothes, though I left out the fact that, because my trip was self-funded I was on a tight budget. Most of my clothes and equipment had been bought at slashed prices. In reality, I was not at all sure they would be up to the job. This was especially true of my enormous postman's over-trousers which I had bought for £10.

My life of travel had all started in a lecture hall in Scotland several years ago. The hall that morning was full of students slumped in their seats. Some were taking notes, without energy. The lecturer droned on. I was thinking hard about a particular dilemma. Should I ask him or not? 'Well, why not?' I tore a fresh sheet from my pad and wrote, 'Hi Al, Do you want to cycle across the Karakorum Highway between Pakistan and China this summer? Rob.' In the row in front of me slouched Al, my old school friend. I tapped him on the shoulder and passed the note. He tried to decipher my scrawl, scratched his head, wrote something and passed it back. I unfolded it and held my breath while I read. 'OK,' it said.

Six years later I was going to join Al in Siberia. I had been working as a geography teacher and although I was still far from having full control of my classes, the job did tick many important boxes for me. It was frequently challenging, rarely boring, often fulfilling and of course there were great long holidays in which to chase adventures. Twice since I had started teaching I had used these holidays to go to meet Al. He had caught the adventuring-bug in a big way after our bike ride through Pakistan and so had decided to do something far more relaxing than teaching: to cycle around the world. I was now joining him for the Siberian part of his trip.

Ever since that first ride we had taken together, Al had been setting himself greater and greater challenges. This round-the-world-by-bike trip was certainly his greatest so far. At times he thought that the ride, or the road, would break him. Although it sounded tough, I envied him in many ways. He was having an extraordinary adventure, finding that he could deal with each new challenge even if it seemed impossible. He was proving wrong the sceptics who had told him he could not do it. He was doing something that scared him nearly every day and it made him feel alive.

LIVEWORKSHEETS

31 In the opening paragraph Robert reveals that he was

A grateful that the long night was over.
B relieved that the winter weather had not yet arrived.
C surprised that the area seemed uninhabited.
D disappointed by the colours of the earth below him.

32 Robert uses the phrase 'bolster my case' in line 27 to show that he was trying to

A change the subject.
B end the conversation.
C reassure Sergei.
D correct Sergei.

33 Robert uses the example of the over-trousers to show that

A he had been successful in getting local people to help him.
B he had had a restricted amount of money to spend on clothes.
C he was confident that he was well prepared for the extreme cold.
D he had been able to negotiate good prices for his equipment.

34 What do we learn about Robert in the lecture hall?

A He didn't want the lecturer to notice his lack of attention.
B He was puzzled by something the lecturer had said.
C He was unsure about what to write in the note.
D He was apprehensive about his friend's reaction to his suggestion.

35 How can Robert's attitude to teaching best be summarised?

A He felt it was the right career choice for him.
B The holidays were the only positive aspect of the job.
C He felt the job was getting too stressful.
D He enjoyed having the respect of his students.

36 What does Robert say about Al's round-the-world trip?

A Al never doubted that he would be successful.
B Al tried to hide the difficulties he was facing from his friends.
C Al was pushing himself to the limit of his capabilities.
D Al was totally fearless as he enjoyed the adventure.

LIVEWORKSHEETS

Part 6

You are going to read an article about a type of seabird, called a puffin. 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**.

Puffins in peril

Scientist Mike Harris explains that the puffin seems about to join the list of seabirds whose numbers are declining.

It's a grey day in early April on the Isle of May off the east coast of Scotland. Far out to sea a small dot appears on the horizon. It rapidly increases in size, suddenly turning into a puffin that lands with a splash on the water. This bird probably hasn't seen land for five months, but now it's returning to its colony for the breeding season.

The first puffin is soon joined by others and together they bob on the sea. Newly returned birds are nervous but, as the days pass, they gain confidence and begin reclaiming the underground nesting burrows they made the previous year by tunnelling into the soft earth on the top of the cliffs. **37** ____ They have to hurry because it takes three months to rear a chick and all the birds must leave by early August to spend time feeding intensively before the winter.

I visit the island every April, eager to see how many of the adult puffins we have caught and attached identification rings to have returned. **38** ____ With a team of helpers I counted every occupied burrow on the island – something we undertake every five years.

The island's puffin population had been increasing every year for the previous 40 years, and so we anticipated at least 100,000 pairs. To our dismay we found just 42,000. **39** ____ Experts from other research programmes have concluded it must be connected to where puffins spend the winter months.

Last spring we also caught and weighed some returning adults and found they were significantly lighter than the birds we caught 10 years ago. **40** ____ Puffins are long-lived and can cope with a few poor productive seasons, but not with such a large loss of adults.

In early August, the puffin colonies empty rather abruptly. Virtually all puffins leave within a week, though a few adults remain to feed a late chick. **41** ____ I have always believed, though, that few of them venture far from the North Sea. Now, however, the development of instruments known as geolocators, small enough to be fitted around a puffin's leg, is enabling us to test this idea.

We fitted these units to some puffins two years ago and caught the birds again last year to download the data. Some did remain within the North Sea, but others went much further. For someone who has spent years watching puffins for only part of their lives, this new technology is providing some fascinating information. **42** ____ This would still leave us with the question of what they eat in winter and whether there are sufficient quantities of prey available.

The good news is that we now have an idea of the areas our puffins go to in winter, and we can check whether conditions there might have altered due to climate change or overfishing. Maybe we can then take some steps to help them. Hopefully it is just a local problem, because there are in fact still plenty of puffins to see around the Scottish coast.

LIVEWORKSHEETS

A We weren't the only ones to wonder why this might be happening.

B From this moment on, we know remarkably little about where these birds end up and what could possibly be affecting them there.

C But we should also take into account that if a young puffin survives the winter, it will come back the following July.

D Other devices will also hopefully tell us how much time puffins spend diving for food.

E This was further evidence that something unusual is happening at sea before they return to the colony.

F Puffins are always among the earliest seabirds to lay eggs.

G Last year there was an additional task.

LIVEWORKSHEETS

Part 7

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

Mark your answers **on the separate answer sheet**.

In which section does the writer

suggest why Canaletto's work was less appreciated in his home city than elsewhere?	**43**	
give examples of how Canaletto tricks the viewer in his pictures?	**44**	
claim that Canaletto's paintings contain a kind of historical record of Venice?	**45**	
tell us where Canaletto worked on the composition of his pictures?	**46**	
mention the reason why Canaletto didn't paint exactly what he had seen?	**47**	
suggest a weakness in the work Canaletto painted away from Venice?	**48**	
give some details of Canaletto's initial painting technique?	**49**	
say that Canaletto took a risk by specialising in a particular kind of art?	**50**	
describe different artistic reactions to Venice?	**51**	
refer to the effect Canaletto's paintings had on artists in another country?	**52**	

LIVEWORKSHEETS

Canaletto and Venice

An expert describes the close relationship between the great 18th century Italian painter Canaletto and his home city.

A Canaletto's lifetime subject was the city of Venice. Apart from the works done during his decade in London, he painted virtually nothing else, and Venice has never been so minutely and extensively painted by any other artist. His response to Venice was not like the dramatic, emotional response of a visitor overpowered by the city's haunting beauty and magic, as the British painter Turner was later, for example. Canaletto's paintings, with their love of incidental detail, betray a deeper-rooted, more lasting attachment – the affection of a native Venetian.

B Canaletto depicted the city as it really was, documenting the changes in the cityscape over the years – Piazza San Marco being repaved, palaces being reconstructed, graffiti appearing and disappearing. Above all, he suffused his painting with the natural light and atmosphere of Venice which was second nature to him. When he went to London in 1746, Canaletto could not quite come to terms with painting the cooler tones and the unsympathetic climate of England, and somehow his paintings of the River Thames always ended up looking rather like the Grand Canal.

C In spite of his natural affection for Venice, Canaletto's paintings were rarely bought by his fellow Venetians. This was probably because the locals did not need reminders of their city, and also because in Venice 'view painting' was not taken very seriously in comparison with historical and religious painting, or even landscape and figure painting. To become a 'view painter' at that time was quite a brave choice and, by the end of his career, Canaletto had done much to raise the status of the genre. However, his influence was felt more among painters in England, the home of his major patrons.

D Canaletto's extraordinarily detailed and accurate scenes were perfect for the foreign tourists in Venice, who wanted souvenirs or mementoes of their visits. The more accurate the scene the better, in fact, and Canaletto's first patron, Owen McSwiney, persuaded him to change from his earlier picturesque and theatrical style to a more factual one. Instead of loose brushwork and thick paint, alongside dramatic contrasts of light and shade, Canaletto adopted more of a snapshot approach, which proved to be very commercial. His colours became brighter, the paint surface smoother, and the scenes looked more realistic. McSwiney wrote 'his excellence lies in painting things which fall immediately under his eye', as if he worked directly from nature. At a casual glance, everything in his pictures is instantly recognisable and looks exactly as it does, or did, in reality. In fact, Canaletto never painted from nature – his pictures were created in the studio.

E In working out the compositions, he used his imagination and a certain artistic licence. Although he paid the minutest attention to the detail of a decorative carving, a ship's sails or washing hanging out, Canaletto felt at liberty to distort and reorganise the main objects in his paintings in the interest of dramatic effect. He would alter the sweeping curve of the Grand Canal, for example, or include more in a composition than could be seen from any single viewpoint. The clutter of traffic on the waterways looks random and natural, but the position of each boat was carefully worked out to achieve the best effect. In this way, he conveyed the essence of Venice even if he deceived the eye. The drawings which formed the basis of his compositions range from rapid sketches of ideas for painting, done on the spot, to large-scale fully detailed preliminary drawings. Sometimes, he made precise drawings for engravers to copy, and occasionally he produced them as works of art in their own right, in which case they were finished in the studio.

LIVEWORKSHEETS