# B2 READING & USE



## 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.**

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**Example:**

**0** **A** getting **B** coming **C** setting **D** putting

| 0 | A | B | C | D |
|---|---|---|---|---|

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### Cycling holidays

Some of my best holidays have involved **(0)** ..... around on two wheels, cycling through the countryside with my family. Our **(1)** ..... is for off-road trails where there is no need to worry about other traffic and we can **(2)** ..... our time, cycling at our own speed and **(3)** ..... for a while to have a rest and **(4)** ..... the view. The best routes are away from the crowds but within easy **(5)** ..... of accommodation and eating places. Cycling holidays take little planning; we just pick a route, pack essential clothing and set off. Because we have to carry everything with us all the time, we are very strict about what we take – so that **(6)** ..... nothing heavy. If you fancy **(7)** ..... this a try yourself, there are lots of books and websites that will help you plan a route. There are even companies that will **(8)** ..... you with all the equipment you need. So get on your bike and start exploring!

LIVEWORKSHEETS

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | **A** | preference | **B** | alternative | **C** | favourite | **D** | option |
| 2 | **A** | make | **B** | take | **C** | leave | **D** | catch |
| 3 | **A** | waiting | **B** | hesitating | **C** | delaying | **D** | pausing |
| 4 | **A** | admire | **B** | regard | **C** | grasp | **D** | observe |
| 5 | **A** | distance | **B** | reach | **C** | length | **D** | range |
| 6 | **A** | causes | **B** | results | **C** | means | **D** | leads |
| 7 | **A** | doing | **B** | making | **C** | having | **D** | giving |
| 8 | **A** | offer | **B** | lend | **C** | provide | **D** | recommend |



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**).

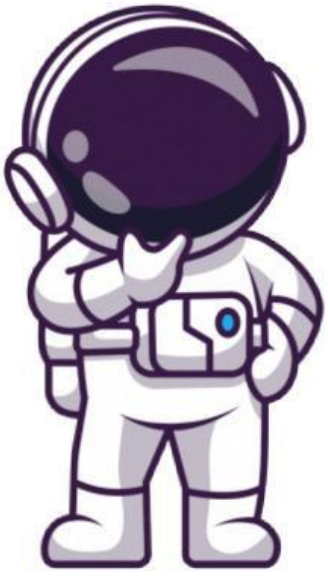
Write your answers **IN CAPITAL LETTERS on the separate answer sheet.**

**Example:** 0 | W | H | A | T | | | | | | | | | | | | | | |

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## Food in space

Have you ever wondered **(0)** ..... astronauts eat while they're in space? Well, currently there's not a great deal of choice because making space food is far more difficult than anyone **(9)** ..... imagine. The food absolutely **(10)** ..... to be nutritious because astronauts' bodies are put under a lot of pressure. They need food in **(11)** ..... to maintain their energy levels and keep their spirits up. So scientists are looking for volunteers to help them work **(12)** .....how to improve the quality and choice of food for future space missions. The volunteers will experience exactly what life is **(13)** ..... for real astronauts by living inside a fake space capsule and wearing spacesuits. They will spend 120 days living on nothing **(14)** ..... space food, recording **(15)** ..... time it takes to prepare it, **(16)** ..... good it tastes and whether their food choices change over time. At the end of the project, the scientists hope to come up with exciting new food solutions for the astronauts of the future.






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 | V | I | L | L | A | G | E | R | S | | | | | | | | | | |

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### Ancient writing

In 1999, **(0)** ..... in the state of Velacruz, in Mexico, uncovered a stone block with marks carved onto its surface. **(17)** ..... archaeologists realised how important the marks were: the patterns covering the stone seemed to provide **(18)** ..... of a system of writing based on pictures and symbols. The find was particularly **(19)** ..... because it was the oldest example of writing ever found in the region. **VILLAGE** **MEXICO** **EVIDENT** **EXCITE**

The **(20)** ..... patterns, or 'hieroglyphics', include fascinating images of snakes and birds. Most experts are aware of the **(21)** ..... of the find, but there is still some **(22)** ..... about who wrote the ancient message. It is hoped that other similar **(23)** ..... in the future will give researchers a greater degree of certainty about the origins of the symbols. Experts **(24)** ..... believe they were written by a civilisation known as the Olmecs. **REMARK** **SIGNIFICANT** **AGREE** **DISCOVER** **GENERAL**



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** Prizes are given out when the school year finishes.

**PLACE**

Prize-giving ..... end of each school year.

The gap can be filled by the words 'takes place at the', so you write:

| **Example:** | 0 | *TAKES PLACE AT THE* |
|---|---|---|

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

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**25** Wear some warm clothes because it might get cold later.

**CASE**

Wear some warm clothes ..... cold later.

**26** I really regret eating all that chocolate.

**WISH**

I really ..... all that chocolate.



**27** 'I'm sorry I didn't do my homework,' said Maria.

**NOT**

Maria apologised ..... her homework.

**28** I missed the train because I got to the station late.

**CAUGHT**

If I had got to the station on time, ..... the train.

**29** Unfortunately, I only realised I'd lost my keys when I arrived home.

**UNTIL**

Unfortunately, ..... I arrived home that I realised I'd lost my keys.

**30** I'm sure Simon went home early because I can't see him anywhere.

**MUST**

Simon ..... home early because I can't see him anywhere.

LIVEWORKSHEETS

## Part 5

You are going to read a magazine article in which a teenager discusses classical music. 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.**

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# Teenagers and Classical Music

When you see a teenager with an MP3 player, you can be pretty certain it's not classical music they're listening to. Most of us can list the names of dozens of pop groups, but ask any of my friends if they know who Brahms was and you can tell by the expression on their face that they haven't a clue. I have just started doing a music degree, but the people on my course know no more about the works of great composers than anyone else our age. And if you don't know who wrote the music, you are unlikely to go out and buy any recordings of their work.

The statistics must be depressing for a lover of classical music. Apparently only 3% of concert tickets sold last year were for classical music events, and the average classical recording sells a mere 300 copies. I must say I still find that hard to believe. So what has caused this decline in interest for a type of music that has lasted for centuries? The older generation are irritated by our obsession with TV and video games, blaming it for most things, but I don't think there is any connection in this case. The simple truth is that classical music just doesn't hold much attraction for most people, and that is particularly true of teenagers, who are the ones most likely to buy music and concert tickets.

Now I'm aware that this doesn't apply to everyone my age. I know some teenagers who go to classical music concerts all the time, but they are a minority. Although I am a musician and play in an orchestra, I'm not exactly a classical music fan. I enjoy a huge range of styles, but judging by what's stored on my computer, my classical music consumption is probably pretty close to that 3% figure.

So why don't teenagers like classical music? Well, first of all, the pace and rhythm of classical music, with its numerous changes of mood, are problematic for us. We like to talk fast, play fast, and think fast. In addition, if you believe the experts, we have difficulty paying attention for more than about three minutes; far too short for most pieces of classical music, but perfect for a pop song. Pop is structurally quite simple and therefore easy to listen to, while appreciating a piece of classical music requires time and concentration. The subject matter of pop music also holds much more appeal than a lengthy piece of classical music with no lyrics. Classical music is incredibly powerful, but not exactly full of the issues that concern teenagers.

The way we listen to music has also changed. In the past, families would gather at home to make music together, and an ability to play an instrument was highly valued. The only other opportunity to hear music was at a concert. Nowadays, you can find any music you want at the click of a mouse, and yet the sound track to our lives is rarely classical. When did you last go into a shop that had classical music playing in the background?

In my orchestra we play classical music in all sorts of different places, but no matter how cool the posters are, I see virtually nothing but grey hair when I look into the crowd. Some say that the lack of interest in classical music among teenagers is the fault of our schools, but there are plenty of kids eager to play classical music in their school orchestra. They arrive early to practise and stay after school to rehearse. Classical music appeals to them when they perform, but otherwise it is not their music of choice. The two activities have become separated. When we want to relax, it's always pop music.

*line 34*



LIVEWORKSHEETS

31 In the first paragraph, what does the writer say about teenagers?

**A** Their knowledge of classical music is limited to the names of composers.
**B** They don't listen to classical music because they don't know what to buy.
**C** Even the ones who study music have limited knowledge of classical music.
**D** Some would be embarrassed to admit to having classical music on their MP3 player.

32 How does the writer feel about the statistics she mentions in the second paragraph?

**A** disappointed that people are losing interest in classical music
**B** annoyed that older people criticise the things that she enjoys
**C** surprised that so few people buy classical music recordings
**D** certain that the future of classical music depends on teenagers

33 What is the meaning of 'classical music consumption' in line 34?

**A** the amount of music she listens to
**B** the amount of music she plays
**C** the number of concerts she attends
**D** the number of recordings she has made

34 The writer believes that teenagers prefer pop music because

**A** the style of it is always changing.
**B** the words used in it are relevant to their lives.
**C** it suits their many changes of mood.
**D** listening to it helps them to focus.

35 In the fifth paragraph, what does the writer say about classical music?

**A** We only really enjoyed it at concerts.
**B** We don't notice it being played.
**C** We should appreciate the way it is played.
**D** We hear it less than other kinds of music.

36 What is the writer's main point in the last paragraph?

**A** Pop music is generally more relaxing to listen to than classical music.
**B** Those who play classical music often don't like listening to it.
**C** Good classical musicians usually have to spend a lot of time practising.
**D** Schools are to blame if teenagers are not interested in classical music.



LIVEWORKSHEETS

## Part 6

You are going to read an article about Antarctica. 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.**

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# Rainforest in Antarctica

*Scientists have discovered that Antarctica looked very different 55 million years ago!*

Antarctica is the fifth largest continent after Asia, Africa, North America and South America. It covers 14 million km², 98% of which is ice.

Antarctica is frozen now, but a study has found that there were trees similar to palm trees in the Antarctic 55 million years ago, in a period known as the early Eocene era. 37 Global levels of the principal greenhouse gas, carbon dioxide, were nearly three times as high then as today.

Scientists have known for a long time that the start of the Eocene era was one of the hottest periods in Earth's history, so at that time Antarctica would have been ice free and much warmer than at present. 38

For millions of years, rock, plants and animal bones have been ground down by wind, water and the sheer weight of ice to tiny pieces known as sediment. Scientists have now analysed samples of Antarctic sediment from the Eocene period. These were not available to them until very recently. 39 Unfortunately, any sediment remaining there from the Eocene period was destroyed as Antarctica's climate changed or buried under thousands of metres of ice.

Now technology has allowed researchers to analyse sediment from under the sea. The study was carried out by a team of 36 scientists off the coast of Antarctica. They dropped a drilling machine through 4 km of water, and used it to make a long thin hole, 1 km deep, into the ocean floor. Then a metal tube was pushed down into the sediment to take a sample, and a sort of lid was closed over it. 40 One of the authors of the study said: 'The samples are the first detailed evidence we have of what was happening in the Antarctic during this vitally important era.'

Throughout the Eocene period, tiny pieces of plant were transported by insects, or washed to the bottom of the sea bed just off the coast. They then settled into the sediment and were preserved for 50 million years. 41 Analysis of the plant pieces in the sediment samples reveals that the coast of Antarctica used to be covered in warm rainforest similar to that in northern Australia or New Guinea. Further inland, mountainous regions were covered in different kinds of trees.

This discovery suggests that temperatures on the Antarctic coast were around 16°C and summers reached a pleasant 21°C. Antarctica was in nearly the same position as it is now, over the South Pole. As a result, it would have been dark in winter, like today. 42 Temperatures probably never fell below 10°C.

The vegetation of Antarctica is very different today from 55 million years ago. There are no trees or bushes on the continent, and only two species of flowering plants are found along the western side of the Antarctic Peninsula. What will it be like, though, in another 50 million years?

**A** The main reason for this is that they had previously only been able to look on land.

**B** So they decided to collect some more samples in winter, despite the difficulties involved.

**C** The presence of particular plants, however, indicates that it was fairly warm even during those coldest months.

**D** They could grow there because at that time the area had a near-tropical climate with frost-free winters, even in the polar darkness.

**E** Some of them have now been brought up in the tubes.

**F** But their new findings have provided the first ever detailed information about its environment and, consequently, its climate.

**G** This ensured it remained inside as it was pulled out.

LIVEWORKSHEETS

## Part 7

You are going to read an article in which four teenage girls describe school trips they have been on. For questions **43–52**, choose from the people (**A–D**). The people may be chosen more than once.

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

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### Which person

| | |
|---|---|
| recommends something she did? | 43 |
| appreciates having made new friends? | 44 |
| regretted a choice she made? | 45 |
| was persuaded to do something which proved enjoyable? | 46 |
| thought of ideas for group activities? | 47 |
| had concerns that were shared by other people? | 48 |
| was reassured by a good first impression? | 49 |
| is not sure she was told the truth? | 50 |
| enjoyed some activities more than other people did? | 51 |
| had expected some people to behave differently? | 52 |



LIVEWORKSHEETS

# School trips

## A Lisa

The trip was organised at the beginning of the academic year because we hadn't seen each other much over the summer. It was basically six days doing activities like mountain walking and canoeing. We offered to help with the cooking, which was actually quite good fun. The plan was that we would do things all together in the evenings; my friends and I came up with stuff like games and talent shows, and we even put on a play one night. We performed it for the teachers, who really liked it – at least, that's what they said at the time! It didn't really matter anyway, because we all had such a laugh. Some friends of mine even posted a video of it online when we got home. I hope we can do something like that again some time.

## B Rosa

I must admit I expected it to be a bit of a waste of time. This trip was compulsory for the whole class, and I thought it might be dreadful! Anyway, when we got off the train and I saw the lovely village where we were staying, I knew straight away it would be all right. Our teachers were really friendly and did loads of sports with us, which was perfect for me, but not that great for some of my less sporty friends. On one day we could choose to go either to a museum or to an art gallery. I went to the museum, which was a poor decision as the alternative, the art gallery, was pretty cool and everyone should see it apparently. All in all, though, I had a great time and I'll definitely be on the next trip!

## C Claire

We were away for three days, and on one of them we visited a huge cave. I was anxious about going underground into the dark! All my friends teased me about that but said I'd be OK and that they'd look after me, so I went along. I didn't like it at all at first, but when I eventually relaxed and started to look around properly, I have to say it was stunning. There were lights along all the paths inside the cave and they'd also put some up so you could see the different rock formations there. So in the end, it wasn't scary at all. The rest of the trip was fun too, but I'd say that was the highlight. I wish I could go back there with my family, but it's too far away. But should you be in that area, it is definitely worth a visit.

## D Jana

I hadn't wanted to go on any school trips before because I was worried about being away from my parents. I know it sounds silly, but I also know I wasn't the only one. There was no choice this time; the whole class had to go. It was only for the weekend in any case, and not far from home either. We went camping – luckily, it didn't rain. I thought the teachers might be strict with us, but that wasn't the case at all. We went for long walks in the forest during the day, but probably the best bit was in the evenings when we sat round a campfire in a big circle and sang funny songs. I even ended up getting close to people I'd never talked to much at school before, so the trip really was worthwhile.



LIVEWORKSHEETS