Part 2

You will hear a boy called Jake giving a class presentation about birdwatching, which is his hobby. For questions **9–18**, complete the sentences with a word or short phrase.

Listening test audio

Birdwatching

The place where Jake went birdwatching most recently was a

(9) ..... in his local area.

Jake says that the **(10)** ..... is the best time of year for birdwatching.

It was Jake's **(11)** ..... who gave him the idea of writing a blog about birdwatching.

The name of Jake's blog is **(12)** ..... .

Jake compares an unusual bird he saw in Australia to a

(13) ..... .

Jake has seen a total of **(14)** ..... different types of birds.

Jake says that recognising the **(15)** ..... made by different birds is something he wants to get better at.

Jake recently built a **(16)** ..... in his garden with his father.

Jake says that people should avoid giving **(17)** ..... to birds.

To help him with his birdwatching, Jake hopes to get a

(18) ..... soon.

LIVEWORKSHEETS

Part 3

You will hear five short extracts in which members of a dance class are talking about preparing to take part in a dance show. For questions **19–23**, choose from the list (**A–H**) what each speaker says about their experience. Use the letters only once. There are three extra letters which you do not need to use.

A My teacher inspired me to give a great performance.

B I discovered the value of teamwork.

Speaker 1 ☐ 19

C I was unable to cope with being physically uncomfortable.

Speaker 2 ☐ 20

D Being well prepared made me less nervous.

Speaker 3 ☐ 21

E I realised the importance of sharing my feelings with others.

Speaker 4 ☐ 22

F I recognised the need to be prepared for the unexpected.

Speaker 5 ☐ 23

G The concentration required was something I found hard.

H The contribution I made was appreciated by others.

LIVEWORKSHEETS

Part 4

You will hear an interview with a teenager called Tina Barker, who is talking about a local archaeology project she took part in last summer. For questions **24–30**, choose the best answer (**A**, **B** or **C**).

24 Tina says the start of the project was delayed because they needed to

A get expert advice on where to begin digging.

B find the right kind of specialist equipment.

C gain permission from landowners.

25 What is Tina particularly hoping to discover about her village?

A evidence to support a theory she has about it

B the function of a key building in its history

C why people suddenly abandoned it

26 How did Tina feel when she dug up a wedding ring?

A disappointed to hear it wasn't made of something valuable

B pleased to find something that had been significant to its original owner

C keen to find out more about who it had once belonged to

27 What does Tina say about the archaeologist on site?

A He's very strict with the volunteers.

B He is frustrated by the attitude of the volunteers.

C He's keen to show the volunteers how to care for things they find.

28 Tina is concerned about the cows coming onto the site because

A the project could be badly affected by them.

B people seem unaware of the problems caused by them.

C excavated items are being destroyed by them.

29 What does Tina feel she's personally gained from the project?

A an ability to stay calm in difficult situations

B an awareness of the value of patience

C an appreciation of how local people once lived

30 Tina is keen that the items that have been found by her group should be

A sold to raise more money for another project.

B taken to major museums for a wider public to see.

C kept in the village to inform local people about their hist

LIVEWORKSHEETS

Learning to cook

A Billy

I've been having cookery classes at school, although I've somehow maintained an enthusiasm for making good food in spite of them! Luckily my mum, who's a pretty good cook herself, has always made my brother and me take turns in meal preparation, to ensure we learnt the essential skills. And those have been really useful for me in my classes, especially when we've had to improvise and make a meal using the very few things available to us there. That's really given me a good idea of what goes with what, and I'm much better at it now. And I've realised that to eat well, you have to learn how to cook well, and not just a few dishes either. Imagine you're a musician – people will get tired of hearing even a great song, if it's the only one you can play. That applies to cooking, too.

B Carolina

I've always enjoyed watching my mum throw a collection of unlikely foods together and produce something really delicious. And after being made to stick to recipes in school cookery classes I've come to the conclusion that they should be seen as loose guidelines, and just trying things out is what matters. So I generally avoid them, especially when I'm baking, and just making a note of what I've done and what I've used to do it can take me a lot further – a bit like in my science classes! Still, it's great having someone like my mum around to explain exactly why the fluffy sponge cake I was aiming for has turned out to be a flat pancake. I rarely find the answers to my questions in cookbooks or online, however hard I try. Despite all that I've learnt, though, I'll never measure up to my mum's natural ability – but at least she's given me a real love of good food.

C Matt

My mum says she's such a good cook because she's spent so many years cooking for all of us. But I reckon the fact that she was the eldest child in a large household is the real reason for it. I enjoy helping out in the kitchen, making easy stuff like pasta for everyone. But I often mess up, like the time I was put in total charge of dinner and I dished up the pasta way before I'd even started making the sauce! Anyway, having an understanding family that puts up with it all has given me the confidence to experiment further. A couple of months ago, I decided to get a better understanding of different basic skills by shutting myself in my room with a cookery book, only returning to the kitchen when I thought I could manage a few key recipes perfectly – which I could!

D Sarah

I had to be virtually dragged into the kitchen as a child to help out with getting meals on the table, so my mum certainly never imagined when I was young that I'd turn into an enthusiastic cook with some great recipes up my sleeve! But I'm always struck by how often I still make use of what I've learnt from her, whether that's making a soft sponge cake or making a little money go a long way. And I've realised for myself the value of great cookery books of the past – the methods written about in them are still used today. Mind you, my mum's horrified at the idea of me using a cookbook – unless it's one like hers, absolutely covered in her scribbled notes, and passed down through generations of our family!

LIVEWORKSHEETS

LISTENING (approximately 40 minutes)

Part 1

You will hear people talking in eight different situations.
For questions **1–8**, choose the best answer (**A**, **B** or **C**).

---

1 You hear a music teacher talking to members of a school choir.

What does she think they need to do to improve?

A show more enthusiasm when they are singing

B make sure they know the words to all the songs

C listen more carefully to other singers around them

2 You hear two friends discussing a presentation given by a writer.

What does the girl say about the presentation?

A It made her appreciate how hard a writer's life can be.

B It changed her ideas about how writers produce their work.

C It encouraged her to try out new ways of writing creatively.

3 You hear a girl talking about a cycle race she took part in.

She feels she didn't win because

A she'd done less training than usual.

B she'd been over-confident about her ability.

C she'd misjudged conditions along the route.

4 You hear a radio item about an art competition in South Korea.

As a result of the competition

A an unusual type of paint became widely used.

B local people began to appreciate public art.

C some artists achieved international fame.

LIVEWORKSHEETS

5 You hear two friends talking about a teenage boy who won a surfing competition.

How do they both feel?

A surprised by his reaction to winning

B envious of the experience he's had

C impressed by his courage in taking part

6 You hear a man talking about a problem some turtles had trying to reach a wildlife park in Japan.

How was the problem solved?

A New accommodation was built for the turtles.

B An alternative route was found for the turtles.

C A temporary resting place was created for the turtles.

7 You hear a teacher telling his class about an 'environment day' the school is having.

In preparation for the day, the students should

A do online research to get ideas.

B develop the ideas they've already had.

C find ideas which will have a lasting effect.

8 You hear a man talking about an extreme marathon he took part in.

What was the hardest thing for him about the race?

A the possibility of failure

B the lack of practical support

C the challenging landscape

LIVEWORKSHEETS

31 The writer says that Peter's performances

A clearly reflect the personality he has.
B have failed to show what he is capable of.
C are memorable whatever the size of the role.
D tend to lack emotional depth.

32 What does the writer suggest made Peter unusual when he started acting?

A He was aware of the potential difficulties he might encounter.
B He had a natural talent that few young actors possess.
C He was distracted by the possibility of entering another profession.
D He believed he would be unable to achieve lasting success.

33 How does Peter feel about his time at university?

A annoyed that he wasn't able to learn anything useful
B satisfied that he tried his best to be successful
C guilty that he did not have the right priorities in life
D pleased that it provided an opportunity to think about his future

34 What does Peter say about his parents' attitude to his career?

A Their advice tends not to be helpful.
B They are keen to help him to protect his privacy.
C They doubt that it is a realistic choice in the long term.
D Their pride is expressed in a way that embarrasses him.

35 What does the writer mean by the phrase 'if the script did it justice' in line 61?

A if the script was too similar to the book
B if the script was as impressive as the book
C if the script avoided weaknesses in the book
D if the script made more demands than the book

36 What did Peter feel about working with George Schulman?

A disappointed that he failed to take advice from George
B frustrated at his inability to match George's acting skills
C unconvinced of the value of trying to copy George's style
D surprised at the way in which George treated him during filming

LIVEWORKSHEETS

Part 6

You are going to read an article about the way crocodiles sleep. 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.

Crocodiles sleep with one eye open

Just in case any of you ever thought you could safely tiptoe past a sleeping crocodile, please reconsider – scientists have confirmed that the fearsome reptiles sleep with one eye open. Researchers in Australia and Germany have recently discovered that crocodiles, while dozing, can deploy what is called 'unilateral eye closure' to keep a lookout for potential threats, or spot animals they can hunt.

It is already known that birds, other reptiles and aquatic animals such as dolphins, seals and walruses have evolved 'unihemispheric' sleep, which is when one half of the brain stays awake while the other shuts down. This allows the animals to keep one eye open to monitor events around them. Researchers had believed for some time that crocodiles might be able to do so too. 37 Now they have, and it lends significant weight to their theory.

Three juvenile saltwater crocodiles were taken from northern Queensland, Australia, to a large university aquarium and filmed 24 hours a day. Scientists confirmed that the crocodiles opened one eye during sleep in response to a mild stimulus. They asked a volunteer to stand still next to the aquarium for 10 minutes. 38 Dr John Lesku, who led the study, said that after the volunteer had left the room they kept looking, through that one eye, at the place where he had last been standing.

A further experiment involved the researchers putting a new young crocodile in with the group. 39 This was possibly because younger crocodiles are less able to defend themselves and need to be protected by the older members of the group.

Lesku said some of his colleagues in Germany had been doing similar experiments. 40 'It suggests that the crocodilian characteristic we have identified is not specific to one species,' he said. 'It persists into adulthood, meaning that an animal lying in wait to catch food could be perfectly still, yet at the same time be on the lookout for prey. If an animal went to the bank of a river, the crocodile could fully wake up and attack it. I would certainly never approach a crocodile whether its eyes are open or closed. A good rule is never to go anywhere near them.'

Further research is now being planned to monitor crocodiles' brain activity. 41 That crocodiles should share characteristics with birds is not as surprising as some people might think. Birds are crocodiles' closest evolutionary relatives, having shared a common ancestor before splitting and becoming very different species about 155 million years ago.

Sleeping with one eye open may seem strange. 42 'We think that what birds and dolphins do seems unusual, but if it turns out that crocodiles and reptiles sleep in this way too, then it's the way *we* sleep that starts to look like the exception to the rule,' he said.

A They discovered that this behaviour was also present in adult Nile crocodiles and caimans.

B The animals responded to that quite strongly and watched the person closely with one eye open.

C As a result, it has been difficult to study this behaviour in the wild.

D But according to Lesku, it may be that land-based mammals, which completely shut down to sleep, are the exception.

E However, they had never had reliable evidence of this behaviour.

F This will aim to find out if one half does indeed shut down.

G Again, the crocodiles opened one eye and kept watch.

LIVEWORKSHEETS

Part 7

You are going to read an article about four young people who are learning to cook. 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.

Which person

suggests that having an advisor available when things go wrong is very helpful?	43	
was determined to learn techniques through study after getting practical experience?	44	
compares cooking to another skill where variety is also essential for success?	45	
accepts that a family member has set a standard that they can't equal?	46	
has discovered that basic cookery skills have changed little over the years?	47	
records what happens when they use different cooking methods and ingredients?	48	
is aware that a family member disapproves of their source of information?	49	
has learnt through experimenting with a limited range of ingredients?	50	
relies more on experimentation than on following instructions closely?	51	
is grateful for the fact that they're not criticised for mistakes they make?	52	

LIVEWORKSHEETS

Part 5

You are going to read an extract from an interview with a young actor, Peter Rose. 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.

Interview with a young actor

When I met Peter Rose, the young star of the new hit film, *The Ranger*, despite his striking looks and above average height, he appeared slightly embarrassed when we shook hands. He somehow lacked the confidence that might be expected from someone who is receiving so much praise. He spoke hesitantly, as if reluctant to express a strong opinion and possibly offend someone. Peter's a relatively new face in the acting world. As yet he hasn't had that many leading parts, but he's instantly recognisable. He leaves a lasting impression, even when playing minor parts, and he's skilled at suggesting in small and subtle ways the emotions of the characters he plays.

Peter took up acting as one of his many after-school activities; at the time, he would have said that his heart wasn't entirely in it and that his goal was to become a professional athlete. Aged 12, his natural ability as an actor became apparent when he made his debut in a professional play, but he didn't get carried away as so many other young actors do. Perhaps it was his cautious nature that distinguished him. He was wise enough to grasp how an acting career might develop, and how it might go wrong. As he began appearing in small roles he became increasingly worried about getting sucked into the celebrity rat race.

He took up a place at university with the intention of staying away from acting for a few years, and possibly permanently. 'As the demands of the course increased, I realised that my degree, although relevant and stimulating, wasn't in fact essential. Studying didn't seem to make sense any more. Although I dropped out after one year, college briefly served a purpose, putting my acting on hold and allowing me to reflect on whether I should fully commit to it,' Peter tells me.

His parents weren't too upset when he left college. 'They did suggest that I should do something as a backup, like a business course in case the acting career didn't work out, but both of them took the view that it wasn't an impossible dream,' Peter says. Celebrity continues to make him uneasy and he sends all his film memorabilia to his parents' house. He smiles when he says: 'I assumed all this stuff would go in a box in a cupboard, and only be looked at occasionally, but on a trip back home I discovered that it was all out on display. It's natural for parents to be satisfied when their children do well, but I'd really rather they were less enthusiastic about it.'

Before agreeing to appear in the new film *The Ranger*, Peter went through his customary process of questioning and analysis – in this case, reading the novel on which the film was based to see if the script did it justice. *line 6*
'It felt like the responsible thing to check the quality,' he says. 'I realised that the role was the challenge I'd been waiting for and I believed I had the technical skill.

In the new film, Peter stars alongside the famous actor George Schulman. While on set, did he turn to Schulman for professional advice? 'I wasn't sure that I should bother him with questions when we were filming.' He pauses and then adds: 'I'm yet to be persuaded of the use of looking up to role-models when you're an actor, because imitating the way other people portray characters isn't worthwhile in my view. I appreciated George's willingness to work incredibly hard and to give so much energy and passion to the film. And that's what I think is instructive, rather than any acting tips.'

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** exhausted **B** tired **C** unhappy **D** miserable

0	A	B	C	D
	o	●	o	o

Slower melting ice cream

Are you **(0)** ..... of trying to enjoy ice cream that melts more quickly than you can eat it? A new food ingredient may **(1)** ..... an end to sticky hands gripping ice cream cones.

Scientists have discovered a protein that can be used to create ice cream that is more resistant to melting than **(2)** ..... products. The protein binds the air, fat and water in ice cream, making it super-smooth.

The new ingredient could **(3)** ..... ice creams to remain frozen for greater **(4)** ..... of time in hot weather. The protein occurs naturally in some foods, and researchers have developed a method of producing it in the laboratory from sustainable **(5)** ..... materials.

If the discovery lives up to the scientists' expectations, there would be a reduced **(6)** ..... for ice cream manufacturers to deep freeze their products. **(7)** ..... , they would not have to be kept so cold while being transported over long distances or when being **(8)** ..... in shops or homes.

1	**A**	get	**B**	make	**C**	put	**D** give
2	**A**	suitable	**B**	conventional	**C**	general	**D** appropriate
3	**A**	enable	**B**	permit	**C**	entitle	**D** oblige
4	**A**	ranges	**B**	lengths	**C**	extents	**D** spaces
5	**A**	ready	**B**	key	**C**	raw	**D** main
6	**A**	cause	**B**	demand	**C**	motive	**D** request
7	**A**	Alternatively	**B**	Nevertheless	**C**	Admittedly	**D** Furthermore
8	**A**	maintained	**B**	saved	**C**	reserved	**D** kept

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 | T | O | | | | | | | | | | | | | | | | |

How to photograph fish

My hobby is photographing fish and I always start my day early because that's when the fish begin **(0)** ..... search for their food. I walk along the river bank to see **(9)** ..... I can spot – I wear sunglasses which makes **(10)** ..... easier for me to see any movement in the water. I've also bought a special lens for my camera, which **(11)** ..... the same job as the sunglasses, so I can take quite good photos without getting wet.

However, to be close **(12)** ..... to the fish to take really good photographs, I do **(13)** ..... to get into the water. Fish can be curious and, as **(14)** ..... as I keep very still, some of them will come right up to me. But after **(15)** ..... while, I usually find my fingers are too cold to operate the camera! Once out of the water, I rush home to see **(16)** ..... well my shots have turned out.

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 | A | B | I | L | I | T | Y |

Our brains and technology

According to some psychologists, our **(0)** ..... to remember things is being negatively affected by our constant use of electronic devices. Researchers claim that these devices have almost become an **(17)** ..... of our brains and that relying too **(18)** ..... on them could possibly be **(19)** ..... to us, because it can prevent the **(20)** ..... of long-term memories. They say that the process of recalling information can strengthen these memories, while at the same time allowing our brains to forget other information that we no longer need. And getting rid of this **(21)** ..... information then makes room in our brains for the storage of new facts and memories.

ABLE

EXTEND

HEAVY

HARM

DEVELOP

RELEVANT

Although there's a **(22)** ..... not to learn new facts, because we can always find any information we need online, there's **(23)** ..... that information obtained so easily is very quickly forgotten. On the other hand, human brains are very good at adapting, and after all, it would be **(24)** ..... to expect people to ignore all the technology available nowadays.

TEMPT

EVIDENT

REASON

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 the 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.**

---

25 Fran has got so many books there's no room left on this shelf!

TAKE

Fran's books ..... the space on this shelf!

26 'Please don't tell Billy what I said!' Harry begged me.

ASKED

Harry ..... Billy what he'd said.

27 In the class discussion, most students thought that school holidays should be longer.

FAVOUR

In the class discussion, most students ..... school holidays being longer.

28 I decided not to go for a walk because it was too cold.

PUT

The cold weather ..... going for a walk.

29 It really wasn't a good idea for Sally to mention the school team's poor performance in the football match.

BROUGHT

Sally really ..... the school team's poor performance in the football match.

30 What a great film, we have to watch it again!

SUCH

It ..... , we have to watch it again!

LIVEWORKSHEETS