

Test 6

PART 1

You are going to read a newspaper article about children's safety. Choose the most suitable heading from the list (A–I) for each part (1–7) of the article. There is one extra heading which you do not need to use. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

- A** Dangers off the road too
- B** Trial period
- C** Not what it appears to be
- D** Dangerous driving
- E** Dangers of fuel
- F** First of many?
- G** Learning to judge
- H** Funds from industry
- I** Danger in the city

Crash courses

0

I

It is a typical urban scene. Two cars are parked close together at the kerbside and a child is attempting to cross the road from between them. Down the street, another car looms. Houses flank the pavements and around the corner there is a brightly-lit petrol station.

1

It is all extraordinarily realistic, but it is unreal. For the difference between this and thousands of similar locations throughout the country is that this street is indoors – it is a mock-up designed by studio set-builders from Anglia Television.

2

We are standing inside a converted warehouse in Milton Keynes, home of a project which is the blueprint for an exciting new way of teaching children safety awareness, especially road safety. It is called Hazard Alley. If the centre proves successful and, having visited it, I am convinced it will, then its imaginative approach could easily be copied throughout the country.

3

The project was started by the local authority in conjunction with the police. The finance came from commercial sponsorship by companies including Coca-Cola, Volkswagen and Anglia TV. There is already a catchy cartoon character mascot for the centre: Haza, the Hazard Alley cat.

4

A novel setting for children to be taught and

practise a wide range of safety topics, Hazard Alley takes its name from the dark alleyway in the centre of the converted warehouse which links the urban street scene and a series of country sets that focus on rural safety. As well as road drill, children are tutored in home safety and how to avoid trouble in playgrounds, parks, alleyways, near railways and on farmland.

5

In the street scene, children practise the safe way to cross a road, including coping with parked vehicles, and are given a practical understanding of how long it takes a car to stop when travelling at 30 mph. Could the car they see looming down the road stop in time if a child stepped out between the parked cars? No, it would be through that wall at the end before it finished braking, 23 metres after the driver started to brake.

6

On the mock-up petrol station forecourt, provided by Shell, the youngsters learn the dangers when filling a vehicle with petrol. They discuss car fires, the flammability of different components, why the car's engine must be switched off and why smoking and using a car phone are illegal on a garage forecourt.

7

Hazard Alley is gearing up for its official opening, and the local schools which have experienced it so far have been testing out the centre before it launches into a full programme of group visits. It is already proving immensely popular. Eventually it may open to individual family groups. When that happens, it will be well worth a day trip: children will love it and they could learn something which may save their lives.

PART 2

You are going to read a magazine article about being liked. For questions 8–15, 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.

LOVE ME DO!

I've just got to talk about this problem I'm having with my postman. It all began a year ago, after the birth of his first child. Not wanting to appear rude, I asked him about the baby. The next week, not wanting him to think I had asked out of mere politeness the week before, I asked all about the baby again. Now I can't break the habit. I freeze whenever I see him coming. The words 'How's the baby?' come out on their own. It's annoying. It holds me up. It holds him up. So why can't I stop it?

The answer, of course, is that I want him to like me. Come to think of it, I want everyone to like me. This was made clear to me the other day. I found myself in the bank, replying 'Oh, as it comes' when the cashier asked how I'd like the money. Even as she was handing me the £20 note, I realised I'd have no small change with which to buy my newspaper. But, not wanting her to dislike me (she'd already written '1 x £20' on the back of my cheque), said nothing.

In order to get the £20 note down to a decent, paper-buying size, I went into the grocer's. Not wanting to buy things I didn't actually need (I do have some pride, you know), I bought some large cans of beans and a

frozen chicken for dinner that night. That got the price up to a respectable £5.12, which I duly paid. I then bought my paper at the station with my hard-gained £5 note.

With my sister, it wasn't the postman who was the problem, but the caretaker of her block of flats: 'All he ever does is moan and complain; he talks at me rather than to me, never listens to a word I say, and yet for some reason I'm always really nice to him. I'm worried in case I have a domestic crisis one day, and he won't lift a finger to help.'

I have a friend called Stephen, who is a prisoner of the call-waiting device he has had installed on his phone. 'I get this beeping sound to tell me there's another call on the line, but I can never bring myself to interrupt the person I'm talking to. So I end up not concentrating on what the first person's saying, while at the same time annoying the person who's trying to get through.'

What about at work? Richard Lawton, a management trainer, warns: 'Those managers who are actually liked by most of their staff are always those to whom being liked is not the primary goal. The qualities that make managers popular are being honest with staff, treating them as

human beings and observing common courtesies like saying hello in the morning.' To illustrate the point, Richard cites the story of the company chairman who desperately wanted to be liked and who, after making one of his managers redundant, said with moist eyes that he was so, so sorry the man was leaving. To which the embittered employee replied: 'If you were that sorry, I wouldn't be leaving.' The lesson being, therefore, that if you try too hard to be liked, people won't like you.

The experts say it all starts in childhood. 'If children feel they can only get love from their parents by being good,' says Zelda West-Meads, a marriage guidance consultant, 'they develop low self-confidence and become compulsive givers.' But is there anything wrong in being a giver, the world not being exactly short of takers? Anne Cousins believes there is. 'There is a point at which giving becomes unhealthy,' she says. 'It comes when you do things for others but feel bad about it.'

I am now trying hard to say to people 'I feel uncomfortable about saying this, but ...', and tell myself 'Refusal of a request does not mean rejection of a person' and I find I can say almost anything to almost anyone.

- 8 Why does the writer ask the postman about his baby?
- A He is interested in the baby.
 - B He wants to create a good impression.
 - C The postman is always polite to him.
 - D The postman enjoys a chat.
- 9 The writer went into the grocer's so that
- A he had some food for dinner that night.
 - B he could buy a newspaper there.
 - C he could ask for £20 in change.
 - D he could buy something to get some change.
- 10 What do we find out about the writer's sister and the caretaker?
- A She doesn't want to risk offending him.
 - B She doesn't pay attention to him.
 - C He refuses to help her.
 - D He asks her for advice.
- 11 How does Stephen feel about his call-waiting equipment?
- A He gets annoyed when it interrupts him.
 - B He is unable to use it effectively.
 - C He finds it a relief from long conversations.
 - D He doesn't think it works properly.
- 12 Managers are more likely to be popular if they
- A help staff with their problems.
 - B make sure the staff do not lose their jobs.
 - C encourage staff to be polite to each other.
 - D do not make too much effort to be liked.
- 13 When is it wrong to be 'a giver'?
- A when it makes you ill
 - B when it does not give you pleasure
 - C when you make other people unhappy
 - D when you are unable to take from others
- 14 What do we learn from this article?
- A If you tell the truth, it will not make people like you less.
 - B If you take time to talk to people, they will like you better.
 - C You should avoid unpleasant situations where possible.
 - D You shouldn't refuse other people's requests for help.
- 15 Why was this article written?
- A to analyse the kinds of conversations people have
 - B to persuade people to be more polite to each other
 - C to encourage people to have more self-confidence
 - D to suggest ways of dealing with difficult people

PART 3

You are going to read a magazine article about a woman who goes gliding. Seven paragraphs have been removed from the article. Choose from the paragraphs (A–H) the one which fits each gap (16–21). There is one extra paragraph which you do not need to use. There is an example at the beginning (0). Mark your answers on the separate answer sheet.

IN PERSON

Twelve months ago, it was Lyn Ferguson who had the honour of cutting the ribbon to declare our Oakham Distribution Centre and offices open.

0

H

'I had my first glider flight when I was sixteen, but it wasn't until January 1986 that I took it up seriously. My boys had gone to school, I had lots of spare time and I thought, 'What am I going to do?' It just so happened that I had the opportunity to go up in a glider as a passenger to see if I liked it. I did.'

16

'Really, it's very easy. All you need is coordination. The average person needs about 60 flights before they can go solo, completely alone, which sounds a lot, but the average instruction flight only takes around eight minutes, so training doesn't take long. I once did eleven trips in a day when I was training.'

17

'Well, once you've done it alone, you can register with the British Gliding Association, then work towards your Bronze Badge. Each badge after that is about height, distance and endurance.'

18

Then, there are 10 km flights (straight out and back to the beginning), and 300 km flights, which show navigation skills. They're flown in a triangle starting and finishing at the airfield.'

19

'Once, when I was in Australia, I lost height whilst attempting a 300 km flight and had to select a field to land in. Luckily, I spotted a field with a tractor in it and was able to land there. I think the farmer was pretty surprised when a glider suddenly landed next to him! He did let me use his phone, though.'

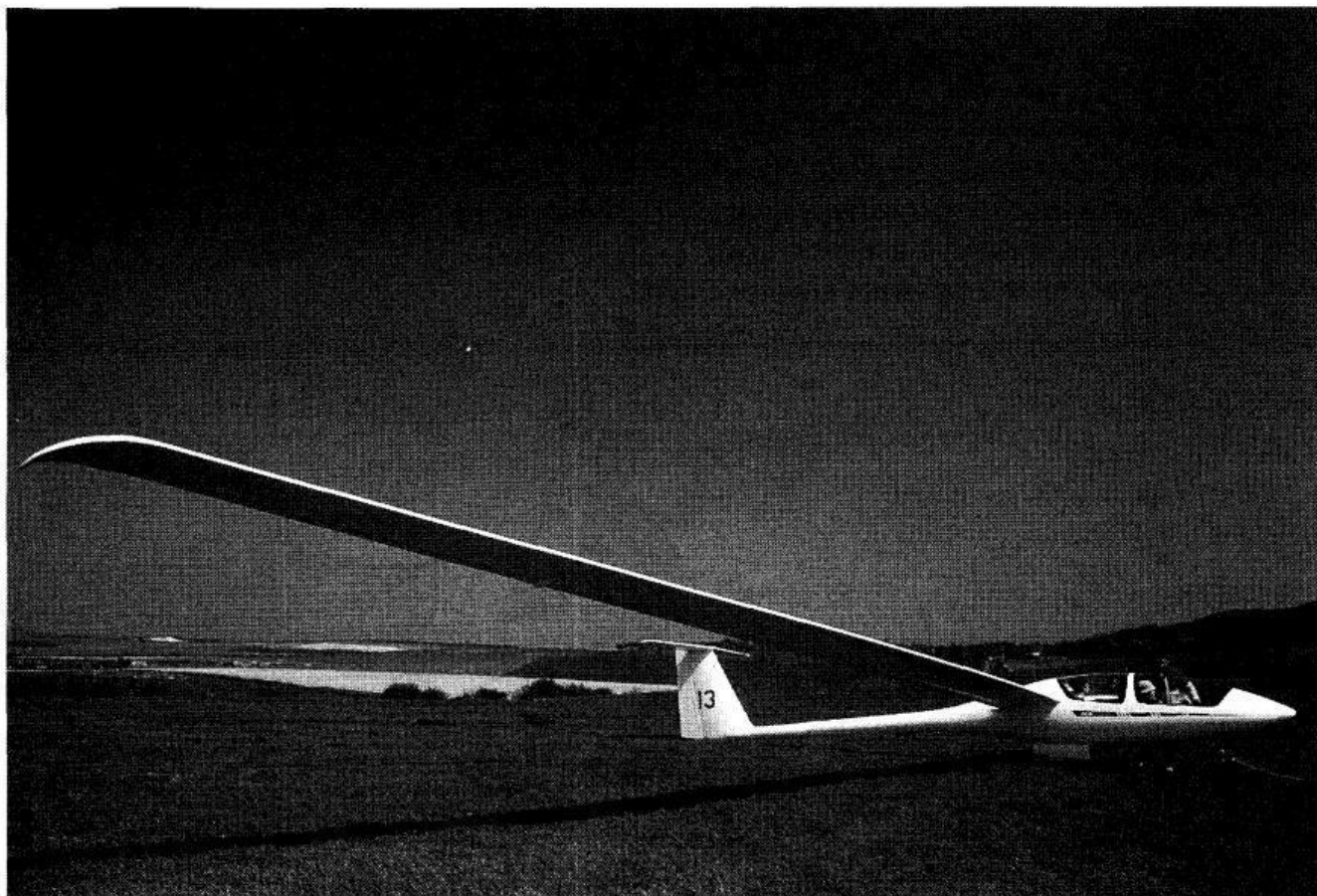
20

'When you have a student who's finding things difficult, you convince them that they can do it. When they do, they're so pleased with themselves. When you land and they say "I can do it", it's brilliant.'

21

'Flying is the main part, but there are other angles too. Gliding is like everything else. What you put in is what you get out. It's all about team work too. Everybody mucks in to push gliders around, pull cables in and generally help out. You can't do it on your own. I've met people in gliding from all walks of life, from lots of different countries, that I would never have met if I didn't go gliding.'

So, next time you see a glider soaring overhead, it may well be Lyn flying her way to another badge or, knowing her love of the sport, just gliding for the sheer fun of it.



- A** After eight years' gliding experience, Lyn has achieved her Bronze and Silver Badges and is an Assistant Rated Instructor. She hopes to go on and earn more badges, as well as becoming a Full Rated Instructor in the future. Her role as an instructor provides her with some of gliding's most rewarding moments.
- B** To those of us on the ground gazing up, the pilot's skills are there for all to see, as the glider soars effortlessly on the warm air thermals. Lyn is not one to boast about her training though.
- C** But for all the achievement of solo flight, glider pilots have to work for one another, and this is another side of gliding that Lyn enjoys and appreciates.
- D** So with the first solo flight behind you, what's next?
- E** Lyn thinks for a moment when she's asked if she's ever had any emergencies to contend with.
- F** As a result, a friend of hers flew in a glider alongside her along the Innsbruck Valley at mountain top height ... that's around seven thousand, four hundred feet.
- G** To get the Silver, for example, you have to get over 1,000 m in height, complete a five-hour flight and then a 50 km flight to a designated airfield.
- H** As PA to our Managing Director, Lyn has to be pretty level-headed, but in her spare time, she likes nothing better than to have her head in the clouds, indulging in her passion for gliding.

USE OF ENGLISH

PART 4

For questions **22–36**, read the text below and decide which answer **A, B, C** or **D** best fits each space. There is an example at the beginning **(0)**.

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

Example:

0 **A** expect **B** count **C** claim **D** prepare

0	A —	B □	C □	D □
----------	---------------	---------------	---------------	---------------

ACTION SCENES IN FILMS

Modern cinema audiences **(0)** to see plenty of thrilling scenes in action films. These scenes, which are **(22)** as stunts, are usually **(23)** by stuntmen who are specially trained to do dangerous things safely. **(24)** can crash a car, but if you're shooting a film, you have to be extremely **(25)**, sometimes stopping **(26)** in front of the camera and film crew. At an early **(27)** in the production, an expert stuntman is **(28)** in to work out the action scenes and form a team. He is the only person who can go **(29)** the wishes of the director, **(30)** he will usually only do this in the **(31)** of safety.

Many famous actors like to do the dangerous parts themselves, which produces better shots, since stuntmen don't have to **(32)** in for the actors. Actors like to become **(33)** in all the important aspects of the character they are playing, but without the recent progress in safety equipment, insurance companies would never **(34)** them take the risk. To do their own stunts, actors need to be good athletes, but they must also be sensible and know their **(35)** If they were to be hurt, the film would **(36)** to a sudden halt.

- | | | | |
|----------------|------------|-------------|-------------|
| 22 A remarked | B known | C referred | D named |
| 23 A performed | B given | C fulfilled | D displayed |
| 24 A Everyone | B Someone | C Anyone | D No-one |
| 25 A detailed | B plain | C straight | D precise |
| 26 A right | B exact | C direct | D strict |
| 27 A period | B minute | C part | D stage |
| 28 A led | B taken | C drawn | D called |
| 29 A over | B against | C through | D across |
| 30 A despite | B so | C although | D otherwise |
| 31 A interests | B needs | C purposes | D regards |
| 32 A work | B get | C put | D stand |
| 33 A connected | B arranged | C involved | D affected |
| 34 A allow | B let | C permit | D admit |
| 35 A limits | B ends | C frontiers | D borders |
| 36 A come | B fall | C pull | D go |

PART 5

For questions 37–46, 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. There is an example at the beginning (0).

Write **only** the missing words **on the separate answer sheet.**

Example:

- 0 I last saw him at my 21st birthday party.
since

I my 21st birthday party.

The gap can be filled by the words 'haven't seen him since' so you write:

0	haven't seen him since	0	0	1	2
---	------------------------	---	---	---	---

- 37 'You've broken my radio, Frank!' said Jane.
accused

Jane her radio.

- 38 My car really needs to be repaired soon.
must

I really repaired soon.

- 39 Susan regrets not buying that house.
wishes

Susan that house.

- 40 I could never have succeeded without your help.
you

I could never have succeeded me.

- 41 I thought I might run out of cash, so I took my cheque-book with me.
case

I took my cheque-book with me out of cash.

- 42 Linda's plans for a picnic have been spoilt by the weather.

fallen

Linda's plans for a picnic because of the weather.

- 43 The bread was too stale to eat.

fresh

The bread to eat.

- 44 Perhaps Brian went home early.

may

Brian home early.

- 45 I can't possibly work in all this noise!

impossible

It work in all this noise!

- 46 The thief suddenly realised that the police were watching him.

watched

The thief suddenly realised that he by the police.

PART 6

For questions **47–56**, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning **(0)**. Write your word **on the separate answer sheet**.

Example:

0	unusual	0
---	---------	---

CAMERON PARK

At first light, there is nothing **(0)** about the town of Cameron Park in California but, as the day begins and the town comes to **(47)** , you can't help **(48)** that, among the cars, there are light aeroplanes moving along the roads towards the airport.

USUAL
LIVE
NOTICE

When the town was **(49)** built, a small airport was included for the **(50)** of people flying in to look at the properties which were for **(51)** , but it soon became clear to the developers that this was an attraction in itself. The streets were **(52)** so that planes could use them, the mailboxes near the road were made **(53)** to avoid passing wings, and all the electricity cables were buried **(54)**

ORIGIN
CONVENIENT
SELL
WIDE
SHORT
GROUND

Now, there is every **(55)** that the residents will have a private plane in their garage and use it with the same **(56)** other people enjoy with their cars.

LIKELY
FREE