Test 3

LISTENING

PART 1 *Questions 1–10*

Complete the notes below.

*Write **ONE WORD AND/OR A NUMBER** for each answer.*

Listening test audio

JUNIOR CYCLE CAMP

The course focuses on skills and safety.

- Charlie would be placed in Level 5.
- First of all, children at this level are taken to practise in a **1** ..... .

Instructors

- Instructors wear **2** ..... shirts.
- A **3** ..... is required and training is given.

Classes

- The size of the classes is limited.
- There are quiet times during the morning for a **4** ..... or a game.
- Classes are held even if there is **5** ..... .

What to bring

- a change of clothing
- a **6** .....
- shoes (not sandals)
- Charlie's **7** .....

Day 1

- Charlie should arrive at 9.20 am on the first day.
- Before the class, his **8** ..... will be checked.
- He should then go to the **9** ..... to meet his class instructor.

Cost

- The course costs **10** $ ..... per week.

LIVEWORKSHEETS

PART 2 *Questions 11–20*

Questions 11 and 12

*Choose **TWO** letters, **A–E**.*

According to Megan, what are the **TWO** main advantages of working in the agriculture and horticulture sectors?

- **A** the active lifestyle
- **B** the above-average salaries
- **C** the flexible working opportunities
- **D** the opportunities for overseas travel
- **E** the chance to be in a natural environment

Questions 13 and 14

*Choose **TWO** letters, **A–E**.*

Which **TWO** of the following are likely to be disadvantages for people working outdoors?

- **A** the increasing risk of accidents
- **B** being in a very quiet location
- **C** difficult weather conditions at times
- **D** the cost of housing
- **E** the level of physical fitness required

LIVEWORKSHEETS

Questions 15–20

What information does Megan give about each of the following job opportunities?

*Choose **SIX** answers from the box and write the correct letter, **A–H**, next to Questions 15–20.*

Information	
A	not a permanent job
B	involves leading a team
C	experience not essential
D	intensive work but also fun
E	chance to earn more through overtime
F	chance for rapid promotion
G	accommodation available
H	local travel involved

	Job opportunities	
15	Fresh food commercial manager	.....
16	Agronomist	.....
17	Fresh produce buyer	.....
18	Garden centre sales manager	.....
19	Tree technician	.....
20	Farm worker	.....

LIVEWORKSHEETS

PART 3 *Questions 21–30*

Questions 21 and 22

*Choose **TWO** letters, **A–E**.*

Which **TWO** points does Adam make about his experiment on artificial sweeteners?

- **A** The results were what he had predicted.
- **B** The experiment was simple to set up.
- **C** A large sample of people was tested.
- **D** The subjects were unaware of what they were drinking.
- **E** The test was repeated several times for each person.

Questions 23 and 24

*Choose **TWO** letters, **A–E**.*

Which **TWO** problems did Rosie have when measuring the fat content of nuts?

- **A** She used the wrong sort of nuts.
- **B** She used an unsuitable chemical.
- **C** She did not grind the nuts finely enough.
- **D** The information on the nut package was incorrect.
- **E** The weighing scales may have been unsuitable.

LIVEWORKSHEETS

Questions 25–30

*Choose the correct letter, **A**, **B** or **C**.*

25 Adam suggests that restaurants could reduce obesity if their menus

A offered fewer options.
B had more low-calorie foods.
C were organised in a particular way.

26 The students agree that food manufacturers deliberately

A make calorie counts hard to understand.
B fail to provide accurate calorie counts.
C use ineffective methods to reduce calories.

27 What does Rosie say about levels of exercise in England?

A The amount recommended is much too low.
B Most people overestimate how much they do.
C Women now exercise more than they used to.

28 Adam refers to the location and width of stairs in a train station to illustrate

A practical changes that can influence people's behaviour.
B methods of helping people who have mobility problems.
C ways of preventing accidents by controlling crowd movement.

29 What do the students agree about including reference to exercise in their presentation?

A They should probably leave it out.
B They need to do more research on it.
C They should discuss this with their tutor.

30 What are the students going to do next for their presentation?

A prepare some slides for it
B find out how long they have for it
C decide on its content and organisation

LIVEWORKSHEETS

PART 4 *Questions 31–40*

Complete the notes below.

*Write **ONE WORD ONLY** for each answer.*

Listening test audio

Hand knitting

Interest in knitting

- Knitting has a long history around the world.
- We imagine someone like a **31** ..... knitting.
- A **32** ..... ago, knitting was expected to disappear.
- The number of knitting classes is now increasing.
- People are buying more **33** ..... for knitting nowadays.

Benefits of knitting

- gives support in times of **34** ..... difficulty
- requires only **35** ..... skills and little money to start
- reduces stress in a busy life

Early knitting

- The origins are not known.
- Findings show early knitted items to be **36** ..... in shape.
- The first needles were made of natural materials such as wood and **37** ..... .
- Early yarns felt **38** ..... to touch.
- Wool became the most popular yarn for spinning.
- Geographical areas had their own **39** ..... of knitting.
- Everyday tasks like looking after **40** ..... were done while knitting.

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LIVEWORKSHEETS

READING

SECTION 1 *Questions 1–14*

Read the text below and answer Questions 1–5.

Maps showing walks starting from Bingham Town Hall

A The walk described in this leaflet takes you to one of the many places in the district where bricks were made for hundreds of years, until it was closed in the late 19th century. This brickworks is now the largest and best-known nature reserve in the area. Please note that the ground is very uneven, and under-sixes should not be taken on this walk.

B This walk will take you to the top of Burley Hill, along a nice easy path that people of all ages will be able to manage. From the summit you can see for a great distance to the north and west, across a landscape that includes half a dozen lakes and the entrance to Butter Caves. Bear in mind, though, that mist often comes in from the sea and covers the hilltop.

C This route leads you through the village of Cottesloe, which was created in the 1930s and is famous for its strange-looking houses and ceramics factory, which is still the largest employer in the area. An artificial lake was originally created beside the village, and has since been filled in and turned into an adventure playground. After you leave Cottesloe, you have a choice of routes to return to the starting point, so either continue via Thurley Park, or if it's raining, take the shorter direct route.

D This walk is ideal in fine weather, as it takes you to the shore of a lake, at a spot convenient for swimming. Children will want to enjoy themselves in the adventure playground nearby. From there you continue to Starling Cottage, which draws people from around the world to visit the home, from 1920 to 1927, of the poet Barbara Cottam.

E If you want an easy, undemanding walk over flat ground, this walk will suit you perfectly. It passes the entrance to the famous Butter Caves visitor attraction, so you can combine a visit there with the walk, or just take shelter if it starts raining! On the final stage of the walk you pass through Wimpole, the village where Richard Merton, the architect of a number of local buildings, lived for much of his life.

LIVEWORKSHEETS

Questions 1–5

The text on page 60 has five paragraphs, **A–E**.

Which paragraph mentions the following?

*Write the correct letter, **A–E**, in boxes 1–5 on your answer sheet.*

NB *You may use any letter more than once.*

1 the chance to go into caves

2 the chance to spend time beside a lake

3 some unusual architecture

4 unsuitability for young children

5 the length of the walk depending on the weather

LIVEWORKSHEETS

Test 3

Read the text below and answer Questions 6–14.

The Maplehampton scarecrow competition – a great success!

There was once a time when farmers all over the country put scarecrows in fields of growing crops. A traditional scarecrow was a model – usually life-size – of a man or woman dressed in old clothes, and their purpose was to frighten the birds away; though how successful they were is a matter of opinion!

Maplehampton's scarecrow competition took place on September 12th. Local farmers supplied everything needed to make a scarecrow – like pieces of wood to form a frame, and straw to stuff the scarecrow. The scarecrows were dressed in old clothes which the competitors brought with them.

The festival was held in the village hall, instead of outdoors as planned, due to the unusually high temperature. There were two classes, one for adults and one for children, all of them working in small teams. Over 20 teams took part, each creating one scarecrow. They were encouraged by an audience of around 50, and had ideas and guidance from local artist Tracey Sanzo.

The scarecrows were judged by a team of people from the village. The winning children's team made a scarecrow that looked like a giant bird – which would surely keep every real bird away! The winning adult team's scarecrow was dressed as an alien from another planet, and its face was painted to make it look very frightening – at least to human beings!

After the judging, many of the participants and the spectators had a picnic which they had brought. Some of the scarecrows then went home to their creators' gardens. Alice Cameron, a local farmer, liked one of the scarecrows so much, she bought it to stand on her balcony: she said she didn't need it to scare birds away from her crops, as only bird-scarers that made a noise were effective. She just wanted to be able to see it!

The event raised over £300 for village funds.

LIVEWORKSHEETS

Questions 6–14

Do the following statements agree with the information given in the text on page 62?

In boxes 6–14 on your answer sheet, write

TRUE	*if the statement agrees with the information*
FALSE	*if the statement contradicts the information*
NOT GIVEN	*if there is no information on this*

6 Traditionally, most scarecrows were the same size as a human being.

7 The competition in September was the first one in Maplehampton.

8 The farmers who provided materials could take part in the competition.

9 Old clothes were supplied to the people who made the scarecrows.

10 The venue for the competition was changed because of the weather.

11 Competitors could get advice on making their scarecrows.

12 In the judges' opinion, the scarecrow dressed as an alien was better than the giant bird.

13 The competition organisers supplied a picnic for the competitors and spectators.

14 Alice Cameron bought a scarecrow to frighten birds away from her crops.

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LIVEWORKSHEETS

SECTION 2 *Questions 15–27*

Read the text below and answer Questions 15–22.

Qualities that make a great barista

How to become a great maker and server of espresso-based coffee drinks

Truly great baristas take the time to develop the key skills that will enable them to deliver the highest possible quality of coffee-based beverage and service. As a barista, you must make a concerted effort to listen to your clientele and make sure the drinks you produce are correct in all respects. This is particularly important when you consider the sheer range and complexity of modern coffee drinks, which may start from a single (or double) shot of espresso but can include many additional elements. If you become distracted by the conversation that is going on nearby, you may ultimately miss the mark from a service perspective.

One thing that separates a great from a good barista is that the former is constantly busy and has a strong work ethic. You will often catch a great barista rinsing out the filter in their machines, for example, as this erodes the build-up of burnt coffee oil that can begin to impact on the quality and taste of each espresso shot. Similarly, do not be surprised to hear the sound of the coffee grinder at work. This highlights the keen attention to detail that distinguishes skilled baristas, as they have the desire and the awareness to make every drink with completely fresh ground coffee. This type of attentiveness helps baristas to get the most from the coffee that they use, as many of the delicate aromas found in espresso are lost when exposed to the open air.

Timing is everything when it comes to producing the perfect cup of coffee. A great barista knows precisely when to finish the extraction of espresso, at the point when the balance of flavour has reached its optimum levels. They also understand how important this is; those who act too soon are left with a drink without flavour while those who delay the finish risk burning the beverage and tainting it with a bitter after-taste.

When it comes to customer service, there is so much more to a coffee shop experience than drinking perfectly roasted blends. The atmosphere and the ambience also play a central role, and the interaction that the customer has with their barista sets the tone for an enjoyable experience. Great baristas ask their customers how their day is going or what they're going to do later; they read local newspapers and keep up with issues that really matter, all of which make a real difference in a competitive marketplace.

LIVEWORKSHEETS

Questions 15–22

Complete the notes below.

*Choose **ONE WORD ONLY** from the text on page 64 for each answer.*

Write your answers in boxes 15–22 on your answer sheet.

Notes on being a great barista

Serving the customer

- Be sure you make drinks that are **15** ..... for the customer
- Ignore any **16** ..... around you

Using the equipment

- Clean the machine **17** ..... regularly
- Grinding
  - always use ground coffee that is **18** .....
  - remember that air causes the smell to fade

Making the coffee

- Know when to stop making the espresso
  - too early reduces the **19** .....
  - too late makes the coffee **20** .....

Giving good customer service

- Talk to your customers
  - ask about the customers' **21** .....
  - know something about the important **22** ..... in the area

LIVEWORKSHEETS

Test 3

Read the text below and answer Questions 23–27.

Running a meeting

If you're running a meeting for the first time, here are a few tips to help you

Prior to the meeting, think about the seating and arrange it in an appropriate way. A circle can work well for informal meetings, but sometimes the furniture cannot be re-arranged or rows are more suitable. Consider the participants and decide what is best. Before people arrive, it's a good idea to designate someone to stand at the entrance and greet everyone.

If the meeting is small, start by requesting everyone to introduce themselves and to give a bit of relevant information in addition to their name. This may be what they do or why they are there. For all meetings, you need to introduce the chairperson, i.e., yourself, and any other outside speakers you have invited.

Next, make sure everyone can see the agenda or has a copy of it. Briefly run through the items then take one point at a time, and make sure the group doesn't stray from that point until it has been dealt with. Encourage participation at all times so that attendees can contribute but don't let everyone talk at the same time. Try to keep discussions positive, but don't ignore conflicts – find a solution for them and make sure they are resolved before they grow.

Summarise points regularly and make clear action points. Write these down and don't forget to note who's doing what, and by when. Encourage everyone to feel able to volunteer for tasks and roles. It can help if the more experienced members of the group offer to share skills and knowledge, but don't let the same people take on all the work as this can lead to tension within the group.

At the end, remember to thank everyone for turning up and contributing. It can be nice to follow the meeting with a social activity like sharing a meal or going to a café.

LIVEWORKSHEETS

Questions 23–27

Complete the flow chart below.

*Choose **NO MORE THAN TWO WORDS** from the text on page 66 for each answer.*

Write your answers in boxes 23–27 on your answer sheet.

Tips for running a meeting

Arrange seats according to the type of meeting and participants

↓

In small meetings, ask people for some **23** ..... as they introduce themselves

↓

Make sure the **24** ..... is available to everyone

↓

Involve people in the discussion and solve any **25** ..... quickly if they arise

↓

Note action points and who is responsible for them

↓

Avoid **26** ..... by involving a range of people in tasks

↓

Thank people for coming, and possibly have some kind of **27** ..... afterwards

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LIVEWORKSHEETS

SECTION 3 *Questions 28–40*

Read the text on pages 69 and 70 and answer Questions 28–40.

Questions 28–33

The text on pages 69 and 70 has six sections, **A–F**.

Choose the correct heading for each section from the list of headings below.

*Write the correct number, **i–viii**, in boxes 28–33 on your answer sheet.*

List of Headings

- **i** The link between feathers and a wider international awareness
- **ii** An unsuitable decoration for military purposes
- **iii** A significant rise in the popularity of feathers
- **iv** Growing disapproval of the trapping of birds for their feathers
- **v** A new approach to researching the past
- **vi** Feathers as protection and as a symbol of sophistication
- **vii** An interesting relationship between the wearing of feathers and gender
- **viii** A reason for the continued use of feathers by soldiers

28 Section **A**

29 Section **B**

30 Section **C**

31 Section **D**

32 Section **E**

33 Section **F**

LIVEWORKSHEETS