Questions 1–6

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1–6 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*

1 Forty years ago, there were fewer butterflies in Britain than at present.

2 Caterpillars are eaten by a number of different predators.

3 'Phenology' is a term used to describe a creature's ability to alter the location of a lifecycle event.

4 Some species of butterfly have a reduced lifespan due to spring temperature increases.

5 There is a clear reason for the adaptations that butterflies are making to climate change.

6 The data used in the study was taken from the work of amateur butterfly watchers.

LIVEWORKSHEETS

Questions 7–13

Complete the notes below.

*Choose **ONE WORD ONLY** from the passage for each answer.*

Write your answers in boxes 7–13 on your answer sheet.

Butterflies in the UK

The Small Blue

- lives in large **7** .....
- first appears at the start of **8** .....
- completes more than one reproductive cycle per year

The High Brown Fritillary

- has one reproductive cycle
- is considered to be more **9** ..... than other species
- its caterpillars occupy a limited range of **10** .....

The Silver-studded Blue

- is already able to reproduce twice a year in warm areas of **11** .....

The White Admiral

- is found in **12** ..... areas of England
- both climate change and the **13** ..... of the caterpillar are possible reasons for decline

LIVEWORKSHEETS

Questions 14–18

Reading Passage 2 has six paragraphs, **A–F**.

Which paragraph contains the following information?

Write the correct letter, ***A–F****, in boxes 14–18 on your answer sheet.*

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

14 reference to two chemical compounds which impact on performance

15 examples of strategies for minimising the effects of stress

16 how a sportsperson accounted for their own experience of stress

17 study results indicating links between stress responses and performance

18 mention of people who can influence how athletes perceive their stress responses

Questions 19–22

Complete the sentences below.

Choose ***ONE WORD ONLY*** *from the passage for each answer.*

Write your answers in boxes 19–22 on your answer sheet.

19 Performance stress involves many demands on the athlete, for example, coping with the possible risk of ..... .

20 Cortisol can cause tennis players to produce fewer good ..... .

21 Psychologists can help athletes to view their physiological responses as the effect of a positive feeling such as ..... .

22 ..... is an example of a psychological technique which can reduce an athlete's stress responses.

LIVEWORKSHEETS

Questions 23 and 24

*Choose **TWO** letters, **A–E**.*

Write the correct letters in boxes 23 and 24 on your answer sheet.

Which **TWO** facts about Emma Raducanu's withdrawal from the Wimbledon tournament are mentioned in the text?

- **A** the stage at which she dropped out of the tournament
- **B** symptoms of her performance stress at the tournament
- **C** measures which she had taken to manage her stress levels
- **D** aspects of the Wimbledon tournament which increased her stress levels
- **E** reactions to her social media posts about her experience at Wimbledon

Questions 25 and 26

*Choose **TWO** letters, **A–E**.*

Write the correct letters in boxes 25 and 26 on your answer sheet.

Which **TWO** facts about anxiety are mentioned in Paragraph E of the text?

- **A** the factors which determine how severe it may be
- **B** how long it takes for its effects to become apparent
- **C** which of its symptoms is most frequently encountered
- **D** the types of athletes who are most likely to suffer from it
- **E** the harm that can result if athletes experience it too often

LIVEWORKSHEETS

Questions 27–31

Look at the following statements (Questions 27–31) and the list of researchers below.

Match each statement with the correct researcher, ***A–G****.*

Write the correct letter, ***A–G****, in boxes 27–31 on your answer sheet.*

27 Play can be divided into a number of separate categories.

28 Adults' intended goals affect how they play with children.

29 Combining work with play may be the best way for children to learn.

30 Certain elements of play are more significant than others.

31 Activities can be classified on a scale of playfulness.

List of Researchers

A Elkind

B Miller & Almon

C Rubin et al.

D Stuart Brown

E Pellegrini

F Joan Goodman

G Hirsch-Pasek et al.

LIVEWORKSHEETS

Questions 32–36

Do the following statements agree with the claims of the writer in Reading Passage 3?

In boxes 32–36 on your answer sheet, write

YES	*if the statement agrees with the claims of the writer*
NO	*if the statement contradicts the claims of the writer*
NOT GIVEN	*if it is impossible to say what the writer thinks about this*

32 Children need toys in order to play.

33 It is a mistake to treat play and learning as separate types of activities.

34 Play helps children to develop their artistic talents.

35 Researchers have agreed on a definition of play.

36 Work and play differ in terms of whether or not they have a target.

LIVEWORKSHEETS

Questions 37–40

Complete the summary below.

*Choose **ONE WORD ONLY** from the passage for each answer.*

Write your answers in boxes 37–40 on your answer sheet.

Guided play

In the simplest form of guided play, an adult contributes to the environment in which the child is playing. Alternatively, an adult can play with a child and develop the play, for instance by **37** ..... the child to investigate different aspects of their game. Adults can help children to learn through play, and may make the activity rather structured, but it should still be based on the child's **38** ..... to play.

Play without the intervention of adults gives children real **39** ..... ; with adults, play can be **40** ..... at particular goals. However, all forms of play should be an opportunity for children to have fun.

LIVEWORKSHEETS