Part 7

You are going to read a magazine article written by a teenager who made a robot from recycled materials. For questions **43 – 52**, choose from the sections (**A – D**). The sections may be chosen more than once.

In the exam, you mark your answers **on a separate answer sheet**.

In which section does the writer mention

being able to contribute to the cost of his education? **43** ☐

an emotional reaction to an opportunity he's taken up? **44** ☐

how he managed to develop key skills over time? **45** ☐

understanding why some people tried to dissuade him from making robots? **46** ☐

having something in common with a fictional character? **47** ☐

his gratitude to someone who inspired him? **48** ☐

having some sympathy for people who don't share his environmental ideas? **49** ☐

making an exact copy of something he had seen? **50** ☐

optimism regarding his future prospects? **51** ☐

a disadvantage of his source of raw materials? **52** ☐

TIP STRIP

Question 43: Look at the texts and underline all the places where education and studying are mentioned. Then read these carefully to see which section contains this point.

Question 45: Look for a word which means something happened over a period of time. It should be close to a section about the development of skills.

Question 50: The sections all talk about making things, but only one has a word which means an exact copy.

Question 52: Sections A and C both talk about his source of raw materials. But in which of them is a negative point made?

LIVEWORKSHEETS

Turning Electronic Waste into Robots

A

I was only ten years old when I first watched the Pixar film *Wall-E*, which features a small, ugly, square-shaped robot of the same name. I instantly took to him because he had a far bigger environmental conscience than any human being I knew at the time. I couldn't stop thinking how alike we were since I, too, wanted to make my town less polluted. The idea of recycling the electronics that people throw away also appealed to me, so I decided to try and use discarded items to make my very own Wall-E. It took me six years to do, but I finally finished making a replica of the robot. I even created some software to send it basic commands, which I then installed on my mobile phone. I got all the components I needed to make him from the local waste dump because my family couldn't ever have afforded to buy them new. People throw all kinds of stuff there, from old clothes to food and electronics.

B

I was born and raised in Patacamaya, one of the least prosperous communities in Bolivia. My mother never had a chance to study because she had to start working from a young age. My father was a construction worker until chronic back pain forced him to quit. I owe my passion for electronics to him. He used to make wooden toy cars for me and my brother when we were little, and I'd always sit next to him. Gradually, I began practising on my own, initially making small objects from copper wires and then moving onto increasingly complex designs, like a toy car with bulbs that lit up from left to right, or an LED cube which displayed 3D images.

C

When I was eleven, I started selling my first creations on the street. Thanks to the income I made from this, my parents were able to get schoolbooks for me and my younger brother, Hernan. He's more environmentally conscious than many adults I speak to. I like to think I can inspire him to see how much we can do. Most of us in Patacamaya live very simply, and very few kids have access to further education. Hardly any of my neighbours appreciate the value of a clean environment. When I tell them that we should all make an effort to keep our fields and lands unpolluted, they insist they haven't got time to think about that sort of thing. Having grown up here myself, I can appreciate how a lack of infrastructure and education makes it hard for them to be concerned about issues like recycling. I've been collecting e-waste at the local dump for several years now, but there would be so much more to choose from in a more developed place.

D

After I won first prize in my high school robotics competition with Wall-E last year, many reporters came to interview me and I became something of a national celebrity. Then a university in the capital offered me a scholarship for a five-year electro-mechanics course, which I began in January. My mother still cries when she tells people at home what I'm doing. When I started making Wall-E, most people around me would say, 'You're only a teenager, you should learn a useful job to help your family.' I knew what they meant. But I can achieve that far more effectively if I go on studying to become a robotics expert. I now hope to take postgraduate studies in a country with more sophisticated technological instruments. That will allow me to invent more and better things.

LIVEWORKSHEETS

Part 1

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

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1 You hear two teenagers talking about a school trip to a football stadium.
They agree that the best thing about it was
- **A** looking round the museum.
- **B** going on the guided tour.
- **C** receiving free gifts.

2 You hear a dance teacher talking to the members of a dance group during a rehearsal.
She thinks that the group now needs to concentrate on
- **A** remembering their moves.
- **B** keeping in time with the music.
- **C** presenting a more confident image.

3 You hear two friends talking about a TV series.
What does the girl dislike about it?
- **A** the choice of costumes
- **B** the quality of the acting
- **C** the predictability of the plot

4 You hear a girl talking about an art competition.
How does she feel about it?
- **A** satisfied with her overall result
- **B** unsure whether it was worth entering
- **C** upset by the behaviour of one of the judges

5 You hear a teacher talking to his class at the beginning of a lesson.
What is he doing?
- **A** giving them feedback on some written work
- **B** explaining how to approach a task
- **C** telling them about a new topic

6 You hear a girl leaving a phone message for a friend.
Why is she calling?
- **A** to request some help
- **B** to make a suggestion
- **C** to reply to a question

7 You hear two friends discussing a lesson about the planet Mars.
They both think that
- **A** it would be an exciting place to visit.
- **B** it might be possible for humans to live there.
- **C** it's a waste of money trying to send people there.

8 You hear a teenager talking about doing a work-experience placement.
She feels that she should have spent more time
- **A** taking notes.
- **B** talking to the staff.
- **C** working in various departments.

TIP STRIP

Question 1: Listen for the words 'best bit' and 'most interesting'. What are they talking about when they use these words?

Question 3: Listen for the phrase: 'it's kind of obvious'. What is the girl referring to when she says this?

Question 7: Listen for the phrase 'it would'. What is the girl referring to when she says this?

Question 8: Listen for a phrase that expresses a similar idea to 'should have'.

LIVEWORKSHEETS

Part 2

You will hear a boy called Luke Bardon giving a class presentation about his visit to a Formula One motor-racing workshop. For questions **9 – 18**, complete the sentences with a word or short phrase.

Formula One Workshop

Luke wrote a prize-winning **(9)** ..... about motor-racing and the visit was his prize.

The workshop's **(10)** ..... was the first person Luke met when he arrived.

Luke says that the word **(11)** ..... is used to refer to the two seconds allowed for a wheel change.

Someone called a **(12)** ..... tells the mechanics that a car is coming in for a wheel change.

Luke found that the **(13)** ..... were the least comfortable part of the uniform he had to put on.

Luke worked with a team member who operated something called a **(14)** .....

Luke describes the movements of the team as similar to those of **(15)** .....

Luke discovered that the team members train at a **(16)** ..... as well as at the workshop.

Luke mentions that **(17)** ..... is the cause of most problems during a wheel change.

Luke was given a **(18)** ..... as a souvenir of his day at the workshop.

TIP STRIP

Question 9: Listen for the word 'write' – the answer comes soon afterwards

Question 11: You hear this word after 'two-seconds'

Question 12: You are listening for a word that describes a job – listen for a word ending in -er

Question 13: Be careful: different items of clothing are mentioned. Listen for a word that means 'uncomfortable'

LIVEWORKSHEETS

Part 3

You will hear five short extracts in which teenagers are talking about the experience of moving house. For questions **19 – 23**, choose from the list (**A – H**) what each speaker likes best about their new house. Use the letters only once. There are three extra letters which you do not need to use.

A the number of rooms

B the view from the windows

Speaker 1 ☐ **19**

C the convenient location

Speaker 2 ☐ **20**

D the amount of outdoor space

Speaker 3 ☐ **21**

E the neighbours

Speaker 4 ☐ **22**

F the way it's decorated

Speaker 5 ☐ **23**

G the leisure facilities nearby

H the size of the bedrooms

TIP STRIP

Speaker One: Listen for the words 'main advantage' – the answer follows this.

Speaker Two: Be careful, he talks about having his own bedroom, but that's not the thing he likes best.

Speaker Three: Listen for another form of the word 'best' – the answer follows this.

Speaker Four: Listen to everything he says – what's the main point he's making about the difference between the old and new apartments?

Speaker Five: Listen to the second half of the recording – that's where you'll hear the answer.

LIVEWORKSHEETS

Part 4

You will hear an interview with a teenager called Leanne Ashby, who runs a website about butterflies. For questions **24 – 30**, choose the best answer (**A, B** or **C**).

24 Leanne says that her interest in wildlife

- **A** was influenced by her brother's behaviour.
- **B** only really started once she'd started school.
- **C** reflected her parents' passion for the subject.

25 How did taking part in the Garden Butterfly Watch help Leanne?

- **A** She learnt the value of collecting data
- **B** She developed the skill of identifying different species
- **C** She was put in touch with many other interested young people

26 Leanne feels that, above all, a butterfly enthusiast needs to have

- **A** a good eye for detail.
- **B** a great deal of patience.
- **C** a good memory for colour.

27 When she first went to the after-school environment club, Leanne was

- **A** surprised by the focus of the discussions.
- **B** disappointed by the attitude of the teacher in charge.
- **C** relieved to find that some people shared her own interests.

28 Leanne's initial contribution to the school website involved some

- **A** photos she'd taken.
- **B** drawings she'd done.
- **C** descriptions she'd written.

29 What makes Leanne's website different to others?

- **A** the order in which the butterflies are listed
- **B** the way you find the butterfly you're looking for
- **C** the fact that it was designed to be used by school students

30 What does Leanne plan to develop next?

- **A** an international version of her butterfly website
- **B** a wider range of creatures on her current website
- **C** a new website featuring birds as well as insect species

TIP STRIP

Question 24: Listen for the time references. The answer is not Leanne's earliest memory.

Question 26: Be careful: you will hear the words 'colour', 'detail' and 'patience'. Listen to the other words around them to know the answer.

Question 27: Listen for the word 'fortunately' – the answer follows this.

Question 29: Listen to the section where Leanne uses the second person 'you'.

LIVEWORKSHEETS