

Listening**Time: 15 minutes**

You will hear people talking in 8 different situations. For questions 1-8 choose the best answer (A, B or C). You will hear each conversation twice.

1. You hear a girl talking about a running race she is going to compete in soon.

What does she say about the race?

- A. She hopes the spectators will be supportive.
- B. She has prepared for it as well as she can.
- C. She thinks her chances of success are poor.

2. You hear the beginning of a radio programme for teenagers. What is today's programme going to be about?

- A. wildlife conservation
- B. climate change
- C. pollution

3. You overhear a boy phoning a friend. Why is he calling?

- A. to ask a favour
- B. to pass on some news
- C. to confirm travel arrangements

4. You hear two friends talking about a school photography exhibition. What is the girl trying to do?

- A. persuade the boy to display his photos
- B. suggest how the boy could improve his photos
- C. encourage the boy to go and see the photos with her

5. You hear two friends talking about a shopping trip they've just been on.

How does the girl feel about the trip?

- A. sorry that she didn't buy an item she saw

B. disappointed she couldn't find what she was looking for

C. relieved that she didn't spend too much money

6. You hear a girl talking about her class trip to the theatre to see a play. She thought the play was

A. more frightening than she had expected.

B. surprisingly different from the version she had studied.

C. very difficult to understand when performed on stage.

7. You hear two friends talking about a canoeing lesson they have just had on the river. What do they agree about?

A. how risky the activity seemed at times

B. how painful their muscles felt

C. how difficult it was to paddle properly

8. You hear a teacher telling a class about a science project they are going to do. Which place is the class going to visit for the project?

A. a science laboratory

B. the city library

C. a museum

Transfer your answers to the answer sheet!

Reading

Time: 25 minutes

Task 1

You are going to read an article about a computer game exhibition. Six sentences have been removed from the article. Choose from sentences A-G the one which fits each gap (1 – 6). There is one extra sentence which you do not need to use.

Computer game exhibition

Have you ever tried playing the kind of video games that your parents played? The Museum of Science in Manchester, in the UK, has held an exhibition for the last few years, which invites visitors to do exactly that. It offers them the chance to play games from the last 40 years, in various sessions throughout the day. **1** ____ They are full of people every day, playing a wide range of games. **2** ____ For parents, for example, these are usually the games they used to play in their childhood.

There's also an educational purpose of the games. For instance, some old types of computer, dating back 40 years, are also available in the sessions. They were originally used in classrooms to teach pupils to write their own computer programs. **3** ____ Now, the museum is holding workshops that encourage children to learn similar skills – and they're still very popular.

The sessions are also seen as social events, as people discover how much fun it is to play video games with other family members. And there's also an area called *Power Up!* where a number of visitors can sit down together. **4** ____ And nowadays, this is often how fans of video games are more likely to experience playing.

The exhibition also shows how much progress technology has made over the last 40 years. Parents can often remember playing very simple games. But the games that are played today are more complex. **5** ____ And the players also have to use much more complicated techniques.

However, one serious side of the exhibition is that organisers also want to show that video gaming is an important industry, employing many skilled people. **6** ____ That way, people who enjoy gaming will also understand all the hard work, talent and imagination that go into creating these amazing games.

- A. Visitors each pay for 90-minute sessions.
- B. And at the time, it helped lots of young people to do that.
- C. So they hope the exhibition will share this message.
- D. Then they can all enjoy playing the same game.
- E. However, visitors often choose the ones they're familiar with.

- F. They have better storylines and animation, too.
- G. These video games sessions have now become one of the main attractions of the museum.

Task 2

You are going to read an article about four young people taking part in swimming races in open water. For questions 7-16, choose from the people (A-D). The people may be chosen more than once.

Which person

7.	made a costly mistake about what strategy to use in the water?	
8.	found they were handling poor conditions more easily than some other competitors?	
9.	was lucky to have escaped being seriously injured while swimming?	
10.	was on the way to victory at an early point in their race?	
11.	felt confident about producing a good performance prior to the race?	
12.	remained unaware for some time that others in the race were in difficulty?	
13.	exceeded their own expectations in the initial stages?	
14.	missed out on winning due to an unfortunate occurrence?	
15.	received much-needed support at a critical point?	
16.	felt they'd learned something from the race despite not being successful?	

A Angela

As I was about to set off, I just kept thinking about what my coach had told me: “The ones who are ready are the ones who win.” And I knew I’d done everything I possibly could to prepare, even swimming the course a few days previously, so I felt his words really applied to me. On the day of the race, the water was calm but I couldn’t see far ahead, and I’d lost sight of the other competitors, so I hoped I was leaving them behind.

Then suddenly I felt a huge bang on my chest and realized other people were actually ahead of me – and one had kicked me hard. She apologized and no damage was done, fortunately, but it was a reminder to try and keep my distance, if possible. Anyway, the incident didn't affect the result – I was so far back by then that I couldn't possibly have won anyway!

B Sam

On the race day, I was a bit cautious getting into the water as it was rough. And there were a lot of other people swimming the same route, so my plan was to try and keep up with them, while also avoiding them so that I didn't get kicked, difficult though that might be. Once in the water, I actually began to swim a lot harder than I'd ever done in practice and I suddenly realized I was keeping up with swimmers who were clearly stronger than me in training. However, I soon noticed they'd all switched to a more relaxed breaststroke, presumably to place themselves and conserve their energy, while I'd made up my mind to maintain the faster overarm crawl and became worn out in the process. Anyway, to cut a long story short, I just decided to put this race down to experience. I found myself further and further behind, and in the end realized I'd never be able to win!

C Krista

There were so many swimmers taking part that I knew I'd have to swim tactically. The only problem was, I didn't really know any tactics! But I decided to put up my speed to pass the swimmer ahead of me, and settle into a rhythm. I passed the next one. That'd always seemed to work OK before. Anyway, I was soon up among the leaders and in with a good chance. The aim of the race was to swim out around a marker, then back to the beach, and run straight to our coach who'd be timing us. The three fastest times would win. However, as I didn't have my glasses on, I rushed up to the wrong person, sadly ... and dropped out of the three places as a result. Oh well!

D Tom

The sea conditions were pretty dire on race day, with big waves rolling towards the shore. I decided I'd just let others go ahead of me and simply aim to finish - that in itself would be an achievement. I resolved to see each wave as a challenge and meet each one head on, then go with the current as much as possible. The trouble was, doing that, I couldn't really see what the other swimmers were up to, so I was amazed when I heard some of them call out that it was too rough and they were giving up! I'd been coping OK, so I ploughed on, although I was getting tired. What really got me through, though, was finding my close friend swimming just nearby, so we made a promise to each other then to keep going now we'd come so far – and we did! That's what I call teamwork – even though we didn't win!

Transfer your answers to the answer sheet!

Use of English

Time: 25 minutes

Task 1

Read the text about teenagers. Choose the correct word (A, B, C, or D) for each space.

PERSONAL SPACE

More and more people live in large cities these days and this means that it is becoming more and more difficult to find space and time for ourselves. But for many people, personal privacy is very important. In many homes, a few minutes in the bathroom is all the privacy that is (1)

Teenagers especially need their own personal space at home where they can feel relaxed and private. But, of course, not all teenagers are 2) ... enough to have a room of their own. Where space is short, they often have to (3) ... a bedroom with a brother or sister. In that case, it's a good (4) ... for them to have a special area or corner of the room to (5) ... their own. It's especially important for young people to have somewhere to (6) ... their personal things. This may or may not be a tidy place and it is not a good idea for parents to try and tell teenagers how to (7) ... their space as this is (8) ... to lead to arguments. Parents can, however, (9) ... sure that there are enough storage spaces such as shelves, cupboards and boxes. This will (10) ... the teenagers to keep their space tidy if they want.

1.	A	confident	B	available	C	general	D	average
2.	A	dizzy	B	early	C	lucky	D	happy
3.	A	separate	B	share	C	divide	D	join
4.	A	sense	B	opinion	C	idea	D	thought
5.	A	mind	B	call	C	say	D	tell
6.	A	belong	B	save	C	support	D	keep
7.	A	organize	B	repair	C	operate	D	review

8.	A	really	B	quickly	C	actually	D	likely
9.	A	find	B	make	C	get	D	put
10.	A	afford	B	let	C	allow	D	set

Task 2

Complete sentences 11 – 16 below using the word combinations with ‘keep’ or ‘lose’ which you have found in the table. Use the correct form.

keep		lose
	calm	
	weight	
	a promise	
	my way	
	going	
	in touch	
	smb company	
	my nerve	
	a secret	
	smb waiting	
	my temper	
	fit	

11. When you go away, please write. I’d like to _____ with you.
12. When the children broke the TV, I _____ and started shouting at them.
13. “I’m tired. Can’t we have a rest?” “No. We can’t stop. We must _____ until we get to the top of the mountain.”
14. Can you _____ ? Jane and I have decided to get married, but don’t tell anyone.

15. I was going to do a bungee jump, but when I stood at the top, I couldn't do it. I _____ and I had to climb down.
16. I go to the gym every day because I like to _____ .

Task 3

Bird words. Match each word or phrase in the first column with the word or phrase in the second column that produces a common saying or idiom.

17	a bird in the hand	a.	goose
18	birds of a feather	b.	peace
19	bird's eye	c.	the chicken or the egg
20	to kill two birds	d.	is worth two in the bush
21	silly	e.	one's neck
22	which came first	f.	catches the worm
23	bury one's head in the sand	g.	with one stone
24	crane	h.	like an ostrich
25	dove of	i.	view
26	the early bird	j.	flock together

Transfer your answers to the answer sheet!

Writing

Time: 25 minutes

An English magazine has asked its readers to send in short stories with the title “An Unforgettable Adventure”. The best stories will be published.

Present a series of events, real or imaginary. The events in the story should be written in the order in which they happened. Make your story exciting and impressive.

The story should include:

1. An introductory paragraph which sets the scene describing
 - *time,*
 - *place,*
 - *weather,*
 - *characters,*
 - *characters’ activity.*
2. One or two main body paragraphs describing
 - *an incident leading up to the main event,*
 - *the main event itself,*
 - *the characters’ mood.*
3. A concluding paragraph describing
 - *what happened in the end,*
 - *the characters’ or your reaction.*

Write 150-210 words (if the title is given, it is included in the word count).