

# CONTENTS

<b>Test 1</b> .....	p. 4
<b>Test 2</b> .....	p. 20
<b>Test 3</b> .....	p. 36
<b>Test 4</b> .....	p. 52
<b>Test 5</b> .....	p. 68
<b>Test 6</b> .....	p. 84
<b>Test 7</b> .....	p. 100
<b>Test 8</b> .....	p. 116
<b>Extra Practice Material</b> .....	p. 132

<b>Candidate's Answer Sheets</b> .....	p. 148
----------------------------------------	--------

<b>Speaking (Visual Prompts)</b> .....	pp. S1-S12
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## Reading & Use of English

### PART 1

For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A takes      B picks      C fills      D collects

0	A	B	C	D
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tip

- Read the title to get a general idea of what the text is going to be about.
- Read the text once to get the general idea.
- Read again. Pay close attention to the words before and after each gap.
- Look at the choices you have. Choose the best one.
- Read again to see whether it makes sense.

### Internet on the go

Each weekday bus driver J.J. Johnson (0) ..... up his teenage passengers outside a local fairground in southern Arizona. That's how the unique (1) ..... to Empire High School starts.

The bus drives through the desert near Sonoita, a (2) ..... drive from the U.S.- Mexico border. The Vail School District (3) ..... more than 400 square miles, and these students often spend over two and a half hours on a school bus every day. But since November, the high school students aboard the bus have enjoyed a distraction, or a study aid, depending on the moment: (4) ..... to wireless Internet.

How did they (5) ..... to do this? The district put in a wireless router just above the front windscreen. The little black box creates an Internet hotspot and (6) ..... searches for mobile phone towers as it goes along the highway. Sterling Pratz, the head of Autonet, the company that makes the routers, says the (7) ..... had been mainly designed for private vehicles. "School bus connectivity wasn't something we'd even thought about a few months ago, but now over 25 school districts have (8) ..... us know they're interested," he says.

- |                |                |            |              |
|----------------|----------------|------------|--------------|
| 1 A travel     | B excursion    | C journey  | D trek       |
| 2 A nearby     | B narrow       | C short    | D close      |
| 3 A covers     | B consists     | C contains | D controls   |
| 4 A link       | B access       | C network  | D charge     |
| 5 A manage     | B succeed      | C achieve  | D make       |
| 6 A constantly | B occasionally | C suddenly | D instantly  |
| 7 A tool       | B device       | C outfit   | D instrument |
| 8 A had        | B made         | C let      | D given      |

**PART 2**

For questions **9-16**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning **(0)**.

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 I N

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--



- Read the text quickly once, without paying attention to the gaps.
- Read again carefully, trying to fill each gap. The missing words can be: adverbs, auxiliary verbs, prepositions, pronouns, conjunctions, etc. If you can't find the answer for a gap, move on to the next one and return later.
- When you've finished, read the text again to see if your answers are grammatically correct and make sense in the sentence and the text.

## Tekno Dog

'Tekno,' the robotic puppy dog, was a popular electronic toy developed for Toyquest, an American electronics firm, **(0)** ..... 2000. Initially, it sold over 7 million units and went **(9)** ..... to sell more than 40 million units in its first 4 years of production. The worldwide appeal of Tekno led to prominent awards and widespread media coverage, **(10)** ..... included newspaper articles, magazine front covers and television and film appearances.

With over 160 emotions and functions, Tekno captured the imagination of **(11)** ..... parents and children by offering a special technological peek into the future. Children could also enjoy the companionship and playfulness of a real pet **(12)** ..... the daily care-giving duties and responsibilities of having a real one. Tekno's basic functions included walking, barking, eating and sleeping. Special sensors **(13)** ..... it capable of emotional and life-like reactions. It could **(14)** ..... taught to respond to voice commands and to perform real dog tricks **(15)** ..... as fetching and playing tricks with ball accessories. Over the years, the company has added a whole range **(16)** ..... other robotic pets, including cats, fish, frogs and parrots.

PART 3

For questions 17-24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example: 0 C O N S T R U C T I O N S

**Tip**

- Read through the title and the whole text to understand what it is about.
- Decide what part of speech you need in each gap. Remember, you may have to use the word in the plural form, or the negative form. Think of possible prefixes and suffixes.
- Read the text again to see whether it makes sense.

## STORK NESTS

Stork nests are huge, bulky (0) ..... assembled from branches and sticks and lined with (17) ..... of twigs, grass and earth and things thrown out by humans like rags and paper. Though the nests may be reused year after year, breeding birds will (18) ..... the structure each season.

Particularly old nests have grown to over 2 metres in (19) ..... and can be as much as 3 metres deep. It seems, too, that storks have a(n) (20) ..... nature. A nest is considered (21) ..... until a leafy branch is added to the edge of the nest.

Stork nests are often found on man-made structures such as rooftops, walls, chimneys, telephone poles and (22) ..... constructed nest towers. Homeowners in Holland and Germany even add things such as (23) ..... wagon wheels to old chimneys to encourage storks to nest on their houses, as the bird is (24) ..... of a happy home and brings good luck.

**CONSTRUCT**  
**LAY**  
**LARGE**  
**WIDE**  
**ART**  
**FINISH**  
**SPECIAL**  
**WOOD**  
**SYMBOL**

**PART 4**

For questions **25-30**, 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. Here is an example (0).

**Example:**

- 0** I only bought these trainers because you recommended them.  
**HAVE**  
 I .....  
 these trainers if you hadn't recommended them.

**Tip** Read the whole sentence, then look at the key word. Think of the structure tested (e.g. passive, reported speech, etc). Use the given word to complete the second sentence. Use between two and five words in each gap.

The gap can be filled by the words 'would not have bought', so you write:

- Example:** 0 WOULD NOT HAVE BOUGHT

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

- 25** Michael started jogging to improve his fitness.  
**TOOK**  
 Michael ..... order to get fit.
- 26** "I'm sorry I didn't hand my homework in," Ann said to her teacher.  
**APOLOGISED**  
 Ann ..... in her homework to her teacher.
- 27** Ben couldn't go on the school trip because of a doctor's appointment.  
**PREVENTED**  
 A doctor's appointment ..... on the school trip.
- 28** My sister got married almost four years ago.  
**HAS**  
 My sister ..... four years.
- 29** I decided not to go to the party after hearing who else was going.  
**CHANGED**  
 I ..... to the party after hearing who else was going.
- 30** It's a pity that you forgot to invite her to the school play.  
**WISH**  
 I ..... to invite her to the school play.

## PART 5

You are going to read an extract from an article about the longest raft voyage in history. For questions 31-36, choose the answer (A, B, C or D) which you think fits best according to the text.

In 1973 a group of 12 sailors sailed across the Pacific Ocean on 3 basic rafts; a journey of 14,000 km from South America to Australia. It turned out to be the longest voyage of its kind ever recorded. The expedition was the idea of Spanish explorer Vital Alsar, who became a doctor of economics, although he never acted as such. Instead, he devoted his whole life to nature and the sea. Vital was inspired by reading a book about the voyage of the Kon-Tikki, a balsa raft built according to ancient principles by Norwegian explorer Thor Heyerdahl, who tried to cross the Pacific in it in 1947.

Vital had sailed on a single raft with 3 companions, completing almost the same voyage three years earlier, but many attributed their success to luck. This multi-raft expedition was, therefore, partly organised to prove that the 1970 voyage was no accident. Its purposes, however, were also scientific: to research different currents in the sea and to show that original expeditions may have consisted of small fleets of similarly built balsa rafts.

The 12 multi-national crew members built the 3 rafts in Ecuador, where the voyage began. They used balsa wood cut from female trees in the jungle for the bases and bamboo for the cabins. The balsa logs were cut at full moon when the sap content in the trees was at its highest. This made the rafts more waterproof. Only natural materials were used, including wooden pegs and natural sisal ropes for rigging. This is because those were the materials and technologies available to the ancient mariners who sailed the Pacific centuries before. Each raft measured 14 metres in length and 5.5 metres in width, and in these fragile vessels they sailed across the greatest ocean on Earth.

Most days followed the same routine: doing daily chores, fishing and cooking. Enough drinking water was taken along to last a few weeks as well as canned meat and vegetables, but the main diet was seafood. When the drinking water ran out, rainwater had to be collected and the crew also had to drink a pint of seawater a day when it was hot, to compensate for the loss of salt due to perspiration. Each raft was equipped with a short range radio for emergency use, enabling the crew to contact land every 3 days.

When asked if they had experienced any scary moments, one crew member mentioned that during storms, the sailors could not see the other rafts as they would go up and down, disappearing into the trough of the huge, roller-like waves, and that the noise of the wind pushing the sails could put the sailors on edge. In contrast, on still nights the surface of the sea was poetically likened to a mirror that "reflected the stars so well that you felt you were floating in space with stars below you, stars on the horizon and stars above you". It seems that the closer they came to their destination, the more a sense of collective gloom set in. Salas, one of the crew members, said that "having to travel to work every day, having to put up with disagreeable bosses and being in a rush all the time" was something none of them wanted to return to. line 52

The voyage took 6 months – 179 days. Sailing from Ecuador, the crew eventually sighted land near Queensland, ending their voyage at the small town of Ballina in New South Wales, where they were given a hero's welcome.

**31 In the first paragraph, we learn that Vital Alsar**

- A was qualified to teach economics.
- B worked as a professor.
- C was an environmentalist.
- D got his inspiration from an ancient story.

**32 What was one reason for the expedition?**

- A to do tests on different sea creatures
- B to demonstrate the rafts could not make long journeys
- C to prove reports of similar voyages were untrue
- D to show Vital's previous voyage deserved recognition

**33 In building the rafts, the crew**

- A used only modern materials.
- B performed ancient tree-cutting ceremonies.
- C selected wood with special qualities.
- D used only one type of material.

**34 What does the fourth paragraph show us?**

- A No safety precautions were taken.
- B Fresh water was often in short supply.
- C The diet was the same as that of ancient sailors.
- D The crew were in regular contact with loved ones.

**35 What does the author mean by 'could put the sailors on edge' in line 52?**

- A The sailors sometimes found the sound disturbing.
- B The fear of getting lost was enormous at times.
- C The wind had a calming effect.
- D The sailors were worried most of the time.

**36 Which best describes the crew's feeling towards the end of the voyage?**

- A relief at having reached Australia
- B doubt about the expedition's purpose
- C reluctance to see the adventure end
- D disappointment that there was no official reception

**Tip**

- Read the text quickly to get a general idea of what it is about.
- Look at the first part of the question, and underline the key words. Don't read the options A-D yet. Find the part of the text the question refers to.
- Go through the choices and underline the key words.
- Choose the answer that best fits. Keep in mind that the information may be rephrased.
- Even if you think you know the correct answer, always check that the others are not appropriate.
- Check your answer against the text a second time.