



# English as a Second Language

Stage 9

Paper 1 Reading and Use of English

**2024**

## Cambridge Lower Secondary Progression Test

Name

Class

Date

**45 minutes**

No additional materials are needed.

### INSTRUCTIONS

- Answer **all** questions.
- Write your answer to each question in the space provided.

### INFORMATION

- The total mark for this paper is 42.
- The number of marks for each question or part question is shown in brackets [ ].

## Part 1

## Questions 1–8

Read the text below.

For each number **1–8**, circle the correct word on the next page.

### Mini robots

Recently, several small robots, **...(0)...** to run like fast animals, were introduced to the public by some university engineering students. The little machines **...(1)...** on a football pitch to test their **...(2)...**. Controlled by their makers, the robots started kicking a ball around. **...(3)...** sometimes happens in team games, some of the robots became too **...(4)...** to win and fell over, but they soon got up again.

These tiny robots can walk over **...(5)...** ground at twice the speed of an average person. **...(6)...** their size, they're strong, and even if they break, are easily repaired. The students believe that it will be possible to teach them new skills, without **...(7)...** of damaging them. The hope is that the robots will one day **...(8)...** more than just entertainment.

**Example**

0	caught	fixed	built	organised	
1	attended	approached	attempted	appeared	[1]
2	challenges	conditions	abilities	performances	[1]
3	So	As	While	Because	[1]
4	keen	certain	grateful	positive	[1]
5	strong	difficult	thick	rough	[1]
6	Although	Despite	Apart	Unless	[1]
7	worry	concern	fear	care	[1]
8	provide	succeed	discover	encourage	[1]

## Part 2

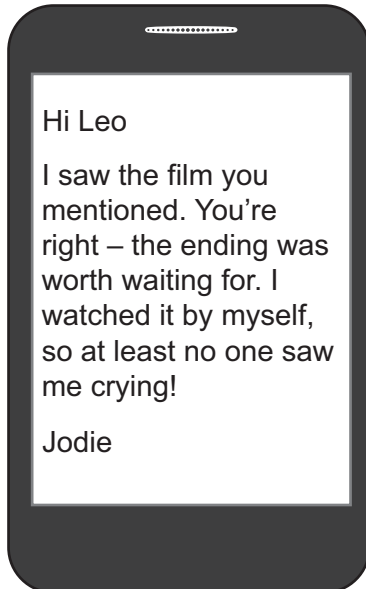
## Questions 9–13

Read the text in each question.

What does it say?

For each question, circle the correct letter **A**, **B** or **C**.

## Example

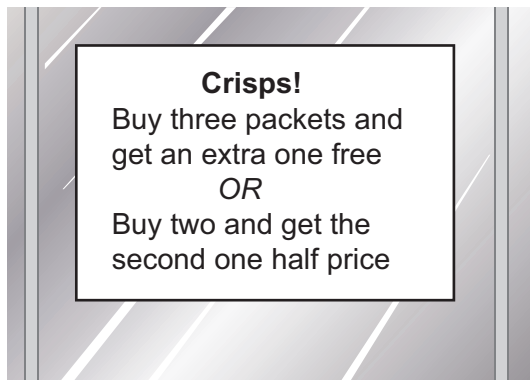


**A** Jodie regrets not seeing the film with Leo.

**B** Jodie suggests that the film was too long.

**(C)** Jodie agrees with Leo's opinion of the film.

9



**In the supermarket you can get:**

**A** three packets for a lower price than usual.

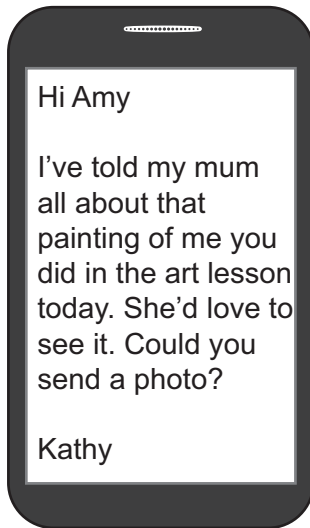
**B** two packets for half price.

**C** four packets for the price of three.

[1]

5

10

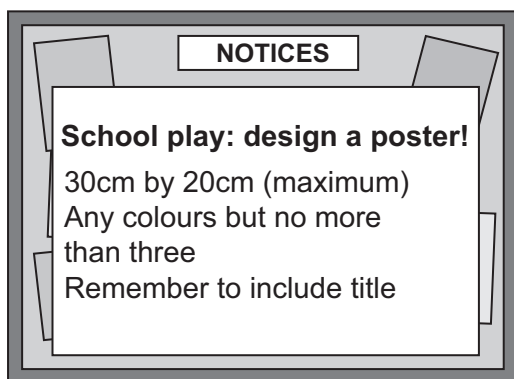


What does Kathy want Amy to do?

- A Do a painting of something.
- B Take a photo of something.
- C Describe a painting to someone.

[1]

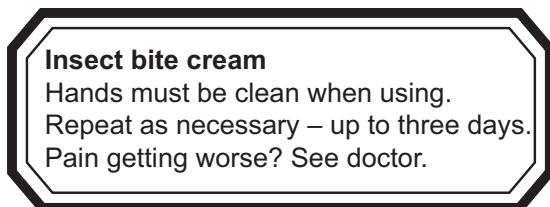
11



- A You should use at least three colours for the poster.
- B You must put the title of the play on the poster.
- C You can design the poster to be as large as you like.

[1]

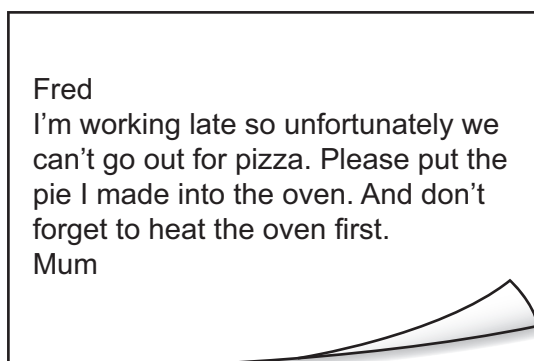
12



- A Get advice if this cream does not help.
- B Use this cream no more than three times daily.
- C Wash your hands after using this cream.

[1]

13



Why has Fred's mum left him this message?

- A to ask him to do something
- B to apologise for something
- C to complain about something

[1]

## Part 3

## Questions 14–18

Complete the conversation between two friends.  
 What does Dan say to Harry?  
 For questions **14–18**, write the correct letter **A–H**.

## Example

*Harry:* Hi Dan. Are you doing anything interesting this Saturday?

*Dan:* .....**H**.....

*Harry:* I'm going cycling in the countryside with my family. Would you like to come with us?

*Dan:* **14** ..... [1]

*Harry:* The whole day, so we're setting off at around six thirty in the morning.

*Dan:* **15** ..... [1]

*Harry:* Well only your bike, and a helmet.

*Dan:* **16** ..... [1]

*Harry:* Mum's making something nice for everyone so that won't be necessary.

*Dan:* **17** ..... [1]

*Harry:* I'm not actually fit enough to do that yet.

*Dan:* **18** ..... [1]

*Harry:* Don't worry about that. We'll come to your house.

**A** How about money for food?

**B** I'm not too sure about that.

**C** That'd be brilliant. How long are you going for?

**D** Great. Are we cycling up any big hills?

**E** I know but why don't you try?

**F** That's early but it should be fine. Do I need anything in particular?

**G** That's OK – I find it hard too. Where should I meet you?

**H** Nothing much. Why?



## Part 4

## Questions 19–26

Complete the emails below.

Write **one** word for each space.



There is an example at the beginning of the first email.

	To:	Emily
	From:	Beth

Emily

It's my birthday ..... **on** ..... Saturday and my grandma **(19)** .....  
 given me two cinema tickets. I'm thinking **(20)** ..... seeing that new  
 science fiction film you recommended **(21)** ..... me . Can you come?  
**(22)** ..... don't we meet outside the cinema at one o'clock and have a  
 burger first?

Beth

	To:	Beth
	From:	Emily

Beth

I've got football practice on Saturday morning, **(23)** ..... goes on till  
 half one, so I won't **(24)** ..... able to meet you till after that. I could see  
 you outside the cinema at two fifteen. **(25)** ..... does that sound?  
 Write back and **(26)** ..... me know.

Emily

[8]

## Part 5

## Questions 27–36

You are going to read an article about four teenagers' experiences of learning to surf. For questions **27–36**, choose from the sections (**A–D**) and write the correct letter. You may choose a letter more than once.

---

## Which person says...

- |   |                 |
|---|-----------------|
| they particularly enjoyed the experience of learning with other people? | <b>27</b> ..... |
| the support they received prevented them from giving up?                | <b>28</b> ..... |
| they wished they'd tried the sport sooner?                              | <b>29</b> ..... |
| they felt anxious before their first lesson?                            | <b>30</b> ..... |
| they found surfing easier than they'd expected?                         | <b>31</b> ..... |
| they loved the place where they were surfing?                           | <b>32</b> ..... |
| they are unlikely to continue to surf in the future?                    | <b>33</b> ..... |
| they started surfing to make some new friends?                          | <b>34</b> ..... |
| they found it difficult to handle the equipment?                        | <b>35</b> ..... |
| they were disappointed by the slow progress they made?                  | <b>36</b> ..... |

[10]



**A Nora**

I was unsure what to expect from my surfing experience. When I met the others in my group they seemed friendly but I was nervous and found it hard to keep calm as I was convinced they'd all be better than me. I struggled to the water's edge, my arms hardly long enough to wrap round the board. A week later I was up on the board and surfing, not confidently, but I was proud of this achievement. I realised that if I'd taken up surfing earlier, I'd probably be riding huge waves. It was a shame but it made me determined to improve.

**B Hugo**

I was on holiday with my parents and surfing lessons were being advertised at the beach near where we were staying. I thought it'd be a way to get to know some people my age and decided to sign up. I'd never done water sports before so I was expecting to find surfing a real challenge. But it seems that balance is vital for surfing success. I'm quite a good gymnast and that helped so I got used to jumping on the board and standing up surprisingly quickly. I think I might have another go if I get the opportunity.

**C Sylvie**

I took a surfing course on a gorgeous beach with shallow water and perfect waves for beginners. So I can't say I felt nervous and I expected to be surfing in no time. However, that first morning I was in the water holding onto the board more often than I was standing on it, which was annoying. My enthusiasm left me and if my teacher hadn't pushed me to try again I'd have gone off to sunbathe. On day three I actually surfed on my first wave, which was hardly impressive but it hasn't put me off the idea of trying again.

**D Mikel**

I went surfing for the first time with some friends and we had an excellent and encouraging instructor. There were sharp volcanic rocks on the sea floor so we got cuts and bruises, but that didn't concern us much and by the end of the first day we'd all managed to stand up on the board even if only for a few seconds. It felt so good being part of that group and it made me try my best. But it was something I did one summer and I have no particular plan or desire to repeat the experience.

## Part 6

## Questions 37–42

Read the text and questions below.

For each question, circle the correct letter **A**, **B**, **C** or **D**.

## Our green spaces

A recent study discovered that over 75% of children under 15 spend little or no time in green spaces. This is bad news. It also found that by spending time outside in nature, children are more likely to realise that being responsible for our world matters. It may be that they also become happier and less anxious if they spend time running, swimming or climbing in natural outdoor spaces. And happy, relaxed people often use their imagination to do things like painting or writing poems.

Providing Forest Schools, where children have some lessons in a natural environment, is an idea that began in Denmark. Teachers at these schools believe the children learn all sorts of things that they wouldn't learn in a traditional classroom. And as children grow in confidence, they start to make their own decisions about how to achieve any tasks they are given. Compared with classroom-based learning, students are allowed a great deal of freedom, as long as there are no safety issues involved.

In Japan, people of all ages go 'forest bathing'. To do this, you need to walk among the trees, smell the leaves, listen to the wind and really appreciate all the colours around you. You could try it. If you do, you may feel you want to choose a good route before setting off and that it's better to go early in the morning when there are fewer visitors around. Actually, it's good to decide where to go once you get there, and any time of day is peaceful in a forest. You don't want to be interrupted by people calling you, so avoid answering your phone.

But spending hours outside every day to improve your health isn't actually necessary. You can spend as little as 20 seconds watching bees or butterflies in your garden to feel closer to nature. If you want to know more about what you're looking at, then it's a great idea to enjoy some of the many documentaries available online. If you live in a city, or don't have any outside space, you can grow all sorts of things – even vegetables – next to a window at home.

**37** According to recent research, spending time outside

- A** makes young people feel more creative.
- B** reduces young people's feelings of stress.
- C** is important for young people's physical health.
- D** encourages young people to care about the environment.

[1]

**38** Which statement is made about children who go to Forest Schools?

- A** They become more independent.
- B** They learn a range of useful skills.
- C** They feel safe in the forest environment.
- D** They choose the subjects they want to study.

[1]

39 When 'forest bathing', the writer says it is important to

- A plan the route in advance.
- B make use of your senses.
- C turn off your mobile phone.
- D choose a quiet time of day to go.

[1]

40 In the fourth paragraph, the writer is advising readers to

- A spend a lot of time outside.
- B grow plants that they like to eat.
- C encourage wildlife into their gardens.
- D watch programmes about the natural world.

[1]

41 What is the writer doing in this text?

- A comparing different methods of studying nature
- B explaining the long-term benefits of being outside
- C describing several ways of connecting with nature
- D persuading people to consider outdoor work

[1]

42 Which of these views does the writer give in the article?

**A**

Getting a guidebook and following the best paths is the way to get the most out of your forest walk.

**B**

Even if you live in a town or city, there's no reason not to enjoy the natural world.

**C**

You can learn so much watching videos about nature that you don't need to worry too much about going outside.

**D**

It's great for children to have lessons outside but nothing can replace learning in a classroom.

[1]



# English as a Second Language

Stage 9

Paper 1 Reading and Use of English

**2023**

## Cambridge Lower Secondary Progression Test

Name

Class

Date

**45 minutes**

No additional materials are needed.

### INSTRUCTIONS

- Answer **all** questions.
- Write your answer to each question in the space provided.

### INFORMATION

- The total mark for this paper is 42.
- The number of marks for each question or part question is shown in brackets [ ].

## Part 1

## Questions 1–8

Read the text below.

For each number **1–8**, circle the correct word on the next page.

## Music

There are **...(0)...** types of music, and we **...(1)...** to them in different ways. Although we may immediately want to turn off certain styles of music, others might make us want to sing or dance.

Some people like listening to music **...(2)...** they're doing other activities, which **...(3)...** include reading, running and studying. If we're studying and there's a sudden **...(4)...** noise in the background, turning some music on takes our attention away from the noise that's **...(5)...** us.

But what sort of music helps people concentrate? Scientists suggest that the most **...(6)...** thing is that we try to **...(7)...** music with words. Instead, choose the sort of music that's used as the soundtrack for video games – it makes players **...(8)...** on the game rather than the music.

**Example**

<b>0</b>	many	lots	much	loads	
<b>1</b>	approach	change	affect	react	[1]
<b>2</b>	whether	during	until	while	[1]
<b>3</b>	easily	typically	totally	exactly	[1]
<b>4</b>	uncomfortable	unpleasant	unlikely	unkind	[1]
<b>5</b>	annoying	disappointing	regretting	disliking	[1]
<b>6</b>	accurate	proper	important	clear	[1]
<b>7</b>	miss	lose	prevent	avoid	[1]
<b>8</b>	focus	think	consider	insist	[1]

## Part 2

## Questions 9–13

Read the text in each question.

What does it say?

For each question, circle the correct letter **A**, **B** or **C**.

## Example

New Message

To: Julia  
 From: Andy

Send

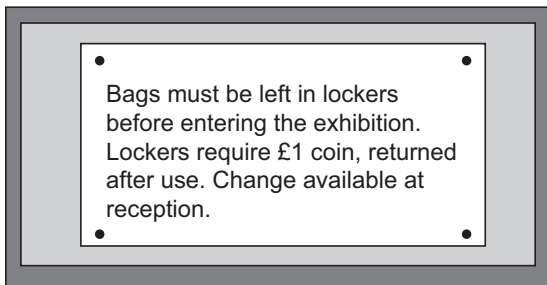
Hello Julia

I can't have Friday off to go sailing. I'm still available on both Saturday and Sunday, but Saturday is better. Let me know what's best for you.

Andy

- A** Andy would prefer to go sailing with Julia on Saturday rather than on Sunday.
- B** Andy can go sailing with Julia on Friday if she's not free on Saturday.
- C** Andy wants to go sailing with Julia on both Saturday and Sunday if possible.

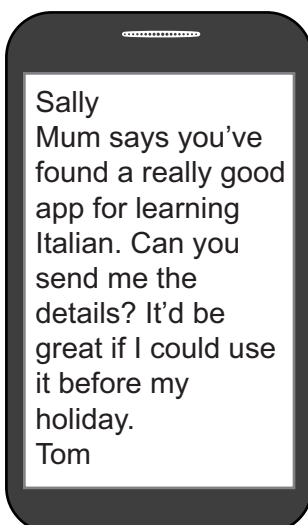
9



- A** Visitors must pay some money at reception to be able to use a locker.
- B** The lockers for visitors to put bags in are just inside the exhibition entrance.
- C** Visitors who pay to leave bags in lockers will get their money back afterwards.

[1]

10



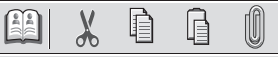
- A** Tom wants information from Sally about something that will improve his Italian.
- B** Tom is annoyed that he hasn't learnt enough Italian before going on holiday.
- C** Tom would like to join an Italian course that Sally is already attending.


[1]

5

**11**

**New Message**




**To:** Hockey club members  
**From:** Max

Today's hockey practice has been cancelled because of the snow. We'll have one on Tuesday evening instead in preparation for Thursday's match. Please confirm you can attend training.

Thanks

Max

- A** The date of the hockey game has changed due to snow.
- B** There is a new date for a training session before the hockey game.
- C** Hockey players need to confirm they are available for the hockey game.

[1]

**12**

Sue

How about going to the cinema for a change next week? There's a horror film on Thursday – not sure you're a fan, but I'll book if you fancy it.

Jenny

- A** Jenny and Sue often go to the cinema together.
- B** Jenny knows that Sue really likes horror films.
- C** Jenny and Sue can reserve tickets in advance.

[1]

**13**

**Online Games Club**

Special offer £3 a month for 6 months (normally £5). Includes a free games magazine every 2 months.

- A** You get two free games magazines as soon as you become a member.
- B** You can get more games than usual with the special offer.
- C** The price of membership is reduced for a limited time.

[1]



## Part 3

## Questions 14–18

Complete the conversation between two people.

What does the boy say to the receptionist at the sports centre?

For questions **14–18**, write the correct letter **A–H**.

## Example

*Receptionist:* Hello, how can I help you?

*Boy:* ..... **H** .....

*Receptionist:* Let me have a look on my computer.

*Boy:* **14** ..... [1]

*Receptionist:* Sorry, there aren't any free today. Do you like badminton? You could have a court at 5 p.m.

*Boy:* **15** ..... [1]

*Receptionist:* There's a court free at 4 p.m. then.

*Boy:* **16** ..... [1]

*Receptionist:* That's what I thought – I'll book it for you. Don't forget your rackets!

*Boy:* **17** ..... [1]

*Receptionist:* Of course. We'll have two ready for you. Anything else?

*Boy:* **18** ..... [1]

*Receptionist:* Don't worry, they're included.

**A** Sounds perfect. It's just after school finishes.

**B** Thanks very much.

**C** Oh, is it possible to hire them?

**D** But we really need to practise tennis for a school match.

**E** We'd rather play tennis. What about tomorrow?

**F** Are they very expensive?

**G** There is, actually. Do you provide tennis balls?

**H** I'd like to book a tennis court for two people.



## Part 4

## Questions 19–26

Complete the emails below.

Write **one** word for each space.

There is an example at the beginning of the first email.

	To:	Emma
	From:	Emily



Hi Emma

Your idea of going for a walk this week is (0) ..... **a** ..... great one!

(19) ..... don't we take some photos (20) .....  
the school photography competition when we're out? I can't go on Saturday

(21) ..... I'm seeing my cousins then. (22) .....  
you like to meet the day after?

Emily

	To:	Emily
	From:	Emma

Hello Emily

Great! Miss Jones wants (23) ..... all to send her the photos next  
week, so we had (24) ..... take them soon! I'll meet you at the park  
just after lunch (25) ..... it's raining. If that's the case, you can come  
and watch a film at my house. We could make a (26) .....  
snacks to eat during the film.

Emma

[Total: 8]

## Part 5

## Questions 27–36

You are going to read an article with descriptions of activities by four teenagers.  
For questions **27–36**, choose from the sections (**A–D**) and write the correct letter.  
You may choose a letter more than once.

---

## Which person ...

- |  |                 |
|--|-----------------|
| was surprised by a competition result?                             | <b>27</b> ..... |
| has relatives who enjoy attending performances?                    | <b>28</b> ..... |
| offers some advice about diet?                                     | <b>29</b> ..... |
| has made some new friends recently?                                | <b>30</b> ..... |
| enjoys watching people competing?                                  | <b>31</b> ..... |
| doesn't like competing as much as others who do the same activity? | <b>32</b> ..... |
| gives information to other people online?                          | <b>33</b> ..... |
| has been injured more than once?                                   | <b>34</b> ..... |
| explains why they would rather not exercise alone?                 | <b>35</b> ..... |
| likes having the chance to exercise early in the day?              | <b>36</b> ..... |

[Total: 10]

**A Mia**

I started dancing really early, when I was three. In fact I still have classes with some of the same girls. It's really good exercise, but my favourite part is the annual show we do. My parents always come and go home smiling and whistling some of the tunes they've heard during the show. Some dancers take part in competitions, but I don't fancy that – I'm sure my feet would ache all the time! Whatever you do, practice is vital, but I like doing that with my dance classmates because it's pretty dull doing it by myself at home.

**B Pierre**

My school was organising a running competition and as I'd not done much running before, I got my mum to drop me off at the park to do some training. I was amazed when the day of the race came and I was second. Since then I've joined a club and go running most days, often in the mornings, which isn't always pleasant, especially in winter. When you're training, it's important to have regular healthy snacks to keep your energy levels up. I also write a blog, which has photos from events I compete in and details of races people can enter.

**C Eva**

I really love swimming! I tend to do most of it in a pool, but on holiday there's nothing I enjoy more than swimming in the sea before breakfast. I've just started swimming for a local club – I've met some great people there. We train straight after school most days, which means I sometimes end up having dinner quite late. When we have competitions in different cities, my mum usually takes me. Unfortunately, it's a bit boring for her when there are lots of races, whereas I enjoy chatting to my mates from the club between races!

**D James**

I started doing gymnastics as a young child. There's a gym really near our house, so I can go there several times a week. I've hurt myself a couple of times and had to stop doing gymnastics for a while, but I'm always keen to get back in the gym as soon as I can. I also love going to the pool, which I do twice a week for extra exercise. There's a café there which sells delicious healthy food. It's no surprise that I also love seeing the performances of gymnasts in national and international events online – I learn lots from that.

## Part 6

## Questions 37–42

Read the text and questions below.

For each question, circle the correct letter **A**, **B**, **C** or **D**.

## Young radio presenter

*Fifteen-year-old Mary Jones is one of the youngest radio presenters in the UK.*

Mary's teacher wanted all the students in her class to spend some time working in a local company. At first Mary was unsure what to do, then one day she started chatting to one of her mum's friends who told her how much she loved her job at the local radio station. Mary started thinking how great it would be to create a radio news programme for teenagers, so she wrote a letter to the radio station telling them about this and asking about working there. She knew her friends would be amazed if they heard her voice on the radio.

The management really liked her suggestion and soon afterwards, Mary was offered ten minutes on a news programme. Mary could hardly believe her ears. First, she had to learn how to use the radio equipment, which she found quite easy. When it was time for the programme, Mary was quite anxious as she'd never done anything like it before, but despite this she managed to speak into the microphone to hundreds of radio listeners! She must have done well, because after a year, Mary was given her own show.

All sorts of people listen to Mary's show, called *News Update*, which aims to make news interesting, even for teenagers! Mary reports on the main news story of the week, but also selects some of the minor, more fun stories that have been in the news. Mary decides on the content herself – including which guests she invites onto the show to interview each week.

Originally, Mary only intended to do the show for three months, but eleven months later, she's still presenting it. She's learnt a lot during that time and hopes to continue, at least until she starts getting lots more homework, but at the moment she's very enthusiastic. So far the guests Mary has had on her show have tended to be people she knows, but she's now preparing some adverts for social media to try and get some celebrities to appear on her show. She says she's not sure if they'll agree, but thinks it's worth trying.

**37** Mary decided to apply for work experience at a radio station

- A** because she wanted to be like a relative.
- B** because some of her friends were doing it.
- C** because she had an idea for a programme.
- D** because she knew she would impress her teachers.

[1]

**38** How did Mary feel during her first appearance on the programme?

- A** nervous as it was all very new to her
- B** amazed how quickly the time was passing
- C** surprised that she'd been given her own show
- D** worried she didn't know how to use the equipment

[1]

39 People listening to Mary's programme

- A need to be interested in the news.
- B vote for their favourite story of the week.
- C can suggest questions for Mary to ask in interviews.
- D will hear more than one voice during the programme.

[1]

40 What does Mary hope to do next?

- A focus more on her studies
- B attract well-known people to her programme
- C do a training course for presenters
- D involve some of her friends in the show

[1]

41 What is the purpose of the article?

- A to advertise a radio show for young people
- B to describe how an interesting idea became a reality
- C to explain how to become a radio presenter
- D to encourage teenagers to keep up to date with the news

[1]

42 Which text message would one of Mary's friends send to her?

A

Mary, I learn so much when I listen to your programme, it's never boring!

B

Mary, I love reading the news stories you post on the radio station's social media!

C

Mary, I listen to your programme every week – I just wish it wasn't all so serious!

D

Mary, I really enjoy your programme – I wish I had your talent for making up stories!

[1]



# English as a Second Language

Stage 9

Paper 1 Reading and Use of English

**2022**

## Cambridge Lower Secondary Progression Test

Name

Class

Date

**45 minutes**

No additional materials are needed.

### INSTRUCTIONS

- Answer **all** questions.
- Write your answer to each question in the space provided.

### INFORMATION

- The total mark for this paper is 42.
- The number of marks for each question or part question is shown in brackets [ ].

## Part 1

## Questions 1–8

Read the text below.

For each number **1–8**, circle the correct word on the next page.

## Fireflies

On warm summer nights, particularly if you are in a field or **...(0)...** water, you may be lucky enough to see fireflies. These amazing bugs **...(1)...** magic to summer nights. They **...(2)...** to a family of insects called *Lampyridae* and they are also sometimes **...(3)...** as glow-worms. They get their name from the light which their bodies **...(4)...**. Fireflies use this light to **...(5)...** other creatures from attacking them. Male fireflies also use it to **...(6)...** the attention of female fireflies.

There are over 2,000 different types of fireflies, but scientists say the numbers are falling. This is **...(7)...** due to the increase in light pollution. Climate change and land development are also having a serious **...(8)...** on the firefly population. We need to do something before we lose them forever.



**Example**

0	close	beside	next	along	
1	bring	put	cause	make	[1]
2	join	belong	exist	connect	[1]
3	seen	named	known	thought	[1]
4	arrange	deliver	produce	offer	[1]
5	prevent	avoid	finish	escape	[1]
6	find	get	take	pull	[1]
7	mainly	absolutely	totally	hardly	[1]
8	limit	result	action	effect	[1]

## Part 2

## Questions 9–13

Read the text in each question.

What does it say?

For each question, circle the correct letter **A**, **B** or **C**.

## Example

New Message

To: Julia  
 From: Andy  
 Send

Hello Julia

I can't have Friday off to go sailing. I'm still available on both Saturday and Sunday, but Saturday is better. Let me know what's best for you.

Andy

- A** Andy would prefer to go sailing with Julia on Saturday rather than on Sunday.
- B** Andy can go sailing with Julia on Friday if she's not free on Saturday.
- C** Andy wants to go sailing with Julia on both Saturday and Sunday if possible.

9

Clara

Mum's driving me to the cinema after my dentist's appointment, so I'll wait for you there rather than at the station. See you later.

Jessie

- A** Jessie is offering to give Clara a lift.
- B** Jessie needs to delay her arrangements with Clara.
- C** Jessie wants to change the place where she'll meet Clara.

[1]

10

New Message

Send From: musicmagic@email.com

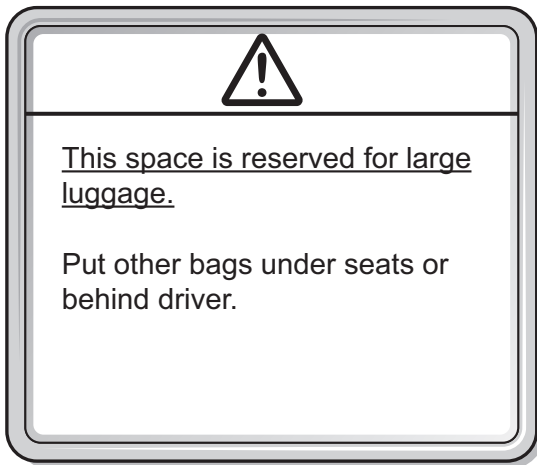
A free music download for all our regular customers! Click on the link at the end of this email to choose from the list of songs. Hurry, offer ends soon.

- A** The special offer is only available for certain customers.
- B** Customers should email the company for more information.
- C** The company wants customers to suggest which songs to offer.

[1]

5

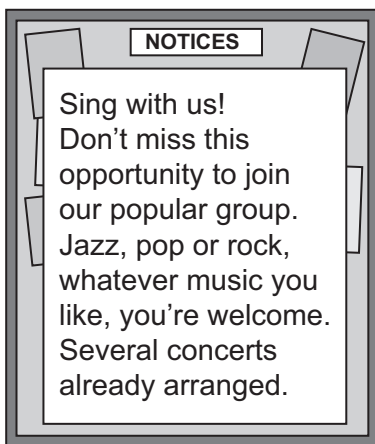
11



Passengers should

- A keep all of their bags with them.
  - B leave small bags somewhere else.
  - C tell the driver if they need help with their bags.
- [1]

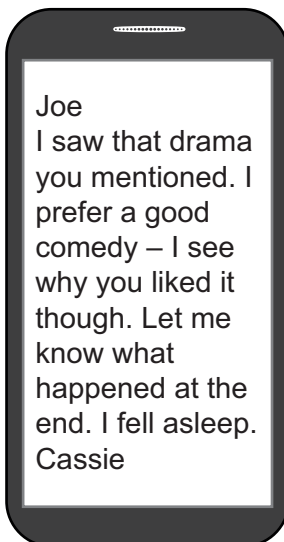
12



The singing group wants to

- A attract new members.
  - B perform in more concerts.
  - C change the kind of songs they sing.
- [1]

13



What is Cassie doing?

- A persuading Joe to watch the programme
  - B comparing the programme with another one
  - C asking for information about the programme
- [1]

## Part 3

## Questions 14–18

Complete the conversation between two friends.  
 What does Amy say to Jess?  
 For questions **14–18**, write the correct letter **A–H**.

## Example

*Jess:* Hi Amy, it's my birthday soon.

*Amy:* .....**H**.....

*Jess:* Of course! Please come – it'll be great!

*Amy:* **14** ..... [1]

*Jess:* There won't be enough space there because lots of people are coming.

*Amy:* **15** ..... [1]

*Jess:* Well, it's certainly big enough! But what if it rains?

*Amy:* **16** ..... [1]

*Jess:* That's true! I'll check if it'll be open.

*Amy:* **17** ..... [1]

*Jess:* I've got speakers we can use outside, so some music would be good if you can.

*Amy:* **18** ..... [1]

*Jess:* Anything that's good to dance to would be fine.

**A** What about having it at the beach instead?

**B** And we can get a cake there.

**C** Thanks. Will it be at your house?

**D** No problem. What sort do you want?

**E** Good idea. Shall I bring anything?

**F** That's right – you've got lots of friends.

**G** Don't worry, we can go to that café nearby if we need to.

☒ **H** Are you having a party?



## Part 4

## Questions 19–26

Complete the emails below.

Write **one** word for each space.



There is an example at the beginning of these emails.

	To:	<input type="text" value="Sam"/>
	From:	<input type="text" value="Rafa"/>

Hi Sam

Are you still interested (0) ..... *in* ..... football? The team I play with needs new players. How (19) ..... joining us? We practise every Wednesday and we play matches once (20) ..... month, usually on Saturdays. Almost (21) ..... of the other players in the team are friendly, so you'll have fun. What (22) ..... you think?

Rafa

	To:	<input type="text" value="Rafa"/>
	From:	<input type="text" value="Sam"/>

Hi Rafa

That's a great idea! I (23) ..... love to join your team. I can go next week, (24) ..... that's ok with you. What time does the training start? Can you come and pick me (25) ..... on your way there? I'm not sure exactly (26) ..... to go. Thanks again and see you next week.

Sam

[Total: 8]

## Part 5

## Questions 27–36

You are going to read an article about getting enough sleep.  
For questions **27–36**, choose from the sections (**A–D**) and write the correct letter.  
You may choose a letter more than once.

---

## In which paragraph does the writer...

- |   |                 |
|---|-----------------|
| say when people's brains stop developing?                             | <b>27</b> ..... |
| give an example of bad behaviour?                                     | <b>28</b> ..... |
| explain why people might feel miserable in the morning?               | <b>29</b> ..... |
| say how much sleep young people should get?                           | <b>30</b> ..... |
| seem surprised by some information about the brain?                   | <b>31</b> ..... |
| say that there have been many studies on sleep in the past?           | <b>32</b> ..... |
| explain how the brains of children and adults are quite similar?      | <b>33</b> ..... |
| use an example from daily life to explain how the brain works?        | <b>34</b> ..... |
| explain how the new study was done?                                   | <b>35</b> ..... |
| give examples of feelings people may have if they don't sleep enough? | <b>36</b> ..... |

[Total: 10]

## Do you get enough sleep?

### A

A new scientific study on sleep has shown that you might be happier if you get more of it. It's little surprise that scientists have already done lots of research into this subject. They've shown, for instance, that too little sleep can lead to gaining weight or not doing well at school. The conclusion of this latest study is that lack of sleep may also change how you behave. Scientists looked at how much young people sleep, then matched this with their moods and habits. They discovered that someone who regularly breaks school rules, for instance, was likely to be sleeping less than they should.

### B

They found that children and teenagers who get less than the recommended amount of sleep each night were more likely to show these kinds of behaviours than those who sleep longer. Doctors and scientists recommend that children and teenagers get at least nine hours of sleep per night. Those who get less than this are sad or anxious more often than those who get a full night's sleep. So why does this issue affect children and teenagers more than adults? The answer to this question can be found in the developing brain.

### C

Sleep is especially important for younger people because the development of their brains isn't complete. This won't happen until they're about twenty-five, in fact. The size of the brain doesn't change much from childhood to when you're fully grown, but the way the brain is organised – how all the different parts connect to one another – changes a lot. This happens partly during the daytime, but also takes place during the hours that you're asleep. Although these changes are important for everyone, they are absolutely essential for younger people.

### D

It feels like your brain switches off when you go to sleep, but amazingly, it's actually more active than when you're awake. It's busy organising facts and memories and creating links between them to make locating this information easier when you need it. Think of it like putting important files into different folders on your computer. The brain also connects memories to feelings but it takes longer to organise negative feelings than positive ones. Seven hours of sleep results in your brain not having enough time to finish tidying up the negative feelings, so you may wake up in a bad mood. The message is clear: Get plenty of sleep!

## Part 6

## Questions 37–42

Read the text and questions below.

For each question, circle the correct letter **A**, **B**, **C** or **D**.

## A boy dancer

From the age of three, Luke's mum took him to singing classes. He loved them and was really upset when starting school meant he had to stop going. She looked for something similar he could do when his lessons had finished for the day. After considering many options, she chose a fantastic dance school which offered classes just for boys. Luke hasn't stopped dancing since.

'I've tried football and tennis, because my friends play, but sports aren't for me', 11-year-old Luke explains. 'Dancing was a great way for me to continue enjoying music, but now it's my life. Seeing boys who are into dance still surprises some people, who can be quite rude about it, but that's fine. To my friends, who've grown up with me dancing, it's normal. I hope that continues when I start high school next year.'

Luke's performed in several productions and his dance teachers are amazed by all the things he can do. He'd love to take part in more shows, but it's still rare for directors to choose boys his age for leading roles. That bothers him, but he doesn't let it worry him too much. He just goes out on stage and dances. He knows how lucky he is when he's chosen for a show.

Luke enjoys getting to know the other dancers in his classes and sharing tips with them. He's starting to practise more complicated techniques, but it'll be a while before he's ready to perform them. Meanwhile, he's just as happy watching other people perform. He goes to shows whenever he can, but it can take him a long time to save up for tickets. His mum goes too, but spends more time looking at Luke than watching the show. 'He just looks so happy,' she says. 'I can't imagine Luke not dancing. That may change as he gets older, but I hope that if he ever stops dancing, it's because he's decided to, not because he's been made to.'

**37** Luke's first dance classes

- A** had no other boys in them.
- B** began before he started school.
- C** were the only ones available.
- D** were outside school hours.

[1]

**38** What does Luke say about his dancing?

- A** He stopped doing team sports to concentrate on it.
- B** He won't do it as often at his new school.
- C** He has lost some good friends because of it.
- D** He doesn't mind what other people think about it.

[1]



39 How does Luke feel about performing?

- A pleased to be given the opportunity
- B satisfied with the choice of roles
- C nervous when he first goes on stage
- D keen to show people all his skills

[1]

40 What does Luke say about going to watch dance shows?

- A He'd rather be on stage himself.
- B They're a good way to learn new dances.
- C They're too expensive to see very often.
- D He prefers to see them with someone else.

[1]

41 What would Luke's mother say about his dancing?

A

He'll probably soon have to do less dancing to concentrate on his studies.

B

It makes it difficult for him to make friends because he's so different from them.

C

I always have to persuade him to do more performances to develop his skills.

D

The limited number of roles available is annoying, but that won't stop him dancing.

[1]

42 What is the purpose of the article?

- A to explain how a young dancer became famous
- B to describe the background of a young dancer
- C to explain how other people have helped a young dancer
- D to describe the difficulties of being a young dancer

[1]