

Cambridge English  
Language Assessment  
in collaboration with  
Kangourou Italia

Grey Kangaroo  
Practice Test 1a

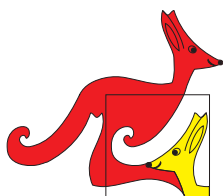
**Listening and Reading**

There are 20 Listening questions.

There are 35 Reading questions.

1 question = 1 mark.

You have 70 minutes.



**CAMBRIDGE ENGLISH**  
Language Assessment  
Part of the University of Cambridge



**LISTENING**

**Part 1**  
**5 questions**

You will hear people talking in different situations.  
For each question, listen and choose the correct answer.

1 What does the woman plan to do in the mountains?



**A**

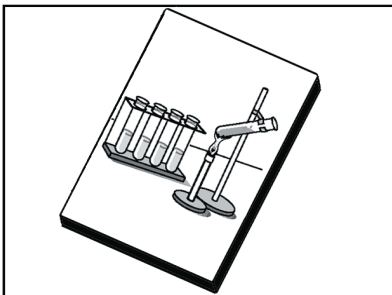


**B**

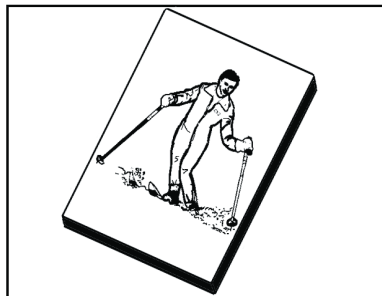


**C**

2 What computer game has the boy just bought?



**A**



**B**

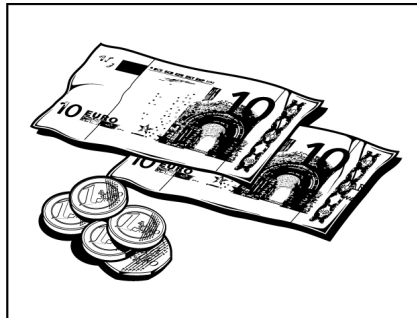


**C**

3 Which radio programme is about to begin?



**A**

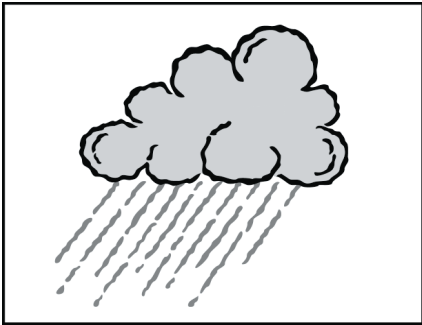


**B**

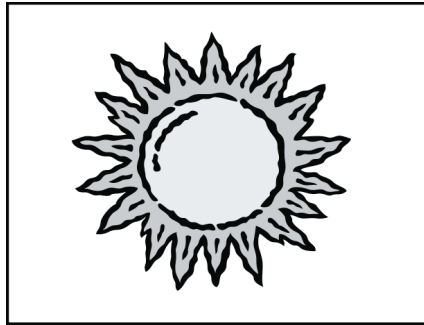


**C**

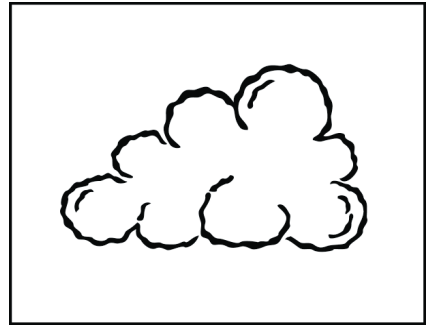
4 What was the weather like when the holiday began?



A



B

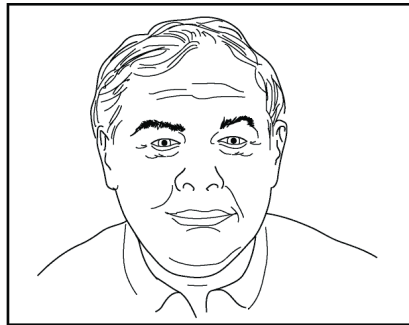


C

5 Who gave the man the CD for his birthday?



A



B



C

**Part 2**  
**5 questions**

Listen to a woman called Lucy talking on the radio about a trip in a balloon.  
For each question, choose the correct answer.

- 6** The balloon left at
- A** 5.15.
  - B** 6.00.
  - C** 7.00.
- 7** How did Lucy feel when she got into the balloon basket?
- A** afraid
  - B** excited
  - C** proud
- 8** What does Lucy tell us about the pilot?
- A** He got his pilot's licence two months ago.
  - B** He often breaks the rules.
  - C** He likes taking passengers in the balloon.
- 9** When they were in the air, they
- A** used a map to check their position.
  - B** went over a large city.
  - C** couldn't see because of the clouds.
- 10** What did the farmer tell Lucy and the others?
- A** That their balloon had damaged his fence.
  - B** He charges people to land in his field.
  - C** Their balloon had woken him up.

**Part 3**  
**5 questions**

Listen to an interview with a young professional football star called Peter Brady.  
For each question, choose the correct answer.

**11** What does Peter remember about watching his father play football?

- A** He wasn't impressed by his father's skills.
- B** He wasn't clear about the rules of the game.
- C** He didn't really concentrate on the matches.

**12** When Peter started playing football more seriously, his father

- A** wanted Peter to join a big club if possible.
- B** understood the difficulties Peter might face.
- C** was very critical of Peter's performances.

**13** When talking about his studies, Peter admits

- A** he was disappointed by the results.
- B** he felt he was under quite a lot of stress.
- C** he had a fairly relaxed attitude towards them.

**14** How did Peter feel about going to play abroad?

- A** He thought he might be a bit too young to do it.
- B** He realised that he needed a greater challenge.
- C** He knew he could do it if he had a lot of support.

**15** What has impressed Peter since arriving at his new club?

- A** the attitude of the other players in the team
- B** the speed with which his career has developed
- C** the facilities his new club offers to young people

**Part 4**  
**5 questions**

You will hear people talking in different situations.  
For each question, listen and choose the correct answer.

- 16** You hear a teenager talking about the sport she plays.  
How does the girl feel while she is playing the sport?
- A** uncomfortable
  - B** embarrassed
  - C** confident
- 17** You overhear a girl talking about a theme park ride.  
How does she feel about it?
- A** It wasn't worth queuing for.
  - B** It was an exciting experience.
  - C** She'd be unwilling to repeat it.
- 18** You hear a man talking about a mobile phone he has bought.  
What most attracted him to this phone?
- A** its size
  - B** its reliability
  - C** its price
- 19** You hear part of an interview with the owner of a fast food restaurant in Scotland.  
What is she doing when she speaks?
- A** denying an accusation
  - B** accepting a criticism
  - C** defending a decision
- 20** You hear a woman talking on the phone.  
Who is she talking to?
- A** a travel agent
  - B** a hotel employee
  - C** a colleague

**READING****Part 5**  
**5 questions**

For each question, read and choose the correct answer.

- 21** Have you met Henry before?
- A** Yes, at first.  
**B** Yes, on holiday.  
**C** Yes, I do.
- 22** The 9.15 train's late again.
- A** It was never there.  
**B** It often is.  
**C** Will it ever be?
- 23** How does the washing machine work?
- A** Too much.  
**B** Not often.  
**C** Like this.
- 24** I've broken my glasses.
- A** Here's another one.  
**B** You can't see.  
**C** That's a pity!
- 25** Anything else?
- A** No, it isn't.  
**B** Not at all.  
**C** Not today, thanks.

**Part 6**  
**5 questions**

Read the text.  
For each question, choose the correct answer.

Music teacher Sally Melliott has just got an extra job – as a singer in a musical. Sally, who is head of the music department at a local school, will be the main female singer in *Me and My Girl* at the Victoria Theatre.

Sally first thought about becoming a singer at the age of 14, after watching a singing competition on television. Before that, she says, she had no interest in singing but quite liked playing the piano. Her parents, who were not musical, took her to a teacher who said she had a good voice. This made Sally decide she wanted to go to a school where she could study both singing and piano.

Sally sang in operas while she was studying music at university, and passed several examinations in singing. When she left, though, her parents suggested she train as a teacher as well, and she agreed. 'At first it was because I wanted to be sure I would get a job, but once I started I realised I liked teaching very much, and I worked hard to get to the top.' Sally continues to enjoy her busy life of teaching and performing, and is currently working hard to make the musical a success, too.

- 26** What is the writer trying to do in the text?
- A** provide information about a new musical
  - B** discuss a teacher's problems in having two jobs
  - C** describe the career of a part-time singer
  - D** explain how to become a successful singer
- 27** What can a reader find out from this text?
- A** why Sally became a teacher
  - B** why Sally gave up singing in operas
  - C** why Sally's parents wanted her to be a singer
  - D** why Sally was chosen by the Victoria Theatre



- 28 Why did Sally choose to study singing?
- A She sang well in a competition on TV.
  - B She had become bored with the piano.
  - C She was told she could sing well.
  - D She went to a school that taught singing.
- 29 How did Sally feel about training to become a teacher?
- A She wondered whether she would be successful.
  - B She thought it would help her to find work.
  - C She wasn't keen but her parents made her do it.
  - D She was afraid she might have to give up singing.
- 30 How would the Victoria Theatre advertise *Me and My Girl*?

A

**VICTORIA THEATRE**

**Famous opera star sings  
in our latest musical**

B

**VICTORIA THEATRE**

**Local musical wins  
competition**

C

**VICTORIA THEATRE**

**New opera performed  
by music school**

D

**VICTORIA THEATRE**

**Local music teacher is  
star of new show**

**Part 7**  
**5 questions**

Read the text.  
For each space, choose the correct answer.

### Backpack Adventures

Backpack Adventures is owned and (31) ..... by experienced travellers who have a real interest (32) ..... the world around us. It specialises in adventure tours to places which are little known.

Travelling in small groups means that it is possible to use local transport like canoes, horses and elephants, and this (33) ..... to the enjoyment of the trip. Accommodation (34) ..... usually be in the local style too: 'Bedouin' tents in the Sahara desert or traditional 'longhouses' in Borneo. Trips (35) ..... from one to three weeks and all groups are accompanied.

- |    |           |          |          |             |
|----|-----------|----------|----------|-------------|
| 31 | A handled | B done   | C worked | D run       |
| 32 | A at      | B in     | C on     | D for       |
| 33 | A adds    | B builds | C rises  | D increases |
| 34 | A ought   | B can    | C need   | D will      |
| 35 | A finish  | B spend  | C last   | D complete  |

**Part 8**  
**10 questions**

Read the text.  
For each space, choose the correct answer.

**Dogs**

Dogs were one of the first animals to be domesticated. Although they all belong to the same species, they **(36)** ..... more in size and appearance than any other animal, and are now **(37)** ..... wherever there are human beings. They all have good hearing and an excellent sense of smell.

All dogs are **(38)** ..... from the same ancestor, the grey wolf. Wolves enjoy hunting and are ready to run **(39)** ..... prey, which is why dogs today like energetic games and plenty of exercise. Pet dogs that are not **(40)** ..... enough to do can become bored and **(41)** ..... . Like wolves, dogs lived in groups called packs. They **(42)** ..... well to domestication as they came to **(43)** ..... their human owners as pack leaders.

The domestication of dogs began many thousands of years ago when grey wolves, in search of food, were **(44)** ..... to human settlements. People **(45)** ..... for the wild wolves and so the wolves became domesticated.

- 36 A transform      B alter      C change      D vary
- 37 A general      B average      C common      D ordinary
- 38 A emerged      B linked      C descended      D related
- 39 A away      B after      C into      D over
- 40 A given      B provided      C handed      D presented
- 41 A destructive      B harmful      C damaging      D injuring
- 42 A suited      B grew      C responded      D matched
- 43 A think      B see      C agree      D believe
- 44 A interested      B attracted      C appealed      D tempted
- 45 A guarded      B protected      C attended      D cared

**Part 9**  
**10 questions**

Read the text.  
For each question, choose the correct answer.

**Which person**

- |   |  |    |  |
|---|--|----|--|
| compares magazine readers now and in the past?                    | <table border="1" style="display: inline-table;"><tr><td style="width: 40px; text-align: center;">46</td><td style="width: 40px;"></td></tr></table> | 46 |  |
| 46  |  |    |  |
| is uncertain about the success of a future magazine item?         | <table border="1" style="display: inline-table;"><tr><td style="width: 40px; text-align: center;">47</td><td style="width: 40px;"></td></tr></table> | 47 |  |
| 47  |  |    |  |
| is proud to have reached the highest point in their working life? | <table border="1" style="display: inline-table;"><tr><td style="width: 40px; text-align: center;">48</td><td style="width: 40px;"></td></tr></table> | 48 |  |
| 48  |  |    |  |
| mentions a part of the job they would prefer to avoid?            | <table border="1" style="display: inline-table;"><tr><td style="width: 40px; text-align: center;">49</td><td style="width: 40px;"></td></tr></table> | 49 |  |
| 49  |  |    |  |
| likes to keep an eye on what the competition is doing?            | <table border="1" style="display: inline-table;"><tr><td style="width: 40px; text-align: center;">50</td><td style="width: 40px;"></td></tr></table> | 50 |  |
| 50  |  |    |  |
| emphasises the need to have clear goals for a magazine?           | <table border="1" style="display: inline-table;"><tr><td style="width: 40px; text-align: center;">51</td><td style="width: 40px;"></td></tr></table> | 51 |  |
| 51  |  |    |  |
| mentions the possible result of getting something wrong?          | <table border="1" style="display: inline-table;"><tr><td style="width: 40px; text-align: center;">52</td><td style="width: 40px;"></td></tr></table> | 52 |  |
| 52  |  |    |  |
| wants to encourage self-confidence amongst their readers?         | <table border="1" style="display: inline-table;"><tr><td style="width: 40px; text-align: center;">53</td><td style="width: 40px;"></td></tr></table> | 53 |  |
| 53  |  |    |  |
| managed to prove someone's negative opinion wrong?                | <table border="1" style="display: inline-table;"><tr><td style="width: 40px; text-align: center;">54</td><td style="width: 40px;"></td></tr></table> | 54 |  |
| 54  |  |    |  |
| admits their first impression of a job was wrong?                 | <table border="1" style="display: inline-table;"><tr><td style="width: 40px; text-align: center;">55</td><td style="width: 40px;"></td></tr></table> | 55 |  |
| 55  |  |    |  |

# Magazine Editors

*Fancy editing a magazine? Read about four successful editors...*

## **A** **Barbara Green, editor of *Children First***

I started *Children First*, an online magazine for children, after looking at what was on offer for that age range and realising there aren't a lot of magazines out there publishing authors under the age of 17. I wanted my magazine to give them a chance, along with established children's writers. The magazine has fiction as well as poems, crafts, puzzles and games. From the next issue we'll also have interviews with children's book authors, though it's a bit of a risk as I'm not convinced this will be a winner with most readers. For anybody out there who might be interested in writing for this magazine, we'd welcome new talent. And for anyone who wants to start an online magazine, I'd say first make sure you know exactly what you want to get across in your publication, and the type of readers you want to attract.

## **B** **Anna Black, editor of *Girl's World***

Rather than promoting an image of what girls are supposed to look like, which is what other magazines tend to do, we give them the message that they are all cool – no matter what their height, their shape and their hair colour. I like to keep on top of the latest trends, and being the mother of two teenage girls isn't enough, so we send out written questionnaires and ask our readers what's cool and what's not. We also look at other magazines and see what they are writing about, which is not to say we steal their ideas. Soon I'm going to be looking for young people with exciting new ideas, but for the moment we are not commissioning new writers.

## **C** **Mark Feldon, editor of *Hot Tunes***

As a teenager, I was an avid reader of music magazines, and as I didn't seem to know what to do with my life, my mother said: 'Why don't you do something in magazines?' And so I did, though I almost dropped the whole idea when a teacher told me I didn't have the confidence to make it as a journalist. Editing this magazine is the peak of my career and it's satisfying to see that the teacher's assessment of my abilities was mistaken. Apart from the usual editing work, I travel a lot, which I'd rather do without, but it's essential to the magazine's international flavour. One of my biggest challenges is deciding what goes on the cover every month – if I don't do it well, the negative effect on sales can be dramatic.

## **D** **Luke Chappell, editor of *Style Today***

My first job was great – I was chosen to be the editor of the student paper at university – but it wasn't easy finding work as an editor after graduation. Eventually I got a job as assistant editor on *Radio Fans* magazine, which I mistakenly thought would be dull, but it was here I developed into somebody who takes pride in analysing every page in the magazine very closely. People are much more visually literate these days, so editing isn't just about having good writers, but about designing pages that will attract readers. In the past I'd paid little attention to how things looked, but it's so true that a well-designed magazine sells more easily.