



WORKBOOK 09 LESSON 04

CHALLENGE

Cambridge English – PRELIMINARY ENGLISH TEST

READING

READ THE TEXT BELOW AND CHOOSE THE CORRECT WORD FOR EACH SPACE.

SCHOOL'S ART SALE

Last Friday parents helped collect (01) _____ of money for a school by buying children's pictures. A primary school in Bicester used its classrooms as an art gallery for a day and (02) _____ parents to come and look. All the pupils (03) _____ a work of art and (04) _____ painting went on sale at £5.

Hundreds of parents and relations came and, together spent (05) _____ £2,000.

Now the school is (06) _____ of making the exhibition bigger next year by also contacting businesses (07) _____ operate in the local area. One of the school-children's parents first had the (08) _____ after going to (09) _____ exhibitions in her home country, South Africa.

The school had decided to (10) _____ the money to buy books and CD players. The Head Teacher said he was delighted to see the school (11) _____ full and he was very proud of the children.

	A lots	B much	C several	D many	A
01	A hoped	B invited	C pleased	D wished	C
02	A operated	B played	C performed	D produced	A
03	A few	B some	C each	D all	B
04	A over	B more	C close	D near	B
05	A planning	B thinking	C considering	D wanting	D
06	A what	B who	C which	D whose	B
07	A memory	B idea	C habit	D choice	A
08	A same	B likely	C similar	D equal	C
09	A bring	B add	C join	D use	D
10	A so	B too	C such	D enough	A

WRITING

HERE ARE SOME SENTENCES ABOUT A HOLIDAY ON A CANAL BOAT.

FOR EACH QUESTION, COMPLETE THE SECOND SENTENCE SO THAT IT MEANS THE SAME AS THE FIRST.

USE NO MORE THAN THREE WORDS.

Example:

0	We had not been on a canal boat for two years. It was two years _____ we had been on a canal boat. SINCE
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11	It took us a long time to decide where to go. We spent a long time _____ where to go. DECIDING / THINKING ABOUT / DISCUSSING / CHOOSING
----	---

12	The boat didn't move very quickly down the river. The boat moved very _____ down the river. SLOWLY
----	--

13	We could not fish in many parts of the river. We were not _____ fish in many parts of the river. ALLOWED TO / ABLE TO / PERMITTED TO
----	--

14	There was a small kitchen on the boat. The boat _____ a small kitchen. HAD / HAD GOT / WAS EQUIPPED WITH
----	--

15	The sun shone every day of the boat trip. It was _____ every day of the boat trip. SUNNY
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READING AND USE OF ENGLISH

LOOK AT THE SENTENCES BELOW ABOUT TWO WILDLIFE FILMMAKERS.

READ THE TEXT TO DECIDE IF EACH SENTENCE IS TRUE OR FALSE.

16	F	Richard and Sonia's most recent film compared lion's behaviour in different parts of Africa.
17	F	It was Richard and Sonia's idea to set up a special project to research the lions in Africa.
18	T	Meeting each other as students was the start of Sonia developing a new interest.
19	F	Sonia's parents encouraged her to discover the natural environment around childhood home.
20	F	They agree that an uncomfortable working environment is the worst part of their job.
21	T	They have different ideas about what is the most enjoyable part of their job.
22	T	They found people with fewer opportunities to use technology have a better understanding of geography.
23	F	Richard advises students of wildlife to keep up to date with the most recent filmmaking techniques.
24	T	Sonia suggests that some modern technology can make the type of work they do harder.
25	T	The couple believe that people must act quickly to prevent wildlife from disappearing.

WILDLIFE FILMMAKERS

Richard and Sonia Muller make documentaries about wildlife, particularly dangerous animals, like the big cats found in Africa. Film-making for them is a way to bring the message of the importance of understanding wildlife to international audiences, with their last film, *Staying Alive*, exploring relationships between lions and other wildlife in one African region. When Richard and Sonia were invited to help with a special project run by a wildlife organisation that was providing information about the falling numbers of big cats, especially lions, they immediately agreed to take part.

Richard grew up near a wildlife park and as a child was keen on filming what he saw. The couple were introduced at university in Cape Town, and quickly realised how much they had in common. They were both curious about the natural world and Sonia soon discovered a similar talent for filmmaking. As a child in South Africa Sonia often ran off alone to explore the wild areas surrounding her home, despite her parents' fears.

When asked what they found hardest about their work, Sonia and Richard have the same answer – leaving an area and finishing a project. Sonia adds that the hours required can be hard, and things like the heat, dust and bugs make it very tiring. The excitement of her work comes from not knowing what will happen, perhaps even discovering something new for science, while Richard takes most interest in spending time with individual animals, getting to know their character.


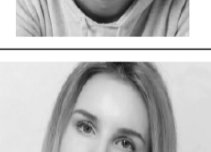
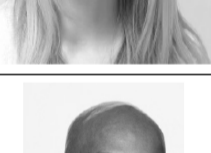

The pair visit schools around the world, and notice that students with access to lots of information don't always have as much understanding about geography as students in countries where access is limited. "Students without the internet constantly available actually look at maps, they want to find out where they are and often end up with a better idea of place," Richard says. A major part of their work is explaining to students the importance of a fuller understanding of various environments by studying the climate, animals and culture of a specific location.

If you'd like a similar career, Richard suggests studying various different areas of biology, rather than learning about the latest film-making technology, as an understanding of the natural world will last forever. The couple also give general advice for those wanting to help protect the environment. Sonia explains that it's important to allow yourself to concentrate. "Turning off personal electronic items gets you closer to the natural world," she says. "You can watch nature, instead of listening for your mobile phone." Most importantly they agree that if urgent action isn't taken, more animals might be lost. However, the fact that more teenagers are getting involved offers some hope for the future.

QUESTIONS 26 – 30

THE PEOPLE BELOW ALL ENJOY MUSIC.

THERE ARE DESCRIPTIONS OF EIGHT PLACES WHERE PEOPLE CAN HAVE DIFFERENT MUSICAL EXPERIENCES. DECIDE WHICH PLACE WOULD BE THE MOST SUITABLE FOR THE FOLLOWING PEOPLE.

26		Joe's interested in classical music and wants to talk to professional musicians about their work. He'd like to find out more about classical instruments, and actually play some music.	D
27		Will wants to learn to play some of his favourite band's songs, and to know how his favourite singers create their own special sound. He'd like to try out some different instruments.	G
28		Jess loves watching spectacular concerts with fantastic dancers, and wants to feel some of the atmosphere of a big musical event. She'd like to see performances by famous people she's heard about.	F
29		James likes exploring the personal backgrounds of his favourite bands, and also the stories behind their well-known songs. He has his own band, and wants some advice about performing live on stage.	A
30		Zoe likes listening to all sorts of pop music, and wants a fun way to learn various dance styles. She'd like to bring to something home her friends what she's learnt during her visit.	B

MUSICAL EXPERIENCES

A The core

This is the place for musical history. You'll learn where your favourite singers and musicians grew up and discover the process involved in writing famous songs and producing the videos. Find out about their journey to fame, and get some tips on what makes a good concert! There's all you ever wanted to know about famous musicians.

B Rhythm-Studio

Get your body moving in the studio and learn to move to rhythms and sounds from the past to now, including Soul and Disco. Learn your steps from our professional onscreen dance instructor, then watch your performance and become the star in your own video recording which you can take away!

C WorldScene

For one month only, experience the amazing sights and sounds of the WorldScene band, a large international group of traditional musicians and dancers. You'll experience a musical and dance styles never heard or seen before in this country. Book a ticket to meet the musicians, talk about their experiences and get some new ideas!

D Universe of Sound

Create your own musical experience – record yourself making music – with a huge orchestra as they play on the video background screen – you can even download it to disc to take home! You can also learn about violins, flutes, trumpets and many more with our computer demonstrations, and meet real musicians who are present every day.

E ArchivedImages

Want to find out about a new band, or just want more information about an old favourite? Visit our collection to find out facts and figures, or see the actual possession of famous band and musicians you are interested in. You can actually get to touch things worn on stage at a major rock and pop events, and there are plenty of other concert souvenirs.

F Finale

Imagine being in the crowd for amazing performances from the past. Enjoy 3D life-size videos from the stars of yesterday and today. You can experience the excitement of a massive rock stadium, and the sounds, movement and rhythms that created some of the most exciting music ever known.

G Rave-on!

How about learning new skills on the guitar, drums and keyboard by video? Follow the touch-screen instructions to find lessons on each instrument, or search for a song to practise playing along to. Try our Professional Selection, with video clips of band members who will explain the techniques that make their recordings so individual.

H Show-in-a-day!

Be a star singer or dancer for the day in a one-time-only special performance! Experts in international music and dance will train you, and costumes provided for the performance help create a really special, individual show. Get your friends and family to come and see you perform, as no videoing or photography is allowed.