

# Exam preparation for Catalunya

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# CONTENTS

<b>Reading</b>	1	Putting the HER in Hero
	2	Weird world of sport
	3	Waste watchers
	4	The Innocence Project
	5	Looking good, naturally
	6	Rudolf Steiner: father of Waldorf schools
<b>Exam practice</b>	1	An emotional experience
	2	Real brain training
	3	The future is here
	4	Technology is good for you
<b>Listening</b>	1	A conversation about shopping
	2	A presentation about athletes
	3	A debate about space
	4	An interview about hikikomori
	5	Eight situations
	6	An interview about food banks
	7	A presentation about steampunks

# 1 Reading



## Putting the *HER* in *Hero*

15 October: Ada Lovelace Day

The internet is a great place! Not many of us will have woken up this morning and said, 'Ah, it's Ada Lovelace Day today', but that's the beauty of the internet: you log on to catch up with the latest gossip on Facebook and end up finding out the most obscure facts. But hang on a minute; 'Ada who?' I hear you shout, and 'Why does she have her own day?'

Well, when most people are asked to name some of the most important people in the history of computing and IT, they'll mention Bill Gates, Mark Zuckerberg, Tim Berners-Lee, etc., who are all influential, all talented, but also all male. That's because the *history* books normally present important men, so in a way it's *his story*. As a result, few realize that the men above owe it all to Ada Lovelace, the first computer programmer.

Ada, the Countess of Lovelace (1815–1852), was a brilliant mathematician. She was one of the first people to see the designs for Charles Babbage's Analytical Engine – the precursor to the modern computer.

Amazed by the idea of the machine, she suggested that it could be programmed to use a system of codes to handle letters, numbers and symbols. In other words, she came up with the idea of a computer programme.

Despite the fact that computer programming started with a woman, it is surprising just how few women choose technological subjects at school and universities. The numbers speak for themselves:

- In 1985 37% of science and technology degrees in the UK were awarded to women; by 2008 that number had dropped to 18%.
- In 2004 12% of computing A-level students were girls; by 2011 only 8% were.

But *Little Miss Geek* is a company that wants to change all that, by setting up after-school technology clubs and workshops aimed specifically at girls who think IT isn't for them. Schools taking part in events run by *Little Miss Geek* have seen a 52% rise in girls taking computing GCSE.

So what does Ada Lovelace have to do with *Little Miss Geek*? Well, its main aim is to inspire girls and women to become pioneers in the world of science and technology, just like Ada. As well as showing young girls that science and technology are fun and creative through their workshops, the company also wants to change people's views about these 'male subjects' by running a campaign called '*HER in Hero*'.

Schools are asked to celebrate Ada Lovelace Day by informing students about women who have also made great advances in technology in the past. Women like Chieko Asakawa, who made the internet accessible to blind users by allowing them to speak and listen instead of reading and writing, and Stephanie Kwolek, who developed the material used in bulletproof vests. But most of all, they want schools to help them find the technology *HER*oes of tomorrow, by promoting science and technology to girls. And that can only be a step in the right direction.

Read the online article. Choose A, B, C or D in each question below. Only one choice is correct.

- 1 Why is the writer critical of most history books?  
A They are all written by men.  
B They focus mainly on men's achievements.  
C They don't cover obscure facts.  
D They are not interesting to girls.
- 2 What did Ada Lovelace do?  
A She invented the modern computer.  
B She designed the earliest type of computer.  
C She taught mathematics to inventor Charles Babbage.  
D She invented computer programming.
- 3 What trend does the article describe in the numbers of girls studying technological subjects?  
A More and more girls are studying technological subjects at school and university.  
B More girls are studying technological A-levels, but not continuing those subjects at university.  
C Numbers of girls studying technological subjects are declining, both at A-level and university level.  
D Girls are generally more interested in studying computing than science.
- 4 What does the company *Little Miss Geek* do?  
A Provide IT GCSE classes at weekends.  
B Help more girls pass their IT exams.  
C Encourage more girls to study computing.  
D Improve schools' technology teaching methods.
- 5 Which of these is *not* an aim of the *Little Miss Geek* company?  
A to inspire women to study science  
B to inspire women to be just like Ada Lovelace  
C to show that technology is fun  
D to make people change their opinions
- 6 What does the '*HER in Hero*' campaign ask schools to teach?  
A Technological developments made by women in previous decades.  
B How blind children can use the internet.  
C Why science and technology are important.  
D How technological skills are more important than reading and writing.

## 2 Reading

### Weird world of **SPORT**

#### **Bizarre activities from around the globe**

Looking to broaden your horizons while keeping fit and active? Do run-of-the-mill activities like waterskiing and bungee jumping make you yawn? If you're searching for something new and different, we've put together a list of fresh sporting ideas that you can sign up for in various countries.

#### **Chessboxing: Berlin, Calcutta, London, Los Angeles**

Following a dramatic first match between Luis the Lawyer and Iepe the Joker in Amsterdam on 14 November 2003, chessboxing has become a popular pastime in several of the world's most visited spots. So, how do chess and boxing go together? A typical match is played in a boxing ring and consists of alternating four-minute rounds starting with chess, followed by boxing. A total of eleven rounds can be played in the match – unless victory is achieved sooner by checkmate and a knock-out.

Chessboxing is not for the faint-hearted. The sport is the ultimate challenge for both mind and body. Should you decide to compete, you will need to prove that you are both a competent boxer and chess player. In a fight, you must be good at both games. An ability to tolerate extreme physical and mental strain is essential. Interested? Look online for information about the latest events around the globe.

#### **Underwater hockey: UK, Australia, New Zealand, South Africa**

If team sports are more your style, but the glaring eyes of all those spectators cheering you on puts you off, don your mask, snorkel, flippers and swimsuit and dive in for a game of underwater hockey. As its name suggests, the sport is basically hockey, but it is played on the bottom of a swimming pool rather than a pitch. Its origins lie in Southsea, England in the 1950s, when Alan Blake came up with the idea for the game, which was originally called Octopush.

The game is played by pushing the puck towards the goal posts at opposite ends of the pool floor, using a small stick. Play lasts for 30 minutes, with a three-minute break at half time. The big bonus with underwater hockey is that it appeals to people of all age groups and fitness levels. You do not even have to be a very good swimmer to play.

#### **Wife carrying: Finland, USA**

This has got to be one of the weirdest sports of all time. There are various ideas about how this sport started. Some say the idea came from thieves who used to train themselves for carrying heavy bags of loot by doing dummy runs with their wives over their shoulders. As a competitive sport, wife carrying started in 1992 in Sonkajärvi, Finland. Competitors face a tough obstacle course carrying women either on their backs or hanging upside down and back to front from their necks. The winner is the fastest to complete the course and wins his partner's weight in beer. Cheers!

**Read the magazine article. Choose A, B, C or D in each question below. Only one choice is correct.**

- 1 Who is the text aimed at?  
A People who have never tried an extreme or unusual sport.  
B People who have done some extreme sports but want to try something new.  
C People who want to travel the world.  
D People who are interested in trying bungee jumping and water skiing.
- 2 Which city did chessboxing originate in?  
A Berlin  
B Calcutta  
C Amsterdam  
D London
- 3 How is chessboxing played?  
A There are four rounds of chess and then four rounds of boxing.  
B There are always eleven rounds in total.  
C A boxing match is followed by a game of chess.  
D Players alternate between four minutes of chess and four minutes of boxing.
- 4 What do underwater hockey players wear?  
A just swimsuits  
B scuba diving equipment  
C swimsuits and snorkelling gear  
D the same equipment as normal hockey players
- 5 What sorts of people can play underwater hockey?  
A good swimmers  
B all sorts of people  
C people with diving experience  
D only very fit people
- 6 What is known about wife carrying?  
A It originated in Finland.  
B It was definitely invented by thieves.  
C The person carrying the lightest woman wins.  
D It's not usually played competitively.

### 3 Reading

# WASTE WATCHERS



## Take control of your waste

The statistics speak for themselves: over 17% of all food ends up in the bin. In the UK, an environmental catastrophe is taking place as landfill sites overflow with food we've thrown away. The time has come to take serious action. Here are some tips for those ready to become a waste watcher.

### How to waste less: household use

- **Don't throw away food that hasn't gone off.** Slightly bruised or funny-shaped fruit and vegetables may not be an attractive sight, but often they're tastier than perfect-looking ones. Apples are the food that people throw away most. Even if you prefer to eat fresh apples, use up older ones by making a pie. In doing so, you can finish off any old eggs, butter and flour lying at the back of your fridge or food cupboard.
- **Use up leftovers in clever and tasty ways.** Yesterday's vegetable casserole can be reused to make a pasta sauce or soup. Old bread and bread rolls can be chopped and baked to make croutons. Just pour a little oil over them first.
- **Prepare food properly for the fridge.** Make sure food that doesn't stay fresh for long, like lettuce, goes in the coldest part of the fridge. These days, it's common to wrap everything in plastic, but parsley, thyme and spring onions keep surprisingly fresh wrapped in newspaper.
- **Plan your meals well.** Make a weekly menu and buy only the ingredients necessary to make the meals on your list, without buying excessive quantities. This will reduce waste but may also help you regulate your eating, lose weight and reduce the size of your waist too!

### Food waste pyramid: commercial use

Restaurant owners, grocers and supermarket managers have significant roles to play. The food waste pyramid shows ideas for the best ways to reduce food waste. Here are its main points.

- **Source reduction:** This means reducing the amount of waste food that is generated. Food orders must reflect real demand and not how much they would like to sell. Given the amount of food thrown in the bin, businesses would actually make more money by buying in less.
- **Feed hungry people:** Restaurants and shops can donate unused food to food banks and soup kitchens instead of dumping it. They certainly won't lose money by feeding those who can't feed themselves.
- **Feed animals:** If leftover food isn't fit for human consumption, it could be redistributed to become scraps for animals.
- **Industrial uses:** Waste oils from frying pans don't need to be thrown away. There are recovery companies who collect old oil, filter out impurities and use it to generate electricity for domestic use.
- **Composting:** Sometimes, however, it's got to be thrown away! Dumping organic foodstuffs on a compost heap means they'll positively affect the environment.
- **Landfill or incineration:** The last option is, of course, proper disposal. If more companies worked according to the waste hierarchy, though, much less waste would end up in landfill sites and incinerators.

As the old saying goes, 'waste not, want not'. It's up to us to change our bad habits.

Read the magazine article. Choose A, B, C or D in each question below. Only *one* choice is correct.

- 1 What is true about food?  
A More than 17% gets thrown away.  
B 17% of people throw it away regularly.  
C There is a plentiful supply so we don't need to take action.  
D Very little food ends up in landfill sites.
- 2 Which type of fruit does the article suggest might taste best?  
A fruit that's in perfect condition  
B oddly-shaped or slightly damaged fruit  
C fruit that has been kept in the fridge  
D fruit that is a bit old
- 3 What does the article say about pasta sauce?  
A It's useful for using up things at the back of your cupboard.  
B It can be made into soup the next day.  
C It can be made from a leftover casserole.  
D It keeps for a long time in the fridge.
- 4 How can people avoid wasting food?  
A By only going shopping once a week.  
B By wrapping everything in plastic to make it last longer.  
C By not buying things that go off quickly.  
D By only buying the things they need for that week.
- 5 How does the article suggest some businesses waste money?  
A Owners and managers don't train their staff to use and store food efficiently.  
B They buy in more food than they can sell.  
C They give too much food away to soup kitchens.  
D They pay to send food to landfill instead of recycling it.
- 6 What do the recovery companies do with old cooking oil?  
A Use it to make food for animals.  
B Use it to generate electricity.  
C Make compost out of it.  
D Incinerate it.



## 4 Reading

# The Innocence Project

**DNA testing  
brings  
new light to  
old cases**

We have all heard the phrase 'innocent until proven guilty'. When suspects are accused of a crime, we should treat them as innocent until we know for sure they are guilty of the crime. Theoretically, everyone should have a fair trial and judges and juries are asked to keep an open mind about all the evidence that is presented to them. But what happens when innocent people are convicted by mistake?

In 1992, Barry Scheck and Peter Neufeld set up the Innocence Project at Yeshiva University's School of Law to address this issue. The project's chief aim was, and is, to help prisoners who have been convicted of a crime by mistake to get their sentences changed. DNA testing, which was not widely available in the past, can often now be used to prove a convicted person's innocence.

Apart from taking on the cases of people who claim that they are innocent, the Project also aims to inform the general public about the justice system and its weaknesses. For example, they clearly explain the causes of wrongful convictions. According to the Innocence Project, 75% of prisoners who have had their sentences changed following DNA testing had been convicted due to being misidentified by witnesses. Others were convicted on the grounds of scientific evidence which was later proven to be incorrect. All too often, scientific tests are not carried out properly, or their results are misrepresented in court. Furthermore, 25% of cases where the sentences were changed involved false confessions by the defendant. The reasons why suspects admit to crimes they have not committed can include not fully understanding the charges, or sometimes even pleading guilty thinking that they can later prove their innocence.

So, how successful is the Project? The Innocence Project run at Yeshiva University has so far led to over 300 people proving that they didn't commit the crime they were convicted of. Proving your innocence from the inside of a prison cell can be a long and difficult process, however. The film *Conviction: The Incredible True Story of Betty Anne Waters* shows the tremendous struggle those fighting for freedom face. Betty Anne fought for years to prove that her brother Kenny Waters was not guilty of murdering a neighbour. In her first letter to the Innocence Project, she explains how her family's bad reputation in the town where they lived led to her brother becoming the most likely suspect 'for this horrific crime'. With the help of the Innocence Project, Betty Anne managed to get Kenny's conviction changed – eighteen years after his original sentence.

The work done by the Innocence Project has shown that there are problems in legal and justice systems. Scheck and Neufeld hope not only to free innocent people, but to fix systems that allow wrongful convictions to take place. Consequently, they have also gone to great lengths to propose reforms to the legal system that are necessary to ensure innocent people are not sent to prison in the future.

**Read the magazine article. Choose A, B, C or D in each question below. Only one choice is correct.**

- 1 The Innocence Project was founded in ...  
A a law court.  
B a police station.  
C a university.  
D a prison.
- 2 What had happened in 25% of cases where the sentence was later changed?  
A A confession later proved to be untrue.  
B DNA testing proved the defendant innocent.  
C New witnesses had come forward.  
D Witnesses were proven to have been mistaken.
- 3 Which of the following is *not* mentioned as a problem with scientific evidence?  
A Testing is often not done correctly.  
B The results are presented wrongly in court.  
C Scientific evidence is relied upon in court too often.  
D The evidence is often later proven to be wrong.
- 4 What have 300 people done so far, thanks to the Innocence Project?  
A Successfully proved their innocence after being convicted.  
B Been found innocent at their original trial.  
C Applied to have their case re-examined.  
D Managed to change the conviction of a friend or relative.
- 5 Who was Betty Anne Waters?  
A a woman wrongly convicted of murder  
B a relative of an innocent prisoner  
C a campaigner working with the Innocence Project  
D the neighbour of a murder victim
- 6 Which of the following are Scheck and Neufeld *not* hoping to achieve?  
A free innocent people from prison  
B suggest changes to legal systems  
C stop wrongful convictions  
D reform the prison system

## 5 Reading



### Looking good, *naturally*

#### Because you're worth it!

Beauty and fashion needn't mean spending lots of money. From luxurious cosmetics and toiletries to accessories and clothes, we've done all the research for you to make your own products. Simply gather the ingredients and materials necessary, and get making. Fashion and beauty just became fun and creative!

#### Cosmetics and toiletries

Body lotions and creams are among the most important items in any beauty routine. However, not only can commercially made products cost the earth, but they often contain nasty chemicals. Use these recipes to create natural, homemade cosmetics instead.

**Oatmeal cleansing scrub:** The rough texture of this scrub will clean your skin by removing all dead skin cells. Make this part of your weekly beauty routine for super smooth and glowing skin. You need a tablespoon of oatmeal, a teaspoon of honey and a teaspoon of freshly squeezed lemon juice. Mix the ingredients carefully so that the oatmeal sticks together. Then gently spread the scrub all over your face. Don't rub too hard or you might irritate your skin. Wash it off with lots of water. Use any scrub left over to give yourself a pedicure. Spread gently over your feet to remove hard skin. Wash off.

**Chocolate soap:** This delicious soap can be used as part of your daily routine and will give you a rich chocolatey aroma. You need 350 g of natural soap flakes, 150 ml of water, 25 g of cocoa powder and five or six drops of chocolate essential oil. In a saucepan, heat up the soap flakes and water until the soap melts. Add the cocoa powder and essential oil. Stir and, when it's mixed well, pour into moulds and leave to harden.

**Deodorant:** Smelling good is also important, but commercial perfumes and deodorants are linked to some very serious health scares. Be like a celebrity and make your own signature scent. For the deodorant, you need 10 ml of apple vinegar, 100 ml of boiling water and two teaspoons of herbs or spices, whichever ones have your favourite smells. Whole, fresh rosemary, lavender and rose petals work well for women who like sweet-smelling aromas. Ginger, coriander, cinnamon and nutmeg are good for men who like a spicy deodorant. Eucalyptus, lemon and lime make good unisex fragrances. Carefully pour the water over your herbs or spices. Leave for five minutes and strain. Pour the vinegar into a small glass spray bottle, add the perfumed water and shake gently to mix.

**Citrus lip gloss:** Lips are kept looking good and in top condition with this easy-to-make gloss. You need 7 to 8 teaspoons of almond oil, 2 teaspoons of beeswax, 1 vitamin E capsule, 1 teaspoon of honey and 5 drops of your favourite essential oil. Mix the almond oil and beeswax over a medium heat until they melt. Break open the vitamin E capsule and squeeze it into the oil and wax mixture. Add the other ingredients and mix well. When the mixture has cooled a little, spoon it into small metal containers. Apply with a brush for beautiful lips.

Remember, beauty products like make-up and fashionable clothes can only make you look good if you take care of yourself and your skin properly.

**NEXT →** Accessories and clothes

**Read the online article. Choose A, B, C or D in each question below. Only one choice is correct.**

- What does the writer believe about fashion and cosmetics?  
A Being fashionable requires a lot of money.  
B Many commercially-made cosmetics use nasty chemicals.  
C Making your own products can be more expensive than buying commercial ones.  
D More research is needed into ingredients for homemade products.
- Which description of the oatmeal cleansing scrub is *true*?  
A It feels rough on the skin.  
B It has a very smooth texture.  
C It won't irritate your skin, however you use it.  
D It's designed to be used on your feet.
- Both the chocolate soap and the citrus lip gloss recipes require you to ...  
A pour water over something.  
B pour the mixture into a bottle.  
C heat up and melt something.  
D shake something.
- Which of the following is *true* about the homemade deodorant?  
A It is made using cold water.  
B All of the suggested aromas are equally suitable for men and women.  
C Spicy aromas are less effective than sweet ones.  
D Rosemary makes a good scent for some women.
- What is the main ingredient of the citrus lip gloss?  
A beeswax  
B almond oil  
C honey  
D an essential oil
- Which of the products described should you only use once a week?  
A oatmeal cleansing scrub  
B chocolate soap  
C deodorant  
D citrus lip gloss



## 6 Reading

### RUDOLF STEINER: FATHER OF WALDORF SCHOOLS

Rudolf Steiner (1861–1925) was a philosopher and architect born in what is now Croatia. Steiner developed a holistic approach to learning which is still used today in Steiner (or Waldorf) schools worldwide.

Steiner believed learning was the key to human development. He felt the learning process should follow the learner's needs and not be the same for everyone. That is why he felt teachers must watch learners carefully to know when they were ready to learn something and to notice how they learn. A comprehensive understanding of the different stages of human development were necessary as part of this process, according to Steiner.

In 1919, Steiner was invited by Emil Molt to give talks to factory workers at the Waldorf Astoria cigarette factory in Stuttgart, Germany. Steiner established his first school for the children of these factory workers, which is why schools using his approach today are called Waldorf schools. In 1922, he was invited by Professor Millicent Mackenzie to Oxford, where he presented his ideas on education at a conference. Following this visit, the first Waldorf school in the UK was set up the same year.

Steiner had very clear views about child development. He identified three distinct developmental stages: ages 0–6/7, 6/7–14 and 14+. Waldorf schools worldwide follow these stages closely and encourage different skills at each stage. The kindergarten stage (0–6/7) aims to show young children that the world is good. By providing creative hands-on activities and encouraging creative play, children are able to learn from experience and by copying others. At this stage, Steiner believed that introducing theory and formal teaching was harmful to young developing minds.

The primary stage (6/7–14) aims to show children that the world is beautiful. Students at this level are encouraged to develop their artistic expression and social skills. Here, the emphasis is on creation and analysis. Unlike traditional education, Steiner believed that children should develop an understanding of ideas rather than learning by heart.

The secondary stage (14+) aims to show adolescents that the world is true. The development of critical understanding and a sense of idealism are important at this stage. Through combining academic, practical and artistic activities, Steiner hoped that the secondary stage would produce free and morally responsible individuals.

Recent studies have shown that children who are educated at Waldorf schools have a deeper understanding of science than other young people. What is more, it has been claimed that levels of bullying are much lower among students at Waldorf schools. Studies in Australia have also shown that graduates of Waldorf schools are more likely to be active socially and politically and display greater self-confidence than graduates of conventional schools.

Before his death in 1925, Steiner saw a total of six Waldorf schools established. The schools in Stuttgart and King's Langley, as well as in Hamburg, Essen, The Hague and London were all built in his lifetime. By 2014 there were over 1,000 schools in 60 countries.

**Read the article. Choose A, B, C or D in each question below. Only one choice is correct.**

- Steiner's approach to learning is different because he felt that ...
  - learning and human development are unrelated.
  - learners should follow the learning process.
  - everyone should be taught in the same way.
  - people learn at their own speed, in their own way.
- Why was Steiner's first school connected to a cigarette factory?
  - Steiner owned the factory with Emil Molt.
  - Steiner presented his beliefs to the factory workers.
  - Steiner had previously worked at the factory.
  - Steiner applied for a job at the factory's original school.
- When was the first UK Waldorf school opened?
  - 1861
  - 1919
  - 1922
  - 1925
- What is developed by children at primary schools following Steiner's ideas?
  - their ability to copy others
  - their abilities in the arts and social interaction
  - their ability to learn things by heart
  - their ability to understand science
- The goal of secondary education at Waldorf schools is to ...
  - encourage creative play.
  - develop an understanding of ideas.
  - create people with a sense of responsibility.
  - encourage students to be active politically.
- What behaviour is seen less often amongst pupils or ex-pupils of Waldorf schools?
  - bullying
  - successfully graduating from university
  - being socially active
  - showing self-confidence

# Exam practice 1

## An emotional experience

You're thirsty and you go into a supermarket to buy a drink. After walking up and down the **aisles**, you finally find the soft drinks section. In front of you there is a shelf full of cans of cola made by four different brands. Which one are you going to choose? As far as you're concerned, they all taste more or less the same. Suddenly your hand reaches out instinctively for one brand. For some reason, you associate this particular cola with leisure, **chilling out**, being with friends and having a good time. You can't really explain it, but you know that this is the coolest cola on the shelf. Why?

Although shoppers think that they make rational decisions, advertisers know that they really follow their feelings. As a result, advertisers **bombard** them with images and messages that try to create an emotional link between the shopper and the brand. They want consumers to see the cola on the supermarket shelf as part of a lifestyle, not just a soft drink. And to get their ideas across, advertisers create different emotional messages for different groups of people.

Teenagers' increased spending power has made them a target for advertisers. Hundreds of studies have been carried out on their preferences and they have come to the same conclusion: teenagers, above all, want to be cool. Popular culture shows cool people having lots of attractive friends, doing fun activities, going to the best

places and hanging out. Adverts aimed at teenagers sell the chance to be a member of this select group and to take part in their lifestyle. These adverts show groups of happy young people at a party or on the beach, and the brand is presented as an essential ingredient of having a good social life. The message is clear: use our product and you can join the 'in' crowd. Don't use it, and you'll be left out!

The coolest people around, thanks to the media, are sport, music and entertainment celebrities, and the advertising industry pays them very well to **endorse** their products. Advertisers look for successful people with a good public image who are going to make their brands more popular. It doesn't matter if the celebrities have never used the products which they are promoting; advertisers just want consumers to believe that if they use them, some of their heroes' success and charisma will **rub off** on them.

When celebrities and coolness don't work for a product, then advertisers turn to one of the most powerful of all human emotions: fear. Advertisers take minor problems and make them seem a lot worse. Then they come up with miracle solutions. TV commercials for 'cures' for acne are a perfect example: a lonely teenage boy looks at the red spots on his face in a bathroom mirror. The grey decoration and low lighting all help to create a depressing situation.

However, after using the advertiser's product, he suddenly has perfect skin and is surrounded by attractive girls. The success or failure of your personal life, according to these advertisements, depends on their products.

Advertisers use our emotions to attack our insecurities and make us believe that they will be easily relieved by buying something. They also want shopping to be a completely emotional experience. So the next time you are in a shop or a supermarket, ask yourself why your hand is reaching for a particular product. Is it because it's good value, well-made and just what you really need? Or is it because a little voice is telling you this brand will make you cool, one of the **in-crowd**? Answer this question and you'll know if the advertisers have managed to get inside your head!

**aisle** – passadís

**chill out** – relaxar-se

**bombard** – bombardejar

**endorse** – promocionar

**rub off** – contagiar-se

**in-crowd** – el grupo de moda

## Reading

**Choose the best answer according to the text. Only one answer is possible.**

- 1 What reason is given for choosing the cola drink?
  - A It tastes the same as the others.
  - B Some friends recommended it.
  - C It has the best image.
  - D It's the oldest drink.
- 2 Advertisers want consumers to ...
  - A feel connected to their products.
  - B think carefully about their products.
  - C have an emotional link with their supermarkets.
  - D make rational decisions.
- 3 Why have advertisers decided to target teenagers?
  - A Because teenagers are always cool.
  - B Because they have more money than before.
  - C Because of the studies that have been done on teenagers.
  - D Because of their great social lives.
- 4 Advertisements aimed at teenagers want to show them that they will ... if they use their product.
  - A be different from everyone else
  - B have a great social life
  - C travel a lot
  - D be better than everyone else
- 5 Advertisers think celebrities will ...
  - A be inexpensive to use in their advertisements.
  - B become more successful thanks to their products.
  - C use their products.
  - D improve the image of their products.
- 6 How does advertising present some problems?
  - A It makes them seem more important.
  - B It makes them seem less important.
  - C It ignores them.
  - D It shows celebrities suffering from them.
- 7 When an advertisement shows a cure for a problem, it ...
  - A deals with the problem realistically.
  - B is much more depressing than in real life.
  - C completely changes a person's life.
  - D involves using lots of products.
- 8 Advertisers want you to choose what seems to be ...
  - A the product you really need.
  - B the most well-made product.
  - C the cheapest product.
  - D the coolest product.

## Writing

**Choose *one* of the topics. Write a *minimum* of 100 words.**

- 1 'Without advertising, people wouldn't buy so many products.' Discuss.

- ## 2 What makes a successful advertisement?

[illegible]

# Exam practice 2

## Real brain training

You might not know the name of Johann Bernhard Basedow, but he has certainly had an effect on your life and everybody else's. Basedow was an eighteenth-century German educational reformer who recognized the benefits of physical education and introduced daily PE classes in the schools that he was responsible for. Since then, school sessions dedicated to games and sport have become an integral part of the curriculum of virtually every primary and secondary school in the world. Furthermore, the vast majority of schools have a gym or playground and a wide **range** of sports equipment. However, in some schools in the USA, the sports equipment is leaving the gyms and the playgrounds and moving into the classrooms.

A study in 2006, which was carried out by the American College of Sports Medicine, discovered something that Basedow might have suspected over 200 years ago; it found that students who regularly take part in individual or team sports can do better at school. 214 secondary school students all **took up** different sports activities for the study. The researchers discovered that the students taking part in sports that involve a lot of aerobic exercise (exercise that makes the heart and lungs work hard) improved their schoolwork performance by at least ten per cent. For this improvement to take place, the students only had to train for 20 minutes, three times a week. Just one hour's exercise could see their school grades take a considerable turn

for the better.

As a result of these findings, a number of American schools decided to adapt their timetables and their classrooms and **merge** PE with some academic subjects. At the Naperville Central High School near Chicago, it was decided that children with reading and maths problems would start the day in the gymnasium. The teachers discovered that PE woke up their brains and helped the students to do much better at both subjects. According to Dr Hillman of the University of Illinois, it is much easier for students to solve problems after a 30-minute training session. But now the students don't just **work out** in the gym. Sports equipment such as **treadmills** and static bicycles has been installed in the classrooms, and the students can use them during lessons. The teacher can boost the students' attention with a burst of exercise when he or she feels they are losing concentration.

Other schools have also decided to introduce physical activity into the classroom, but without such big pieces of equipment. At a school in Fort Collins, California, students bounce up and down on big fitness balls instead of sitting on chairs. In the classrooms of a school in Missouri, there aren't any fitness balls or chairs to sit on. High stand-up tables have replaced the traditional desks and chairs and the students stand up for the whole lesson. In other schools, students jump up and down while they learn maths formulas. The teachers at all of these

centres have the same story to tell: the students behave better, are more focused on their work and get higher exam grades. They unanimously agree that workouts in the classroom are an academic winner. Furthermore, not only do the children produce better school work, but they also burn more calories, an important consideration in a country where 30% of children and teenagers are overweight.

For over 200 years PE has been considered an easy subject by many students and has not always been taken very seriously by some members of the educational community. However, as more and more research clearly shows the positive benefits that regular exercise has on our **mental capacities**, it might not be long before the experiments carried out in a few American schools become accepted practice everywhere. Johann Bernhard Basedow would surely approve.

**range** – gamma

**take up** – començar a fer

**merge** – combinar

**work out** – fer exercici

**treadmill** – cinta de córrer

**mental capacities** – capacitat mental

## Reading

**Choose the best answer according to the text. Only one answer is possible.**

- 1 Thanks to Johann Bernhard Basedow, ...
  - A eighteenth-century schools could obtain sports equipment.
  - B PE became a school subject for most students.
  - C the modern school curriculum was invented.
  - D a lot of gyms were built for schools.
- 2 What did the 2006 study discover?
  - A All sports activities can help students improve academically.
  - B Students who trained a lot didn't have enough time to study.
  - C Energetic sports helped students improve academically.
  - D Too much sport made students too tired to study.
- 3 Students perform better in class after ...
  - A an hour's training a day.
  - B doing exercise during a period of twenty weeks.
  - C spending 10% of their time at school doing sport.
  - D working out for sixty minutes a week.
- 4 Children at the Naperville Central High School ...
  - A do exercises in the gym and in the classroom.
  - B all have problems with reading and maths.
  - C start every class with exercises to stay awake.
  - D are the fittest students in Illinois.
- 5 Why have some schools put sports equipment in classes?
  - A So that students sleep better at night.
  - B To improve students' concentration.
  - C To entertain students between lessons.
  - D To make maths and reading classes more fun.
- 6 How do other schools provide exercise in classrooms?
  - A By changing or taking away furniture.
  - B By using big pieces of gymnasium equipment.
  - C By making the students jump up and down for the whole lesson.
  - D By playing ball games in the classroom.
- 7 Teachers say that exercise in the classroom ...
  - A has improved their students' sports ability.
  - B improves students in a number of ways.
  - C has caused some behavioural problems.
  - D helps the schools produce winning teams.
- 8 The text finishes by suggesting that ...
  - A the experiments at American schools won't continue.
  - B research still hasn't shown a clear link between exercise and better academic performance.
  - C Basedow's ideas are unlikely to be taken seriously.
  - D combined PE and academic subject classes may become common.

## Writing

**Choose *one* of the topics. Write a *minimum* of 100 words.**

- 1 'Some people take sport too seriously, whether they watch it or play it.' Discuss.
- 2 Write an email to your local government to complain about the sports facilities in your area and make recommendations.

[illegible]

# Exam practice 3

## The future is here

It's the year 2154, and humans have landed on the planet Pandora, millions of kilometres away from Earth. The planet is inhabited by the Na'vi, a race of human-like beings that live in perfect harmony with their environment. The humans, whose home planet, Earth, has few natural resources left, have come to Pandora to mine a valuable mineral, unobtainium. If necessary, they are **willing** to destroy the Na'vi, their culture and their planet to get it. Using futuristic machinery, the humans line up against the apparently primitive Na'vi in a dramatic final battle scene that determines the future of Pandora and its inhabitants.

You will no doubt have identified the film as *Avatar*, the 21st century's most successful futuristic science fiction film so far. Its incredible box-office success confused cinema experts, as many had predicted that it would be a **flop**. As the film went on to attract record-breaking audiences around the planet, film critics came to a conclusion about why film fans had **flocked** to see it: cinema-goers love science fiction stories about the future. But does *Avatar* really talk about the future?

Replace Pandora with the rainforest in South America and the Na'vi with one of the approximately 70 rainforest tribes that still hasn't had any contact with the outside world, and *Avatar* begins to look like an allegory for

what is happening here and now on planet Earth. The need to find more and more natural resources that can be **turned into** products to be sold in the developed world means that multinational companies using sophisticated machinery are gradually destroying the whole region. Ecologists claim you don't need to go to the cinema to see the dramatic battle that will determine our future; it is taking place right now in the rainforest.

The similarities between the plot of a science fiction film and real-life events, however, are not coincidences. Whether consciously or not, the creators of futuristic fantasy worlds that we might inhabit in the future are often actually telling us about the world we live in today. Back in the 1970s, the galactic battles in *Star Wars* between the democratic Rebel Alliance and the totalitarian Galactic Empire reflected the power **struggle** between the American-led West and the Russian-dominated Soviet bloc during the Cold War. However, as the relationship between the two political systems improved in the early 1980s, friendly aliens in films such as *E.T.* appeared in our cinemas. Here were creatures that were not a threat, but that we still didn't understand at all.

So what does contemporary science fiction tell us about life today? The series of *Matrix* films at the turn of

the 21st century portrayed a society where the distinctions between the real and the virtual are unclear. It is a world where the heroes are computer specialists, and *The Matrix* reflected the impact on people's lives of the virtual world of the internet. Now, after a decade of financial **recession** that has seen the gap between the rich and poor grow, the film *Elysium* depicts a divided human race, with the wealthy living on a luxurious space station while the rest of humanity survives on an overpopulated and polluted Earth, providing services and goods for the better-off. It would be difficult to portray the inequalities in the relationship between today's developed and less developed worlds more clearly.

**willing** – disposat, disposada

**flop** – fracàs

**flock** – anar en ramat

**turn into** – convertir-se en

**struggle** – lluita

**recession** – recessió



## Reading

**Choose the best answer according to the text. Only *one* answer is possible.**

- 1 The Na'vi of Pandora ...
  - A mine unobtainium.
  - B have destroyed their own culture.
  - C appear to live in a rudimentary society.
  - D do not respect the environment of the planet.
- 2 What did many critics think about *Avatar*?
  - A It wouldn't be successful.
  - B It was confusing.
  - C It would break records.
  - D It was incredible.
- 3 According to the critics, why was *Avatar* a success?
  - A Because they had recommended it.
  - B Because of foreign audiences.
  - C Because of the ending.
  - D Because of the topic of the film.
- 4 The writer suggests that Pandora ...
  - A is populated by a lot of tribes.
  - B could represent a specific area of the Earth.
  - C is a real place.
  - D is the name of part of the Brazilian rainforest.
- 5 What do ecologists think?
  - A A real fight is already in progress.
  - B The cinema is a good way to learn about the rainforest.
  - C People shouldn't go to the cinema.
  - D *Avatar* is helping them to change the future.
- 6 What do creators of films about the future often tell us?
  - A What life on Earth will be like in the future.
  - B What it will be like to live on another planet.
  - C What happened during important events of the past.
  - D What is happening on Earth now.
- 7 What does the text say about *Star Wars*?
  - A It reflected the space battles between America and Russia.
  - B It improved relationships between America and Russia.
  - C It represents the political problems between America and Russia.
  - D A lot of friendly aliens appeared in it.
- 8 The wealthy people in *Elysium* ...
  - A represent today's less developed world.
  - B don't live on Earth any more.
  - C are only a little richer than the poor people.
  - D want to return to Earth.

## Writing

**Choose *one* of the topics. Write a *minimum* of 100 words.**

- 1 Describe *three* personal objectives that you have for the future.
- 2 'The future is more frightening than exciting.' Discuss.

[illegible]

# Exam practice 4

## Technology is good for you

The revolution in digital and communications technology, including the arrival of the internet, computers and many other devices, has often been thought to have a negative effect on our mental abilities. When writing was first invented around 6,000 years ago, it probably caused a similar reaction. Prior to the development of writing, storytellers had developed much-admired memorization techniques to pass down stories and wisdom, so writing was probably seen as a threat by many who felt that these skills would no longer be needed.

Critics probably thought that users of writing would soon suffer memory loss and that it would prevent people from learning anything. Those in favour of writing may have **countered** that it was essential for record keeping and sending news across large distances, and rather than **hindering** education, it would open up new horizons for everybody and would improve personal, national and international communications. They believed that it was essential that people should learn it, and they did. Today nearly 85% of the world's adults can read and write.

As we all know, time proved those fears about the negative effects of writing on mental ability to be **unfounded**, and in fact the skills of reading and writing have helped to **enhance** our brain power. And just as past generations overcame their fears of the written word, so we too are beginning to appreciate that not everything about digital and communications technology is bad news.

The arrival of smartphones, video games and a wide range of computer formats has been accompanied by warnings about the terrible consequences that their use would have, particularly for children and teenagers. However, recent research has shown that, while the excessive use of these devices can have negative consequences, in general they can help people of all ages to learn faster and improve their mental agility.

Video games, perhaps the area of modern technology that has received most criticism, have been shown to improve the speed at which people can make decisions by 25%. Furthermore, the **accuracy** of those decisions is just as good as those made by people who need more time. Video games also train users to be able to concentrate on six different things at the same time without losing control compared to the four things that non-players can focus on. Psychologist C. Shawn Green, of the University of Wisconsin in the USA, says that playing video games exercises the brain in much the same way as reading, playing the piano or navigating the streets of a big city like London. Another study of nearly 500 young teenagers found that the more the youngsters played computer games, the more their marks in a creativity test that involved drawing and writing improved.

However, it is not just the brains of young video and computer gamers that are getting more exercise. The new technologies are also helping older people to reactivate their brain cells and to reuse mental skills that have

become **rusty**. In a study carried out at the University of California, Los Angeles, psychiatrists and neuroscientists scanned the brains of adults between the ages of 55 and 78 before and after spending a week using the internet. The results showed that the internet stimulated the areas of the brain associated with decision-making and short-term memory and appeared to improve how these essential areas work.

Naturally, further studies are needed to discover the long-term effects of regularly using communications and information technology, but some experts believe that when these studies happen, the results are more likely to be positive than negative. However, everyone involved in the research agrees that there is a well-known expression that is just as applicable to modern technology as it is to everything else: all things in moderation.

**counter** – argumentar

**hinder** – entorpir

**unfounded** – sense fonament

**enhance** – millorar

**accuracy** – precisió

**rusty** – rovellat, rovellada



# 1 Listening

**🔊 T01 Choose the best answer according to the recording. Only one answer is correct.**

- 1 What does Mark say about shopping?
  - A He enjoys it.
  - B Most boys like it.
  - C Girls like it a lot.
  - D He likes it more than Amy does.
- 2 Before having a break, they ...
  - A went to a traditional clothes shop.
  - B bought some music CDs.
  - C went to a disco.
  - D were in a clothes shop.
- 3 Why does Amy talk about a shop's name?
  - A To demonstrate that they try to attract a certain type of customer.
  - B To talk about the characters in a Charles Dickens novel.
  - C To show that a name alone makes people buy.
  - D To show that it is a shop for people looking for modern clothes.
- 4 Dombey and Sons sells men and women's clothing ...
  - A in different shops.
  - B on different floors.
  - C in a section at a department store.
  - D on the same floor.
- 5 Shop managers think that women ...
  - A always shop alone.
  - B don't like shopping as much as people think.
  - C often help men to buy clothes.
  - D like to shop with their mothers.
- 6 Mark thinks that the explanations that Amy gives ...
  - A show that his view of men shoppers is right.
  - B show that his view of men shoppers is wrong.
  - C show that his view of women shoppers is wrong.
  - D show that his view of women shoppers is right.
- 7 Why does Amy know so much about shops?
  - A She works in a shop during her holidays.
  - B Her parents own a clothes shop.
  - C She did a project on shops.
  - D She frequently goes shopping.
- 8 Department stores use different floor surfaces ...
  - A so that they can control the speed shoppers move at.
  - B so shoppers' feet don't get tired so easily.
  - C to make the store more attractive.
  - D to move clothes around more easily.

# 2 Listening

**🔊 T02 Choose the best answer according to the recording. Only one answer is correct.**

- 1 What has increased dramatically all over the world?
  - A The number of different sports that people do.
  - B The number of people doing sport.
  - C The number of sports coaches.
  - D The number of sport training opportunities for children.
- 2 Why do countries encourage young people to do sport?
  - A To improve the country's reputation for a particular sport.
  - B To have a healthier population.
  - C Because sport can improve academic results.
  - D To avoid young people wasting their time.
- 3 What *isn't* different about Ona and David?
  - A their nationality
  - B their sports
  - C their experiences
  - D their coaches
- 4 When Ona started doing synchronized swimming, ...
  - A Spain was the world champion.
  - B Spain wanted to create a strong team.
  - C nobody took the sport seriously.
  - D her club was not successful.
- 5 In what way was Ona different from the other girls at Sant Cugat?
  - A She trained harder than the others.
  - B She trained in the evenings.
  - C She could see her family frequently.
  - D She didn't train at the weekends.
- 6 What inspired David to try running?
  - A competing in decathlons
  - B training at St Patrick's
  - C his father's Olympic medal
  - D watching races at the Olympics
- 7 What was David's life at the training camp like?
  - A varied
  - B repetitive
  - C fun
  - D luxurious
- 8 The lecturer concludes by looking at ...
  - A the competitions that Ona and David have won.
  - B the differences between Ona and David's sporting careers.
  - C Ona and David's sporting possibilities in the future.
  - D the similarities between Ona and David's sporting careers.

### 3 Listening

**🔊 T03 Choose the best answer according to the recording. Only one answer is correct.**

- Andrew Turner expressed his views ...
  - in a book.
  - in a university lecture.
  - on the radio.
  - in a newspaper.
- What was the response to Andrew Turner's views?
  - almost everybody agreed
  - almost nobody agreed
  - some people disagreed
  - people ignored them
- Professor Howarth uses the example of Abbas Ibn Firnas to show that ...
  - it takes time to develop a new technology.
  - space travel has fascinated people for centuries.
  - most space scientists are unknown.
  - all nations are interested in space travel.
- What does Professor Howarth suggest about Abbas Ibn Firnas' experiment?
  - He died as a result.
  - It failed.
  - It was a success.
  - It is a myth.
- Andrew Turner says that ...
  - Abbas Ibn Firnas was years ahead of his time.
  - air travel is not a useful form of transport.
  - air travel damages the environment.
  - air travel is essential for the world's economy.
- What examples does Professor Howarth give of the benefits from space travel?
  - telephones
  - electronic devices
  - aeroplane engines
  - televisions
- Professor Howarth believes that space exploration will ...
  - become reality quicker than people think.
  - give people the opportunity to visit distant planets.
  - become as common as travelling by planes.
  - help to improve life on Earth.
- What did American president Dwight Eisenhower say?
  - America had to lead the space race.
  - Space rockets took money away from the poor.
  - The space race would help to feed and clothe people.
  - Space travel would give America greater military power.

### 4 Listening

**🔊 T04 Choose the best answer according to the recording. Only one answer is correct.**

- Who are called *hikikomori*?
  - Some Japanese families.
  - The rich Japanese.
  - All Japanese teenagers.
  - Some young Japanese men.
- What *won't* you see in Japanese cities as much as you'll see in other cities?
  - property that has been damaged intentionally
  - advertisements in the street
  - people with unnatural hair colour
  - young people in fashionable clothes
- What were the first signs that the *hikikomori* phenomenon had started?
  - Increase in young people buying computers.
  - Hikikomori blogs appeared on the internet.
  - Some young people didn't want to use the new technologies.
  - Some young people stopped attending classes.
- What do Japanese people do when they have a problem at home?
  - keep quiet about it
  - discuss it with their friends
  - talk to their relatives about it
  - look for expert advice
- What have Japanese parents tended to do if a child becomes a *hikikomori*?
  - speak to his teachers
  - try to force him to leave his bedroom
  - accept the situation
  - try and find him a wife
- What are the Japanese doing now?
  - ignoring the situation
  - discussing the situation
  - blaming modern technology
  - blaming their children
- Where do most *hikikomori* come from?
  - families with problems with the police
  - families that expect their children to do well academically
  - families that own businesses
  - families that aren't interested in their children's education
- What is one of the problems with the Japanese system?
  - It doesn't have many rules.
  - There aren't enough university places.
  - It's impossible to do something different.
  - You can't go to university at eighteen.

## 5 Listening

**🔊 T05 You will hear people talking in eight different situations. Choose the best answer according to the recording. Only one answer is correct.**

- 1 You hear a coach talking to her team. Why is she talking to them?  
A to congratulate them on winning the tournament  
B to ask them to be quiet  
C to encourage them to carry on training  
D to criticize them for not working hard enough
- 2 You hear two people talking in a gym. Who are they?  
A two members  
B a member and a receptionist  
C a member and an instructor  
D a receptionist and an instructor
- 3 You hear a woman talking to her son. Where are they?  
A at home  
B at a coach station  
C in a football stadium  
D in a restaurant
- 4 You hear a cyclist being interviewed. How does he feel about the race he took part in?  
A It was a huge achievement for him.  
B It was a disappointing experience.  
C It wasn't an important race for him.  
D He felt lonely training for it.
- 5 You hear a man talking on the radio. What is he doing?  
A presenting a weather forecast  
B giving a sports commentary  
C describing forthcoming programmes  
D reading a news bulletin
- 6 You hear a doctor speaking to a patient. How does the doctor react to the man's sporting activity?  
A She's pleased with the improvement he's made.  
B She's shocked by his choice of activity.  
C She's surprised that he hasn't lost more weight.  
D She encourages him to carry on.
- 7 You hear a game show presenter talking to some contestants. What does the final game involve?  
A racing cars  
B snakes  
C jellyfish  
D an obstacle course
- 8 You hear a man and a woman talking. What do they *agree* about?  
A The injury is very serious.  
B The man's wound doesn't need stitches.  
C The man needs medical treatment.  
D There isn't a doctor's surgery nearby.

## 6 Listening

**🔊 T06 Choose the best answer according to the recording. Only one answer is correct.**

- 1 Rises in the cost of living have resulted in people ...  
A losing their jobs.  
B having lower salaries.  
C having to choose if they'll eat or keep warm.  
D refusing to pay their energy bills.
- 2 Why was Amy Bridges arrested?  
A She didn't pay her rent.  
B She stole food to eat.  
C She stole from her employer.  
D She stole from a food bank.
- 3 What is true about Amy?  
A She hasn't had food for three days.  
B She didn't get to thank the police officer.  
C She still gets help from the food bank.  
D She helps people who can't afford to eat.
- 4 At the moment, there are ... poor people in the UK.  
A 13,000,000  
B 30,000,000  
C 1,000,000 to 5,000,000  
D 63,000,000
- 5 What target has the Trussell Trust set itself for the future?  
A to persuade more people to volunteer  
B to create a network of food banks  
C to open food banks in all UK towns  
D to stop the spread of food poverty
- 6 The number of Trussell Trust food banks rose from 80 to 400 between ...  
A 2010 and 2012.  
B 2011 and 2012.  
C 2011 and 2013.  
D 2012 and 2013.
- 7 Who is able to give vouchers to hungry people?  
A volunteers at the food banks  
B doctors and social workers  
C dietitians and doctors  
D dietitians, doctors and social workers
- 8 At which stage in the process do people receive food?  
A step two  
B step three  
C step four  
D step five



# 7 Listening

**🔊 T07 Choose the best answer according to the recording. Only *one* answer is correct.**

- 1 When did the steampunk trend begin?
  - A before 1980
  - B between 1980 and 1999
  - C around the end of the 1990s
  - D in 2012
- 2 Who are Veronique Chevalier and Thomas Willeford?
  - A the inventors of steampunk
  - B steampunk clothing designers
  - C editors of the steampunk magazine
  - D steampunks who've won awards for their appearance
- 3 Steampunk fashion ...
  - A is a blend of old-fashioned and futuristic styles.
  - B is governed by very strict rules.
  - C does not usually include make-up.
  - D consists mainly of sci-fi costumes.
- 4 What is true about the clothing that steampunk women wear?
  - A Their outfits are based on what Victorian men wore.
  - B They wear ties and shirts.
  - C They often wear long dresses.
  - D They wear corsets hidden under their dresses.
- 5 Which accessories are worn or carried by both male and female steampunks?
  - A top hats and goggles
  - B walking sticks
  - C parasols
  - D leather gloves
- 6 The colours of steampunks' clothes are ...
  - A always very dark.
  - B usually purple and red.
  - C usually white or multi-coloured.
  - D often dark but sometimes pale.
- 7 Why are metals commonly featured in steampunk outfits?
  - A to imitate the appearance of goths
  - B to make steampunks look like inventors
  - C to make the costumes more futuristic
  - D to add a romantic feel to the costumes
- 8 What is true about steampunk gatherings?
  - A They only occur in the UK.
  - B They are held in many countries.
  - C The Mad Hatter's Tea Party is held in London.
  - D The famous event in Lincoln lasts for a week.