



# 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

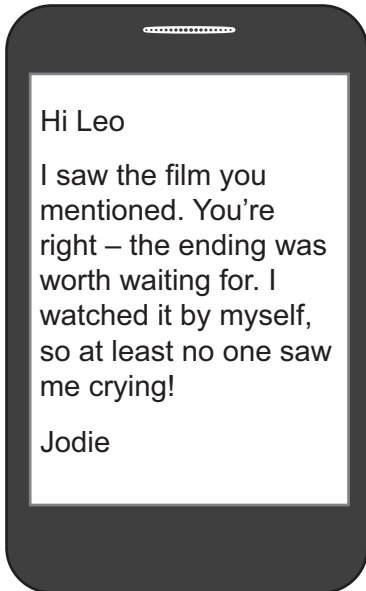
## Questions 9–13

Read the text in each question.

What does it say?

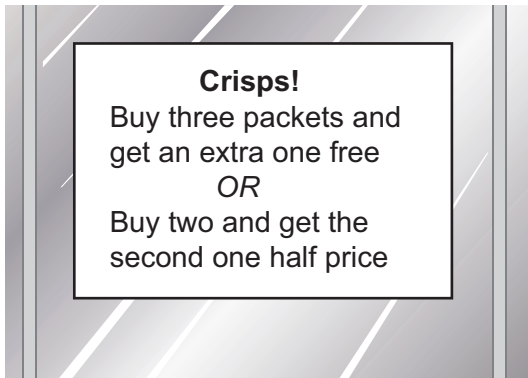
For each question, circle the correct letter **A**, **B** or **C**.

## 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



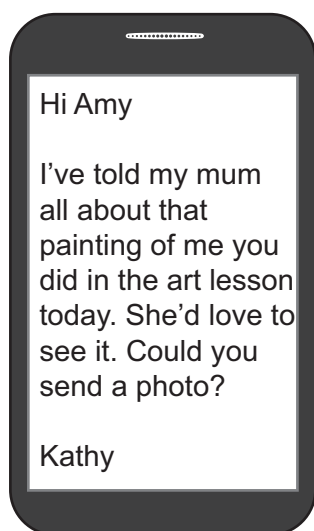
**In the supermarket you can get:**

- 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

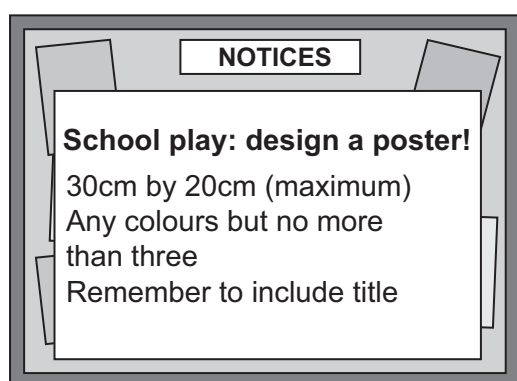


What does Kathy want Amy to do?

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

[1]

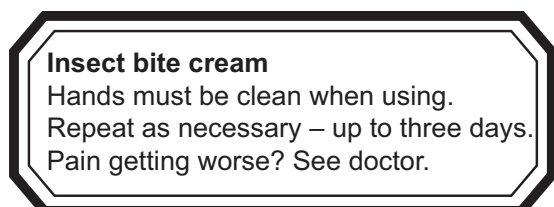
11



- 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]

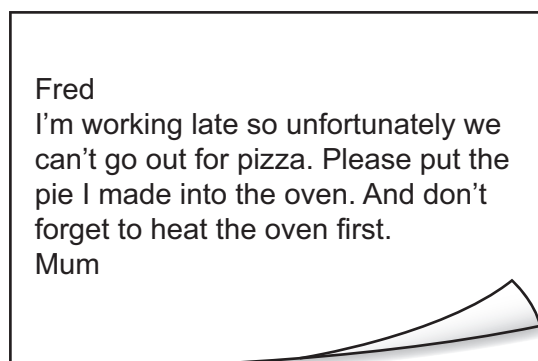
12



- 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.

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## Which person says...

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

[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**.

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## 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]

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