**READING TEST 2**

**PASSAGE 1 - Questions 1-10**

**TEACHING IN INDIA**

by Elise Cooper

‘Elise in India’. That was the name of my blog last year when I took a year out between school and university. I was lucky enough to get a teaching job abroad through an international organization. I was going to work in a school attached to a children’s home in north-west India. There were eight of us on the week-long introduction course in the capital, Delhi. As well as advice and ideas for teaching we were given information about health and local customs, and learned a few essential phrases in the local language.

Another course member, Lucy, was coming to the same school as me and we were both nervous when we set off on the 15-hour bus ride to the children's home. I had worked as a classroom assistant before, but here I wouldn't be much older than some of my pupils. How would I manage? My worries disappeared once we reached the home. Our rooms were on the top floor above the girls' bedrooms and from the window we looked out across flat fields full of fruit trees and could just see the snow-covered mountain tops in the distance.

There were 90 children in the home, aged between five and 20. In addition there were a small number of pupils who came in each day from the area around. Although they were a little shy to start with, they were so keen to ask us questions that we quickly became friends.

Lucy and I taught four lessons a day, mainly spelling, reading and general knowledge. We had a textbook but since it wasn't very exciting, we tried to make the lessons more interesting with activities and games. **This** wasn't always easy: there was a mixture of ages in each class because pupils had begun their education at different times. Like schoolchildren everywhere, they didn't always behave perfectly in class. However, they used to send us notes apologizing afterwards, or thanking us for an interesting lesson, so we didn't really mind.

The best fun came after school, though. We spent many happy hours playing games or football or just chatting with the children. On Friday afternoons, Lucy and I were in charge of sport, which had just been introduced at the school. Trying to organize fifty children into cricket teams is something I'll never forget. Another of my memories is playing in goal for a boys' football game. Even though Lucy and a group of little girls joined in as extra goalkeepers, we still managed to let the other side score!

I was terribly sad to leave. I felt I had learned as much as - if not more than - my pupils from the experience.

1. How did Elise apply for the teaching post in India?

A. By contacting directly with the school

B. By posting her resume’ online

C. Through an international organization

D. Through a local organization

2. What can be inferred about Elise according to the text?

A. She is now working in Delhi.

B. She is not Indian.

C. She can speak the local language well.

D. She spent one year in India.

3. How did Elise and her teammate, Lucy, feel when they were on their way to the children’s home?

A. anxious

B. calm

C. relaxed

D. exhausted

4. Elise and Lucy were responsible for teaching the following lessons except \_\_\_\_\_\_\_\_\_.

A. spelling

B. history

C. general knowledge

D. reading

5. According to the text, the pupils in each class that Elise taught were \_\_\_\_\_\_\_\_\_.

A. all adolescents

B. all older than her

C. at the same age

D. at different ages

6. According to Elise, what do Indian pupils and schoolchildren everywhere have in common?

A. shyness

B. background knowledge

C. imperfect behavior in class

D. interests in games and activities

7. The most enjoyable time for both teachers and the children was

A. before school

B. during class time

C. after school

D. at night

8. What does “**This**” in paragraph 4 refer to?

A. the textbook

B. the general knowledge

C. the pupils’ education

D. attractive lessons

9. Whichadjective best describes the job of getting pupils’ attention to the general knowledge lessons?

A. challenging

B. effortless

C. time-consuming

D. simple

10. Which of the following words would the author most probably use to describe her experience in India?

A. informative

B. problematic

C. nonsense

D. useful

**PASSAGE 2 - Questions 11 – 20**

Plants and animals hold medicinal, agricultural, ecological value. Endangered species must be protected and saved so that future generations can experience their presence and value.

Plants and animals are responsible for a variety of useful medications. In fact, about forty percent of all prescriptions written today are composed from the natural compounds of different species. These species not only save lives, but they contribute to a prospering pharmaceutical industry worth over $40 billion annually. Unfortunately, only 5% of known plant species have been screened for their medicinal values, although we continue to lose up to 100 species daily. The Pacific yew, a slow-growing tree found in the ancient forests of the Pacific Northwest, was historically considered a "trash" tree. However, a substance in its bark was recently identified as one of the most promising treatments for ovarian and breast cancer. Additionally, more than 3 million American heart disease sufferers would die within 72 hours of a heart attack without digitalis, a drug derived from the purple foxglove.

There are an estimated 80,000 edible plants in the world. Humans depend upon only 20 species of these plants, such as wheat and corn, to provide 90% of the world's food. Wild relatives of these common crops contain essential disease-resistant material. They also provide humans with the means to develop new crops that can grow in inadequate lands such as in poor soils or drought-stricken areas to help solve the world hunger problem. In the 1970s, genetic material from a wild corn species in Mexico was used to stop a leaf fungus that had previously wiped out 15% of the U.S. corn crop.

Plant and animal species are the foundation of healthy ecosystems. Humans depend on ecosystems such as coastal estuaries, prairie grasslands, and ancient forests to purify their air, clean their water, and supply them with food. When species become endangered, it is an indicator that the health of these vital ecosystems is beginning to unravel. The U.S. Fish and Wildlife Service estimates that losing one plant species can **trigger**the loss of up to 30 other insect, plant and higher animal species. The northern spotted owl, listed as threatened in 1990, is an indicator of the declining health of the ancient forests of the Pacific Northwest. These forests are the home to over 100 other old-growth dependent species, which are at risk due to decades of unsustainable forest management practices. Pollution off the coast of Florida is killing the coral reefs along the Florida Keys, which serve as habitat for hundreds of species of fish. Commercial fish species have begun to decline, causing a threat to the multi-million dollar tourism industry, which depends on the quality of the environment.

11. Plants and animals \_\_\_\_\_\_\_.

A. contain medicaments

B. will not exist in the future

C. do some harm to medication

D. take no responsibility for medication

12. Which is true about plants and animals according to paragraph 2?

A. They take up all recent prescriptions.

B. They play no role in pharmaceutical industry.

C. They can be used to save lives.

D. They cause difficulty to pharmaceutical industry.

13. According to paragraph 3, \_\_\_\_\_\_\_.

A. human beings do not like to use plants as medicine

B. human beings depend on plants for food and medicine

C. there is no disease-resistant material in edible plants

D. edible plants do not include wheat and corn

14. Which of the following is NOT mentioned as ecosystems?

A. coastal estuaries

B. prairie grasslands

C. ancient forests

D. genetic material

15. According to paragraph 4, which sentence is true?

A. Humans do not depend on ecosystem.

B. The loss of one species may lead to the loss of others.

C. Unsustainable forest management has no effects on species.

D. The coast of Florida does not suffer any pollution.

**16.** Which organization estimates that losing one plant species can triggerthe loss of up to 30 other insect, plant and higher animal species?

A. Pacific Northwest

B. The U.S. Fish and Wildlife Service

C. the Florida Keys

D. World Health Organization

17. The word **trigger**has a close meaning to \_\_\_\_\_\_\_.

A. cause

B. pollute

C. contaminate

D. decline

18. Which is killing the coral reefs along the Florida Keys?

A. The habitat of the species

B. Pollution off the coast of Florida

C. Commercial fish species

D. The quality of the environment.

19. According to the text, what does the quality of the environment greatly affect?

A. Agriculture

B. Forestry

C. Industry

D. Tourism industry

20. Where can you find the text?

A. In a course book on geography

B. In a course book on economy

C. In a course book on tourism

D. In a course book on ecosystem

**PASSAGE 3 – Questions 21-30**

**Pacific Island Animals**

The Pacific Ocean contains approximately 20,000 to 30,000 islands. The islands, excluding Australia, that are south of the Tropic of Cancer are grouped into three divisions: Melanesia, Micronesia, and Polynesia. Melanesia includes the nation of Papua New Guinea, provinces of Indonesia, and the Solomon Islands. Micronesia means “small islands,” most of which are north of the equator. Finally, Polynesia, which means ‘many islands’, includes the Hawaiian islands, Tonga, Tuvalu, and Easter Island, among others. Migrants from South East Asian cities were the first settlers. The next wave of migrants **populated** New Guinea, gradually spreading to Fiji. The last of the Pacific islands to be settled was Polynesia. Hawaii was discovered sometime between the 7th and 13th centuries.

Bats were the only mammals on these islands until the arrival of the first humans. Birds adapted to environmental niches, like grazers and insectivores. Due to the cool and humid location, New Zealand lost plants and animals, like the giant flightless bird, that were intolerant of its climate. However, the extinction coincided with the arrival of the Melanesians, so **it** was probably caused by hunting and fires. Adding to that, mining and a natural drought destroyed a majority of the natural habitat. This was repeated on Easter Island, where early settlers wiped out 22 species of sea birds and land birds. By the time the Europeans had arrived, most of the plant life was extinct and nearly 30% of the forest were cleared.

**The invasion of New Zealand by the Europeans** resulted in a complete transformation of the islands, importing over 3,198 species of plants and animals and filling most of the wetlands. Australia also imported animals and plants from many Pacific island countries. Sheep, pigs, goats and foxes were brought to Australia.

The plants and animals that inhabit Pacific islands are found nowhere else on earth. They are often adapted to specific habitats and live on a small part of a few islands. New Caledonia is an island that has been isolated from other lands for over 80 million years. 66 percent of the plant life there evolved on the island. Numerous plant species, unique in the world, are on a small area of one mountain and are represented by only a few **specimens.**

Pacific walruses inhabit shallow waters of the Bering Sea during winter. They congregate to feed on clams, their principal food. This type of feeding releases nutrients into the water, providing food for starfish and increasing the roughness of the sea floor. **Actual impact of the ecology of bottom communities is unknown, but walruses, along with other animals like beavers and sea otters, have huge effects on the biological communities they occupy.** Animals such as seals, bowhead whales, and walruses are important for the subsistence of their community.

**21.** The word “**populated**” in paragraph 1 is closest in meaning to \_\_\_\_\_\_\_\_.

A. inhabited

B. exiled

C. traveled

D. Governed

**22.** What were the latest settled islands?

A. Australia

B. Melanesia

C. Micronesia

D. Polynesia

**23.** According to the passage, which of the following is true?

A. Australia is not in Pacific Ocean.

B. Micronesia means a lot of islands.

C. Easter Island belongs to Melanesia.

D. Fiji was settled after New Guinea.

**24.** The word “**it**” in paragraph 2 refers to \_\_\_\_\_\_\_\_.

A. arrival

B. extinction

C. climate

D. bird

**25.** According to the passage, all of the following might be reasons for the disappearance of plants and animals in New Zealand EXCEPT:

A. hunting

B. fires

C. mining

D. flood

**26.** Why does the author mention “**The invasion of New Zealand by the Europeans**” in the passage?

A. To demonstrate its destructive effect on local ecosystems

B. To explain how many of New Zealand’s species came into being

C. To show the lack of responsibility that early settlers had toward new places

D. To draw a comparison to the way Australia expanded in the Pacific

**27.** According to paragraph 4, what is unique about the Pacific Islands?

A. They have a long history of traditional management approaches for marine resources.

B. They are home to rare and unique animals.

C. They are made up of 66% plant life.

D. They have all been damaged by European settlers.

**28.** The word “**specimens**” in the passage is closest in meaning to \_\_\_\_\_\_\_\_.

A. genres

B. features

C. examples

D. images

**29.** According to the passage, which of the following is true of walruses?

A. They protect the surrounding ecosystem by preventing over-fishing.

B. Their unique feeding habits enrich the ecosystem with nutrients.

C. They are solitary animals which hunt and eat by themselves.

D. They are usually found living in the deepest regions of the Bering Sea.

**30.** Which of the following best expresses the essential information in the highlighted sentence in paragraph 5?

A. Although ecological impacts are not known, many species are largely dependent on animals occupying a sub-level.

B. The true biological diversity of all the walruses is revealed only below the species level.

C. Beavers and otters are strongly related to the walrus family because there is a clear cause-effect relationship.

D. There is a great deal that still needs to be learned about biological communities and ecosystems.

**READING TEST 3**

**PASSAGE 1 - Questions 1-10**

The five Great Lakes are located in North America between the United States and Canada. They make up the largest body of fresh water on the Earth. The area is over 95,000 square miles.

The lakes touch Ontario and Toronto, Canada and border eight states: Michigan, Wisconsin, Minnesota, Illinois, Indiana, Ohio, Pennsylvania, and New York. The Great Lakes were formed about 14,000 years ago by a large glacier (a sheet of ice) as it melted.

The Great Lakes are used for many reasons such as boating, fishing, and many other recreational activities. The lakes are also used for transportation of goods and people with many rivers connecting the lakes. There are about 30,000 islands spread throughout the lake system, though many do not have people living on them.

The largest of the lakes is Lake Superior. It can hold the water from the other four lakes. It is also the deepest of the lakes and the coldest. The city of Duluth, Minnesota is an international port located on Lake Superior. The shoreline of the lake is very rocky. Besides Canada, it borders the states of Michigan, Wisconsin, and Minnesota.

The third largest of the lakes is Lake Michigan, bordering Wisconsin, Illinois, Indiana, and Michigan. It is the only lake completely inside the United States. The name comes from an Indian word meaning large lake (*mishigami*). The city of Chicago, Illinois is at **its** southern tip. Lake Michigan connects to Lake Huron at the Straits of Mackinac. People can travel from Lake Michigan to the Mississippi River.

The second largest lake, which has the longest shoreline at 3,287 miles, is Lake Huron. There are three different extending out of Lake Huron. It was named for the Wyandot Indians, also called the Hurons who lived there. The lake borders Ontario, Canada; and the state of Michigan.

The lake with the shallowest and the warmest waters of all the Great Lakes is Lake Erie. Lake Erie is the fourth largest of the five lakes and receives water from Lakes Superior, Michigan, and Huron. The water is constantly changing in the lake, and it empties into the Niagara River. The lake is bordered by Ohio, Pennsylvania, Michigan, and New York. During the 19th century, ships used the Erie Canal entering the Buffalo River and travel eastward to Albany and then along the Hudson River to New York City. Ship traffic is the highest in Lake Erie, which has the **roughest** waters. There are more shipwrecks in the lake than any of the other four lakes.

The final and the smallest of the lakes, Lake Ontario connects to the St. Lawrence River into the Atlantic Ocean. The lake lies below Lake Erie and receives the water from Niagara Falls. The lake borders Toronto, Canada; as well as the state of New York.

**1.** How many states do the Great Lakes border in the U.S.?

A. 5

B. 6

C. 7

D. 8

**2.** What are The Great Lakes used for?

A. boating

B. recreational activities and transportation

C. recreational activities

D. fishing

**3.** Which of the following is not bordered by Lake Superior?

A. Canada

B. Wisconsin

C. Minnesota

D. Illinois

**4.** What does the name of Lake Michigan mean?

A. large

B. deep

C. cold

D. Indian

**5.** What does the word “**its”** in paragraph 5 refer to?

A. Chicago

B. Illinois

C. Lake Michigan

D. Lake Huron

**6.** What does Lake Erie connect to?

A. Ohio

B. Pennsylvania

C. Michigan

D. Niagara River

**7.** The word “**roughest”** in paragraph 7 is closest in meaning to \_\_\_\_\_\_\_.

A. lumpy

B. even

C. smooth

D. calm

**8.** What is the correct order of the sizes of The Great Lakes from the largest to the smallest?

A. Superior, Michigan, Huron, Erie, Ontario

B. Superior, Huron, Michigan, Erie, Ontario

C. Ontario, Erie, Michigan, Huron, Superior

D. Ontario, Erie, Huron, Superior, Michigan

**9.** Where does the water from Lake Ontario eventually enter?

A. St. Lawrence River

B. the Atlantic Ocean

C. Lake Erie

D. Niagara Falls

**10.** Complete the table with the names of the lakes.

|  |  |
| --- | --- |
| It has the highest traffic. | Lake ….…. |
| It has the longest shoreline. | Lake ….…. |
| It has rocky shoreline. | Lake ….…. |
| It does not border Michigan. | Lake ….…. |
| It is totally in the United States. | Lake ….…. |

A. Superior, Huron, Michigan, Erie, Ontario

B. Ontario, Erie, Michigan, Huron, Superior

C. Erie, Huron, Superior, Ontario, Michigan

D. Erie, Michigan, Huron, Superior, Ontario

**PASSAGE 2 - Questions 11 – 20**

Technology is the reason humans have risen to a dominant role on our planet, above all other species. We are not the strongest or the fastest, in fact we're quite weak in relation to many other animals. But our brains, and our technology have allowed us to dominate our world. The most important discovery in human history is the harnessing of fire, which allowed us to operate in darkness, keep warm in the winter, and cook food. There is no set date to think about the invention of fire, however.

The first great invention, then, was agriculture. Ancient peoples collected wild grains to eat as long ago as 20,000 BC, but didn't start growing these crops until 13,000 BC and 6,000 BC, depending on the region. One of the earliest crops to be **domesticated** was rice, in China in around 11,000 BC.

Agriculture includes animals, of course, and the earliest animals to be domesticated are believed to be pigs, in 13,000 BC in Macedonia. The switch to agriculture is crucial, as it provides a food surplus. This surplus means that not everyone has to be involved in food production, freeing people up to conduct trade and advance science and the arts.

Other crucial inventions are the wheel, invented by the Greeks, which allowed people to carry heavy goods; as well as nails, invented by the Romans, without which construction was difficult.

Another great, world-shaking invention was the compass. The compass was invented between 200 BC and 100 AD in China. Prior to the compass, mariners had to use the sun and stars to navigate, which meant it was impossible to steer when the sky was **overcast**. The invention allowed accurate navigation in any weather... though the compass was first used for feng shui, or the construction of houses to be harmonious with the environment.

Probably the most significant medieval achievement was the printing press, without which modern civilization wouldn't be possible. It was invented in Johannes Gutenberg in 1436. Though imprinting symbols or images via stencils and ink had been known in Europe and China for hundreds of years, Gutenberg mechanized the process, improving **its** speed and efficiency. Up until then, books had to be painstakingly copied by hand, but now they could be mass-produced easily.

About fifty years after the invention of the printing press, twenty million volumes had been mass-produced. This led to a rise of literacy never seen before and directly contributed to the Protestant Reformation as it allowed average people to access the Bible.

One of the greatest inventions, which today we take for granted, is the light bulb. There were several contributors to the field before Thomas Edison came along, but today he is credited with the invention of the first practical incandescent light bulb. He tried thousands of times to create the light bulb before managing to do so in 1879. This invention revolutionized the world.

When asked about the thousands of times he'd failed to create the light bulb, Edison replied 'I didn't fail. I just found 2,000 ways now not to make a light bulb; I only needed to find one way to make it work.' Who the next great inventor will be is up in the air.

**11.** The word “**domesticated**” in paragraph 2 is best replaced by \_\_\_\_\_\_\_.

A. cultivated

B. imported

C. involved

D. collected

**12.** Why was agriculture an important invention?

A. because vegetables are more nutritious than meat.

B. because it created a food spare.

C. because it involved everyone in producing food.

D. because ancient peoples did not like wild grains.

**13.** The word “**overcast”** in paragraph 4 is closest in meaning to \_\_\_\_\_\_\_.

A. dull

B. bright

C. clear

D. dazzling

**14.** What does the word **“its”** in paragraph 5 refer to?

A. Ink

B. Europe

C. China

D. The process of imprinting

**15.** How was the printing press the most significant medieval achievement?

A. It helped all people to access the Bible.

B. It used stencils and ink.

C. It helped copy books by hand.

D. It helped mass-produce books.

**16.** How did the printing press contribute to the Protestant Reformation?

A. It allowed average people to access the Bible.

B. It merchandised the production process.

C. It made trade easier.

D. It allowed the mass-production of literature.

**17.** When did the rise of literacy start?

A. About the year 1436

B. About the year 1486

C. About the year 1879

D. About the year 100 AD

**18.** How many inventions are listed in the passage?

A. 8

B. 7

C. 6

D. 5

**19.** All of the following are explained in the passage EXCEPT \_\_\_\_\_\_\_.

A. The wheel

B. The nail

C. Feng shui

D. The printer

**20.** What does the passage mainly discuss?

A. The importance of agriculture

B. Using the compass in navigation

C. The contribution of the printing press to the rise of literacy

D. Inventions significant to mankind

**PASSAGE 3 – Questions 21-30**

**MOBILE PHONES: Are they about to transform our lives?**

We love them so much that some of us sleep with them under the pillow, yet we are increasingly concerned that we cannot escape their electronic reach. We use them to convey our most intimate secrets, yet we worry that they are a threat to our privacy. We rely on them more than the Internet to cope with modern life, yet many of us don’t believe advertisements saying we need more advanced services.

Sweeping aside the doubts that many people feel about the benefits of new third generations phones and fears over the health effects of phone masts, a recent report claims that the long-term effects of new mobile technologies will be entirely positive so long as the public can be convinced to make use of **them**. Research about users of mobile phones reveals that the mobile has already moved beyond being a mere practical communications tool to become the backbone of modern social life, from love affairs to friendship to work.

The close relationship between user and phone is most **pronounced** among teenagers, the report says, who regard their mobiles as an expression of their identity. This is partly because mobiles are seen as being beyond the control of parents. But the researchers suggest that another reason may be that mobiles, especially text messaging was seen as a way of overcoming shyness. The impact of phones, however, has been local rather than global, supporting existing friendship and networks, rather than opening users to a new broader community. Even the language of texting in one area can be incomprehensible to anybody from another area.

Among the most important benefits of using mobiles phones, the report claims, will be a vastly improved mobile infrastructure, providing gains throughout the economy, and the provision of a more sophisticated location-based services for users. The report calls on government to put more effort into the delivery of services by mobile phone, with suggestion including public transport and traffic information and doctors’ text messages to remind patients of appointments. There are many possibilities. At a recent trade fair in Sweden, a mobile navigation product was launched. When the user enters a destination, a route is automatically downloaded to their mobile and presented by voiced, pictures and maps as they drive. In future, these devices will also be able to plan around congestion and road works in real time. Third generation phones will also allow for remote monitoring of patients by doctors. In Britain scientists are developing an asthma management solution using mobiles to detect early signs of an attack.

Mobile phones can be used in education. A group of teachers in Britain use third generation phones to provide fast internet service to children who live beyond the reach of terrestrial broadband services and can have no access to online information. ‘As the new generation of mobile technologies takes off, the social potential of the vastly increase,’ the report argues.

**21.** What does the writer suggest in paragraph 1 about our attitudes to mobile phones?

A. We can’t live without them.

B. We are worried about using them so much.

C. We have contradictory feelings about them.

D. We need them more than anything else to deal with modern life.

**22.** What does the word “**them**” in paragraph 2 refer to?

A. long-term effects

B. new mobile technologies

C. doubts

D. benefits

**23.** What is the connection between social life and mobile phones?

A. Modern social life relies significantly on the use of mobile phones.

B. Mobile phones make romantic communication easier.

C. Mobile phones encourage people to make friends.

D. Mobile phones enable people to communicate while moving around.

**24.** Why do teenagers have such a close relationship with their mobile phones?

A. They use text messages more than any other group.

B. They are more inclined to be late than older people.

C. They feel independent when they use them.

D. They tend to feel uncomfortable in many situations.

**25.** Which of the following is NOT true?

A. Mobile phone is considered as a means for the youth to show their characters.

B. Mobile phones are playing a wide range of roles in people’s life.

C. People can overcome shyness by using texting to communicating uncomfortable things.

D. There is no need to suspect the harmfulness of mobile phones.

**26.** The word “**pronounced**” in paragraph 3 is closest in meaning to \_\_\_\_\_\_.

A. mentioned

B. organized

C. voiced

D. overwhelmed

**27.** In what sense has the impact of phones been “**local**” in paragraph 3?

A. People tend to communicate with people they already know.

B. Users generally phone people living in the same neighborhood.

C. It depends on the dialects of the local region.

D. The phone networks use different systems.

**28.** How might mobile phones be used in the future?

A. To give the address of the nearest doctor’s surgery

B. To show bus and train timetables

C. To arrange deliveries

D. To cure common diseases

**29.** The navigation product launched in Sweden is helpful for drivers because \_\_\_\_\_\_.

A. it can suggest the best way to get to a place

B. it provides directions orally

C. it tells them which roads are congested

D. it shows them how to avoid road works

**30.** What is the general attitude of the report described here?

A. Manufacturers need to produce better equipment.

B. The government should take over the mobile phone networks.

C. There are problems with mobile phones that cannot be overcome.

D. Mobile phones can have a variety of very useful applications.