#ReadingPart3

**TEST 1**

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| **BAKING BY SAM JARVIS, AGED 12**  My grandmother loves making bread and cakes, and is always surprised that the rest of my family never does any baking. So my parents decided they’d take me and my younger sister on a course, so that we could all find out how to make bread - and pizza, our favourite food! We booked our places, and set off for Oakton Farm in the countryside.  It was a very long drive, and when we arrived we went straight to bed. The next morning we got up early, fed the ducks on the lake, and looked at the bull in the next field. Then we met our teacher, Michael, who seemed quite strict, and the other parents and children, who were really friendly.  The cooking part was brilliant. Michael gave us long white coats to wear, which we all felt a bit silly in. Then we all made bread rolls, mixing flour and water with our hands. My sister kept complaining at first. Then even she started to enjoy it, and to concentrate on following the instructions. Dad made lots of mess, I got flour on the floor and in my hair, and Mum didn’t even get angry! It took ages to make my rolls, though.  We finally put our initials on the bottom of each roll, then made some pizzas and decorated them, which was fun. And we didn’t even have to do the washing-up! For something to do while the pizzas were cooking, we all went for a swim in the lake. It was fantastic. Then we went back inside and ate our pizzas. They were the best we’d ever tasted! | |
| **1.** | **What is Sam trying to do in the text?** |
| A | describe how he enjoyed a day with his family. |
| B | explain how to bake cakes. |
| C | discuss the importance of knowing how to cook. |
| D | inform readers about life on a farm. |
| **2.** | **Sam’s parents took the children to Oakton Farm because they wanted them to** |
| A | learn a new skill. |
| B | make something for their grandmother. |
| C | meet other people the same age. |
| D | spend time in the countryside. |
| **3.** | **What do we learn about Oakton Farm?** |
| A | It was far from where they live. |
| B | It was just like Sam expected. |
| C | It had lots of animals living there. |
| D | It was run by a friendly man. |
| **4.** | **What does Sam say about his cooking experience?** |
| A | He could be untidy without getting into trouble. |
| B | He liked wearing the clothes he was given. |
| C | He was better at it than his sister. |
| D | He was the first to finish. |
| **5.** | **What might Sam write in a postcard to his grandmother??** |
| A | We liked swimming in the lake - it helped to pass the time while we waited for our lovely pizzas to be ready. |
| B | I made some great bread rolls, but my sister ate them because we didn’t know who they belonged to. |
| C | We hadto clean up the kitchen, like at your house. But we’ve made great pizza, just like you taught us. |
| D | I loved it, but my sister didn’t really. She found it hard to do what the teacher told her. |

**TEST 2**

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| The Internet affects the way we shop, how we communicate with each other, how we find answers to questions and much more. But for some time there have been concerns that the older generation are being left behind because they are unable to use a computer.  However, this is changing and several charities and community groups now help older people to get online. Paul Robinson runs one such charity, Seniors Online. Paul worked for an IT company before deciding to leave his well-paid job and start the charity. As he explains, ‘I used to spend a few hours a week helping some older people use the Internet at the local library and I could see the difference it made to their lives. It can be quite lonely for the elderly when their children move away to find work and start a family of their own. Learning how to use email and receive photographs of their children and grandchildren was a wonderful experience for them. And when I saw what a big effect it had on their lives, I left my job and set up Seniors Online. We run training courses so that older people can enjoy the same opportunities as the rest of us.’  One of Paul’s students is 89-year-old Betty, who had never used a computer in her life before she joined one of the classes. That was six months ago and Betty has now completed and received her ‘graduation’ certificate. ‘I joined a class so I could learn how to use email to keep in touch with members of my family,’ she says. ‘That’s been fantastic but the best thing of all has been learning how to research my family history online. Using a computer was a bit scary to begin with because you think you’ll do something terrible if you press the wrong key. But you soon learn that you can’t really break anything - and the teachers are very patient. I think all people my age should do a course like this.’ | |
| **1.** | **What is the writer trying to do in this text?** |
| A | Describe how the Internet can benefit older people. |
| B | Encourage children to keep in touch with their elderly parents. |
| C | Help Paul get money for his charity. |
| D | Tell older people that they have to learn how to use the Internet. |
| **2.** | **Paul left his job with the IT company because** |
| A | He realized how important the Internet was to older people. |
| B | He wanted to help parents find their children. |
| C | His salary wasn’t very good. |
| D | He wanted to work in his local library. |
| **3.** | **Betty started a computer course**\_**\_\_\_\_\_\_\_.** |
| A | to find out how to research her family history. |
| B | to get a qualification. |
| C | to learn how to fix her computer. |
| D | to learn how to send and receive emails. |
| **4.** | **According to Betty,** |
| A | The teachers take time to help you. |
| B | It doesn’t matter if you damage the computer. |
| C | You need to be patient to learn how to use a computer. |
| D | It can be difficult to use the keyboard. |
| **5.** | **What might Paul say about the Internet?** |
| A | Families should help elderly relatives use it. |
| B | Older people need it more than young people. |
| C | Older people aren’t getting enough help to use it. |
| D | It’s too difficult for older people. |

**TEST 3**

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| A month ago I had no idea that on a Saturday afternoon in November I’d be hanging 30 metres above the ground and enjoying it. Now I looked down at the river far below me, and realised why people love rock-climbing.  My friend Matt and I had arrived at the Activity Centre on Friday evening. The accommodation wasn’t wonderful, but we had everything we needed (beds, blankets, food), and we were pleased to be out of the city and in the fresh air.  On Saturday morning we met the other ten members of our group. Cameron had come along with two friends, Kevin and Simon, while sisters Carole and Lynn had come with Amanda. We had come from various places and none of us knew the area.  We knew we were going to spend the weekend outdoors, but none of us was sure exactly how. Half of us spent the morning caving while the others went rock-climbing and then we changed at lunchtime. Matt and I went to the caves first. Climbing out was harder than going in, but after a good deal of pushing, we were out at last - covered in mud but pleased and excited by what we’d done. | |
| **1.** | **What is the writer trying to do in the text?** |
| A | to say how she spent some free time. |
| B | to advertise the Activity Centre. |
| C | to explain how to do certain outdoor sports. |
| D | to describe some people she met. |
| **2.** | **What can the reader learn from the text?** |
| A | what sort of activities you can experience at the Centre. |
| B | how to apply for a place at the Centre. |
| C | when to depend on other people at the Centre. |
| D | which time of year is best to attend the Centre. |
| **3.** | **How do you think the writer might describe her weekend?** |
| A | interesting. |
| B | relaxing. |
| C | frightening. |
| D | unpleasant. |
| **4.** | **What do we learn about the group?** |
| A | Some of them already knew each other. |
| B | They came from the same city. |
| C | They had already chosen their preferred activities. |
| D | Some of them had been there before. |
| **5.** | **Which of the following advertisements describes the Activity Centre** |
| A | *ACTIVITY CENTRE*  *Set in beautiful countryside.*  *Accommodation provided. Work with a group - we show you a range of outdoor activities that you didn’t realize you could do!* |
| B | *ACTIVITY CENTRE*  *Set in beautiful countryside. Enjoy the luxury of our accommodation - each room has its own bathroom. Work with a group, or have individual teaching.* |
| C | *ACTIVITY CENTRE*  *Set in beautiful countryside. Accommodation and meals provided.*  *Make up your own timetable - choose from a variety of activities (horse-riding, fishing, hill-walking, sailing, mountain-biking).* |
| D | *ACTIVITY CENTRE*  *Set in beautiful countryside. You can spend the day doing outdoor activities and we will find your accommodation with a local family* |

**TEST 4**

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| **BEING AN OLDER STUDENT**  At 32, I have just finished my first year at university. As well as attending lectures regularly, I have had to learn to read books quickly and write long essays.  I decided to go to university after fourteen years away from the classroom. As a secretary, although I was earning a reasonable amount of money, I was bored doing something where I hardly had to think. I became more and more depressed by the idea that I was stuck in the job. I was jealous of the students at the local university, who looked happy, carefree and full of hope, and part of something that I wanted to explore further.  However, now that I’ve actually become a student I find it hard to mix with younger colleagues. They are always mistaking me for a lecturer and asking me questions I can’t answer. I also feel separated from the lecturers because, although we are the same age, I know so much less than them. But I am glad of this opportunity to study because I know you need a qualification to get a rewarding job, which is really important to me. Unlike most eighteen-year-olds, I much prefer a weekend with my books to one out partying. Then there are the normal student benefits of long holidays and theatre and cinema discounts. I often have doubts about what I’ll do after university, but I hope that continuing my education at this late date has been a wise choice. | |
| **1.** | **What is the writer trying to do in the text?** |
| A | explain her reasons for returning to study. |
| B | help lecturers understand older students. |
| C | suggest some good methods for studying. |
| D | complain about the attitude of young students. |
| **2.** | **What can a reader find out about the writer from this text?** |
| A | when she left school. |
| B | how long her university course is. |
| C | where she will work in future. |
| D | what subject she is studying. |
| **3.** | **How did the writer feel about her job as a secretary?** |
| A | It didn’t make use of her brain. |
| B | Her salary wasn’t good enough. |
| C | It gave her the opportunity to study. |
| D | Her colleagues made her depressed. |
| **4.** | **In her spare time, the writer likes to** |
| A | do extra study. |
| B | go out to parties. |
| C | earn some money. |
| D | travel a lot. |
| **5.** | **Which of these sentences describe the writer?** |
| A | She realises the value of a university degree. |
| B | She gets on well with the other students. |
| C | She is confident about the future. |
| D | She finds university life easier than she expected. |

**TEST 5**

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| **WINTER DRIVING**  Winter is dangerous because it’s so difficult to know what is going to happen and accidents take place so easily. Fog can be waiting to meet you over the top of a hill. Ice might be hiding beneath the melting snow, waiting to send you off the road. The car is coming towards to you may suddenly slide across the road.  Rule Number One for driving on icy roads is to drive smoothly. Uneven movements can make a car suddenly very difficult to control. So every time you either turn the wheel, touch the brakes or increase your speed, you must be as gentle and slow as possible. Imagine you are driving with a full cup of hot coffee on the seat next to you. Drive so that you wouldn’t spill it.  Rule Number Two is to pay attention to what might happen. The more ice there is, the further down the road you have to look. Test how long it takes to stop by gently braking. Remember that you may be driving more quickly than you think. In general, allow double your normal stopping distance when the road is wet, three times this distance on snow and even more on ice. Try to stay in control of your car at all times and you will avoid trouble. | |
| **1.** | **What’s the writer’s main reason for writing the text?** |
| A | To warn people against driving in winter |
| B | To advise people about safe driving in winter. |
| C | To complain about bad winter driving. |
| D | To give information about winter driving. |
| **2.** | **Why should somebody read this text?** |
| A | To learn about better driving. |
| B | To decide when to travel. |
| C | For information on driving lessons. |
| D | To find out about the weather. |
| **3.** | **What does the writer think?** |
| A | Drivers should expect problems in winter. |
| B | People drive too fast in winter. |
| C | Winter drivers should use their brakes less. |
| D | People should avoid driving in the snow. |
| **4.** | **Why does the writer talk about a cup of coffee?** |
| A | To explain the importance of smooth movements. |
| B | Because he thinks refreshments are important for drivers. |
| C | Because he wants drivers to be more relaxed. |
| D | To show how it can be spilled. |
| **5.** | **Which traffic sign show the main idea of the text?** |
| A | **DRIVE CAREFULLY**  ICE ON ROAD AHEA**D.** |
| B | **DRIVE CAREFULLY**  ROAD REPAIRS AHEA**D.** |
| C | **REDUCED SPEED NOW**  FOG AHEA**D.** |
| D | **SLOW DOWN**  ACCIDENT AHEA**D.Z** |

**TEST 6**

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| I know that it is my job to make sure that everything goes well for the tourists and I feel I work hard for the company. I cannot be blamed for last week. I met the group at the airport and took them to the coach. The coach driver was a bit annoyed because the flight was late. But it wasn’t far to the hotel and everyone was looking forward to their dinner. We hadn’t used the Hotel Riviera before but our normal one had a conference in it so it was fully booked. When I announced our arrival at the reception desk, they said they were full. I had booked rooms for the group but the manager said they were cancelled by phone a few days before. He insisted that he recognized my voice and that I had made the phone call. We had a bit of an argument but they obviously didn’t have enough rooms. In the end the manager phoned other hotels in the town and found rooms for everyone but in four different hotels. By this time the coach had gone so we had to get taxis and some of the tourists started to get very angry with me. I still don’t know who made that phone call but it definitely wasn’t me. | |
| **1.** | **What is the writer trying to do?** |
| A | explain. |
| B | argue. |
| C | apologize. |
| D | complain. |
| **2.** | **Who was the text written to**? |
| A | the writer’s employer. |
| B | One of the tourists. |
| C | the hotel manager. |
| D | the coach company. |
| **3.** | **Why weren’t any rooms available at the Hotel Riviera?** |
| A | Someone had said they were not needed. |
| B | A conference was taking place there. |
| C | There were more people in the group than expected. |
| D | Someone had forgotten to book them. |
| **4.** | **What happened in the end?** |
| A | The tourists couldn’t stay together. |
| B | The tourists got angry with the hotel manager. |
| C | The writer found other hotels with rooms. |
| D | The writer called the coach driver back. |
| **5.** | **Which of the following diaries was written by one of the tourists?** |
| A | Someone had made a mistake with our hotel booking and the hotel had given our rooms to other people. |
| B | The hotel we were taken to wasn’t good enough so we asked to change to a different one. |
| C | We got to the airport and had to wait for the coach. So it was really late when we got to the hotel. |
| D | The coach driver took us to the wrong hotel and they knew nothing about us. |

**TEST 7**

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| **LITTLE CHEFS**  For one group of children aged between ten and fifteen, Saturdays are spent learning the art of serious cooking. Their weekly lessons in small classes are so popular that there is a waiting list of 30 children. Parents pay $280 for the course where their children can have fun and learn how to make good food.  Class member Bill, aged ten, says, ‘I love my mum’s cooking and now I can do it better than her. The teachers make us laugh, especially when we sit down with them to share the food we’ve made.’  Flora is twelve, and she’s having problems preparing onions. ‘I love cooking. I did a meal for ten friends which they really enjoyed. Then my mum suggested that I take up a hobby, instead of doing nothing at weekends. I was happy staying at home, so I wasn’t too keen at first. I’m really glad I decided to come, though.  Their teacher, Philippe, says, ‘It’s great fun. Children pay attention and remember things better than adults, although the kitchen isn’t always as tidy when they’re cooking! As adults, we’re always learning more about food. If parents interest their children in cooking while they are young, they will have enough skill to make food for themselves when they leave home.’ | |
| **1.** | **What’s the writer trying to do in the text?** |
| A | describe how some children spend their spare time. |
| B | warn parents not to expect too much from their children. |
| C | advertise schools that teach people how to cook. |
| D | explain why parents want to learn more about cooking. |
| **2.** | **What can a reader find out from this text?** |
| A | why the classes are so successful. |
| B | when the next classes begin. |
| C | how much one lesson costs. |
| D | which dishes students prefer to cook on the course. |
| **3.** | **Why did Flora join this course?** |
| A | Her mother wanted her to develop an interest. |
| B | Her friends persuaded her to do it. |
| C | She wanted to learn to cook a big meal. |
| D | She felt bored at weekends, with nothing to do. |
| **4.** | **What does Philippe say about his young students?** |
| A | They will be confident about cooking in the future. |
| B | They teach their parents what they have learnt in class. |
| C | They have a good memory but don’t always listen. |
| D | They keep the kitchen cleaner than adults do. |
| **5.** | **What would one of Philippe’s students say to a friend?** |
| A | I was on a waiting list for ages, but now I’m on the course. Last week I cut up some onions - it was hard. |
| B | I go every Saturday, and now I can cook as well as my mum. I’m ten, and I’m the oldest. |
| C | It’s great. No one is over 15 and the food looks delicious. I just wish we could eat it together instead of taking it home. |
| D | We made onion soup yesterday. The course is great, although there are 30 people in my class. |

**TEST 8**

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| If parents bring up a child with the aim of turning the child into a genius, they will cause great damage to him. According to several leading educational psychologists, this is one of the biggest mistakes which some parents make. Generally, the child will understand very well what the parent expects, and will fail. Unrealistic parental expectations can cause great damage to the children.  However, if parents are not unrealistic about what they expect their children to do, but are hopeful in a sensible way, the child may succeed in doing very well especially if the parents are very supportive of their children.  Michael Li is very lucky. He is fond of music, and his parents help him a lot by taking him to concerts and arranging private piano and violin lessons. Although Michael’s father plays the trumpet in a large orchestra, he never makes Michael enter music competitions if he is unwilling.  Michael’s friend, Winston Chen, however, is not so lucky. Although both his parents are successful musicians, they set too high a standard for Winston. They want their son to be as successful as they are and so they enter him in every piano competition held. They are very unhappy when he does not win. “When I was your age, I used to win every competition I entered,” Winston’s father told him. Winston is always afraid that he will disappoint his parents and now he always seems quiet and unhappy. | |
| **1.** | **What should be best the title of the passage?** |
| A | How parents should bring up a child. |
| B | How parents should make a child a musician. |
| C | What differences there are between two kinds of parents. |
| D | What aim of a child can be much earlier to reach. |
| **2.** | **Michael is lucky because .** |
| A | His parents help him in a sensible way. |
| B | His family is rich enough to have a car. |
| C | His father is a musician in an orchestra. |
| D | He is free to do anything that he likes best. |
| **3.** | **Winston’s parents set so high a standard for him that .** |
| A | He is afraid that he may disappoint them. |
| B | He has to do his best to do everything. |
| C | He has made greater progress in music. |
| D | He often wants to kill himself someday. |
| **4.** | **It is one of parents’ mistakes if .** |
| A | They make their child try to achieve too much. |
| B | They want their child to be a musician. |
| C | They help their child to win music competitions. |
| D | They don’t care for their child’s education much. |
| **5.** | **What should be the author’s opinion?** |
| A | Parents should be supportive of their children. |
| B | It is unimportant to let the child develop in the way they want. |
| C | All sensible parents can train their children to succeed in everything. |
| D | Unrealistic parents should arrange private lessons for their children. |

**TEST 9**

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| ***ONE TO WATCH***  **Essay by Jessica Bourne, aged 14**  I’m a big fan of films featuring the spy James Bond. I’ve got most of them on DVD. We’ve recently bought Quantum of Solace, in which Daniel Craig plays the part of Bond. I don’t know why the film’s got that name - but it’s a great movie, anyway.  All the actors who’ve played James Bond have been great, but Daniel Craig, who’s made lots of other films, plays the part better than any of them. Even though he doesn’t talk very much, I think he’s the most perfect actor for the role. He even does a few of the more dangerous things in the film himself, instead of getting someone else to do them. I did wonder sometimes whether he’d be clever enough to defeat the bad people - but I’m not going to tell you the ending! The actress who stars with Craig gives a fantastic performance too - I loved all the glamorous clothes she wore!  The director probably had a hard job making this Bond film as full of action as earlier ones. But the excitement starts right at the beginning here, with a car chase along a mountain road, and plenty of other thrilling scenes, too - Bond leaping off tall buildings and so on. Unfortunately I found the story difficult to follow in places, and it also seemed to be over very quickly - it lasted under two hours. I also felt there weren’t as many jokes as in the old Bond films. And where was all the ridiculous Bond equipment - the underwater car or exploding watch that everyone laughed at? This is a more serious, darker Bond film, but I still really enjoyed it. | |
| **1.** | **What is Jessica trying to do in her essay?** |
| A | give a balanced view of a Bond film she has seen. |
| B | describe how Daniel Craig got the part of James Bond. |
| C | explain what first attracted her to Bond films. |
| D | tell readers about the Bond DVDs she owns. |
| **2.** | **What can a reader find out from Jessica’s essay?** |
| A | whether she thinks Daniel Craig is the best James Bond. |
| B | whether Quantum of Solace is her favourite Bond film. |
| C | what other films Daniel Craig has made. |
| D | which other actors have played James Bond. |
| **3.** | **What does Jessica tell us about Craig in the new Bond film?** |
| A | He performs some of the action scenes. |
| B | He wears some stylish clothes. |
| C | He is given a lot of lines to say. |
| D | He looks strong and fit enough to fight the criminals. |
| **4.** | **What is one problem with the film, according to Jessica?** |
| A | It’s sometimes hard to understand what’s happening. |
| B | It has jokes that aren’t very funny. |
| C | It seems a bit too long. |
| D | It has too much silly technology in it. |
| **5.** | **Which of these might appear in a magazine review of the new Bond film?** |
| A | I’m not sure the title tells you much... but be prepared to watch a rather different kind of Bond movie. |
| B | It’s full of excitement, with Bond jumping across rooftops, so don’t be disappointed by the slow start. |
| C | The director wanted to move away from the last Bond film and include a bit less action. |
| D | Daniel Craig performed well as James Bond, but the main female star was disappointing. |

**TEST 10**

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| **Travelling Abroad by Josh Simms**  Why do tourists think that that first thing they should do when they visit a new place is go and see cathedrals, museums and monuments? There are many things I like about travelling, but queuing up to buy museum tickets then having your visit ruined by noisy tour groups is not one of them. The things that make places special are all around the famous buildings, not inside them.  My recent trip to India is a good example of this. By far the most interesting part of it was getting to know people - bicycle-taxi drivers, policemen riding elephants and children trying to earn some money by cleaning shoes. It was all so amazing that I didn’t need to do any ‘proper’ sightseeing.  I also have fantastic memories of Florence. It was a boiling hot day and the queue to the art gallery was at least a kilometer long. Instead of joining it I sat in a shady square, ate a delicious pizza and listened to a man singing opera songs to only a few listeners. If I had stuck to my original plan I would have missed this experience.  One of the best things about travelling is creating memories to bring back. When I got back home from a holiday in Malaysia, I made some of the dishes I’d tasted in the food market. Maybe my results weren’t as good as the real thing, but they reminded me of the places and the people I’d met - far better than anything from a souvenir shop. | |
| **1.** | **What is Josh trying to do in this article?** |
| A | explain what he likes to do on holiday. |
| B | recommend places for tourists to visit. |
| C | complain about the way tourists behave. |
| D | describe his favourite holiday destination. |
| **2.** | **In India, Josh enjoyed** |
| A | talking to different people. |
| B | riding on an elephant. |
| C | going around famous buildings. |
| D | playing with children. |
| **3.** | **On his trip to Florence, Josh** |
| A | got away from the crowds. |
| B | went to the opera. |
| C | visited the art gallery. |
| D | walked around in the sunshine. |
| **4.** | **The Malaysian food that Josh made at home** |
| A | brought back happy memories. |
| B | was difficult to prepare |
| C | was better than the market food. |
| D | didn’t taste very good |
| **5.** | **Which postcard would Josh write to his friend?** |
| A | I haven’t visited any of the important sights but I’ve learnt a lot about this interesting country. |
| B | I went around this museum of local history with a group and the guide gave us lots of interesting information. |
| C | I’ve done the cathedral, the castle and the art gallery and I’m looking forward to the museum. |
| D | This is a fantastic place - lots of souvenir shops with very reasonable prices. |

**TEST 11**

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| Tom Avery is the youngest Briton to have reached both poles. He and his team recently followed the route taken by Robert Peary in his 1909 expedition to the North Pole.  Both men left from Cape Columbia in Canada but Peary’s team was larger. Peary also had four support groups and every 160 kilometres a group would leave food behind and turn back. This meant the team decreased in size as he went north. Avery’s team didn’t have the extra men, but they had food dropped by plane at four locations.  Although Avery’s team had the benefit of modern technology, Avery thinks this did not make much difference. ‘Your speed depends on the dogs and how quickly you can get a sledge through the ice. We also had to deal with the same dangers. At the end of winter, some ice is only 7 centimetres thick and it can break easily under your weight. Peary was also more experienced than us and had been on several expeditions to the Arctic.’  Avery believes they owe their success to the 16 Inuit dogs that pulled the sledges. ‘Our dogs worked in team of 8. They kept us going. In the evenings, I would thank every one of them.’ Travelling with dogs is the best form of Arctic transport. You cannot do the journey in that time by any other method.  Some historians say that Peary could not have reached the North Pole in 39 days. But Avery’s team actually beat this time, becoming the fastest to reach the North Pole on foot. Avery says, ‘We told everyone it could be done so it was important not to fail. But it was hard, especially towards the end when the ice was melting quickly’. | |
| **1.** | **What is the writer trying to do in the text?** |
| A | describe two challenging journeys to the North Pole. |
| B | explain why people travel to the North Pole. |
| C | suggest possible ways of reaching the North Pole. |
| D | compare the characters of people who went to the North Pole. |
| **2.** | **How was Avery’s North Pole expedition different from that of Peary’s?** |
| A | Avery’s team was supplied by air. |
| B | Avery’s team was larger. |
| C | They did not take the same route. |
| D | They did not leave from the same place. |
| **3.** | **Avery believes that having modern technology** |
| A | was of limited importance. |
| B | helped them to travel faster. |
| C | improved the safety of the whole team. |
| D | prevented them experiencing the real North Pole. |
| **4.** | **What was Avery’s attitude towards the Inuit dogs?** |
| A | He was very grateful to the dogs. |
| B | He regretted not taking more dogs. |
| C | He thought they were well trained. |
| D | He was surprised by their speed. |
| **5.** | **What is the best title for this text?** |
| A | Proving it’s possible. |
| B | How to lead a team. |
| C | An accident in the Arctic. |
| D | Discovering new routes. |

**TEST 12**

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| When I opened the first ‘Body Shop’ in 1976 my only object was to earn enough to feed my children. Today The Body Shop’ is an international company rapidly growing all around the world. In the years since we began I have learned a lot. Much of what I have learned will be found in this book, for I believe that we, as a company, have something worth saying about how to run a successful business without giving up what we really believe in.  It’s not a normal business book, nor is it just about my life. The message is that to succeed in business you have to be different. Business can be fun, a business can be run with love and it can do good. In business, as in life, I need to enjoy myself, to have a feeling of family and to feel excited by the unexpected. I have always wanted the people who work for The Body Shop’ to feel the same way.  Now this book sends these ideas of mine out into the world, makes them public. I’d like to think there are no limits to our ‘family’, no limits to what can be done.  I find that an exciting thought. I hope you do, too. | |
| **1.** | **What is the writer’s main purpose in writing this text?** |
| A | to introduce her ideas to the reader. |
| B | to tell the reader her life story. |
| C | to explain how international companies operate. |
| D | to tell the reader how she brought up a family. |
| **2.** | **What would someone learn from this text?** |
| A | what the writer’s book is about. |
| B | how to write a book about business. |
| C | what the writer’s family is like. |
| D | how to make a lot of money. |
| **3.** | **How does the writer feel about the business she runs?** |
| A | It is not like any other company. |
| B | She just runs it for her own entertainment. |
| C | She doesn’t care about success if her children are fed. |
| D | It is likely to become even more successful. |
| **4.** | **What kind of workers does the writer like to employ?** |
| A | workers who have the same attitudes as she does. |
| B | workers who get on well with the public. |
| C | workers who can explain her ideas. |
| D | workers who have their own families. |
| **5.** | **What kind of person does the writer seem to be?** |
| A | She seems to be someone with strong opinions. |
| B | She doesn’t seem to be very confident. |
| C | She is mainly interested in making money. |
| D | She sees running a business as just a job. |

**TEST 13**

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| **SUMMER JOBS FOR STUDENTS**  Employers are more and more interested in taking on students during their holiday periods. Students can do the easier tasks and free up time for their permanent employees to concentrate on the more demanding ones. Although there is little financial reward for students, it is a great chance to explore their interests and add to their CVs. However, few students know what jobs may be available.  Colleges sometimes advertise summer jobs on their notice-boards and in newspapers, and there are also well-known international organizations which can help. Students can also search the web, find an interesting company and email the manager to ask what temporary jobs exist. This may sound time-consuming, but students then get to work in the company of their choice, so it is what I recommend.  As a science student, two years ago I spent ten weeks in a laboratory in California, helping a group of researchers with their work. To begin with, the job seemed uninteresting because my responsibilities were not clear, but when I started working on a range of projects, such as writing research papers and creating web pages, my attitude changed.  I was paid enough to cover all my daily needs, so I had no financial worries. One of my jobs was to prepare educational material for schools. This was an entirely new challenge which I enjoyed so much that I decided to train as a teacher rather than a researcher when I got back. My only regret was that I’d been too busy to learn more about the USA, but then a good summer job seldom leaves you much free time and you should be prepared for that. | |
| **1.** | **What’s the writer’s main reason for writing the text?** |
| A | to encourage students to look for summer jobs. |
| B | to warn students about low-paid summer jobs. |
| C | to offer students interesting summer jobs. |
| D | to describe the best summer jobs for students. |
| **2.** | **The writer says the best way to find a good summer job is** |
| A | to contact possible employers directly. |
| B | to ask their own colleges for help. |
| C | to read the job advertisement in the press. |
| D | to join an organized student programme. |
| **3.** | **The writer found the California job disappointing at first because** |
| A | He was not sure what he had to do. |
| B | He had to work on too many projects. |
| C | He did not like research work. |
| D | He lacked good computer skills. |
| **4.** | **In what way did the California job benefit the writer?** |
| A | It made him change his career plans. |
| B | It allowed him to save some money. |
| C | It gave him contacts he could use later. |
| D | It taught him what life is like in USA. |
| **5.** | **Which of these could be the writer speaking?** |
| A | Students are often unaware of summer job opportunities. |
| B | A summer job is a good way of getting to see the world. |
| C | Employers are unwilling to offer summer jobs to students. |
| D | Students should be paid for doing summer jobs. |

**TEST 14**

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| **LIFE WITHOUT THE BOX**  *Could we live without a TV for one year? What would you do with all that spare time? Philippa Carling wanted me to see if it was possible and persuaded her family to give theirs up for one whole year.*  ‘I live with my husband and our two children,’ explains Philippa,’ and I realized just how much time we spent sitting in front of the TV. The children switched it on first thing in the morning and again when they got back from school. My husband and I were no better. We’d spend the evening together talking about very little other than what programme was on at the time. But then the family decided, after lots of arguments that we would try to do without it for one year. We had the Internet and everyone was allowed to watch some of the recorded programmes if they had a good reason for doing so.’ And so, on 24th July last year, the Carling family sold their TV.  Eleven months have now gone by and Philippa believes the experiment has been a great success. As she explains: ‘We were all surprised at how easy it was. The immediate result was we all started to read a lot more, including the children. We spend time together after dinner playing board games around the table and the children finish their homework a lot quicker than before. We talk about what will happen when the year comes to an end and the children have always said they want the TV back. But they’ve also admitted that life has been good without it.’  So will the TV return when the year comes to an end next month? ‘We’re not sure,’ says Philippa. ‘We might decide to buy a new one or we might not. The important thing is we’ve all learnt that life can carry on without one. It can even be fun!’ | |
| **1.** | **What is the writer trying to do in this text?** |
| A | explain how a family lived without a TV |
| B | warn parents about the dangers of TV. |
| C | persuade readers to give up their TV for a year. |
| D | argue that TV programmes are boring. |
| **2.** | **What do we learn about Philippa’s family?** |
| A | They all agreed to try the experiment. |
| B | They argued which programmes to watch. |
| C | She and her husband didn’t watch much TV. |
| D | Their TV was on all day. |
| **3.** | **The family used the Internet**\_**\_\_\_\_\_\_\_.** |
| A | To watch TV programmes. |
| B | To communicate with others who were doing the same experiment. |
| C | To find a good reasons for not having a TV. |
| D | To find out which programmes they were missing. |
| **4.** | **What does Philippa say about the experiment?** |
| A | It wasn’t as difficult to live without a TV as she had thought. |
| B | She was surprised at how much free time they had. |
| C | The children’s schoolwork has improved. |
| D | The children now read more than her and her husband. |
| **5.** | **What might Philippa say about the TV?** |
| A | Life doesn’t come to an end without a TV. |
| B | Parents should stop children watching TV in the morning. |
| C | It’s best to watch TV when you have spare time. |
| D | Children find it too hard to live without TV. |

**TEST 15**

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| **EXERCISE CAN BE FUN!**  Exercise has become a huge part of our world. There are gyms everywhere, but if you’re not keen on them, there are hundreds of exercise videos to choose from. Exercise is good for you. It makes you feel better, look better and can help you live longer.  But what happens if you are the kind of person who would do anything rather than spend five minutes on an exercise bike, including cleaning the house, visiting a boring relative or watching a terrible TV programmes? If you are that kind of person, you need a plan!  First of all decide when you are going to exercise. Choose three times a week, like me. Write EXERCISE in your diary, on your calendar, on the wall if necessary! Then make sure you do it. Don’t do anything else. I never make other arrangements.  Next, vary what you do. I went to the same aerobics class for two years! No wonder I was bored! Now I use different machines at the gym, I often change my jogging route and I never do aerobics.  Make exercise fun and find an exercise you enjoy. Why not play a sport, or join a dance class? I recently started a modern dance class. It’s great fun and I’ve met lots of new people, but as soon as I get bored I’ll find something else! | |
| **1.** | **What is the writer main aim in writing the text?** |
| A | to encourage people to take exercise. |
| B | to describe different ways of keeping fit. |
| C | to persuade people about the benefits of exercise. |
| D | to talk about the exercise classes she goes to. |
| **2.** | **What does the writer say about herself?** |
| A | She likes to do different kinds of exercise. |
| B | She prefers to exercise at home. |
| C | She isn’t keen on joining classes. |
| D | She doesn’t like watching TV. |
| **3.** | **What does the reader learn about the writer’s habits?** |
| A | She exercises three times a week. |
| B | She does aerobics regularly. |
| C | She often exercises with friends. |
| D | She runs the same route everyday. |
| **4.** | **What does she say about her dance class?** |
| A | She may not do it forever. |
| B | She sometimes finds it boring. |
| C | She thinks some people are unfriendly. |
| D | She prefers doing sport. |
| **5.** | **What would be another good title for the article?** |
| A | Exercise may be boring, but it’s good for you. |
| B | Many people do too much exercise. |
| C | Regular exercise is best. |
| D | Exercising once a week is better than nothing. |