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# **Multilevel Reading Practice Book – Task 4**

10 Reading Practice Tests

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## Exercise 1

You are going to read an article about a man who appeared on a reality TV programme. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

### THE FAKE HAIRDRESSER REMEMBERS

Some years ago, a British TV company came up with an idea for a reality TV show. People with no experience would be trained in a profession in a very short period of time, then would try and pass themselves off as the real thing with the general public. The show was called Faking It, and the format has since been imitated the world over. One of the first contestants was Gavin Freeborn, a twenty-three-year-old farmer's son, who trained with celebrity hairdresser Trevor Sorbie in London. Gavin remembers the experience.

'I was at university, studying for a degree in agriculture, when some friends mentioned that a TV company had advertised for people to take part in Faking It. They were looking for someone who'd never picked up a pair of scissors or thought of hairdressing as a career, which I certainly hadn't. I reckoned it would be a laugh. Having spent my school holidays shearing sheep on my parents' farm, I was used to the idea of haircutting, but obviously it's harder doing it on people – because they have an opinion about it!'

'I'd never been to London before and it was so busy that I felt a bit overwhelmed at first. Meeting Trevor for the first time, he seemed really strict, but once he realised I was taking the challenge seriously we got on like a house on fire and they often had to stop filming because we couldn't stop giggling. Fortunately, I didn't have to do any of the washing or sweeping floors other people new to the business have to do. I went straight into blow-drying and cutting instead.'

'At first I practised on a dummy's head, which was a welcome safety net, but I did make a really bad mistake halfway through filming when I was cutting one real man's hair. I'd been shown how to use clippers to get a cropped effect but hadn't been warned to angle the comb. I ended up shaving off a huge patch of hair! He couldn't see what I'd done, but the camera crew couldn't stop laughing, so it was obvious I'd made a mistake. Luckily, I managed to rectify the situation and told the client, who was alright about it, so I forgave them.'

'By the day of my final test, I knew I was capable but I felt sick with nerves. I didn't want to let Trevor down. But even though I failed to convince the client that I was a real hairdresser, she approved of the haircut and the judges were impressed by it, too. It didn't worry me at the time but, looking back now, I think it was a bit unfair that I was penalised for taking too long – and hour-and-a-half – when I'd been taught the most important thing was to ensure your client walks out of the salon feeling like a million dollars.'

'After the programme, I went home for a week but I decided to come back to London because I'd fallen in love with the buzz of the city. People in town kept stopping and staring at me as if I was famous. I found this unnerving at first, but with time I got used to it. There were a few comments about me being too full of myself, but I took no notice.'

'When I agreed to do Faking It, I had no idea how much I was signing my life away, but I couldn't say I have any regrets. The thing is that I've discovered growing up on a farm doesn't mean I can't work in a creative field. What's more, I've now got choices I didn't

realise I had, which is brilliant. Although I still keep in contact with everyone from Trevor's salon, and we all go out when I'm in London, I'm hardly a celebrity anymore.'

**1. Why did Gavin first apply to be on the programme?**

- A. He thought it would be fun.
- B. He liked the idea of going to London.
- C. His friends managed to talk him into it.
- D. He had some experience of hairdressing.

**2. How did Gavin feel about the hairdressing mistake he made one day?**

- A. sorry that the client was dissatisfied
- B. relieved that the client didn't notice it
- C. pleased that he was able to find a solution
- D. annoyed by the reaction of the camera crew

**3. How did Gavin feel on the day of his final test?**

- A. unsure if he was good enough
- B. worried that he might not succeed
- C. unconvinced that the client was really happy
- D. disappointed by the feedback from the judges

**4. What does the word 'it' in line 33 refer to?**

- A. people making comments about Gavin
- B. people looking at Gavin in the street.
- C. Gavin feeling proud of himself
- D. Gavin feeling uncomfortable

**For questions 5-9, decide if the following statements agree with the information given in the text. Mark your answers on the answer sheet.**

**5. The show, "Faking It" has various imitations worldwide.**

- A) True B) False C) No Information

**6. Gavin Freeborn had graduated before he heard about this show**

- A) True B) False C) No Information

**7. Before he practiced on dummy's head, he was used to hairdressing.**

- A) True B) False C) No Information

**8. His university grades were so low that he recommended himself as this show's contestant.**

- A) True B) False C) No Information

**9. After the programme, he visited his home town to make sure he has become a celebrity.**

- A) True B) False C) No Information

## **Exercise 2**

You are going to read an extract from a book about a cycle ride from Russia to the UK. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

### **CYCLING HOME FROM SIBERIA,**

*by Robert Lilwall*

We had been flying east all night and I awoke to notice that it was already daylight. Looking out of the window onto the empty landscape below, the dark shades of brown and green reassured me that, although it was mid-September, it had not yet started

snowing in Siberia. I could see no sign of human life and the view rolled away in an otherworldly blend of mountains, streams and forests to an endless horizon.

My Russian neighbour Sergei woke up and smiled at me sleepily. I had told him that I was flying to the far-eastern Siberian city of Magadan with only a one-way ticket because it was my intention to return home to England by bicycle. 'But, Robert,' he had reasoned with me, 'there is no road from Magadan; you cannot ride a bicycle.' I explained that I had reason to believe that there was a road, though not many people used it these days.

'Alone?' he asked, pointing at me.

'No, I will be riding with a friend called Al.'

'Just one friend?'

'Yes just one,' I nodded. Sergei still looked unconvinced and with just one word 'Holodna' (cold) he pointed outside. I tried to bolster my case by explaining to Sergei with (line 27) hand gestures that I had a lot of warm clothes, though I left out the fact that, because my trip was self-funded I was on a tight budget. Most of my clothes and equipment had been bought at slashed prices. In reality, I was not at all sure they would be up to the job. This was especially true of my enormous postman's over-trousers which I had bought for £10.

My life of travel had all started in a lecture hall in Scotland several years ago. The hall that morning was full of students slumped in their seats. Some were taking notes, without energy. The lecturer droned on. I was thinking hard about a particular dilemma. Should I ask him or not? 'Well, why not?' I tore a fresh sheet from my pad and wrote, 'Hi Al, Do you want to cycle across the Karakorum Highway between Pakistan and China this summer? Rob.' In the row in front of me slouched Al, my old school friend. I tapped him on the shoulder and passed the note. He tried to decipher my scrawl, scratched his head, wrote something and passed it back. I unfolded it and held my breath while I read. 'OK,' it said.

Six years later I was going to join Al in Siberia. I had been working as a geography teacher and although I was still far from having full control of my classes, the job did tick many important boxes for me. It was frequently challenging, rarely boring, often fulfilling and of course there were great long holidays in which to chase adventures. Twice since I had started teaching I had used these holidays to go to meet Al. He had caught the adventuring bug in a big way after our bike ride through Pakistan and so had decided to do something far more relaxing than teaching: to cycle around the world. I was now joining him for the Siberian part of his trip.

Ever since that first ride we had taken together, Al had been setting himself greater and greater challenges. This round-the-world by-bike trip was certainly his greatest so far. At times he thought that the ride, or the road, would break him. Although it sounded tough, I envied him in many ways. He was having an extraordinary adventure, finding that he could deal with each new challenge even if it seemed impossible. He was proving wrong the sceptics who had told him he could not do it. He was doing something that scared him nearly every day and it made him feel alive.

**1. In the opening paragraph Robert reveals that he was**

- A. grateful that the long night was over.
- B. relieved that the winter weather had not yet arrived.
- C. surprised that the area seemed uninhabited.
- D. disappointed by the colours of the earth below him.

**2. Robert uses the phrase ‘bolster my case’ in line 27 to show that he was trying to**

- A. change the subject.
- B. end the conversation.
- C. reassure Sergei.
- D. correct Sergei.

**3. Robert uses the example of the over-trousers to show that**

- A. he had been successful in getting local people to help him.
- B. he had had a restricted amount of money to spend on clothes.
- C. he was confident that he was well prepared for the extreme cold.
- D. he had been able to negotiate good prices for his equipment.

**4. What do we learn about Robert in the lecture hall?**

- A. He didn’t want the lecturer to notice his lack of attention.
- B. He was puzzled by something the lecturer had said.
- C. He was unsure about what to write in the note.
- D. He was apprehensive about his friend’s reaction to his suggestion.

**For questions 5-9, decide if the following statements agree with the information given in the text. Mark your answers on the answer sheet.**

**5. When the author looked down from the plane’s mirror, he discovered despite being the right season, it hadn’t snowed yet.**

- A) True B) False C) No Information

**6. When Sergei told the author about the lack of a road from Magadan to London, he explained that he doesn’t need roads.**

- A) True B) False C) No Information

**7. The author and his friend were too tired to walk when they arrived.**

- A) True B) False C) No Information

**8. The author wasn’t sure if his clothes were reliable.**

- A) True B) False C) No Information

**9. Al was a worldwide famous bike explorer.**

- A) True B) False C) No Information

## **Exercise 3**

You are going to read a magazine article about a girl who took part in a TV cooking competition. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

### **A MEMORABLE EXPERIENCE**

*Sara Adelardi, 17, tells us about taking part in a TV cooking competition.*

Since I was a child who stood in my grandmother’s kitchen sniffing the delicious smell of freshly baked bread and homemade soups, I’ve known there is only one thing I want to do in life: cook. So, when I spotted an advert on a website inviting young people to apply for a TV cooking competition, there was little doubt I’d be first in line to take part. I thought ‘This could be the beginning of my cooking career!’

The application process was far from straightforward, as I soon discovered. First, I had to fill in a lengthy form, detailing everything from how I became interested in cooking (that was the easy part), to things like what I hoped to get out of being part of the show (these were much trickier!). Once I’d got through that stage of the process, the next step

was to cook a test dish for the show's judges: scary but exciting, too. If that was good enough, I'd be invited to take part in the four-week televised competition. One person, selected by the judges, would be voted out of the competition in each programme, until the winner was announced during the final.

Until I had to create a test dish, I'd been pretty positive about my cooking ability; I often cooked big meals for my family at the weekends, and my friends loved the little snacks I took into school for break times. But suddenly I found myself up against 11 other young people who'd been cooking for longer. Some of them – I'd known this might be the case – had even had part-time jobs as waiters, surrounded by top-class food prepared by professional chefs. Would I really be able to compete? As I stood at my counter in the test kitchen, ready to start cooking, I remembered my grandmother's advice: 'Stick to what you know best'.

The judges tasted each test dish, made a few notes, and sent us all home. Then the wait began. Had I made it to the televised competition? Eventually, the phone call came. I'd be in the first live programme of the series the following week! Our first challenge would be to make a meal with a selection of ingredients chosen by the judges. It was impossible to know what they'd pick in advance, and I knew I'd just have to use my creativity on the day, but I was still desperate to do some preparation, and rushed straight to my parents' kitchen, pulling everything from the cupboards in a panic. All day I experimented with new flavour combinations, testing them out on my parents and sister. Most things they liked, some they didn't. What if the judges weren't keen on my dishes?

The day of the first programme dawned and suddenly there I was with the other competitors, waiting to be given our instructions. The lights were hot in the TV studio, but although I'd expected to be nervous about being filmed for a TV show, my excitement soon took over. I recognised all the ingredients spread out on the table in front of me and I was eager to get to work. I knew exactly what I was going to cook! My grandmother's words rang in my ears again. 'Keep it simple,' I thought, as I started chopping.

I didn't make it any further in the competition. The judges liked my dish and said I showed promise as a cook, but the other competitors were better on the day. I'd learnt a lot from seeing how they worked, and how imaginative their dishes were compared to mine, so I wasn't too disappointed. It had been a memorable experience, and (line 70) confirmed in my mind that cooking was the career for me. Years of learning still lie ahead of me, but one day I'd love to own my own restaurant – and help other young people fulfil their dreams too!

**1. What is the writer's purpose in the first paragraph?**

- A. to highlight the writer's relationship with her grandmother
- B. to describe the kinds of meals that the writer enjoyed cooking
- C. to help readers identify with the writer's ambitious character
- D. to explain why the competition appealed to the writer

**2. When it was confirmed that the writer would be taking part in the televised competition, she**

- A. decided to practise making some of her favourite recipes.
- B. knew there was little point trying to guess what she'd have to do.
- C. asked her family to make suggestions about what she should cook.
- D. felt she ought to find out about ingredients she didn't ordinarily use.

**3. On the first day of the competition, the writer says she felt**

- A. keen to get on with the task before her.
- B. anxious about appearing on camera.
- C. relieved to have ideas about what to cook.
- D. grateful for the family support she had received.

**4. What does it refer to in line 70?**

- A. the judges' feedback
- B. her time at the studio
- C. other competitors' food
- D. a feeling of disappointment

**For questions 5-9, decide if the following statements agree with the information given in the text. Mark your answers on the answer sheet.**

**5. The writer helped her grandmother bake bread and cook homemade soups.**

- A) True B) False C) No Information

**6. The writer at first discovered that the contestants were more experienced than her.**

- A) True B) False C) No Information

**7. The writer cooked a soup for judges after she remembered her grandmothers advice.**

- A) True B) False C) No Information

**8. There were 12 people in the competition.**

- A) True B) False C) No Information

**9. The writer didn't win the competition.**

- A) True B) False C) No Information

## Exercise 4

You are going to read an extract from a novel. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

### MOVING HOUSE

A few days later, Lyn's mother told her to spend her evening sorting out and packing her belongings. 'I'll see to your clothes,' she said. 'I want you to do your books and paints and things. I've put some cardboard boxes in your room.'

'You should've asked me,' said Lyn, following her into the bedroom and seeing the assorted boxes. 'I would've got some. There's lots outside the supermarket near school.'

'These came from the local shop. Oh it's all right, I've shaken out all the dirt,' she said as Lyn tipped up the nearest one, checking that it was empty.

'OK. I'll do it,' said Lyn. 'We're ready to move then, are we?' (line 8)

'Yes, the day after tomorrow. You're going to miss the end of school term, but you won't mind that, will you?

'You mean Friday's my last day at school?' Lyn pushed the boxes aside with her foot to clear a path to her bed so that she could sit down. 'You could've told me,' she said. 'I have got people to say goodbye to, you know.'

'I am telling you,' said her mother reasonably. 'It doesn't take two days to say goodbye, does it? You'll only get upset.'

'Why are we doing my things first?' Lyn asked. 'I haven't got much. There's all the other stuff in the house – shouldn't we start on that first?'

'Don't worry about that. Mrs Wilson's coming to help me tomorrow.'

Lyn remembered what Mandy Wilson had said all those days ago. 'My mum's coming round to help you pack.' She felt angry with herself for not having said something straightaway – it was probably too late now. But worth a try. 'I can help you,' she said. 'We can do it together.'

'You'll be at school – you want to say goodbye.'

'I'll go in at lunchtime for that. Mum, we can do it together. I don't want that Mrs Wilson touching our things.' Mandy Wilson's mother – picking things over – telling Mandy what they'd found – Mandy at school announcing importantly, 'My mother says they've got cheap plates and half of them are cracked and none of their towels match.' The image was intolerable.

Lyn's mother moved over to sit beside her on the bed. She was wearing her harassed expression. She was clearly feeling the pressure too, but managed to keep her patience. 'Nothing's ever straightforward with you, is it?' she said. 'It's been agreed for a long time and it's extremely kind of her to help. Everything's got to be wrapped up carefully so it doesn't get broken, then put in storage boxes in the right order – I don't doubt you'd do your best, but there's not room for anyone else – and she offered first.'

Lyn said no more and got on with the job she'd agreed to do. Her bedroom looked odd when she'd finished, but not as odd as the rest of the house when she got home from school next day. It was so sad. There were no curtains at the windows and no ornaments on the shelves, and in the middle of the room stood four large wooden boxes, full of objects wrapped in newspaper. But what really struck Lyn most were the rectangles of lighter-coloured paint on the wall where pictures had once hung. It was as if they had been atomised by a ray gun. Moving into the kitchen, she saw empty cupboards, their doors wide open. Somebody had done a thorough job.

**1. When Lyn is asked to pack her belongings, she**

- A. objects to putting her clothes in boxes.
- B. is worried whether the boxes are clean.
- C. thinks that boxes are unsuitable for the job.
- D. is annoyed that she forgot to get better boxes.

**2. When Lys says 'I'll do it' in line 8, she is talking about**

- A. filling something.
- B. checking something.
- C. collecting something.
- D. replacing something.

**3. How does Lyn react to the news that the family is moving soon?**

- A. She's sad to learn that she's leaving her old home.
- B. She wonders how her friends will take the news.
- C. She's worried about missing her schoolwork.
- D. She wishes she'd been told earlier.

**4. Why does Lyn offer to do more of the packing?**

- A. She feels her mother needs her support.
- B. She regrets having refused to do it before.
- C. She distrusts the person who is coming to help.
- D. She's concerned that some things will get damaged.



For questions 5-9, decide if the following statements agree with the information given in the text. Mark your answers on the answer sheet.

**5. The reason Lyn's mother gives for not accepting Lyn's offer of help is other people have already said they will do it.**

A) True B) False C) No Information

**6. When Lyn came home the next day, the kitchen had not been completely cleared**

A) True B) False C) No Information

**7. There were three days until the school term was over.**

A) True B) False C) No Information

**8. Lyn was very saddened when she was back from the school.**

A) True B) False C) No Information

**9. Lyn couldn't say goodbye to Mandy Wilson.**

A) True B) False C) No Information

## Exercise 5

You are going to read a newspaper article about a polar explorer. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

### PEN HADOW – POLAR EXPLORER

The explorer is risking his life in the Arctic again, this time for all of us. Cole Moretonin reports.

In 2004, Pen Hadow became the first person to trek to the North Pole alone, without being resupplied on the way. That meant swimming through unimaginably cold waters, fighting frostbite and risking encounters with polar bears. Just eight months later, he made a similar trip to the South Pole. Now he is back in the Arctic again, preparing for an expedition he says is even more ambitious. Explorers are confident, driven individuals. They have to be. This time, however, there is far more at stake. Pen and two colleagues will set out on a three-month, 1,000-kilometre trek to the North Pole, taking detailed measurements of the thickness and density of the ice. Nobody has ever done this before, and he knows the results will be of vital importance to the scientific community. This will be the truest picture yet of what global warming is doing to the ice that covers the polar region.

Pen is married to Mary, a horsewoman, who says he has a 'spine of steel' and who shares his love of the outdoors. She helps to run his polar guide business and claims to be more worried about him when he's at home: 'He's in more danger driving along the motorway because I know that in his head he's somewhere in the Arctic.' For fun, she once competed against him in a famous mountain event in which riders on horseback race against people on foot. Mary and her horse finished an hour ahead of Pen.

Pen and Mary live in the country with their two children. 'It's much harder to be away from them this time,' he admits. 'They were one and five when I last went, and I made a mistake in the way I said goodbye. I thought it would be a good idea to say to my son, "You're the man of the house now, look after your mum and your sister." He absolutely took it to heart (line 40), asking his mum how she was all the time, but the strain eventually became too much. While it was well intentioned, it was an unfair thing to do.' For similar reasons he is planning to have very little contact with them while in the Arctic. 'If you call them, you remind them how far away you are.'

He is spending these last days before departure preparing his kit, obsessively. 'Out on the ice, one is virtually incapable of mending things or doing anything that isn't absolutely straightforward,' he says. With him will be Ann Daniels, one of the world's leading polar explorers, and the expedition photographer, Martin Hartley. They will be supported by a crew of six, flying in supplies. Being part of a team is actually more stressful to someone with his mentality, says Pen, and something else is on his mind too. 'I'm going to be 47 on Thursday. I've done far less training than I'm comfortable with.' Why? 'Organisational things always seem more urgent. So I'm almost fearful of what I'm going to ask of myself.'

Pen believes his mission reconnects exploration with the search for knowledge that drove previous generations into the unknown. 'Making it to the North Pole was ultimately a personal ambition,' he admits, 'and of limited value to anyone beyond the polar adventuring community. This time, scientists will profit from the data, and we're creating a platform in which to engage as many people as possible in what's happening in the Arctic Ocean. This is important work, and nobody can do it but us,' he says. 'Our skills, which are otherwise bizarre and socially redundant, have become hyper-relevant. Suddenly, we're socially useful again.'

**1. In the first paragraph, what do we learn about Pen Hadow's opinion of the new expedition?**

- A. He feels certain that it will be successful.
- B. He thinks it may be harder than his previous journeys.
- C. He is aware of the huge significance of its aims.
- D. He is looking forward to the scientific work it will involve.

**2. What does Mary Hadow think about her husband?**

- A. He isn't as determined as she is.
- B. He can't run as quickly as he thinks he can.
- C. He hasn't got enough time to manage his business properly.
- D. He finds it hard to think about anything except his expeditions.

**3. When talking about leaving his children for long periods, Pen mentions feeling**

- A. ashamed that his wife has had to look after them so much.
- B. guilty that he once added to the pressure caused by his absence.
- C. sad that he is missing so much of their growing up.
- D. sorry that he can't telephone more often.

**4. What does 'took it to heart' mean in line 40?**

- A. He memorised his father's words.
- B. He carried out his father's words precisely.
- C. He started to feel unwell.
- D. He was afraid of the responsibility.

**For questions 5-9, decide if the following statements agree with the information given in the text. Mark your answers on the answer sheet.**

**5. In 2004, Pen Hedow met polar bears for the first time.**

- A) True B) False C) No Information

**6. Mary Hedow is said to have a "spine of steel".**

- A) True B) False C) No Information

**7. Once, Mary Hedow raced against her husband and won.**

- A) True B) False C) No Information

**8. He has got two companions and they do not hire a crew.**

- A) True B) False C) No Information

**9. In 2004, Pen Hedow travelled to the North Pole without his companions.**

- A) True B) False C) No Information

## Exercise 6

You are going to read a magazine article written by a boy who went to a festival called La Mercè in Spain. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

### LA MERCÈ FESTIVAL

*by Adrian Jacobs*

Last September, I attended the La Mercè festival in the city of Barcelona, Spain, with my family. I'd never been to the city before and was looking forward to spending a few days there. After checking in to our hotel, we wandered into the centre for our first look around the city I'd heard so much about. With the festival already in full swing, the footpaths were crowded, making it challenging to move with any speed around the sights. It was nothing I hadn't been warned about and we were in no rush. I could barely take my eyes off the beautiful old buildings as we walked along. All that fascinating history: I imagined all the stories the buildings would be able to tell if they had a voice. Traffic buzzed round us, filling the air with sounds of beeping horns, adding to the atmosphere.

The first event we attended was the building of 'human towers'. Different teams competed to create the tallest tower of people by standing on each others' shoulders. Then the youngest member of each group climbed up the outside to the very top. I gazed in awe at the height of the towers. They made it look easy but what an incredible amount of practice and teamwork the activity must need. Now and then, a tower would collapse to the gasps of the onlookers. The teams had clearly prepared for this eventuality, though, and caught each other easily. We stood and watched for ages, transfixed.

Next was the parade of the 'giants', where huge brightly painted figures were carried through the streets representing different neighbourhoods of the city. Kings and queens dressed in historical costumes hovered over the crowds, spinning and dancing in pairs to the tunes played on ancient instruments by bands of musicians. Children stared in wonder, their faces lighting up when they spotted a favourite character – that was a magical thing. I soon abandoned any attempt at filming the procession; it was far better just to store the images away in my memory instead.

That evening we saw what, for me, was the highlight of our whole trip: the 'fire run'. Another parade, but this one was a procession of huge five-breathing beasts – again, brightly painted – which were carried along the road, showering the spectators with sparks from fireworks attached to them. Spectators are advised to cover up as protection, but there's no real danger. Even so, I decided to stand well back away from it! It was an incredible sight and must have been great fun to participate in. The fire lit up the spectators in the darkness and I recognised my own feelings of happiness on their faces. I snapped away with my camera, but when I looked at my pictures the next day, I'd just recorded a blur of movement.

Over the next couple of days we saw everything from a kite flying competition at the beach to an aerobatic show, **sampled** local specialities in seaside cafés and sang and (line 52) danced in the city's numerous squares. All too soon it was the last night of the festival. Together with thousands of other people, we stood ready to watch the final event: the closing of the festival with a magnificent fireworks display. It was as fantastic as all the other events had been and I knew that even if I never came back again, I'd go

home having made the most of the celebrations I'd so longed to see, and having gained an insight into another culture.

**1. How did Adrian feel when he saw the city of Barcelona for the first time?**

- A. amazed at the number of visitors there
- B. excited by the interesting architecture
- C. annoyed by how noisy the city was
- D. pleased about how easy it was to get around

**2. During the 'fire run' in the fourth paragraph, Adrian**

- A. thought it wise to keep at a distance from the parade.
- B. wished he was able to take part in the procession.
- C. managed to take some atmospheric photos.
- D. saw someone he knew in the crowds.

**3. What does sampled in the passage mean?**

- A. checked
- B. experimented
- C. observed
- D. tried

**4. How did Adrian feel at the end of the festival?**

- A. hopeful that he would return in the future
- B. regretful that the experience was over
- C. satisfied to have fulfilled an ambition
- D. happy to be heading home

**For questions 5-9, decide if the following statements agree with the information given in the text. Mark your answers on the answer sheet.**

**5. Adrian Jacobs had never attended the La Mercè festival with his family.**

- A) True B) False C) No Information

**6. The youngest member climbs to the top of "human towers"**

- A) True B) False C) No Information

**7. When watching the festival, a "human tower" collapsed in front of the spectators.**

- A) True B) False C) No Information

**8. Many people filmed the "giants" parade with their telephones and cameras.**

- A) True B) False C) No Information

**9. Jacob photographed the "fire run" parade.**

- A) True B) False C) No Information

## **Exercise 7**

You are going to read an article about an actor. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

### **THE RELUCTANT HERO**

The most endearing thing about Aaron Green – and there are many – is his refusal to accept how famous he's about to become. 'I can walk down the street and not be hassled, which is really nice. I kind of hope that continues and I'm sure it will,' he says earnestly. He seems genuinely to believe that the job won't change his life. 'There's nothing fascinating about my life, and there's absolutely no reason why that should start happening.' You can only wish him well.

How lovely if this turned out to be true, but the chances are it won't, and he must know this. Aaron has been cast as the hero in the latest fantasy blockbuster that will hit our

screens next year. The first photo of him in his costume was released last week to an Internet frenzy.

After an award nomination for his last film, Aaron is having the biggest year of his life, but it **hasn't gone to his head**. 'It's nice if your work is praised, but it's all very new to me, this,' he says. 'I really like working in this profession and exploring its possibilities. Who knows what the future holds? We could dream about what might happen next, but there's not much point. I'm just enjoying my job and want to do well in it in the future, but that's kind of it, really No big hassles.'

Of all the characters in his last film, which is based on a true story about a group of university students who start an influential blog, Aaron's character is the one who emerges as most likeable. But he insists that the plot is not as straightforward as it might appear. 'What's wonderful about this film is that everyone feels they are the good guy. I don't think anyone in the cast felt they were playing the villain. It was just a group of human beings that had different opinions.'

It's a typically thoughtful answer from the 27-year-old, who seems to be a bit of a worrier and prefers to avoid watching himself on screen. Doubtless he doesn't care for interviews either, but he is so open and engaging that you wouldn't know it. He felt 'a heightened sense of responsibility' playing a real-life person in his last film, but had no contact with the person concerned. 'These people are living and breathing somewhere – of course that has a great effect on the care with which you approach your work. I kept wondering if he'd come and see the film, if he'd recognise himself in my performance or be angered by it.'

His performance has a vulnerability about it that is almost painful to watch. Does he seek out those parts or do directors see that quality in him? 'I don't know, I think it's probably a bit of both. I certainly have that unwillingness to lose naivety; to lose that childlike way of looking at the world. I find it a very real and profound theme in my life and, talking to other people my age, I think it's universal.'

**1. In the first paragraph, the writer suggests that he thinks Aaron**

- A. has a sensible attitude towards fame.
- B. seems confident that he can deal with fame.
- C. seems unaware that he's about to become famous.
- D. has unrealistic ideas about what it's like to be famous.

**2. The phrase 'hasn't gone to his head' in the passage suggests that Aaron is**

- A. modest about his achievements.
- B. used to receiving so much praise.
- C. doubtful whether he will win an award.
- D. unsure whether he deserves so much attention.

**3. What does Aaron say about his last film?**

- A. There are clear heroes and villains in it.
- B. The story is not as simple as it may seem.
- C. He knows why people liked his character best.
- D. There were often disagreements between the actors.

**4. What makes the writer think that Aaron is an anxious person?**

- A. He has no wish to watch his own films.
- B. He obviously doesn't like giving interviews.
- C. He feels responsible for the character he plays.
- D. He thinks carefully before answering a question.

**For questions 5-9, decide if the following statements agree with the information given in the text. Mark your answers on the answer sheet.**

**5. Aaron is starring in a blockbuster movie next year.**

A) True B) False C) No Information

**6. His photo caused uproar and negative reviews on the internet.**

A) True B) False C) No Information

**7. He doesn't know if his next movie becomes successful in the future.**

A) True B) False C) No Information

**8. Aaron enjoys acting and he works hard.**

A) True B) False C) No Information

**9. When he played villain, people couldn't understand if his character is good or bad.**

A) True B) False C) No Information

## Exercise 8

You are going to read an extract from a novel. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

'Claire, it's Ruth.' Claire held back a sigh and walked into the kitchen to put the coffee machine on. A phone call from her sister was never over quickly.

'Ruth, darling. How are you?' As she waited for her sister to start describing in detail her latest disaster, Claire mulled over how much to reveal about her new business assignment. Her family would have to be told something, of course. Not that they ever came to visit, or called her home phone, or sent her letters. Still, it seemed only right to tell them it meant she was moving out for twelve months. Tuning back into the phone call, Claire realised she had missed some key information and tried to catch up with what her sister was talking about.

'So the doctor said it was probably lack of sleep. You know Sky is a bad sleeper and her nightmares have been worse since she started Year Two.' Claire worked out that someone was unwell, but was unsure whether it was her sister or her six-year-old niece.

Claire thought about her own schooling. Her parents had paid for the best, obviously, although Claire often wondered whether that was to ensure their three children didn't affect their lifestyle, rather than to give their off spring a good start in life. The school had encouraged independence and character but had no time for tears and tantrums. Claire had learned quickly to work hard and stay out of trouble. More than could be said for Ruth. It had been a constant disappointment to her parents that, while their first and third children both achieved academic success, Ruth only acquired a reputation for bad behaviour.

Ruth's next sentence sharply interrupted Claire's thoughts.

'The tests are the week after next. That's why I'm calling. Is there any chance you could come and look after Sky? It's half-term and most of her friends are going skiing. Of course we can't afford that...'

Claire inhaled deeply and forced herself not to rise to the bait. Ruth was always poor and begrudged Claire her success.

Claire accepted that looking after a child on your own probably limited your career options, but look at the 'Harry Potter' author J. K. Rowling, it hadn't held her back. She was convinced Ruth could help herself if only she'd try harder. Claire was almost too irritated by the thinly-veiled criticism to react to the request, but not quite.

'Have Sky? How long for? When?' Claire could hear panic in her voice and forced herself to breathe in deeply. Once she was sure she was back in control of her emotions she said in a slow voice, 'I start a new work assignment on 1st March, and I'll ... be on the road a lot. You know. Meeting clients.'

'Dining out on someone else's credit card.' Ruth's voice cut in.

'There's more to it than that,' Claire responded quickly. Then, before Ruth could start the age-old argument, Claire consciously lowered her voice.

'Tell me the day you need me to have Sky, I'll check my diary.'

'Well, it's two days, actually.' Ruth sounded embarrassed.

Thinking about minding a six-year-old for two days almost made Claire choke. She gulped down her coffee and wondered if she could use the new assignment as an excuse.

There was something in Ruth's voice, though, that made her pause.

'Can't Mum take care of her? I thought Mum and Dad were the perfect grandparents?' It seemed odd to Claire that two people who had no time for their own children could go mad over someone else's, even if they were their grandkids.

'Er, Mum's coming with me, to the hospital.'

Ruth's words finally got through to Claire. 'Just what tests are you having exactly?'

'Weren't you listening? You never listen to me.'

Claire almost smiled at the petulant tone in Ruth's voice. For a moment they were twelve and fourteen again.

**1. When Claire realises who is phoning her, she**

- A. expects to hear some good news.
- B. tries to hide her true feelings.
- C. hopes it will be a long conversation.
- D. knows exactly what she will say to Ruth.

**2. Why doesn't Claire know who is ill?**

- A. Ruth didn't make it clear who she was talking about.
- B. None of her other relatives had written to her about it.
- C. She was away on business when the illness began.
- D. She wasn't paying attention when Ruth was speaking.

**3. How does Claire feel about her school?**

- A. She would have achieved more at a better school.
- B. Her parents never appreciated how successful she was there.
- C. Her sister was better suited to that school than she was.
- D. She may have been sent there for the wrong reasons.

**4. What is Claire's attitude to Ruth's financial problems?**

- A. She feels they are largely Ruth's own fault.
- B. She wishes she could do more to help Ruth.
- C. She thinks Ruth could get any well-paid job she wanted.
- D. She feels guilty about having more money than Ruth.

**For questions 5-9, decide if the following statements agree with the information given in the text. Mark your answers on the answer sheet.**



**5. Claire's parents were very rich.**

A) True B) False C) No Information

**6. Claire's grandparents agreed to look after Sky.**

A) True B) False C) No Information

**7. Claire didn't want to take care of Sky for two days.**

A) True B) False C) No Information

**8. Ruth can't afford mid-term holidays.**

A) True B) False C) No Information

**9. Claire thinks that children might disrupt her career choices.**

A) True B) False C) No Information

## Exercise 9

You are going to read a blog post in which a teenage boy describes his relationship with his parents. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

### TEENAGERS AND PARENTS – IT'S THE SAME OLD STORY ...

*Many readers have described the ups and downs of living with teenage children.*

*This week, we hear from Barry Davros, 15*

OK, I'll admit it. Things haven't been so easy at home in the last couple of years. I'd like to think I'm old enough and wise enough to know that it's almost certainly because I'm a teenager now. Teenagers complain to their friends about their parents. And I think we can be pretty certain that the parents do the same about their kids. I argue with mine. We don't talk as much as we did when I was a kid. It's not that this is the way I want it – I'd prefer it if we never argued, but found a way to talk about what was bothering us. That would be so much better, not just for me and my mum and dad, but for any teenager and their family. So I've been reading a lot – books like *The Teenage Brain*, and lots of online stuff. And I'm sure that if people understood more about what goes on inside a teenager's mind, half of the arguments over the dinner table wouldn't even start in the first place. So I'd like to share what I've learnt.

There are so many things that parents have a go at their teenagers for that it's almost impossible to know where to start. So let's just pick mornings. Mornings are for sleeping. For as long as you need to, or at least as long as you can. Every teenager knows that. But not parents – they think that we should get up at 7.30, just because they get up at 7.30, ready for another busy day. So who's right? Well, the science says that an adolescent's body clock isn't programmed in the same way, and is on a schedule about three hours behind that of older adults (that means both going to bed and getting up).

Another 'issue' that parents make a big deal about is tidiness. Clothes dumped on the bathroom floor, an old plate of food under the bed, house keys lost. OK, I admit, I've been guilty of all of these things recently (but at least I owned up!). Sorting stuff like this takes planning, and the way the teenage brain develops means that it's just not our strong point. Sorry! The brain develops a chemical called myelin, and it's created over time. Until it's fully developed in all parts of the brain, it does unfortunately mean that even very bright teens can do really stupid things. So just bear with us guys!

Because as already mentioned, the teenage brain goes through all sorts of changes, sometimes teenagers can get angry. This usually makes parents angry. Which makes us angrier, which ... OK, you get the picture. But parents need to understand more



about what's going on inside our heads. Like, there might be a perfectly understandable (to us) reason why we don't want to do that maths homework this instant. So, listen parents out there, try and understand! Don't always respond to us by getting angry. Just don't! Calm down, **count to ten** and think twice.

Communication. That's a big one. Sure, teens and parents need to hang out together too, not live in separate worlds. But I'm 15, so the topics of conversation I was into when I was 11 don't work for me now. Same for all kids my age. The sooner parents realise that, the better. It's not that we stop loving them just because we're in our teens, it's just that we need more space. To grow up and find out who we are.

Here's a tip – if there's something that needs to be discussed, do it on a car journey. Whether it's the whole family together or just two of you, the fact that you're in a car means that you're gazing ahead, rather than staring at each other. For me, it just makes it easier to talk somehow, because I sometimes feel they're judging me or something if they're observing me. Try it. It works. And you heard it from me.

**1. Why shouldn't parents be surprised if their teenagers sleep late?**

- A. Many teenagers find their busy schedule tiring.
- B. Some teenagers need more hours of sleep than adults.
- C. Teenagers prefer not to see their parents in the mornings.
- D. It's natural for teenagers to have different sleep patterns from adults.

**2. What does the writer mean when he advises parents to 'count to ten'?**

- A. don't react too quickly
- B. repeat what you have said
- C. find ten reasons for the behaviour
- D. don't tell teenagers things they already know

**3. Car journeys are a good opportunity to speak because**

- A. the speakers don't need to look at each other.
- B. the vehicle provides more privacy.
- C. families can travel somewhere nice together.
- D. teenagers cannot avoid their parents when they are in the same car.

**4. Why has Barry written this blog post?**

- A. to help families get along better
- B. to explain why his parents annoy him
- C. to encourage parents, doctors and teachers to read more about teenagers
- D. to suggest that it is important for teenagers to be responsible

**For questions 5-9, decide if the following statements agree with the information given in the text. Mark your answers on the answer sheet.**

**5. Barry thinks that both parents and teenagers complain about each other to their friends.**

- A) True B) False C) No Information

**6. Barry is sure if parents understood their children's thoughts, there wouldn't be that much argument.**

- A) True B) False C) No Information

**7. Barry thinks that parents should make dedicated timetables about their teenagers children rather than forcing to wake up at the same time.**

- A) True B) False C) No Information

**8. Barry thinks that teenagers doesn't have to care about tidiness in their room.**

- A) True B) False C) No Information

**9. Barry argues that parents and teenagers hang out more often.**

- A) True B) False C) No Information

## Exercise 10

You are going to read an article about a sporting event. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

### A HOP, SKIP AND A JUMP AWAY

*Audrey Pirog talks about her first triple-jump competition*

'I want you warming up. Do some bounding on the grass while you wait to sign in.' It was Paula, our coach. I wasn't too keen on this idea, knowing it would only tire me. My eyes met those of my three fellow triple-jumpers. We all sighed in agreement, all wanting to conserve our energy. Nobody moved. What's more, I needed to qualify for the state championships. It was all I could think about. I had to jump twenty-nine feet, six inches to do this.

The sun was bright in the cloudless sky as I looked down the runway to the sand-filled triple-jump pit. Sounds of feet pounding on the track and cheers filled the air. I closed my eyes and tried to imagine it; the perfect jump. I'd only recently taken up this event and wished I'd had more practice. It's so much more than a hop, skip and a jump. It's a take-off. The announcer's voice boomed, 'All triple-jump girls please sign in now.' About nine of us meandered down to the pit where he was holding a clipboard and measuring tape.

Waiting for my turn, I checked out the competition, seeing who had the longest legs or greatest muscle tone. My legs were still aching a little from the hundred-metre hurdles. I stretched them out, feeling the lump in my left one, the remnants of a pulled muscle. When I heard my name called, I began to feel nervous. What if I didn't make it? This was the last chance to qualify and I had three jumps to do it. I bounced on my toes as I watched the girls before me jump. Analysing their form, you could see those who didn't have enough momentum from the board.

Finally my turn came. I stepped onto the runway and found my chalk mark. Steadying myself, I narrowed my eyes and took a deep breath. Pushing off my back foot, I lunged forward into a sprint. One, two, three, four, five and by six strides I was on the board. The actual jump is hard to remember; a one-legged hop, a skip and a long jump into the hot sandy pit. A long breath escaped me as I stepped out of the pit and waited to hear my measurement. 'Twenty-eight feet, five-and-a-half inches,' called the clipboard guy.

I walked down the runway to be met by Paula, and was thankful for her kind face. 'I want you to try something. Alright? Where's a relaxing place for you?' 'In the water, I guess. Swimming.' It was the first thing that came to mind and I didn't realise how silly it must sound. 'Perfect', she responded. 'Right before you jump, I want you to imagine you're in the water, just floating, OK?' I agreed, smiling to show my appreciation. I paced until my name was called again.

'Pirog, you're up!' I closed my eyes and imagined the water running over me, soothing me. My muscles relaxed and I exhaled as I pushed into take-off. This sprint felt loose and free. When I took off from the second board, I was sure my first phase was too high, that my second was chopped, and my landing wasn't quite what it should have been. I stood up, shaking off the sand as the officials drew out the long measuring tape. The suspense was killing me.

'Twenty-nine feet, ten inches.' I couldn't stop myself from screaming and jumping into the air. My team-mates rushed to me, I was encircled and soon my hand stung from the force of all the customary high-fives. It was a relief finally to have made it and my

success couldn't be put down to sheer luck. My face ached from smiling but I knew I wouldn't stop. I found Paula and ran to hug her. 'That was all thanks to you.' She smiled in return: 'Thank the water.'

**1. From the first paragraph we understand that Audrey**

- A. was already feeling very tired.
- B. needed to beat the other jumpers.
- C. had a specific aim in mind that day.
- D. felt guilty about ignoring her coach.

**2. The word 'it' in the passage refers to**

- A. background noise at the event.
- B. the place where this event is held.
- C. the amount of practice needed for the event.
- D. a technically good performance in the event.

**3. In the third paragraph, Audrey reveals that**

- A. she once suffered a leg injury.
- B. she had already won another even that day.
- C. she felt confident in her ability to achieve her goal.
- D. she was impressed by the performance of the other jumpers.

**4. When she was talking to Paula, Audrey felt**

- A. embarrassed by a question her coach asked her.
- B. amused by a suggestion her coach made.
- C. sad that she'd let her coach down.
- D. grateful for her coach's support.

**For questions 5-9, decide if the following statements agree with the information given in the text. Mark your answers on the answer sheet.**

**5. As soon as Paula, Audrey's coach, ordered them to do some warming up, she jumped to twenty-nine feet.**

- A) True B) False C) No Information

**6. While waiting for her turn, Audrey observed other triple-jumpers.**

- A) True B) False C) No Information

**7. When her turn came for the first time, she jumped for twenty-eight feet, five-and-a-half inches.**

- A) True B) False C) No Information

**8. When the competition was over, Audrey and her coach Paula went to a swimming pool.**

- A) True B) False C) No Information

**9. Although she contested successfully, her second jump was a bit lower than her first one.**

- A) True B) False C) No Information

## **Answer keys.**

### **Exercise 1**

**1 A. 2 C. 3 B. 4 B. 5 A. 6 B. 7 B. 8 C. 9 C.**

### **Exercise 2**

**1 B. 2 C. 3 B. 4 D. 5 A. 6 B. 7 C. 8 A. 9 C.**

### **Exercise 3**

**1 D. 2 B. 3 A. 4 B. 5 B. 6 A. 7 C. 8 A. 9 A.**

### **Exercise 4**

**1 B. 2 A. 3 D. 4 C. 5 A. 6 B. 7 C. 8 A. 9 C.**

### **Exercise 5**

**1 C. 2 D. 3 B. 4 B. 5 C. 6 A. 7 A. 8 B. 9 A.**

### **Exercise 6**

**1 B. 2 A. 3 D. 4 C. 5 B. 6 A. 7 B. 8 C. 9 A.**

### **Exercise 7**

**1 D. 2 A. 3 B. 4 A. 5 A. 6 B. 7 C. 8 A. 9 C.**

### **Exercise 8**

**1 B. 2 D. 3 D. 4 A. 5 C. 6 B. 7 A. 8 A. 9 A.**

### **Exercise 9**

**1 D. 2 A. 3 A. 4 A. 5 A. 6 A. 7 C. 8 C. 9 B.**

### **Exercise 10**

**1 C. 2 D. 3 A. 4 D. 5 B. 6 A. 7 A. 8 C. 9 B.**