

# Test 1 - Reading

Time: 40 minutes

- *Answer all the questions*
- *Write all your answers on the separate answer sheet*
- *You must not speak to the other candidates*

**Task One: Short Texts (10 minutes) – Questions 1-5**

**Read the entries in the visitors' guide. Match each entry with a place of interest.**

- There are two places of interest which you will not need.
- The first one has been done for you.
- Write your answers on the separate answer sheet.

### Places of interest

- A Sight-seeing balloon
- B Cultural festival
- C Water Fun Park
- D Thermal bath
- E Open-air ice-rink
- F Traditional restaurant
- G Museum of Modern Art - EXAMPLE
- H Sports Centre

## THE SMOOTH GUIDE



### EXAMPLE

Home to famous works by pop artists from the 1960s and 1970s. Also an exhibition of contemporary photography from Central Europe and the American Midwest.

**1.**

This event aims to introduce visitors to traditions with lots of music, dance, food and drinks. Enjoy the beautiful costumes. At 8 there is a street ball at which different ensembles entertain the public.

**2.**

Some people spend the whole day there and although the signs usually say you can only stay in the hot pool for a maximum of 15 minutes - because of the high mineral content and radioactivity - people take food, drinks and stay until their skin becomes completely soft.

**3.**

It operates up to four rides per hour with up to 10 passengers on each trip. Depending on wind and weather conditions it floats above the city until midnight every day. The view from it is beautiful at night. A once in a life-time experience.

**4.**

In the quiet streets of the city situated within a group of historic buildings, this is a special setting indeed. It is an elegant place with excellent food. In the summer guests can enjoy a quiet time outdoors in the beautiful courtyard. Gypsy music and good wines make the experience complete.

**5.**

Those who don't own a pair of skates can rent them at the small shop inside. For absolute beginners there are teachers to help you keep on your feet. Bring a jumper to keep warm.



**Task Two: Paragraph Headings (10 minutes) – Questions 6-11**

- Read the article and match each paragraph with the appropriate heading.
- There are two paragraph headings which you will not need.
- The first one has been done for you as an example.
- Write your answers on the separate answer sheet.

**PARAGRAPH HEADINGS**

- A      FINDING FAME**
- B      SUCCESS AS A WRITER**
- C      JAMIE'S PRIVATE LIFE**
- D      IMPROVING HIS COOKING**
- E      WHO IS JAMIE OLIVER? - EXAMPLE**
- F      AN INTEREST BEGINS**
- G      FOREIGN TRAVELS**
- H      THE PRICE OF SUCCESS**
- I      COOKING FOR PUBLIC FIGURES**



# A Famous Chef



## Example E

A fresh face in the culinary world, Jamie Oliver is a talented young man, the hottest young star of TV cookery. He has attracted all generations of food lovers with his ultra-tasty recipes shown on television.

## 6

Restaurants and cooking are in his blood because his parents own and operate a successful pub and restaurant in Cambridge, where he grew up. At the age of 8 he started cooking and helping the chefs prepare lunch for the pub's customers.

## 7

After an uninteresting school career, he decided he wanted to cook and went on to study at Westminster Catering College, where he completed his formal training. After college, he travelled to France to find out more about cooking and famous French cuisine. He also wanted to find his own style.

## 8

Then, one day a producer saw him while he was working in the River Café and his life changed. After he appeared in a documentary on the café, he was called by some top production companies in England and the first series of films on his cooking were made. Soon he was well known by the public as he also appeared in lots of magazine articles.

## 9

To accompany the television series, Jamie's first book came out, and it was number one on the best-seller list for more than 10 weeks. Now, at the age of 26, he is food editor for a magazine.

## 10

Jamie is even popular with the British government. Once, he was invited to 10 Downing Street to prepare a lunch for the British Prime Minister, who was entertaining the Italian Prime Minister.

## 11

Jamie's passions are pasta and bread-making. He also plays drums with old high school friends in a band. He lives in London, where he travels around by motorbike. He recently married his long-term girlfriend and they have a delightful baby.



**Task Three: Scanning for Information** (10 minutes) – Questions 12-18

- Read the reviews of four films and decide if the information is in film review A, B, C or D.
- The first one has been done for you as an example
- Write your answer on the separate answer sheet



**Example:** This film won a prize.

The correct answer is **A**

**Information to find:**

In which film...

12. is the story based on real events.
13. do people travel with animals.
14. is the story the same as the book.
15. does Gavin Anthony (the reviewer) recognise people like those he knew as a child.
16. is there an intelligent leader.
17. is there a well-known TV actor.
18. does someone try to murder somebody.

## Four of my favourite films: Reviews by Gavin Anthony

### Film A: Runaway

This award-winning film is one of the best comedies I have ever seen. The story was taken from the book *Run, run, run*, but is actually nothing like the original. The story is about four London bank robbers, one of whom has been captured after a daring robbery from a high-security national bank.

Annie Hunter is wonderful as the female brains behind the gang and Johnny Jonson's performance as the British-hating American of the group, is hysterically funny. Lastly, Martin Peters plays a stuttering coward, who spends most of the film attempting to kill the only person to have seen the robbery, but with chaotic results.

A truly black comedy with plenty of moments that will have you crying with laughter, *Runaway* is a film I'd recommend to anyone.

### Film B: The Boss

A really beautifully made Western, adapted from the long running television show, the film is about two main characters: The Boss (John Whitaker) and his ex-army hired help, Charley (Dan Cole).

They live a simple life, moving from place to place with a herd of cattle. When someone tries to take over their business, they confront him and the film is mostly about solving this problem. There is also a weak attempt at romance between Charley and Sue (Helen Adams), the local doctor's sister, but it doesn't fit well into the rest of the film.

The best part, surprisingly, is the gunfight. The whole scene is masterful, exploring Charley's understanding of how men react under pressure. This film is a welcome change from so many childish, special effects, action-films which are so popular.

### Film C: Long Time Coming

A film that I have always loved, this is one of the few good adaptations of a Simon Strong novel. It is faithful to the original and is just as interesting. Jerry McNeil, now famous in the television show *Sirens*, George Nix, Davy Spelman and Will Rivers play youngsters growing up in the late 1950's.

With excellent performances by the young actors, the film has an air of nostalgia about it, leading up to the final tragic moments involving a train accident. It is a great story about growing up in a world of mysteries.

This is one of those films that moves me emotionally no matter how often I see it. I really enjoy the nostalgic atmosphere of the film, especially as I remember kids like these from when I was growing up

### Film D: Flyboys

The film is inspired by the true story of American aircraft fighting against the Germans in World War I. A group of Americans arrives for training, each with something to prove. One of them meets a pretty girl, and even though they don't speak the same language they fall in love.

This film has a great deal of battle violence. Many characters are killed. Soldiers and civilians, including women and children, are shown in desperate situations. Characters drink, smoke and use strong language. There are too, references to the racism of those days. People who see this film should talk about what led these men to fight for another country. They should also talk about the origins of the First World War and why the hopes that it would be the 'war to end all wars' were not realised.

**Task Four: Reading for Detailed Information (10 minutes) – Questions 19-25**

- Read the article about computer games and children. For each question choose the correct option A, B, C or D.
- Write your answers on the separate answer sheet.

**Computer Games and Children**  
**by V. S. Patel**

Scientists have looked at the relationship between violent films and children's behaviour for years. They are now studying the effect of computer games on children. Lyn Hender, senior lecturer in educational psychology, is interested in how these games influence the way teenagers think. She looked at 13 and 14-year-old students playing fantasy games on computers.



She found that both weak and strong students clearly used complex thinking skills. "I think we never really see the advantages of such games in education. Parents and teachers do not think of these as being educationally useful," Dr Hender said.

"I think we only see the aggression and violence in them. Of course, some games are like that. But the majority are non-violent games that are good for developing the mind." The students played a game called "Get The Money," in which a group have to make money in various ways. For this game you need to think in almost the same way that you would in a sports game. "This is not an easy game, ... actually, you have to use logic as well as changing how you think." Dr Hender stated.

Teachers were surprised to see that teenagers who they thought were weak students were as successful as their stronger classmates. Sometimes they were even better. "One weaker student completed a complex card game in which you had about nine different things to remember," Dr Hender said. "I discovered she did it very easily, but some of the students I thought were strong had problems. I found that none of the students had any problems concentrating for a long time. They were determined to understand the game and get it right.

Dr Hender concluded that the games used the same sort of strategies that were very valuable in classrooms. Teachers could try to make use of these games and design tasks based on them for students in class. 'Computer are not just a home leisure thing,' she said.

**19. According to the article, until now scientists have studied...**

- A films about violent children.
- B violent films but only in the last year or so.
- C the effect of violent films on children
- D the differences between films and computer games.

**20. According to Dr Hender, parents believe computer games are...**

- A too difficult for many children.
- B are made in order to educate children.
- C are not a proper part of education.
- D don't involve thinking..

**21. Dr. Hender says that most computer games...**

- A are violent and aggressive.
- B are for children and not adults.
- C help you think better.
- D are bad for children.

**22. Dr Hender says "Get The Money"...**

- A is sold as a sports game.
- B tells children that earning money is good..
- C helps children understand the value of money.
- D helps children to think in different ways.

**23. According to Dr Hender, weaker students are...**

- A just as good at the games.
- B able to concentrate better.
- C are good at card games.
- D able to keep in mind nine things at once.

**24. Dr Hender says that teachers should...**

- A make their own computer programs.
- B plan activities based on computer games.
- C give homework which needs a computer.
- D make sure every student has a computer in class.

**25. This article is about...**

- A the educational value of computer games.
- B the effect children have on the computer industry.
- C what parents and teachers think about violent computer games.
- D How computer games help stronger students