

Reading

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This passage is about multilingualism.

The term multilingual refers to an individual speaker who uses two or more languages. Multilingualism was more common in the past, when many languages were spoken in one area and it was advantageous to know at least two languages for trade outside one's own town or village. This is still true today of places such as India, while around 50% of the population of Africa is multilingual, and globally, multilingual speakers outnumber monolingual speakers.

While the benefits of multilingualism are clear, the definition of what it means to "speak a language" is not. Is it to be able to handle a conversation with a waiter, or to be able to discuss world events? A four-year-old French child may "speak French fluently", but will have a very limited vocabulary, despite having perfect pronunciation.

All speakers have learnt at least one language during childhood without formal education. Children acquiring two languages in this way are called simultaneous bilinguals. However, one language is usually stronger than the other. This kind of bilingualism is most likely to occur when the parents speak two languages, or when the parents are monolingual, but have raised their child in a different country.

Children who are highly proficient in two or more languages are reported to be better language learners at school than monolinguals. However, when learning of the first language is interrupted, and not enough teaching of the second language occurs, as sometimes happens with immigrant children, the speaker can end up with two languages mastered below the monolingual standard. The majority of immigrant children, however, acquire both languages normally.

121. What does **this** refer to in the third sentence of the first paragraph?
 - a. multilingual speakers
 - b. language learning in the past
 - c. using a second language for trade
 - d. traveling outside the village
122. Why is it difficult to decide what to "speak a language" means?
 - a. Different people have different language knowledge.
 - b. Some people cannot talk about world events.
 - c. Children learn languages more easily.
 - d. It depends on how much vocabulary someone knows.
123. How can children become simultaneous bilinguals?
 - a. by learning one language at school and one at home
 - b. by having parents who speak two languages
 - c. by vacationing in different countries
 - d. by studying many languages at school
124. How well can most immigrant children speak their native and new language?
 - a. They can only speak one language well.
 - b. They speak both languages better than other children.
 - c. They can speak both languages well.
 - d. They cannot speak either language well.
125. What is the purpose of the text?
 - a. to explain what multilingualism is
 - b. to describe the benefits of multilingualism
 - c. to encourage the teaching of many languages
 - d. to warn about language teaching in schools

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This passage is about teenagers sharing passwords.

A recent survey found that one third of online teenagers share their e-mail and social networking account passwords. Sharing passwords with a friend or significant other is viewed by many as not only "cool," but as the ultimate expression of trust and affection. Teens fully understand that if the relationship fails, they risk having their private information used against them. But that, they say, is what makes password sharing so compelling.

The idea of sharing passwords is not new. In fact, parents often ask young children for their passwords so they can supervise them and ensure their safety online. But as dependent tweens turn into independent teens, who are both more eager and more able to fend for themselves, the story shifts. To show off their independence, and to have a sense of doing something rebellious, dangerous, or forbidden, many teens share their passwords – a move both parents and school counselors strongly advise against.

While healthy relationships certainly require trust, most teens overlook the importance of setting meaningful boundaries and respecting each other's space. Sharing online lives can cause stress, and can even lead to the breakdown of a relationship. For example, partners may compulsively check each other's e-mail messages and online postings for signs of unfaithfulness.

Trust is an important part in any friendship; however friendships do often end – sometimes badly. And when this happens, a former friend may take advantage of account access and publicly post private information that should not be shared, leading to potential identity theft, cyber bullying, or putting online reputations at risk.

126. According to the passage, how do teens view sharing passwords?

- a. as a normal social act
- b. as a way to show trust
- c. as something to be avoided
- d. as a fun and entertaining activity

127. What does **that** in the final sentence of the first paragraph refer to?

- a. the value of friendships
- b. the role of social networks
- c. the breakup of a relationship
- d. the release of private information

128. What is implied about tweens?

- a. They take more online risks than teens do.
- b. They have fewer online friends than teens do.
- c. They depend more on their parents for online protection.
- d. They are more likely to share passwords than teens are.

129. What can lead to stress in a relationship?

- a. setting online boundaries
- b. keeping passwords secret
- c. monitoring each other's online behavior
- d. ignoring each other's e-mails and online postings

130. What is the main topic of the last paragraph?

- a. the risks of sharing passwords
- b. the need to choose friends carefully
- c. the importance of protecting online accounts
- d. the advantages of keeping passwords secure

Reading

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A



Get around TV

There's a world of top-quality programs out there. Now you can watch TV anywhere – on the bus, in bed under the covers, even at school (but don't let your teachers catch you). This latest software can be used on your

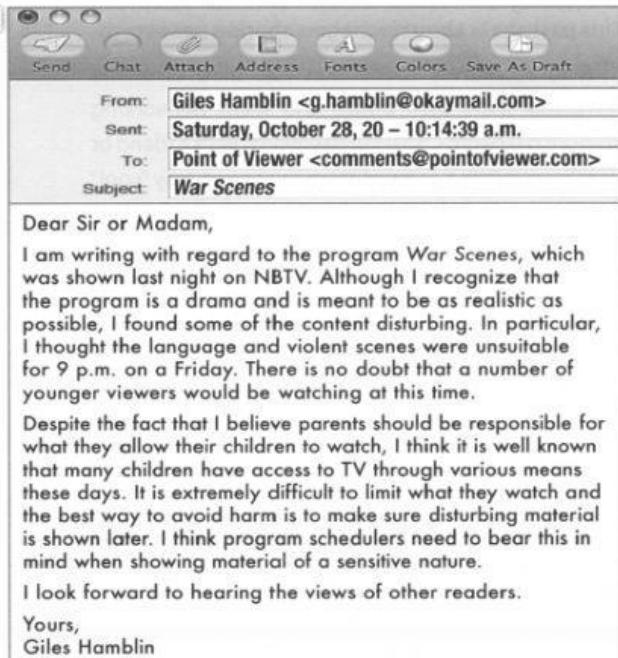
- smartphone
- laptop
- tablet

... and is perfect for watching all your favorite channels.

With **Get around TV**, you never have to miss another show. All you need is mobile Internet access.

Visit getaroundtv.com and find out more.

C



B



We want to know about the **bad** ... let us know if you have found anything:

- shocking
- offensive
- low quality

And the **good** ... tell us about TV shows that are:

- informative
- educational
- entertaining

Write to: comments@pointofviewer.com

D

Too much of a good thing?

Television has always attracted huge numbers of viewers, and for very good reason. A great deal of what we watch is informative, educational, or entertaining. The role of television in society is extremely important, since good quality TV can sometimes offer us things that the classroom and other forms of entertainment cannot.



On the other hand, around 1% of American homes are without television altogether. Karin Potter is a sociologist who has not had a television in her home for the past ten years. She recently wrote a book on the subject called *Pulling the plug*.

While writing her book, Potter interviewed over 200 families who have made a similar move. "The surprising thing is the number of benefits these people report," she says. "They have more time for reading and conversation, they do more outdoor activities and they visit with friends more often. They also say that their children are better behaved and, rather than being bored, can entertain themselves very easily without television."

Many experts agree with Potter. Years of research have shown that watching violence on TV can lead to aggression in children. Recent statistics are even more worrying to some people because they suggest that children are losing the ability to think for themselves. Another concern is that hours of television can make people unhappy with their lives. Maybe it is time to pull the plug.

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Question 131 refers to section A on page 82.

131. What is *Get around TV*?

- a. a television channel
- b. a TV show
- c. an electronic device
- d. a software package

Questions 132-133 refer to section B on page 82.

132. Why are viewers invited to contact *Point of Viewer*?

- a. to discuss making a video
- b. to say how much they enjoyed a program
- c. to get details of educational programs
- d. to request a certain kind of TV show

133. What is implied about *Point of Viewer*?

- a. It requires a subscription.
- b. It creates its own programs.
- c. It is still being developed.
- d. It is supported by TV advertising.

Questions 134-135 refer to section C on page 82.

134. What is Giles Hamblin's main complaint?

- a. the poor quality of a TV drama
- b. the time at which a program was shown
- c. the amount of TV young people watch
- d. the lack of shows suitable for children

135. In the last sentence of paragraph 2, what does Giles Hamblin mean by **sensitive**?

- a. possibly disturbing
- b. carefully produced
- c. highly dramatic
- d. artistic and creative

Questions 136-138 refer to section D on page 82.

136. According to the author, how does television affect education?

- a. It makes learning more entertaining.
- b. It can encourage better behavior in class.
- c. It makes students think differently about their classes.
- d. It can teach things that are not taught in schools.

137. What is the main point of paragraph 3?

- a. Families often disagree about which programs to watch.
- b. Giving up TV has many advantages for families.
- c. Children complain of being bored without television.
- d. Potter found it difficult to write her book.

138. In the third sentence of paragraph 4, what does **they** refer to?

- a. violent TV programs
- b. some people
- c. statistics
- d. children

Questions 139-140 refer to sections A, B, C, and D.

139. On what point would Giles Hamblin and Karin Potter probably agree?

- a. Most people watch too much TV.
- b. Many of today's TV programs are of poor quality.
- c. TV programs can be inappropriate for some audiences.
- d. Children should not be allowed to watch TV.

140. Which sections refer to the effects of television on children?

- a. sections A and B
- b. sections C and D
- c. sections B, C and D
- d. sections A, B and C

Reading

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A

Position: **Camp Counselor**

Bear Mountain Summer Camp

Salary: \$250 per week with \$500 completion bonus at end of season

- Cabin accommodation in wooded mountain area
- Traditional camp activities and education programs
- Some experience in related posts is essential
- First Aid training is preferred

We are looking for people who are fun, creative and caring. By law, you must be at least 18 but we need you to have a youthful approach to life, so we typically give preference to current university students, especially those with camp experience. You will be responsible for supervising a group of young people of high-school age, setting up activities and ensuring the safety of camp members at all times.

E-mail your CV to: g.stipes@bearmountaincamp.com



C

Off to camp

School vacations can be a difficult time, with parents often having to continue working long hours while their children are left to find their own entertainment. Young people are not always able to put into words what it is they want or need but if they could, it would include people of their own age to hang out with and a variety of different activities to do.

Luckily for them, and for you, summer camp provides all the necessary ingredients. It's a place where they will be safe, where they will be entertained, and where they will develop as people.

Young people will learn social skills, they might discover a new sport that they are good at, or a practical skill they never knew they had. They also tend to become more aware of their natural environment. What better training for real life could you want? And with 12,000 camps to choose from, you're sure to find something suitable.



B

Résumé

Jacob Weinstein
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Newhaven, CT 06511
j.weinstein@supermail.com

Skills and Qualities:
Enthusiastic and positive personality
Enjoy working with young people
Good communication skills
Computer skills
Fit, active, and enjoy sports and outdoor activities
Good team worker
Wilderness and Remote First Aid Instructor

Work Experience:
2010 – Present: *Geography teacher, Newhaven High School*
Responsible for taking groups of teenagers on a variety of geography field trips. Involved in after-school clubs helping to organize activities, including the school's own summer camp.

2007 – 2009: *Counselor, Lake View Summer Camp*
Responsible for the welfare of the camp attendees. Undertook a variety of roles including the planning and supervising of outdoor activities such as climbing, hiking, and survival courses.

Education:
B.A., Geography – South-Eastern University
M.Ed., Curriculum and Instruction – Princeton University



D

From:	George Stipes < g.stipes@bearmountaincamp.com >
Sent:	June 10th, 20— 3:45:19 p.m.
To:	All staff < staff@bearmountaincamp.com >
Subject:	General meeting June 17, 9:00 a.m.

Dear staff members,

Feedback
Feedback from parents and camp attendees last summer was generally very positive. However, two issues in particular need addressing:

- The incident that occurred during the canoeing trip is naturally a cause for concern. The teenagers involved did not suffer any permanent injury but, as you will understand, we cannot allow anything like this to happen again. Extra precautionary measures will be discussed at the meeting.
- Several campers reported that small items were lost during camp last summer. Some believed that they had been stolen. We will be updating the rules regarding items campers are allowed (and not allowed) to bring with them, and these will be presented at the meeting.

New programs
This year, we will be running education programs as well as our usual activities. A full list of programs will be presented at the meeting and staff will be appointed responsibilities in this new venture.

If there is anything else you wish to discuss, please contact the camp secretary at least two days before the scheduled meeting. Please note that all staff members are required to attend the meeting.

Thanks,
George Stipes
Camp Director

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Question 141 refers to section A on page 84.

141. Who should respond to the advertisement?

- a. someone with a good knowledge of mountain areas
- b. someone who has worked with young people
- c. a high-school student
- d. a safety expert

Questions 142-143 refer to section B on page 84.

142. What is the main purpose of section B?

- a. to advertise a job opening
- b. to summarize someone's skills and work experience
- c. to describe skills required for a teaching position
- d. to advertise a school

143. What is learned about Jacob Weinstein's background?

- a. He first began working in 2009.
- b. He is currently a university student.
- c. He has experience working outdoors.
- d. He has not worked anywhere for more than a year.

Questions 144-145 refer to section C on page 84.

144. Who is the passage aimed at?

- a. teenagers
- b. camp workers
- c. teachers
- d. parents

145. According to the passage, how does summer camp benefit young people?

- a. By teaching them survival skills.
- b. By preparing them for the future.
- c. By helping them become more independent.
- d. By helping them learn to overcome difficulties.

Questions 146-148 refer to section D on page 84.

146. What does George Stipes imply about last year's canoe trip?

- a. It resulted in an accident.
- b. It required paying an extra fee.
- c. It helped raise money for a good cause.
- d. It was especially popular with teenagers.

147. In the last sentence of the *Feedback* section, what does **these** refer to?

- a. lost items
- b. stolen items
- c. new rules
- d. campers

148. What must all staff do?

- a. choose an activity to lead
- b. register for a program
- c. contact the secretary
- d. go to a meeting

Questions 149-150 refer to sections A, B, C, and D.

149. What might Jacob Weinstein a good candidate for the Bear Mountain Summer Camp job?

- a. his Geography major
- b. his First Aid training
- c. his work with George Stipes
- d. his experience as a camp director

150. What is Jacob Weinstein likely to be doing at 9.00 a.m. on June 17?

- a. attending a staff meeting
- b. interviewing for a job
- c. teaching a Geography lesson
- d. organizing an excursion