Part 5

You are going to read an extract from a novel about an American teenager called Bonnie. For questions **31–36**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

Mark your answers **on the separate answer sheet.**

Queen Rider

Bonnie Wyndham got out of her mother's car and looked at Almonside School. 'I'll make you sorry I've come here,' she told her, pleasantly. Her mother was getting out of the other door at the time so she didn't hear, but Bonnie wouldn't have cared if she had. Her mother knew her feelings. Mrs. Wyndham looked about her. Almonside was a funny school, all bits and pieces, buildings hidden away amongst the trees on a wooded hillside; very confusing at first sight. Then she saw the signs on a post: science block, gymnasium, riding centre ...

'Riding centre,' said Bonnie, showing a sudden interest.

'Headmaster's study,' said her mother. 'This way.'

Bonnie followed her mother along a broad drive that curved between trees.

'I wish you'd walk beside me instead of following me like a dog,' said Mrs. Wyndham wearily, but she didn't seem to expect Bonnie to do so.

A few minutes later, her mother was talking to Bonnie's new headmaster in his study, while Bonnie herself sat and waited outside the door. Suddenly, Bonnie jumped up. 'Why should I just sit here?' she said to herself. 'I'll be thrown out before very long, anyway,' she said mentally to the door, 'so why not get it over and done with?' She left the building and headed for the riding centre in the direction indicated by the sign.

There was a nice old building where the horses were kept, and a large structure for indoor riding. Bonnie looked about her, but there was no one in sight. There was a certain reverence about her manner as she approached the animals. Bonnie treated horses with respect. The horses were very well looked after, she could tell that at once.

Almost every stall was occupied, and she wandered along looking carefully at each horse and judging it. 'They know what they're doing here,' she told a small pony as she ran a finger along its nose. It was the next horse that pulled her up short. 'But aren't you the best of the lot!' she said. He was brown with a touch of white. Lively, probably, but Bonnie liked that. 'You know, I have the feeling we've met before,' said Bonnie, stroking his neck. 'It was in my dreams and I was riding you to victory in some big competition.' Over the stall was his name: Maverick.

line 4

Suddenly, she couldn't resist the temptation to ride the horse. 'I wonder where I can find a bridle for your head, and a saddle for your back. Can't be far away.' The room containing all the riding equipment was – Bonnie was delighted to discover – unlocked. Absorbed in the pleasurable task of putting a saddle on Maverick's back, she forgot all about her mother and the headmaster. When she sat up high on the big horse outside the building, she felt like a queen, mistress of all she could see. Her nickname at her previous school had been Queen Bee, and she laughed delightedly as she remembered it. 'You're the best horse I've ever sat on, Maverick,' she said admiringly, 'and when I say that I'm not kidding, I can assure you, because I know about horses, even if I don't know about anything else.'

She nudged him into a walk, then into a trot. 'If I stay here, I think you and I could be great friends,' she confided. She went round and round the paddock. The rhythm was exhilarating, a little breeze whipping smartly past her cheek and making it glow. She could tell Maverick trusted her, and she felt certain that he'd jump well.

LIVEWORKSHEETS

31 What do we learn about Bonnie's mother in the first paragraph?

A She was used to being obeyed by Bonnie.
B She had a favourable first impression of the school.
C She had difficulty finding her way around new places.
D She was aware of Bonnie's attitude to her new school.

32 Why did Bonnie leave her seat outside the headmaster's office?

A She was eager to go riding as soon as possible.
B She was unwilling to spend any time on her own.
C She didn't think it would make any difference if she behaved badly.
D She didn't think her mother would take her to see the horses.

33 How did Bonnie feel when she was looking at the horses?

A excited to recognise a horse she already knew
B impressed by the high standards at the riding centre
C anxious to make sure that the horses would like her
D nervous about being seen with the horses

34 What does 'pulled her up short' mean in line 41?

A made her stop in surprise
B made her a bit frightened
C made her feel sorry
D made her change her mind

35 When Bonnie was sitting on Maverick's back she felt

A confident of her riding abilities.
B determined to prove what she could do.
C amused that she had tricked her mother.
D relieved that she had left the past behind.

36 What do we learn about Bonnie by the end of the text?

A She is looking forward to taking up an exciting hobby.
B She is concerned about making new friends.
C She is beginning to feel more positive about the school.
D She is disappointed about having so little time with the horses.

LIVEWORKSHEETS

Part 6

You are going to read an article about two teenagers who send a small model man into space. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (**37–42**). There is one extra sentence which you do not need to use.

Mark your answers **on the separate answer sheet.**

Model man in space

At the young age of 17, Mathew Ho and Asad Muhammad have already sent a man into space – a very small model of a man, that is.

Mathew and Asad attached a four-centimetre-tall model man and four cameras to a balloon and launched the whole thing into space. **37** The boys could hardly believe their success, especially as the entire project had cost them just $400. They had worked on it every weekend for four months. It wasn't a school project; they just thought it would be a cool thing to do. 'We didn't really think it would work until that point,' says Mathew.

Mathew and Asad had the idea for the project two years ago when they saw an online video of a balloon being sent into space by some university students. **38** They both had a passion for all things flight-related so they were the perfect partners for the project.

The pair were soon spending every Saturday at Mathew's house, drawing up plans and building the balloon. 'People would walk in, see us building this weird thing with a parachute, and wonder what we were doing. We'd just say, 'We're sending cameras into space!' Mathew had already made a lightweight box to carry the cameras. **39** They needed ones which could be programmed to take photos every 20 seconds without stopping.

Next they sewed the parachute, which took them three weeks on Asad's mum's sewing machine. 'We soon realised that we're no experts at sewing,' laughs Mathew. 'We broke ... what, four needles? Ridiculous!' The end result didn't look too great but worked perfectly. **40** 'People were yelling at us,' remembers Asad.

They ordered a professional weather balloon online, and bought helium gas from a party supply store. Mathew purchased a special wide-angle video camera. Finally, they put the whole thing together, carefully cutting a space inside the lightweight container for three cameras and a mobile phone with a GPS system which helped them to follow it. **41** They also checked with the relevant authorities to make sure its flight wouldn't interfere with air traffic or be illegal.

The boys chose a local football field as their take-off point. Then they blew up the balloon, let it go, and watched their model man float upwards. **42** Less than two hours later, a signal on Mathew's computer told them that the model man had re-entered the earth's atmosphere. He had just landed in a field, 122 kilometres from the launch point. Based on their calculations, the balloon had climbed to about 24,000 metres in just over an hour. Then it exploded, triggering the model man's 32-minute fall to earth. Mathew and Asad have since received a note of congratulations from the manufacturers of the little model man.

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A It was just the sort of thing they thought they might be able to do themselves.

B Therefore they needed to calculate where the model would land, based on the take-off point, the weather and the size of the balloon.

C At seven kilometres, they lost both the mobile phone and GPS signals so they went home and made dinner.

D They watched as it landed 97 minutes later, having recorded an astonishing video clip from 24 kilometres above sea level.

E So, with a budget of $500 in mind, they started looking for some which were reasonably priced.

F As a finishing touch, they stuck their model astronaut onto the outside of the box, and found him a tiny national flag to hold.

G They tested it by dropping it off the roof of the building where Mathew lives, which annoyed some of the residents.

LIVEWORKSHEETS