Test 4 Reading Part 1

Questions 1–5

For each question, choose the correct answer.

1



Lena is

A suggesting that Marta travels into town without her.

B offering Marta a lift into town instead of catching the bus.

C checking the time she arranged to meet Marta at the shopping centre.

2



A The coach needs team members to tell him if they're available for a match.

B The coach wants to help the team improve their performance before they play again.

C The coach is congratulating the netball team for winning their game last week.

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3

Please give staff at the desk your college student number before using any of the computers in the Study Centre.

A Staff at the desk will show you how to use the computers here.

B These computers are reserved only for students at this college.

C If you're not a college student, ask staff for permission to use a computer.

4



What does Mum want to know?

A how to find the sports shop that's repaired Tom's racket

B whether the sports shop will still be open when she finishes work

C if Tom is going to be available to pick up his racket

5



A This store has more second-hand instruments available than new ones.

B You can only buy instruments here that other people have already used.

C This store doesn't charge a lot for instruments that aren't new.

LIVEWORKSHEETS

Test 4 Reading Part 2

Questions 6–10

For each question, choose the correct answer.

The people below are all doing school geography projects and want to find a website to help them.
On the opposite page there are descriptions of eight geography websites.
Decide which website would be the most suitable for the people below.

6 

Sandra wants to learn more about what Planet Earth is actually made of, and how much of it is covered by water. She'd also like online advice about how to organise her work.

7 

Miranda wants to learn about some of the famous tourist sites in the world, and why they have become famous. She'd like to play games on the website to help her remember the information.

8 

For his project, Billy needs to find out about the biggest mountains in the world, and the kind of animals living near them. He'd also like to see videos of the locations he's studying.

9 

Anna wants to learn about the biggest land areas of the world, and get key facts about their geography. She'd also like advice on how to improve her map-reading skills.

10 

Kristofer's country has very cold winters, so he's interested in how other people in cold countries deal with their environment. He'd like to share his experiences online with teenagers there.

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Geography websites

A **Geoview**

This website has fantastic videos of animals in challenging locations, and information about how they manage to live there. There are also helpful tips on understanding geographical information, such as maps and diagrams of the Earth and its oceans. Users can also share information about useful links to follow.

B **Geographical**

This website has lots of maps, quizzes and advice, to check your knowledge of what you've studied – and remind you of anything you've forgotten! There's a brilliant section about popular places in many different countries, which attract large numbers of visitors, with background historical details about the reasons these places are now so well known.

C **Geography.com**

This website has interesting maps and details about places that have become famous tourist destinations in different countries, and also some famous geographical features around the world, such as the biggest mountains and rivers. There are also online tips available on how to research information for projects.

D **Goworld**

How do people live in places with very high or low temperatures in different seasons? Find out how people adapt to the climate they live in, how it affects their lives and what they do to stay warm or keep cool, as necessary. You can also upload your own stories about life in extreme temperatures in your country.

E **Planet Zoom**

Not sure how to understand the information included on maps? Here's a step-by-step guide to using them! The site also has games and puzzles about all the continents, including Africa, Asia and Europe, and important details about them, such as their huge size, and their mountain ranges, rivers and climate.

F **Worldwide**

This website has lots of beautiful photos, maps and film clips to help you learn more about some of the highest – and coldest – peaks on the planet. You'll find plenty of amazing facts about them, together with details of the wildlife that makes its home in the surrounding areas.

G **GeoInfo**

Which countries in the world have the coldest winters, the highest mountains or the most unusual animals? Check your knowledge with some fantastic geography puzzles and games. And the photos on this site also show people's everyday lives in very different climate conditions.

H **Geowatch**

What's underneath the ground we walk on? You'll find maps and diagrams here to tell you – including what you'd see inside the planet if you cut it in half! There's information, too, about parts of the world that aren't land, but actually oceans and seas, and help on researching and presenting project information.

LIVEWORKSHEETS

Test 4 Reading Part 3

Questions 11–15

For each question, choose the correct answer.

Cross-country skiing in Sweden

by Jenna Walton, aged 15



Last year, Mum and I wanted to try a winter sport called cross-country skiing – travelling on skis across the countryside. And pictures of one area in Sweden, with people skiing along through forests on wonderful white snow, persuaded us that destination was a good choice. We hadn't done much skiing, though, so weren't sure how difficult cross-country skiing was, compared with skiing fast down steep mountains. But we signed up to join a group of people, of all ages, plus a guide.

We'd read about the place we went to before we left, so we knew it was close to where Sweden ends and Norway starts. And our family knew we couldn't text home, as there was no internet connection – and actually, it was relaxing to be far from anywhere, or anyone. What we hadn't realised was that from there, we'd be able to see amazing coloured lights in the sky, which appeared at certain times of year, called the Northern Lights – what a sight!

On our first day there, I hated getting up in the dark, but it meant I saw the sun come up over the forest, so I was glad I did. And sunshine was forecast for the week, I was delighted to hear! But the real problem was my 15kg rucksack, full of food and clothes – I had no idea it would weigh that much. Anyway, we skied for hours across mainly flat snow. Having special light skis was supposed to help us climb the few hills there were – although I still couldn't do it!

Finally we stopped for the night. It wasn't until we'd reached our hut that our guide mentioned we'd just crossed a frozen lake to get there – but nothing surprised us by that point! Anyway, he gave us all jobs to do – cutting fire wood and cooking food – and soon we were having dinner, made from whatever food we'd brought – a strange mix, but it tasted delicious. And everywhere was so peaceful outside that none of us stayed awake long.

Mum and I want to try another winter sports trip, maybe snowboarding. But we'll probably end up just as exhausted as we were after this trip!

LIVEWORKSHEETS

11 Jenna and her mum decided to go cross-country skiing in Sweden because

A they wanted a change from mountain skiing holidays.
B they'd heard the sport would be easier than skiing down hills.
C they'd met a group of people who wanted to go, too.
D they found a place there that they were keen to visit.

12 After their arrival, what did they discover about where they were staying?

A It wasn't far from the border with another country.
B They could get great views of a spectacular natural event.
C It was at a point where they couldn't use technology.
D They weren't near local people or their homes.

13 How did Jenna feel about the long trips through the snow on skis?

A surprised she had to carry such a heavy bag
B pleased about the weight of the skis she was given
C glad that going uphill wasn't as hard as she'd thought
D worried the good weather they were having wouldn't last

14 Regarding their accommodation, Jenna says everyone

A had difficulties getting to sleep there.
B was unhappy at the quality of the food.
C had to help out with all the housework.
D was shocked to hear details of their journey there.

15 What would Jenna text to a friend about her trip?

A
One reason we chose this trip was that we thought we'd be among loads of trees, which we love – but that hasn't happened so far.

B
The people in our group were really friendly – but they were all Mum's age and older, really.

C
I'm not used to getting out of bed so early to do things! But it was worth it, as the sunrise was wonderful.

D
Mum and I have agreed that although the trip was great, we might attempt something less tiring on our next winter holiday.

LIVEWORKSHEETS

Questions 16–20

Five sentences have been removed from the text below. For each question, choose the correct answer.
There are three extra sentences which you do not need to use.



The giant piano

A young man in New Zealand recently became famous for making one of the largest pianos ever.

Adrian Mann, who now works as a professional piano builder, started building the piano when he was just 16 years old, and made many of the parts for it himself. The piano is 5.7 metres long and is very heavy. And the keyboard actually has keys that are a metre in length. [16] But despite this difference in size, the instrument can still be played perfectly, thanks to Adrian's hard work.

[17] In fact, the whole thing started when Adrian became interested in the materials used for the wires inside the piano. These create the notes when they're hit.

And he found that if the wires were really long, he could get an amazing sound. From there, he went on to build the whole piano.

The instrument was kept inside a church in his town for some time, before Adrian decided it was time to transfer the huge piano from the church to his workshop. [18] So in the end, the fire service had to come and help take the instrument to its new home.

Since the move, a lot of piano players have visited Adrian to try out the piano. But Adrian says that when they arrive, some people aren't very positive about the piano.

[19] But actually, it always performs brilliantly. They soon discover that the piano can play a wide range of music, just like any normal piano.

There's been so much interest in Adrian's piano that he could probably start making and selling others just like it. [20] So, at the moment, he has no plans to make any more.

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A However, he put a lot of work into his original model.

B It's so big, you could imagine actually lying down inside it!

C So what gave Adrian the idea to create such a huge piano?

D They expect that the instrument won't sound very good.

E But things weren't always that simple.

F That's much larger than on a normal-sized piano.

G Most of them were surprised by the wonderful result.

H But he soon found he couldn't move it out on his own.

LIVEWORKSHEETS

Test 4 Reading Part 5

Questions 21–26

For each question, choose the correct answer.



Clever birds

The wild birds known as ravens are thought to be very clever. In fact, they can solve some quite **(21)** ..... problems, especially when they're trying to get food. For example, one bird was filmed taking a box of nuts from a bird table and **(22)** ..... it onto the ground, so that it would break and the bird could eat the nuts inside!

Scientists also **(23)** ..... that the birds could actually use stones as tools to **(24)** ..... out simple tasks. So in an experiment, they taught five birds to use a tool to open a box with food inside. The birds soon became very **(25)** ..... at doing this. So for the next experiment, the birds were given a small **(26)** ..... of tools to choose from. They always picked the tool that scientists had given them for the first task. And hours later, they could still remember which tool they'd used!

21	**A** expert	**B** complicated	**C** heavy	**D** confused
22	**A** letting	**B** falling	**C** dropping	**D** leaving
23	**A** noticed	**B** advised	**C** watched	**D** studied
24	**A** take	**B** carry	**C** make	**D** check
25	**A** experienced	**B** intelligent	**C** correct	**D** keen
26	**A** group	**B** total	**C** amount	**D** number

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