Reading test 3

Student name _____

Group/Class _____

Date _____ Score _____

VOCABULARY

1 Match the verbs and nouns to make collocations.

take	sick people
do	a break
give	a busy schedule
care for	money
manage	community service

Score: / 5

2 Complete the conversation with the correct answers (A, B, or C).

Liane: I feel it's my duty to do **(1)** _____ to help people less **(2)** _____ than me. What do you think?

Juan: I would **(3)** _____ it, but I don't know where to find information.

Liane: I can give you **(4)** _____ for good organizations that need volunteers. Or, you can always **(5)** _____ money.

1	**A** community service	**B** institution	**C** recommendations
2	**A** consider	**B** fortunate	**C** concept
3	**A** donate	**B** institution	**C** consider
4	**A** recommendations	**B** community service	**C** concepts
5	**A** consider	**B** duty	**C** donate

Score: / 5

Photocopiable © Macmillan Education Limited 2021

macmillan education
LIVEWORKSHEETS

3 Complete the words in the sentences. The first letter is given, and there is one space for each letter.

There are many **(1)** b _ _ _ _ _ _ _ _ to doing volunteer work. For example, you meet new people and learn new skills.

It really makes a situation better when people are **(2)** c _ _ _ _ _ _ _ _ _ _ _ and work together.

The **(3)** p _ _ _ _ _ _ _ _ goal of the project is to provide food to people in need.

Maria's **(4)** n _ _ _ _ _ _ working day is from 9-5, but today she's working late.

Ben has an **(5)** i _ _ _ _ _ _ _ _ _ _ _ _ level of English, but he's working hard to reach the next level.

Score: / 5

4 Choose the correct word (A, B, or C) to complete each sentence.

1 The company found a _____ to the problem by hiring more workers.

A challenge **B** waste **C** solution

2 There are over a _____ people who live in India.

A billion **B** profit **C** challenge

3 The _____ for us is to find a good way to keep fresh food from going bad.

A waste **B** challenge **C** agriculture

4 It's difficult to _____ so many people, but at least we can grow our own vegetables.

A feed **B** hunger **C** profit

5 Jake is studying _____ because he wants to help farmers grow and sell their produce.

A solution **B** waste **C** agriculture

Score: / 5

Photocopiable © Macmillan Education Limited 2021

macmillan education
LIVEWORKSHEETS

5 Match the verbs with the correct particles (and objects) to make phrasal verbs.

give	on (someone)
talk	up (something)
find	(something) out
count	out (about something)
throw	about (something)

Score: / 5

6 Read the sentences and choose T (True) or F (False).

1 If you **participate**, you join a group of people. T / F

2 When you **react** to something, your expression or behavior stays the same. T / F

3 **Mental** relates to the mind and **physical** relates to the body. T / F

4 If you have a **strategy**, you have a plan to do something. T / F

5 **Statistics** are opinions that relate to how people feel. T / F

Score: / 5

Photocopiable © Macmillan Education Limited 2021

macmillan education
LIVEWORKSHEETS

Part 3_Đề 3

The Solar System, as we know it, contains over 178 objects which revolve around our central star, or the Sun. Some of these objects can be seen from Earth with the unaided eye or an earth-based telescope, but the majority have only been detected through the development of instruments such as the Hubble Space Telescope, or unmanned probes like Voyager. These instruments operate outside Earth's atmosphere collecting information on the **composition** and behavior of objects in the Solar System, which has enabled researchers to hypothesize their origins.

[A] It is generally thought that a cloud of interstellar gas and dust known as a 'nebula', was **disturbed** by some major event in space, possibly a supernova, about five billion years ago and began to collapse under its own gravity, forming a cloud. **[B]** The center of the cloud became so hot that it eventually exploded into a star with the cooler gases flowing around it. **[C]** In time, the gases condensed into dust, metals, and various kinds of ice in the cold outer reaches of space. **[D]** These solid particles collided with each other to form larger objects, or asteroids, as they continued to spin around our central star.

As these asteroids increased in size, their gravity began to pull in all the material in their immediate surroundings, and the largest of these went on to become planets. **The very different composition of the inner planets (Mercury, Venus, Earth and Mars) and the outer planets (Jupiter, Saturn, Neptune and Uranus) has led astronomers to hypothesize that their distances from the Sun caused them to develop at different rates and in different ways.** According to the most widely-held opinions, the planets closest to the Sun, where all the ice particles were vaporized due to the incredible heat, were formed mostly of rock, silicates, and metals with high melting points. These particles collided and were pulled together by gravity. These inner planets have thin atmospheres or none at all, and few, if any, satellites, which would indicate that most of the available material was either pulled into their own gravity or burned away in the heat of the Sun.

The inner and outer planets are separated by an asteroid belt, consisting of material that was not able to form into planets due to Jupiter's immense gravity. Beyond this area, as more dust and ice particles escaped destruction by the Sun, four larger planets formed over a longer period of time in a far colder environment as material was thrown out from the center by the spinning star's centrifugal force. About a million years after the cooling of the original nebula, the Sun began to emit a stream of charged protons and electrons known as solar wind which blew the remaining gases outwards, to be sucked in by the outer planets which became gas giants. These planets attracted many objects in their vast gravity fields, some of which are big enough to be termed 'satellites', and countless smaller fragments which formed rings around the planets.

The discovery of more objects in the Solar System in recent times has led to the need for further classification. Far beyond the outer planets lies **Pluto**, which was originally considered to be the ninth planet, but which has since been found to be a binary system of two dwarf planets, the other being Charon. Pluto's origins may be in the recently discovered Kuiper Belt, the source of many of the comets which travel through the Solar System. This theory is based on Pluto's rock/ice composition which is similar to that of a comet. At one time, also thought to be a moon of Neptune, Pluto/Charon was reclassified in 2006 as one of three dwarf planets discovered so far, the others being Eris and Ceres.

Scientific knowledge is only as good as the ability of scientists to collect evidence, so as new advances are made in astronomy, the present theories may be disproved, as in the case of Pluto. The above account represents the consensus of current opinions on the matter.

LIVEWORKSHEETS

1. **In paragraph 1, what does the author say about the role of the Hubble Space Telescope?**

A. It is too defective for our scientists to come up with definite answers to the origin of the universe.

B. Scientists discovered billions of new planets by combining measurements from the Hubble Space Telescope with Voyager measurements.

C. It solved the age of the universe and measured the age of what may be the youngest galaxy ever seen in the universe.

D. It has helped unveil many mysteries or queries about our universe.

2. **The word "composition" in the passage is closest in meaning to_____.**

A. make-up B. musical C. evolution D. revolution

3. **The word "disturbed" in the passage is closest in meaning to_____.**

A. Broken B. attracted C. bothered D. imported

4. **Which of the following best expresses the essential information in the highlighted sentence in the passage? Incorrect answer choices change the meaning in important ways or leave out essential information.**

A. Planets formed from gases and dust particles after comets collided with the Sun.

B. According to scientists, the manner in which planets developed was wholly dependent on their distance from Jupiter's rings.

C. The dissimilar make-up of the planets closest to the Sun and those farthest from the Sun suggests that their distance from the Sun affected their formation.

D. Scientists believe the Sun evolved from the composition of several older planets in the solar system.

5. **According to paragraph 4, the inner and outer planets are separated by what?**

A. an asteroid belt B. a star C. comets D. a moon

6. **According to the passage, all of the following are true about our solar system EXCEPT_____.**

A. Planets nearest the Sun were formed mostly of rock.

B. There continue to be new discoveries as technology improves.

C. Colliding asteroids eventually formed planets.

D. Most of the comets in the solar system can be seen with the naked eye during an annular solar eclipse.

7. **Why does the author mention "Pluto" in paragraph 5?**

A. To discuss Pluto's rock/ice composition

B. To introduce the concept of planet formation

C. To show that new discoveries are always occurring

D. To introduce the distinction between planets and dwarf planets

LIVEWORKSHEETS

8. It can be inferred from the passage that the planets_____.

A. broke off from the rapidly spinning Moon

B. collided more frequently, to spur the formation and growth of protoplanets

C. were initially asteroids

D. were formed by the collision of massive objects circling a black hole in eccentric orbits

9. According to the passage, what were the universe's origins?

A. A nebula collapsed under its gravity.

B. A black hole exploded and merged to create the universe.

C. A super being wished it into existence.

D. The Sun collapsed in on itself.

10. Look at the four squares [_] that indicate where the following sentence could be added to the passage.

This cloud began to rotate rapidly as it got smaller and denser and heated up to several thousand degrees, causing some of its elements to vaporize into gas.

Where would the sentence best fit?

A. **[A]** B. **[B]** C. **[C]** D. **[D]**

Part 4_Đề 3

The Arctic and Antarctica are now within reach of the modern tourist, with many going to see these icy wildernesses before it's too late. Christian Amodeo reports on the growth of polar tourism.

Travel at the North and South Poles has become an expensive leisure activity, suitable for tourists of all ages. The poles may be inhospitable places, but they are seeing increasing numbers of visitors.

Annual figures for the Arctic, where tourism has existed since the 19th century, have increased from about a million in the early 1990s to more than 1.5 million today. This is partly because of the lengthening summer season brought about by climate change.

Most visitors arrive by ship. In 2007, 370,000 cruise passengers visited Norway, twice the number that arrived in 2000. Iceland, a country where tourism is the second-largest industry, has enjoyed an annual growth rate of nine percent since 1990. Meanwhile, Alaska received some 1,029,800 passengers, a rise of 7.3 percent from 2006. Greenland has seen the most rapid growth in marine tourism, with a sharp increase in cruise-ship arrivals of 250 percent since 2004.

The global economic downturn may have affected the annual 20.6 percent rate of increase in visitors to the Antarctic - last season saw a drop of 17 percent to 38,200 - but there has been a 760 percent rise in land-based tourism there since 1997. More people than ever are landing at fragile sites, with light aircraft, helicopters and all-terrain vehicles increasingly used for greater access, while in the past two seasons, 'fly-sail' operations have begun. These deliver tourists by air to ships, so far more groups can enjoy a cruise in a season; large cruise ships capable of carrying up to 800 passengers are not uncommon.

LIVEWORKSHEETS

In addition, it seems that a high number of visitors return to the poles. 'Looking at six years' worth of data, of the people who have been to the polar regions, roughly 25 percent go for a second time,' says Louisa Richardson, a senior marketing executive at tour operator Exodus.

In the same period that tourism has exploded, the 'health' of the poles has 'deteriorated'. 'The biggest changes taking place in the Antarctic are related to climate change,' says Rod Downie, Environmental Manager with the British Antarctic Survey (BAS). Large numbers of visitors increase these problems.

Although polar tourism is widely accepted, there have been few regulations up until recently. At the meeting of the Antarctic Treaty in Baltimore, the 28 member nations adopted proposals for limits to tourist numbers. These included safety codes for tourist vessels in Antarctic waters, and improved environmental protection for the continent. They agreed to prevent ships with more than 500 passengers from landing in Antarctica, as well as limit the number of passengers going ashore to a maximum of 100 at any one time, with a minimum of one guide for every 20 tourists. 'Tourism in Antarctica is not without its risks,' says Downie. After all, Antarctica doesn't have a coastguard rescue service.'

'So far, no surveys confirm that people are going quickly to see polar regions before they change,' says Frigg Jorgensen, General Secretary of the Association of Arctic Expedition Cruise Operators (AECO). 'However, Hillary Clinton and many other big names have been to Svalbard in the northernmost part of Norway to see the effects of climate change. The associated media coverage could influence others to do the same.'

These days, rarely a week passes without a negative headline in the newspapers. The suffering polar bear has become a symbol of a warming world, its plight a warning that the clock is ticking. It would seem that this ticking clock is a small but growing factor for some tourists. 'There's an element of "do it now",' acknowledges Prisca Campbell, Marketing director of Quark Expeditions, which takes 7,000 People to the poles annually. Leaving the trip until later, it seems, may mean leaving it too late.

Questions 1-7 Complete the summary below.

Choose NO MORE THAN TWO WORDS AND/OR A NUMBER from the passage for each answer.

Polar tourism - the figures

Tourism in the Arctic began in the 1. ……. and visitor numbers have risen since that time. These days, over 2. ……. people travel there, mostly by ship.

The country with the greatest increase in visitors is 3. ……. .

Tourism has expanded in the Arctic because the 4. ……. lasts longer than it used to.

Travel to the Antarctic has fallen by 5. ……. over the past year.

However, many more people are using small planes and 6. ……. to land on the ice.

Aircraft are also taking visitors to huge ships that hold as many as 7. ……. tourists.

Questions 8-12 Look at the following statements and the list of people below.

Match each statement with the correct person, A-D.

LIVEWORKSHEETS

NB You may use any letter more than once.

8. ……. Some tourists believe they should not delay their trip to the poles.

9. ……. There are some dangers to travelling in Antarctica.

10. ……. Some famous people have travelled to polar regions to look at the impacts of global warming.

11. ……. Some tourists make more than one trip to the poles.

12. ……. There is no evidence that visitors are hurrying to the poles.

List of People

A Louisa Richardson

B Rod Downie

C Frigg Jorgensen

D Prisca Campbell



LIVEWORKSHEETS